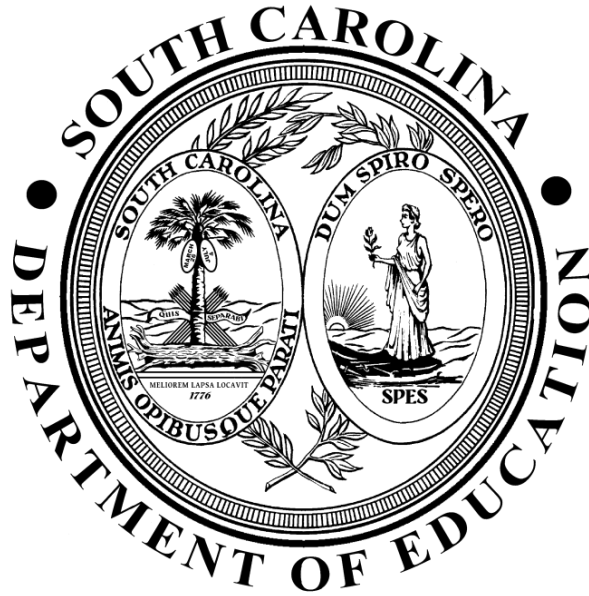


STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

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STATE SUPERINTENDENT OF EDUCATION
SECRETARY TO THE STATE BOARD OF EDUCATION



**South Carolina College and Career Ready
Standards for Physical Education**

South Carolina State Board of Education

June 2021

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Introduction

Physical education is an academic discipline that provides content and instruction designed to develop motor skills, knowledge and behaviors for physical activity and physical fitness. The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Physical literacy is defined by SHAPE America – Society of Health and Physical Educators as, “the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.”

To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

Physical education programs in schools play an important role in educating the whole child and is proven to be part of a “well-rounded” educational experience (Centers for Disease Control and Prevention, 2011). Physical education programs provide all students access to a standards-based sequence of learning, which promotes health and physical literacy, as well as the motivation to engage in the health-enhancing physical activity, needed to achieve and maintain a healthy, active lifestyle.

The South Carolina College- and Career-Ready Standards for Physical Education Proficiency 2021 contained in this document and their accompanying indicators give physical educators a framework for producing physically literate individuals and setting students on a path to enjoy a lifetime of physical activity. The five standard statements included are informed by the current National Standards for K-12 Physical Education, which were published in 2013 by SHAPE America Society of Health and Physical Educators. These standards and indicators are written to clarify and define a standards progression in user-friendly language that learners can easily interpret. The indicators help motivate learning by showing how to set achievable goals, self-assess, and chart progress by using “I can” statements. These statements support performance-based instruction that leads to increasing levels of proficiency. This document provides a clearer understanding of what learners need to know and be able to do in order to move from one level of proficiency to the next.

Purpose and Intent

The South Carolina College- and Career-Ready Standards for Physical Education Proficiency 2021 presents a framework for the development of realistic and achievable expectations for student performance in kindergarten through high school. This document is intended to serve as a resource for South Carolina's school districts to use as they design a local physical education curriculum. A district may expand and organize course content based on these standards and indicators to meet the needs of particular student populations.

The indicators that support each of the five standards are concrete statements of what a student should know and be able to do within and across the grade-band ranges as the result of having participated in a quality physical education program. Quality comprehensive physical education programs teach the skills, attitudes, and facts needed for the student to develop and maintain a physically active lifestyle. Comprehensive physical education programs have clear expectations for students to acquire the skills and knowledge of physically literate individuals. Comprehensive physical education programs develop students who can meet the standards and indicators set forth in *The South Carolina College- and Career-Ready Standards for Physical Education 2021*.

A standard and indicator represents a goal or outcome of an educational program. The standards and indicators do not dictate how teachers should design a lesson, what programs or curricula to use, or how units should be organized. The instructional program should emphasize the development of students' abilities to acquire, apply, and perform the standards and indicators. The instructional program should also assure that appropriate accommodations are made for the diverse populations of students.

Proficiency-Based Learning

Proficiency-based learning focuses on students' demonstrations of desired learning outcomes. Students gain the skills, abilities, and knowledge required in an area of study, along with those necessary to be successful in college, career and civic life. Proficiency-based learning is designed to provide equitable learning opportunities for every student. In contrast to traditional systems, proficiency-based learning does not advance students based on seat time. Instead, in a proficiency-based classroom, students' progress as they demonstrate mastery of skills, abilities, and knowledge.

Students' progress toward proficiency at different rates and time, and at similar ages can demonstrate varying proficiency levels. *The South Carolina College- and Career-Ready Standards for Physical Education 2021* outlines the standard and indicator proficiency progression rather than the specific grade level. Teachers have the opportunity to identify and differentiate learning for all learners based on the students' proficiency range. This document describes the learning goals a learner should demonstrate at three levels of proficiency. All performance indicators in the standards document begin with "I can..." so that learners are at the center of all physical education programs, can self-assess, and can use evidence to demonstrate progress in proficiency. The three proficiency levels used are novice, intermediate, and advanced.

The novice, intermediate, and advanced proficiency levels are a continuum that describes the distinct levels of the demonstrated skills, abilities, and knowledge for a student to master. The novice proficiency level represents foundational skills, abilities, and knowledge to be built upon. The intermediate proficiency level represents a deeper understanding and application of skills, abilities and knowledge. The advanced proficiency level represents a level of understanding and application of skills, abilities, and knowledge that goes beyond direct instruction, and includes student ownership of the learning.

PROFILE OF THE South Carolina Graduate

WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts
and math for career and college
readiness

Multiple languages, science, technology,
engineering, mathematics (STEM), arts and
social sciences



WORLD-CLASS SKILLS

Creativity and innovation

Critical thinking and
problem solving

Collaboration and teamwork

Communication, information,
media and technology

Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

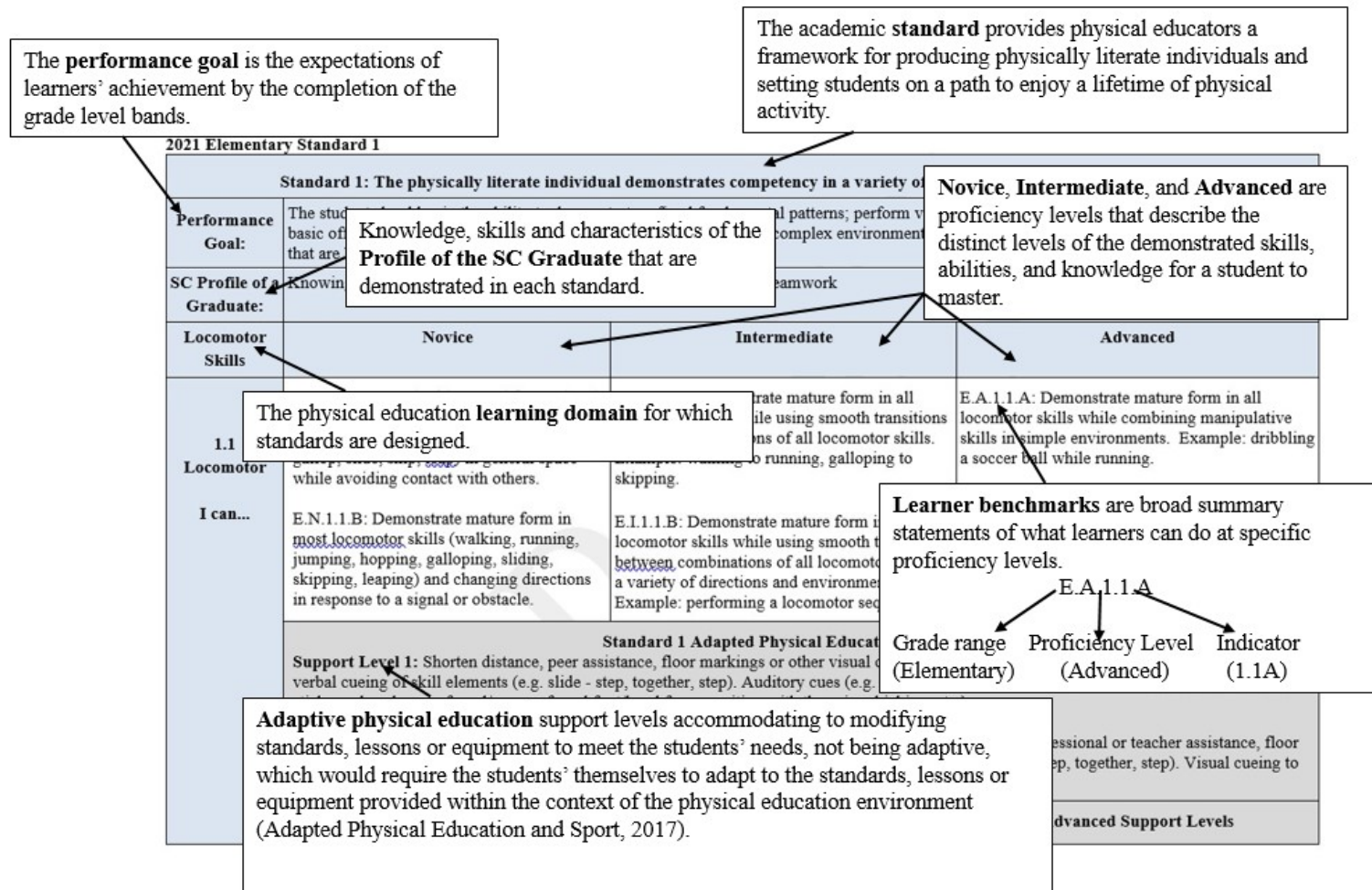
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Adopted by: SC Arts Alliance, SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Council on Competitiveness, SC Education Oversight Committee, SC School Boards Association, SC State Board of Education, SC State Department of Education, TransformSC Schools and Districts.



The South Carolina College- and Career-Ready Standards for Physical Education Proficiency 2021 reinforce the objectives outlined in this *profile*. The standards are designed to prepare South Carolina learners to meet new challenges in college and career readiness through the development of life and career skills that will create a better-prepared workforce.

Structure and Organization



Standard 1

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. (Psychomotor Domain)

The intent of this standard is the development of the motor skills needed to enjoy participation in a variety of physical activities. Fundamental motor skills and movement concepts provide a foundation for continued motor skill acquisition. This movement foundation gives students the capacity for successful and advanced levels of performance that furthers the likelihood of daily participation in physical activity. In the primary years, students develop maturity and versatility in the use of fundamental motor skills (e.g., jumping, skipping, throwing, striking) that are further refined, combined, and varied during the middle school years. These motor skills, now having evolved into specialized skills (e.g., chest pass, penalty kick, jump shot, lob, clear), are used in increasingly complex and dynamic environments throughout the middle school years. As high school students develop competence and confidence, activities are selected for regular participation within which more advanced skills are mastered. While moving into adulthood, students acquire the skills to enjoy a lifetime of physical activity.

Standard 2

The physically literate individual demonstrates knowledge of concepts, principles, strategies, and tactics related to movement and performance. (Cognitive Domain)

The intent of this standard is for students to gain knowledge related to motor skill-acquisition and performance. This knowledge enhances students' abilities to apply concepts from disciplines such as motor learning and development, biomechanics and exercise physiology, and sport psychology and sociology. For example, this includes increasing force production through the summation of forces, understanding the principle of specificity of training, and knowing the effects of anxiety on performance. Knowledge of these concepts and principles, and how to apply them, enhances the likelihood of independent learning. In the elementary grades, emphasis is placed on establishing a movement vocabulary and applying introductory concepts. In the middle school years, students apply motor skills and concepts in varying and dynamic environments. Students have the opportunity to become more sophisticated game players due to the emphasis on tactics and strategies. In high school, students analyze motor skill performance and apply previously learned information to the acquisition of new motor skills. Students can also design and implement a personal fitness plan based on collected health-related fitness data.

Standard 3

The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness. (Psychomotor Domain)

The intent of this standard is for students to develop the ability to sustain moderate to vigorous activity levels through regular participation in meaningful physical activity. In the elementary grades, the emphasis is on an awareness of fitness components and having fun while participating in health-enhancing activities that promote physical fitness. In middle school, students develop an

interest in a variety of physical activities, choose to participate in activities of interest, and achieve and maintain a health-enhancing level of fitness. High school students achieve and maintain health-related fitness standards as a result of implementing long-term fitness plans based on frequency, intensity, time and type (FITT) training principles.

Standard 4

The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings. (Affective Domain)

The intent of this standard is the achievement of self-regulated behaviors that promote personal and group success in a physically active environment. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction. Students develop respect for individual similarities and differences through positive interaction among participants in physical activity settings. In the elementary grades, students learn to work independently and cooperatively with others, apply classroom and activity specific rules, and take responsibility and participate willingly in physical activities. In middle school, the focus is on the ability to cooperate and work with others to accomplish group goals in both cooperative and competitive settings. High school students demonstrate leadership by initiating responsible behavior that has a positive influence on others. Students begin to become more self-directed and recognize the value of making physical activity a part of their lifestyles.

Standard 5

The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression and/or social interaction. (Affective Domain)

The intent of this standard is the development of an awareness of the benefits that result from being physically active. Physical activity provides opportunities for self-expression and social interaction. Participation in physical activities can be fun, enjoyable, challenging, and health enhancing. These benefits develop self-confidence and promote a positive self-image. Elementary students learn that regular participation and practice contribute to successful performance that leads to increased enjoyment. In middle school, students gain an awareness of the benefits provided from specific activities. Students seek and explore physical activities that facilitate personal growth, challenge, enjoyment and/or interaction with peers. Participation at the high school level continues to provide personal growth, challenge, enjoyment and opportunities for social interaction. Benefits gained from participation in physical activities promote the pursuit of life-long activities that meet an individual's needs.

Adapted Physical Education

Quality physical education programs provide learning experiences that meet the developmental needs of all children and help improve mental alertness, academic performance, readiness to learn, enthusiasm for learning, and lifelong wellness. In 2004, the federal government reauthorized PL 105-17 to ensure all students receive a free and appropriate education through the passing of Public Law 108-446, known as the Individuals with Disabilities Education Improvement Act (IDEA 2004). IDEA ensures that all children, regardless of disability, receive special education. Section 1401 (29) says that the term 'special education' means specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including (A) instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and (B) instruction in physical education. The 34 code (CRF) of IDEA defines physical education as the development of physical and motor skills, fundamental motor skills and patterns, skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports), includes special physical education, adapted physical education, movement education, and motor development. Therefore, children with disabilities must be provided with specialized instruction in physical education if needed to ensure access to the physical education general curriculum. Therefore, children with disabilities must be provided with specialized instruction in physical education if needed to ensure access to the physical education general curriculum. Physical education services, specially designed if necessary, must be made available to every child with a disability receiving FAPE, unless the public agency enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades (Adapted Physical Education and Sport, 2017).

The South Carolina Physical Education Support Levels Learning Standards in addition to Adapted Physical Education considerations align closely with the SHAPE America National Standards, the Profile and Competencies of the South Carolina Graduate, and CASEL's SEL Competencies. The purpose of these standards are to assist both teachers and students with disabilities in meeting Physical Education Learning Standards through a continuum of student-centered options.

The term “adapted physical education considerations” is used through this document because the term adapted is accommodating to modifying standards, lessons, or equipment to meet the students' needs, not being adaptive, which would require the students' themselves to adapt to the standards, lessons, or equipment provided within the context of the physical education environment (Adapted Physical Education and Sport, 2017).

In order for students' to meet the South Carolina College and Career Ready Standards for Physical Education Proficiency, we have provided the following terms “with prompting, with assistance, given a variety of communication support options.” A collaborative approach to receive equipment, services, technology, or instructional strategies necessary to meet these standards may be warranted.

2021 Elementary Standard 1

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.			
Performance Goal:	The student should gain the ability to demonstrate refined fundamental patterns; perform variations and combinations of motor skills; and to apply basic offensive and defensive strategies in increasingly dynamic and complex environments. The student should learn to apply specialized skills that are basic to a movement form.		
SC Profile of a Graduate:	Knowing how to learn, work ethic, self-direction, collaboration, and teamwork		
Locomotor Skills	Novice	Intermediate	Advanced
1.1 Locomotor I can...	E.N.1.1.A: Travel with control forward and sideways by identifying a variety of locomotor skills (walk, run, jump, hop, gallop, slide, skip, leap) in general space while avoiding contact with others.	E.I.1.1.A: Demonstrate mature form in all locomotor skills while using smooth transitions between combinations of all locomotor skills. Example: walking to running, galloping to skipping.	E.A.1.1.A: Demonstrate mature form in all locomotor skills while combining manipulative skills in simple environments. Example: dribbling a soccer ball while running.
	E.N.1.1.B: Demonstrate mature form in most locomotor skills (walking, running, jumping, hopping, galloping, sliding, skipping, leaping) and changing directions in response to a signal or obstacle.	E.I.1.1.B: Demonstrate mature form in all locomotor skills while using smooth transitions between combinations of all locomotor skills in a variety of directions and environments. Example: performing a locomotor sequence.	E.A.1.1.B: Demonstrate mature form in all locomotor skills while combining manipulative skills in modified game play. Example: dribbling a soccer ball while running with a defensive player.
	Standard 1 Adapted Physical Education Suggestions: Support Level 1: Shorten distance, peer assistance, floor markings or other visual cueing to assist in rhythm, music or directional change, verbal cueing of skill elements (e.g. slide - step, together, step). Auditory cues (e.g. metronome). Visual cueing to assist with skill elements (e.g. stickers placed on preferred/non-preferred foot/hand for opposition with throwing, kicking, etc.). Support Level 2: Physical assistance (e.g. holding a hand) to support balance, form, and direction, paraprofessional or teacher assistance, floor markings or other visual cueing to assist in directional change, verbal cueing of skill elements (e.g. slide - step, together, step). Visual cueing to assist in rhythm, music, or directional change, auditory cues (e.g. metronome).		
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels

	<p>E.N.1.1.A.SL1: Travel with control forward OR sideways by identifying at least 3 locomotor skills (walk, run, jump, hop, gallop, slide, skip, leap) in general space while avoiding contact with others.</p> <p>E.N.1.1.A.SL2: Travel with control forward OR sideways by identifying at least 1 (walk, run, jump, hop, gallop, slide, skip, leap) in general space while avoiding contact with others.</p> <p>E.N.1.1.B.SL1: Demonstrate mature form in at least 3 locomotor skills (including walking, running, jumping, hopping, galloping, sliding, skipping, and leaping) and changing directions in response to a signal or obstacle.</p> <p>E.N.1.1.B.SL2: Demonstrate rudimentary form in at least 1 locomotor skills (including walking, running, jumping, hopping, galloping, sliding, skipping, and leaping) and change a direction.</p>	<p>E.I.1.1.A.SL1: Demonstrate mature form in at least 3 locomotor skills while using a transition between combinations of selected locomotor skills.</p> <p>E.I.1.1.A.SL2: Demonstrate rudimentary form in at least 2 locomotor skills while using a transition between 2 selected locomotor skills.</p> <p>E.I.1.1.B.SL1: Demonstrate mature form in all locomotor skills while using smooth transitions between combinations of at least 3 locomotor skills in at least 2 directions.</p> <p>E.I.1.1.B.SL2: Demonstrate rudimentary form in at least 3 locomotor skills while using a transition between combinations of at least 2 locomotor skills in any direction.</p>	<p>E.A.1.1.A.SL1: Demonstrate mature form in all locomotor skills while combining at least 1 manipulative skill.</p> <p>E.A.1.1.A.SL2: Demonstrate mature form in at least 3 locomotor skills while combining at least 1 manipulative skill.</p> <p>E.A.1.1.B.SL1: Demonstrate mature form in all locomotor skills while combining at least 2 manipulative skills in modified game play.</p> <p>E.A.1.1.B.SL2: Demonstrate mature form in all locomotor skills while combining a manipulative skill in modified game play.</p>
Non- Locomotor/ Stability	Novice	Intermediate	Advanced
<p>1.2 Non- Locomotor/ Stability</p> <p>I can...</p>	<p>E.N.1.2.A: Support body weight on a variety of body parts while maintaining control. Example: holding balance still for 3 seconds.</p> <p>E.N.1.2.B: Demonstrate controlled balancing and rolling movements. Example: performing a teacher led sequence.</p>	<p>E.I.1.2.A: Demonstrate controlled balancing and rolling movements, into a sequence with a clear beginning and ending. Example: Stork-stand balance, to a forward roll, to a knee scale balance finish.</p> <p>E.I.1.2.B: Demonstrate controlled balancing, rolling, and traveling, movements using smooth transitions with or without equipment. Example: traveling on a balance beam.</p>	<p>E.A.1.2.A: Demonstrate controlled movements including extension and supporting body weight on the hands. Example: cartwheels, handstands.</p> <p>E.A.1.2.B: Apply movement concepts to a logical sequence. Create and perform sequence including a variety of stability skills with and without equipment. Example: transition from one skill to another smoothly and without hesitation.</p>

	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	<p>E.N.1.2.A.SL1: Demonstrate controlled balancing and/or rolling movements with assistance (physical or visual)</p> <p>E.N.1.2.A.SL2: Demonstrate balancing and/or rolling movements with assistance (physical or visual).</p> <p>E.N.1.2.B.SL1: Demonstrate controlled balancing and/or rolling movements with assistance (physical or visual).</p> <p>E.N.1.2.B.SL2: Demonstrate balancing and/or rolling movements with assistance (physical or visual).</p>	<p>E.I.1.2.A.SL1: Demonstrate controlled balancing and/or rolling movements, into a sequence with a clear beginning and ending with assistance (physical, visual, or verbal).</p> <p>E.I.1.2.A.SL2: Demonstrate balancing and/or rolling movements in a combination with assistance (physical, visual, or verbal) (e.g. holding hand for stork-stand balance, verbal cue when to transition into a roll).</p> <p>E.I.1.2.B.SL1: Demonstrate controlled balancing, rolling, and traveling movements using transitions with or without equipment with assistance (physical, visual, or verbal) (e.g. traveling on a balance beam with hand-held support, verbal cueing arms out, eyes up).</p> <p>E.I.1.2.B.SL2: Demonstrate controlled balancing, or rolling, and traveling movements with assistance (physical, visual, or verbal). Example: traveling on a balance beam with hand-held support, verbal cueing arms out, eyes up.</p>	<p>E.A.1.2.A.SL1: Demonstrate controlled movements including extension and supporting body weight on the hands with assistance (physical or visual)</p> <p>E.A.1.2.A.SL2: Attempt a controlled movement including extension and supporting body weight on the hands with assistance (physical or visual).</p> <p>E.A.1.2.B.SL1: Demonstrate and identify movement concepts with a logical sequence with assistance (physical, visual, or verbal).</p> <p>E.A.1.2.B.SL2: Demonstrate movement concepts with a logical sequence with assistance (physical, visual, or verbal).</p>
Dance	Novice	Intermediate	Advanced
1.3 Dance I can...	<p>E.N.1.3.A: Perform along with a teacher-led dance.</p> <p>E.N.1.3.B: Perform teacher-led dance, demonstrating beat awareness.</p>	<p>E.I.1.3.A: Perform simple dance and/or movement sequences to music demonstrating beat awareness.</p> <p>E.I.1.3.B: Perform dance using movement concepts in creative ways in rhythm to the music.</p>	<p>E.A.1.3.A: Perform dance in rhythm with a group or partner.</p> <p>E.A.1.3.B: Apply, create, and perform an age-appropriate dance in rhythm to music.</p>
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	E.N.1.3.A. SL1 : Perform along with a teacher-led dance with prompting (physical, visual, or verbal).	E.I.1.3.A. SL1 : Perform simple dance and/or movement sequences to music demonstrating beat awareness with assistance (physical,	E.A.1.3.A. SL1 : Perform dance with a group or partner.

	<p>E.N.1.3.A.SL2: Perform along with a teacher-led dance with physical assistance.</p> <p>E.N.1.3.B.SL1: Perform teacher-led dance, demonstrating beat awareness with assistance (physical, visual, or verbal). Example: hand over hand clapping to the beat.</p> <p>E.N.1.3.B.SL2: Demonstrate beat awareness with assistance (physical, visual, or verbal).</p>	<p>visual, or verbal).</p> <p>E.I.1.3.A.SL2: Perform a movement sequence to music demonstrating beat awareness with assistance (physical, visual, or verbal).</p> <p>E.I.1.3.B.SL1: Perform a simple dance using movement concepts in rhythm to the music.</p> <p>E.I.1.3.B.SL2: Perform a simple dance using movement concepts in rhythm to the music with assistance (physical, visual, or verbal).</p>	<p>E.A.1.3.A.SL2: Perform dance with a group or partner with assistance (physical, visual, or verbal).</p> <p>E.A.1.3.B.SL1: Apply, create, and perform an age- appropriate dance in rhythm to music with assistance (physical, visual, or verbal).</p> <p>E.A.1.3.B.SL2: Perform an age-appropriate dance to music with assistance (physical, visual, or verbal).</p>
Toss	Novice	Intermediate	Advanced
<p>1.4 Toss I can...</p>	<p>E.N.1.4.A: Toss in simple conditions. Example: toss and catch a ball to self and stay in personal space.</p> <p>E.N.1.4.B: Toss using some elements of a mature form emphasizing a step with the opposite foot forward. Example: toss to partner, toss to wall.</p>	<p>E.I.1.4.A: Toss an object underhand using all elements of mature form.</p> <p>E.I.1.4.B: Toss an object underhand using mature form at a target from a variety of distances.</p> <p>E.A.1.4.C: Throw an object using some elements of mature form to a large target.</p>	<p>E.A.1.4.A: Toss an object underhand using mature form with force to hit a target with reasonable accuracy.</p> <p>E.A.1.4.B: Toss an object underhand using mature form in modified game play.</p>
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels

	<p>E.N.1.4.A.SL1: Toss in simple conditions.</p> <p>E.N.1.4.A.SL2: Toss in simple conditions with assistance (physical, visual, or verbal).</p> <p>E.N.1.4.B.SL1: Toss using at least 1 element of a mature form.</p> <p>E.N.1.4.B.SL2: Toss using at least 1 element of a mature form with assistance (physical, visual, or verbal).</p>	<p>E.I.1.4.A.SL1: Toss an object underhand using some elements of a mature form emphasizing a step with the opposite foot forward.</p> <p>E.I.1.4.A.SL2: Toss an object underhand using at least 1 element of a mature form.</p> <p>E.I.1.4.B.SL1: Toss an object underhand using mature form at a target from a variety of distances with assistance (physical, visual, or verbal).</p> <p>E.I.1.4.B.SL2: Toss an object underhand using at least 2 elements of mature form at a target from at least 1 specified distance with assistance (physical, visual, or verbal).</p> <p>E.I.1.4.C.SL1: Throw an object using some elements of a mature form emphasizing a step with the opposite foot forward.</p> <p>E.I.1.4.C.SL2: Throw an object using at least 1 element of a mature form.</p>	<p>E.A.1.4.A.SL1: Toss an object underhand using mature form with force towards a target.</p> <p>E.A.1.4.A.SL2: Toss an object underhand using mature form with force towards a target with assistance (physical, visual, or verbal).</p> <p>E.A.1.4.B.SL1: Toss an object underhand in modified game play.</p> <p>E.A.1.4.B.SL2: Toss an object underhand in modified game play with assistance (physical, visual, or verbal).</p>
Catch	Novice	Intermediate	Advanced
1.5 Catch I can...	E.N.1.5: Catch a self-tossed and partner – tossed object using some elements of mature form.	E.I.1.5: Move to receive and catch a self-tossed and partner-tossed object using all elements of mature form.	<p>E.A.1.5.A: Catch an object with mature form from a variety of levels.</p> <p>E.A.1.5.B: Catch an object using mature form in modified game play.</p>
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	<p>E.N.1.5.SL1: Catch a teacher-tossed object in simple conditions.</p> <p>E.N.1.5.SL2: Catch in simple conditions with assistance (physical, visual, or verbal).</p>	<p>E.I.1.5.SL1: Catch a self-tossed and partner-tossed object using some elements of mature form with assistance (physical, visual, or verbal).</p> <p>E.I.1.5.SL2: Catch a self-tossed and partner-tossed object with assistance (physical, visual,</p>	<p>E.A.1.5.A.SL1: Catch an object with mature form from a variety of levels with assistance (physical, visual, or verbal).</p> <p>E.A.1.5.A.SL2: Catch an object with mature form from at least 1 level with assistance (physical, visual, or verbal).</p>

		or verbal).	<p>E.A.1.5.B.SL1: Catch an object using mature form in modified game play.</p> <p>E.A.1.5.B.SL2: Catch an object using mature form in modified game play with assistance (physical, visual, or verbal).</p>
Overhand throw	Novice	Intermediate	Advanced
1.6 Overhand Throw I can...	E.N.1.6: Throw a hand-sized ball overhand with force for distance (simple conditions).	E.I.1.6: Throw using some elements of a mature form, emphasizing a step with the opposite foot forward.	<p>E.A.1.6.A: Throw an object using all elements of mature form to a partner.</p> <p>E.A.1.6.B: Throw an object with mature form to a target with reasonable accuracy in modified game play.</p>
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	<p>E.N.1.6.A.SL1: Throw in simple conditions with prompting (physical, visual, or verbal).</p> <p>E.N.1.6.A.SL2: Throw in simple conditions with assistance (physical, visual, or verbal).</p>	<p>E.I.1.6.SL1: Throw using some elements of a mature form, emphasizing a step with the opposite foot forward with prompting (physical, visual, or verbal).</p> <p>E.I.1.6.SL2: Throw using some elements of a mature form, emphasizing a step with the opposite foot forward with assistance (physical, visual, or verbal).</p>	<p>E.A.1.6.A.SL1: Throw an object using all elements of mature form with prompting (physical, visual, or verbal).</p> <p>E.A.1.6.A.SL2: Throw an object using all elements of mature form with assistance (physical, visual, or verbal).</p> <p>E.A.1.6.B.SL1: Throw an object with mature form towards a target in modified game play.</p> <p>E.A.1.6.B.SL2: Throw an object with mature form towards a target in modified game play with assistance (physical, visual, or verbal).</p>
Kick	Novice	Intermediate	Advanced
1.7 Kick	E.N.1.7.A: Kick a stationary ball from a stationary starting position.	E.I.1.7.A: Adapt kicking to simple, changing environments. Example: kicking a moving ball with either foot showing a transfer of weight.	E.A.1.7.A: Kick using all elements of mature form to a partner.
	E.N.1.7.B: Approach a stationary ball and kick the ball forward by planting with non-	E.I.1.7.B: Kick using some elements of a	E.A.1.7.B: Combine kicking with dribbling and passing in modified game play.

I can...	dominant foot and kicking with dominant foot.	mature form. E.1.7.C Kick/pass a ball to a stationary and moving partner.	
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	<p>E.N.1.7.A.SL1: Kick a stationary ball from a stationary starting position with prompting (physical, visual, or verbal).</p> <p>E.N.1.7.A.SL2: Kick a stationary ball from a stationary starting position with assistance (physical, visual, or verbal).</p> <p>E.N.1.7.B.SL1: Approach a stationary ball and kick the ball forward.</p> <p>E.N.1.7.B.SL2: Approach a stationary ball and kick the ball forward with prompting or assistance (physical, visual, or verbal).</p>	<p>E.I.1.7.A.SL1: Adapt kicking to simple, changing environments with preferred foot.</p> <p>E.I.1.7.A.SL2: Adapt kicking to simple, changing environments with preferred foot with assistance (physical, visual, or verbal).</p> <p>E.I.1.7.B.SL1: Kick using some elements of a mature form with prompting (physical, visual, or verbal).</p> <p>E.I.1.7.B.SL2: Kick using some elements of a mature form with assistance (physical, visual, or verbal).</p> <p>E.1.7.C.SL1: Kick/pass a ball to a stationary partner with prompting (physical, visual, or verbal).</p> <p>E.1.7.C.SL2: Kick/pass a ball to a stationary partner with assistance (physical, visual, or verbal).</p>	<p>E.A.1.7.A.SL1: Kick using all elements of mature form to a partner with prompting (physical, visual, or verbal).</p> <p>E.A.1.7.A.SL2: Kick using some elements of mature form to a partner with assistance (physical, visual, or verbal).</p> <p>E.A.1.7.B.SL1: Combine kicking and passing in modified game play with prompting (physical, visual, or verbal).</p> <p>E.A.1.7.B.SL2: Combine kicking and passing in modified game play with assistance (physical, visual, or verbal).</p>
Hand Dribble	Novice	Intermediate	Advanced
1.8 Hand Dribble I can...	<p>E.N.1.8.A: Dribble a ball with one hand in a stationary position.</p> <p>E.N.1.8.B: Dribble continuously with dominant hand while moving in general space.</p>	<p>E.I.1.8.A: Dribble continuously with dominant and non-dominant hand while moving in general space at different speeds.</p> <p>E.I.1.8.B: Dribble continuously with dominant and non-dominant hand while moving and changing directions.</p> <p>E.L.1.8.C: Dribble and pass to a partner on the</p>	<p>E.A.1.8.A: Dribble continuously with dominant and non-dominant hand in complex environments. Example: changing directions, dribbling around other people.</p> <p>E.A.1.8.B: Combine dribbling with passing in modified game play.</p>

		move.	
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	E.N.1.8.A. SL1 : Dribble a ball with two hands in a stationary position with or without prompting (physical, visual, or verbal).	E.I.1.8.A. SL1 : Dribble continuously while moving in general space with prompting (physical, visual, or verbal).	E.A.1.8.A. SL1 : Dribble continuously in complex environments with prompting (physical, visual, or verbal).
	E.N.1.8.A. SL2 : Bounce and catch a ball with two hands in a stationary position with prompting or assistance (physical, visual, or verbal).	E.I.1.8.A. SL2 : Dribble with one hand while moving in general space with prompting or assistance (physical, visual, or verbal).	E.A.1.8.A. SL2 : Dribble continuously in complex environments with assistance (physical, visual, or verbal).
	E.N.1.8.B. SL1 : Dribble a ball with one hand in a stationary position with prompting or assistance (physical, visual, or verbal).	E.I.1.8.B. SL1 : Dribble continuously while moving and changing directions with prompting (physical, visual, or verbal).	E.A.1.8.B. SL1 : Combine dribbling with passing in modified game play with prompting (physical, visual, or verbal).
Hand Pass	E.N.1.8.B. SL2 : Dribble a ball with two hands in a stationary position with prompting or assistance (physical, visual, or verbal).	E.I.1.8.B. SL2 : Dribble continuously while moving with assistance (physical, visual, or verbal).	E.A.1.8.B. SL2 : Combine dribbling with passing in modified game play with assistance (physical, visual, or verbal).
		E.I.1.8.C. SL1 : Dribble and pass to a partner with prompting (physical, visual, or verbal).	
		E.I.1.8.C. SL2 : Dribble and pass to a partner with assistance (physical, visual, or verbal).	
	Novice	Intermediate	Advanced
1.9 Hand Pass I can...	E.N.1.9: Pass a variety of different balls using an overhand or underhand toss using appropriate speed and force to a partner in simple conditions.	E.I.1.9: Use a variety of passes (overhead, underhand, side arm, chest pass, bounce pass) with hands to a stationary and moving partner using some elements of mature form.	E.A.1.9.A: Pass a variety of objects with hands using mature form to a moving partner. E.A.1.9.B: Pass with hands using mature form of the appropriate skill in modified game play.
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	E.N.1.9. SL1 : Pass a variety of different balls using an overhand or underhand toss in simple conditions with prompting (physical,	E.I.1.9. SL1 : Use a variety of passes (overhead, underhand, side arm, chest pass, bounce pass) with hands to a stationary partner with	E.A.1.9.A. SL1 : Pass a variety of objects using mature form to a moving partner with prompting (physical, visual, or verbal).

	visual, or verbal). E.N.1.9. SL2 : Pass a variety of different balls using an overhand or underhand toss in simple conditions with assistance (physical, visual, or verbal).	prompting (physical, visual, or verbal). E.I.1.9. SL2 : Use a variety of passes (overhead, underhand, side arm, chest pass, bounce pass) with hands to a stationary partner with assistance (physical, visual, or verbal).	E.A.1.9.A. SL2 : Pass a variety of objects using some elements of mature form to a moving partner with assistance (physical, visual, or verbal). E.A.1.9.B. SL1 : Pass with hands using mature form in modified game play with prompting (physical, visual, or verbal). E.A.1.9.B. SL2 : Pass with hands using mature form in modified game play with assistance (physical, visual, or verbal).
Foot Dribble	Novice	Intermediate	Advanced
1.10 Foot Dribble I can...	E.N.1.10: Dribble a ball forward with soft taps using the insides of the feet in self-space.	E.I.1.10.A: Dribble a ball forward using insides and outsides of feet while keeping the ball within two steps. E.I.1.10.B: Dribble a ball using insides and outsides of feet, keeping the ball within two steps, while jogging.	E.A.1.10.A: Dribble a ball using insides and outsides of feet, keeping the ball within two steps, with changing speeds, pathways, and/or directions. E.A.1.10.B: Combine foot dribbling with passing and kicking in modified game play.
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	E.N.1.10.A. SL1 : Dribble a ball with soft taps using the insides of the feet from a stationary position with or without prompting (physical, visual, or verbal). E.N.1.10.A. SL2 : Dribble a ball with soft taps using the insides of the feet from a stationary position with assistance (physical, visual, or verbal).	E.I.1.10.A. SL1 : Dribble a ball forward using the insides of the feet while walking in general space with or without prompting (physical, visual, or verbal). E.I.1.10.A. SL2 : Dribble a ball forward using the insides of the feet while walking in general space with assistance (physical, visual, or verbal). E.I.1.10.B. SL1 : Dribble a ball forward using insides and outsides of feet while keeping the	E.A.1.10.A. SL1 : Dribble a ball using insides and outsides of feet with at least one of the following: changing speeds, pathways, or directions. Skill can be performed with or without prompting (physical, visual, or verbal). E.A.1.10.A. SL2 : Dribble a ball using insides and outsides of feet with at least one of the following: changing speeds, pathways, or directions. Skill can be performed with assistance (physical, visual, or verbal). E.A.1.10.B. SL1 : Combine foot dribbling with

		ball within two steps while moving with prompting (physical, visual, or verbal). E.I.1.10.B. SL2 : Dribble a ball forward using insides and outsides of feet while keeping the ball moving with assistance (physical, visual, or verbal).	either passing or kicking in modified game play with prompting (physical, visual, or verbal). E.A.1.10.B. SL2 : Combine foot dribbling with either passing or kicking in modified game play with assistance (physical, visual, or verbal).
Foot Pass	Novice	Intermediate	Advanced
1.11 Foot Pass & Receive I can...	E.N.1.11: Pass and receive a ball with feet stationary using appropriate speed and force.	E.I.1.11: Pass and receive with feet to a partner continuously using all elements of mature form on the move.	E.A.1.11: Pass and receive with feet using mature form in modified game play.
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	E.N.1.11. SL1 : Pass and/or receive with feet in simple conditions with prompting (physical, visual, or verbal). E.N.1.11. SL2 : Pass and/or receive with feet in simple conditions with assistance (physical, visual, or verbal).	E.I.1.11. SL1 : Pass and receive with feet to a stationary partner using some elements of mature form with prompting (physical, visual, or verbal). E.I.1.11. SL2 : Pass and receive with feet to a stationary partner using some elements of mature form with assistance (physical, visual, or verbal).	E.A.1.11. SL1 : Pass and receive with feet using mature form in modified game play with prompting (physical, visual, or verbal). E.A.1.11. SL2 : Pass and receive with feet using mature form in modified game play with assistance (physical, visual, or verbal).
Volley/Strike	Novice	Intermediate	Advanced
1.12 Volley/Strike (hands & arms) I can...	E.N.1.12: Use a strike-bounce-catch/strike pattern to keep a small and medium-sized ball going in self-space	E.I.1.12.A: Volley/Strike with hands and arms to a stationary partner or wall using some elements of mature form. E.I.1.12.B: Volley/Strike with hands and arms to a partner continuously with and without a bounce using all elements of mature form.	E.A.1.12.A: Volley/Strike with hands and arms using mature form to a moving partner. E.A.1.12.B: Volley/Strike with hands and arms using mature form in modified game play.
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels

	<p>E.N.1.12.SL1: Use a strike-bounce-catch/strike pattern to keep a small and/or medium-sized ball going in self-space with prompting (physical, visual, or verbal).</p> <p>E.N.1.12.SL2: Use a strike-bounce-catch/strike pattern to keep a small and/or medium-sized ball going in self-space with assistance (physical, visual, or verbal).</p>	<p>E.I.1.12.A.SL1: Volley/Strike with hands and arms to a stationary partner with prompting (physical, visual, or verbal).</p> <p>E.I.1.12.A.SL2: Volley/Strike with hands and arms to a stationary partner with assistance (physical, visual, or verbal).</p> <p>E.I.1.12.B.SL1: Volley/Strike with hands and arms to a partner continuously using some elements of mature form with prompting (physical, visual, or verbal).</p> <p>E.I.1.12.B.SL2: Volley/Strike with hands and arms to a partner continuously using some elements of mature form with assistance (physical, visual, or verbal).</p>	<p>E.A.1.12.A.SL1: Volley/Strike with hands and arms using mature form to a moving partner with prompting (physical, visual, or verbal).</p> <p>E.A.1.12.A.SL2: Volley/Strike with hands and arms using some elements of mature form to a moving partner with assistance (physical, visual, or verbal).</p> <p>E.A.1.12.B.SL1: Volley/Strike with hands and arms using mature form in modified game play with prompting (physical, visual, or verbal).</p> <p>E.A.1.12.B.SL2: Volley/Strike with hands and arms using mature form in modified game play with assistance (physical, visual, or verbal).</p>
Striking w/Implement	Novice	Intermediate	Advanced
<p>1.13</p> <p>Striking with Implement</p> <p>I can...</p>	<p>E.N.1.13: Strike a ball with a racket/paddle using a strike-bounce-strike pattern in self-space.</p>	<p>E.I.1.13.A: Strike a ball with an implement using a strike-bounce-strike pattern continuously against the wall or to a partner</p> <p>E.I.1.13.B: Hit a ball off a tee or cone with a bat using correct grip and body alignment.</p> <p>E.I.1.13.C: Pass a ball to a stationary and moving partner using a hockey stick.</p>	<p>E.A.1.13: Strike with implement using mature form in modified game play across a net.</p>
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	<p>E.N.1.13.SL1: Strike a ball with a racket/paddle using a strike-bounce-strike pattern in self-space with prompting (physical, visual, or verbal).</p> <p>E.N.1.13.SL2: Strike a ball with a racket/paddle using a strike-bounce-strike pattern in self-space with assistance</p>	<p>E.I.1.13.A.SL1: Strike a ball with an implement using a strike-bounce-strike pattern continuously against the wall or to a partner with prompting (physical, visual, or verbal).</p> <p>E.I.1.13.A.SL2: Strike a ball with an implement using a strike-bounce-strike pattern continuously against the wall or to a partner</p>	<p>E.A.1.13.SL1: Strike with implement using mature form to a moving partner with prompting (physical, visual, or verbal).</p> <p>E.A.1.13.SL2: Strike with implement using some elements of mature form to a moving partner with assistance (physical, visual, or verbal).</p>

	(physical, visual, or verbal).	with assistance (physical, visual, or verbal). E.I.1.13.B. SL1 : Hit a ball off a tee with a bat with prompting (physical, visual, or verbal). E.I.1.13.B. SL2 : Hit a ball off a tee with a bat with assistance (physical, visual, or verbal). E.N.1.13.C. SL1 : Pass a ball to a stationary partner using a hockey stick with prompting (physical, visual, or verbal). E.N.1.13.C. SL2 : Pass a ball to a stationary partner using a hockey stick with assistance (physical, visual, or verbal).	
Jump Rope	Novice	Intermediate	Advanced
1.14 Jump Rope I can...	E.N.1.14.A: Execute a single jump with a self-turned rope.	E.I.1.14.A: Jump forward and backwards consecutively using a self-turned rope.	E.A.1.14.A: Create long or short jump rope routines.
	E.N.1.14.B: Move forward or backwards consecutively using a self-turned rope.	E.I.1.14.B: Perform long/short jump rope skills that have a greater degree of difficulty (variety, running in/out of long rope).	E.A.1.14.B: Create a long or short jump rope routine with a partner or group.
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	E.N.1.14.A. SL1 : Execute a single jump with a self-turned rope with prompting (physical, visual, or verbal). E.N.1.14.A. SL2 : Execute a single jump with a self-turned rope with assistance (physical, visual, or verbal). E.N.1.14.B. SL1 : Jump forward or backwards at least 2 times using a self-turned or over a moving rope with prompting (physical, visual, or verbal). E.N.1.14.B. SL2 : Jump forward or backwards	E.I.1.14.A. SL1 : Jump forward and/or backwards at least 2 times using a self-turned or over a moving rope. E.I.1.14.A. SL2 : Jump forward or backwards at least 2 times using a self-turned or over a moving rope with prompting (physical, visual, or verbal). E.I.1.14.B. SL1 : Move in and out of a teacher-turned long rope. E.I.1.14.B. SL2 : Move through a teacher- turned long rope.	E.A.1.14.A. SL1 : Perform a long or short jump rope routine with prompting (physical, visual, or verbal). E.A.1.14.A. SL2 : Perform a long or short jump rope routine with assistance (physical, visual, or verbal). E.A.1.14.B. SL1 : Perform a long or short jump rope routine with a partner or group with prompting (physical, visual, or verbal). E.A.1.14.B. SL2 : Perform a long or short jump rope routine with a partner or group with

	at least 2 times over a moving rope with assistance (physical, visual, or verbal).		assistance (physical, visual, or verbal).
Strategy & Tactics	Novice	Intermediate	Advanced
1.15 Strategy & Tactics	E.N.1.15: Demonstrate different tactics in chasing and fleeing activities.	E.I.1.15.A: Demonstrate appropriate tactics in chasing and fleeing activities. E.I.1.15.B: Demonstrate basic motor skills, strategies, and tactics essential for various game play in simple environments.	E.A.1.15.A: Apply basic motor skills, strategies, and tactics essential for various game play in increasingly complex environments. E.A.1.15.B: Execute basic motor skills, strategies, and tactics essential for various game play in increasingly complex environments.
I can...	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	E.N.1.15.SL1: Perform chasing and fleeing activities with prompting (physical, visual, or verbal).	E.I.1.15.A.SL1: Perform chasing and fleeing activities with prompting (physical, visual, or verbal). E.I.1.15.A.SL2: Perform chasing and fleeing activities with assistance (physical, visual, or verbal). E.I.1.15.B.SL1: Perform basic motor skills and strategies essential for selected game play in simple environments with prompting (physical, visual, or verbal). E.I.1.15.B.SL2: Perform basic motor skills and strategies essential for game play in simple environments with assistance (physical, visual, or verbal).	E.A.1.15.A.SL1: Apply basic motor skills, strategies, and/or tactics essential for selected game play in complex environments with prompting (physical, visual, or verbal). E.A.1.15.A.SL2: Apply basic motor skills and strategies essential for game play in complex environments with assistance (physical, visual, or verbal). E.A.1.15.B.SL1: Execute basic motor skills, strategies, and/or tactics essential for selected game play in complex environments with prompting (physical, visual, or verbal). E.A.1.15.B.SL2: Execute basic motor skills and strategies essential for game play in complex environments with assistance (physical, visual, or verbal).

2021 Elementary Standard 2

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.			
Performance Goal	The student should learn to use critical elements/learning cues; refine his or her application of fundamental and selected specialized motor skills in increasingly complex environments, as well as to provide feedback to others. The student should apply basic offensive and defensive strategies.		
SC Profile of a Graduate:	Creativity and innovation, critical thinking and problem solving, self-direction, global perspective		
Movement/ Performance	Novice	Intermediate	Advanced
2.1 Performance I can...	E.N.2.1.A: Identify fundamental movement skills (hop, jump, gallop, slide, catch, throw, volley). E.N.2.1.B: Identify the critical elements/ learning cues of fundamental locomotor and manipulative skills.	E.I.2.1.A: Describe how improved performance relates to appropriate practice using the critical elements and learning cues. E.I.2.1.B: Utilize teacher feedback to improve performance. Example: changing hand position after recognizing an error.	E.A.2.1.A: Apply critical elements/learning cues of a skill to improve personal performance in fundamental movement skills and specialized skills. E.A.2.1.B: Apply critical elements/learning cues of a skill to provide feedback to others in modified game play
	Standard 2 Adapted Physical Education Suggestions: Support Level 1: Verbal prompts, redirection, modeling, communication support options, assistance (physical, visual, or verbal). Support Level 2: Assistance (peer, teacher), communication support options with assistance.		
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	E.N.2.1.A. SL1: Identify at least 2 fundamental movement skills (hop, jump, gallop, slide, catch, throw, volley) given a variety of communication support options with prompts (physical, visual, or verbal). E.N.2.1.A. SL2: Identify at least 1 fundamental movement skill (hop, jump, gallop, slide, catch, throw, volley) given a variety of communication support options with assistance (physical, visual, or verbal).	E.I.2.1.A. SL1: Identify how to improve performance with appropriate practice while identifying the critical elements/learning cues given a variety of communication support options with prompts (physical, visual, or verbal). E.I.2.1.A. SL2: Identify how to improve performance with appropriate practice while identifying the critical elements/learning cues given a variety of communication support options with assistance (physical, visual, or verbal).	E.A.2.1.A. SL1: Apply or accept teacher feedback to practice to help improve performance with prompting (physical, visual, or verbal). E.A.2.1.A. SL2: Accept teacher feedback to help improve performance with assistance (physical, visual, or verbal). E.A.2.1.B. SL1: Describe or apply

	<p>E.N.2.1.B.SL1: Identify the critical elements/ learning cues of at least 2 fundamental locomotor or manipulative skills given a variety of communication support options with prompts (physical, visual, or verbal).</p> <p>E.N.2.1.B.SL2: Identify some of the critical elements/ learning cues of at least 1 fundamental locomotor/manipulative skill given a variety of communication support options with assistance (physical, visual, or verbal).</p>	<p>E.I.2.1.B.SL1: Apply or accept teacher feedback to help improve performance with prompting (physical, visual, or verbal).</p> <p>E.I.2.1.B.SL2: Accept teacher feedback to help improve performance with assistance (physical, visual, or verbal).</p>	<p>critical elements/learning cues of a skill to improve personal performance in fundamental movement skills and specialized skills.</p> <p>E.A.2.1.B.SL2: Identify or apply critical elements/learning cues of a skill to improve personal performance in fundamental movement skills and specialized skills with prompts or assistance.</p>
Space Pathways	Novice	Intermediate	Advanced
<p>2.2 Space Pathways</p> <p>I can...</p>	<p>E.N.2.2.A: Identify a variety of spatial relationships, shapes, and levels. Example: personal versus general space, body parts, body shapes, high and low levels, directions.</p> <p>E.N.2.2.B: Identify a variety of spatial relationships, shapes, and levels with objects (over, under, behind, beside, through).</p>	<p>E.I.2.2.A: Utilize a variety of spatial relationships, shapes, and levels within fundamental movement skills. Example: jumping while making a wide shape vs. jumping while making a narrow shape.</p> <p>E.I.2.2.B: Understand that a variety of spatial relationships, shapes, and levels will impact the outcome of performance. Example: creating space in a 3v3 basketball game.</p>	<p>E.A.2.2.A: Evaluate personal performance based on spatial relationships, shapes, and levels.</p> <p>E.A.2.2.B: Analyze a partner/group and give feedback on performance based on spatial relationships, shapes, and levels.</p>
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	<p>E.N.2.2.A.SL1: Identify a variety of skills within at least 2 of the following movement concepts: spatial relationships, shapes, and levels given a variety of communication support options with prompts (physical, visual, or verbal).</p> <p>E.N.2.2.A.SL2: Identify a variety of skills within at least 1 of the following movement concepts: spatial relationships, shapes, and levels given a variety of communication support options with</p>	<p>E.I.2.2.A.SL1: Identify at least 2 movement skills within at least 2 of the following movement concepts: spatial relationships, shapes, and levels with objects given a variety of communication support options with prompts (physical, visual, or verbal).</p> <p>E.I.2.2.A.SL2: Identify at least 1 movement skills within at least 1 of the following movement concepts: spatial relationships, shapes, and levels with objects given a variety of communication support options with</p>	<p>E.A.2.2.A.SL1: Understand that a variety of spatial relationships, shapes, and levels will impact the outcome of performance with prompting (physical, visual, or verbal).</p> <p>E.A.2.2.A.SL2: Understand that a variety of spatial relationships, shapes, and levels will impact the</p>

	<p>assistance (physical, visual, or verbal).</p> <p>E.N.2.2.B.SL1: Apply a combination of at least 2 movement concepts with fundamental movement skills given a variety of communication support options with prompts (physical, visual, or verbal).</p> <p>E.N.2.2.B.SL2: Apply a combination of at least 1 movement concept with fundamental movement skills given a variety of communication support options with assistance (physical, visual, or verbal).</p>	<p>assistance (physical, visual, or verbal).</p> <p>E.I.2.2.B.SL1: Identify how a variety of spatial relationships, shapes, and levels will impact the outcome of performance given a variety of communication support options with prompts (physical, visual, or verbal).</p> <p>E.I.2.2.B.SL2: Identify how at least 2 movement concepts will impact the outcome of performance given a variety of communication support options with assistance (physical, visual, or verbal).</p>	<p>outcome of performance with assistance (physical, visual, or verbal).</p> <p>E.A.2.2.B.SL1: Evaluate personal performance based on spatial relationships, shapes, and levels with prompting (physical, visual, or verbal).</p> <p>E.A.2.2.B.SL1: Evaluate personal performance based on spatial relationships, shapes, and levels with assistance (physical, visual, or verbal).</p>
Speed/Force	Novice	Intermediate	Advanced
<p>2.3</p> <p>Speed & Force</p> <p>I can...</p>	<p>E.N.2.3.A: Identify ways to maintain safety when traveling in general space at different speeds.</p> <p>E.N.2.3.B: Differentiate between fast and slow speeds and between strong and light force.</p>	<p>E.I.2.3.A: Vary time, direction, and force with gradual increases and decreases. Example: differences between short toss and long throw, shuttle runs, relay races.</p> <p>E.I.2.3.B: Combine movement concepts (direction, levels, force, and time) with skills as appropriate for activity.</p>	<p>E.A.2.3.A: Apply the movement concepts of speed and force to complex tasks. Example: pacing for running, striking an object with a short-handled or long-handled implement, sending it toward a designated target.</p> <p>E.A.2.3.B: Analyze movement situations and apply movement concepts (speed and force) in dance, stability, and modified game play.</p>
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels

	<p>E.N.2.3.A.SL1: Identify ways to maintain safety when traveling in general space at different speeds given a variety of communication support options with prompts (physical, visual, or verbal).</p> <p>E.N.2.3.A.SL2: Identify ways to maintain safety when traveling in general space at different speeds given a variety of communication support options with assistance (physical, visual, or verbal).</p> <p>E.N.2.3.B.SL1: Identify between fast or slow speeds and strong or light force given a variety of communication support options with prompts (physical, visual, or verbal).</p> <p>E.N.2.3.B.SL2: Identify between fast or slow speeds and strong or light force given a variety of communication support options with assistance (physical, visual, or verbal).</p>	<p>E.I.2.3.A.SL1: Identify differences in time, direction, and force with gradual increases and decreases.</p> <p>E.I.2.3.A.SL2: Identify differences in time, direction, and force with gradual increases and decreases given a variety of communication support options with prompts (physical, visual, verbal).</p> <p>E.I.2.3.B.SL1: Combine at least 2 movement concepts with skills as appropriate for activity with prompting (physical, visual, or verbal).</p> <p>E.I.2.3.B.SL2: Combine at least 2 movement concepts with skills as appropriate for activity with assistance (physical, visual, or verbal).</p>	<p>E.A.2.3.A.SL1: Apply the movement concepts of speed or force in simple or complex tasks with prompting (physical, visual, or verbal).</p> <p>E.A.2.3.A.SL2: Apply the movement concepts of speed or force in simple or complex tasks with assistance (physical, visual, or verbal).</p> <p>E.A.2.3.B.SL1: Apply movement concepts (speed and force) in dance, stability, and modified game play with prompting (physical, visual, or verbal).</p> <p>E.A.2.3.B.SL2: Apply movement concepts (speed and force) in dance, stability, and modified game play with assistance (physical, visual, or verbal).</p>
Fitness Concepts	Novice	Intermediate	Advanced
<p>2.4 Fitness Concepts</p> <p>I can...</p>	<p>E.N.2.4.A: Identify the physiological responses of moderate physical activity.</p> <p>E.N.2.4.B: Identify physiological responses as a result of moderate-to-vigorous physical activity.</p>	<p>E.I.2.4.A: Describe how heart rate is used to monitor exercise intensity.</p> <p>E.I.2.4.B: Identify movement concepts to describe critical elements that have an effect on the quality of complex movement performance. Example: importance of warm-up, cool-down.</p>	<p>E.A.2.4.A: Identify the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) and describe activities that correspond to each component.</p> <p>E.A.2.4.B: Analyze health-related fitness assessment results to design goals based upon personal strengths and weaknesses.</p>
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels

	<p>E.N.2.4.A.SL1: Identify the physiological responses of moderate physical activity given a variety of communication support options with prompts (physical, visual, or verbal).</p> <p>E.N.2.4.A.SL2: Identify the physiological responses of moderate physical activity given a variety of communication support options with assistance (physical, visual, or verbal).</p> <p>E.N.2.4.B.SL1: Identify physiological responses as a result of moderate-to-vigorous physical activity given a variety of communication support options with prompts (physical, visual, or verbal).</p> <p>E.N.2.4.B.SL2: Identify physiological responses as a result of moderate-to-vigorous physical activity given a variety of communication support options with assistance (physical, visual, or verbal).</p>	<p>E.I.2.4.A.SL1: Describe how heart rate is used to monitor exercise intensity given a variety of communication support options with prompts (physical, visual, or verbal).</p> <p>E.I.2.4.A.SL2: Describe how heart rate is used to monitor exercise intensity given a variety of communication support options with assistance (physical, visual, or verbal).</p> <p>E.I.2.4.B.SL1: Identify movement concepts to describe critical elements that have an effect on the quality of complex movement performance given a variety of communication support options with prompts (physical, visual, or verbal).</p> <p>E.I.2.4.B.SL2: Identify movement concepts to describe critical elements that have an effect on the quality of complex movement performance given a variety of communication support options with assistance (physical, visual, or verbal).</p>	<p>E.A.2.4.A.SL1: Identify at least 2 components of health-related physical fitness and describe activities that correspond to each component given a variety of communication support options with prompts (physical, visual, or verbal).</p> <p>E.A.2.4.A.SL2: Identify at least 1 component of health-related physical fitness and describe activities that correspond to each component given a variety of communication support options with assistance (physical, visual, or verbal).</p> <p>E.A.2.4.B.SL1: Identify personal strengths and weaknesses based upon health-related fitness test results given a variety of communication support options with prompts (physical, visual, or verbal).</p> <p>E.A.2.4.B.SL2: Identify personal strengths and weaknesses based upon health-related fitness test results given a variety of communication support options with assistance (physical, visual, or verbal).</p>
Strategies/ Tactics	Novice	Intermediate	Advanced
<p>2.5 Strategies & Tactics</p> <p>I can...</p>	<p>E.N.2.5.A: Identify team members, boundaries, and rules.</p> <p>E.N.2.5.B: Identify different tactics in chasing and/or fleeing activities.</p>	<p>E.I.2.5.A: Differentiate between tactics in chasing and/or fleeing activities.</p> <p>E.I.2.5.B: Identify simple offensive and defensive strategies and tactics in chasing and fleeing activities.</p>	<p>E.A.2.5.A: Apply simple offensive and defensive strategies and tactics in activities. Example: using appropriate types of kicks, throws, volley or striking action needed for different games and sports situations.</p>

			E.A.2.5.B: Analyze offensive and defensive strategies and tactics in modified game play.
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	E.N.2.5.A. SL1 : Identify team members, boundaries, and rules given a variety of communication support options with prompts (physical, visual, or verbal).	E.I.2.5.A. SL1 : Identify between tactics in chasing and/or fleeing activities given a variety of communication support options with prompts (physical, visual, or verbal).	E.A.2.5.A. SL1 : Identify simple offensive and defensive strategies and tactics in chasing and fleeing activities given a variety of communication support options with prompts (physical, visual, or verbal).
	E.N.2.5.A. SL2 : Identify team members, boundaries, and rules given a variety of communication support options with assistance (physical, visual, or verbal).	E.I.2.5.A. SL2 : Identify between tactics in chasing and/or fleeing activities given a variety of communication support options with assistance (physical, visual, or verbal).	E.A.2.5.A. SL2 : Identify simple offensive and defensive strategies and tactics in chasing and fleeing activities given a variety of communication support options with assistance (physical, visual, or verbal).
	E.N.2.5.B. SL1 : Identify different tactics in chasing and/or fleeing activities given a variety of communication support options with prompts (physical, visual, or verbal).	E.I.2.5.B. SL1 : Differentiate between tactics in chasing and/or fleeing activities given a variety of communication support options with prompts (physical, visual, or verbal).	E.A.2.5.B. SL1 : Apply simple offensive and defensive strategies and tactics in activities with prompting (physical, visual, or verbal).
	E.N.2.5.B. SL2 : Identify different tactics in chasing and/or fleeing activities given a variety of communication support options with assistance (physical, visual, or verbal).	E.I.2.5.B. SL2 : Differentiate between tactics in chasing and/or fleeing activities given a variety of communication support options with assistance (physical, visual, or verbal).	E.A.2.5.B. SL2 : Apply simple offensive and defensive strategies and tactics in activities with assistance (physical, visual, or verbal).

2021 Elementary Standard 3

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.			
Performance Goal	The student should develop the ability to match different types of physical activities with their underlying physical fitness components; and to participate in moderate-to-vigorous physical activity on a regular basis, in a variety of settings. The student should begin to acquire the ability to interpret the information provided by formal measures of physical fitness and to use this information to increase his or her current level of fitness.		
SC Profile of a Graduate:	Integrity, self-direction, perseverance, work ethic, communication, information, media and technology critical thinking and problem-solving, global perspective, interpersonal skills		
Fitness/Physical Activity	Novice	Intermediate	Advanced
3.1 Fitness & Participation in Physical Activity Engagement	E.N.3.1: Play safely and cooperatively in physical activities that are personally enjoyable with classmates, friends, and family members.	E.I.3.1: Identify opportunities available in the school and community for regular participation in physical activity.	E.A.3.1.A: Participate in school and community events for regular physical activity. E.A.3.1.B: Create a personal or family plan for regular physical activity.
I can...	Standard 3 Adapted Physical Education Suggestions:		
	Support Level 1: Prompting (physical, visual, verbal). Support Level 2: Assistance (physical, visual, verbal).		
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	E.N.3.1. SL1: Play safely and cooperatively in active games that are personally enjoyable with classmates, friends, and family members with prompting (physical, visual, or verbal). E.N.3.1. SL2: Play safely and cooperatively in active games that are personally enjoyable with classmates, friends, and family members with assistance (physical, visual, or verbal).	E.I.3.1. SL1: Identify opportunities available in the school and community for regular participation in physical activity with prompting (physical, visual, or verbal). E.I.3.1. SL2: Identify opportunities available in the school and community for regular participation in physical activity with assistance (physical, visual, or verbal).	E.A.3.1.A. SL1: Participate in school and community events for regular physical activity with prompting (physical, visual, or verbal). E.A.3.1.A. SL2: Participate in school and community events for regular physical activity with assistance (physical, visual, or verbal). E.A.3.1.B. SL1: Create a school or community plan for regular physical activity with prompting (physical,

			visual, or verbal). E.A.3.1.B. SL2 : Create a school or community plan for regular physical activity with assistance (physical, visual, or verbal).
Fitness Knowledge	Novice	Intermediate	Advanced
3.2 Fitness Knowledge I can...	E.N.3.2.A: Engage in moderate to vigorous physical activity on a regular basis.	E.I.3.2: Engage in physical activity while using heart rate to monitor/adjust exercise intensity.	E.A.3.2.A: Identify and participate in activities consistent with each of the five components of health-related fitness. E.A.3.2.B: Implement strategies to achieve and maintain health-related physical fitness goals in each of the five components of health-related fitness.
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	E.N.3.2. SL1 : Engage in moderate to vigorous physical activity on a regular basis with prompting (physical, visual or verbal). E.N.3.2. SL2 : Engage in moderate to vigorous physical activity on a regular basis with assistance (physical, visual, or verbal).	E.I.3.2. SL1 : Engage in physical activity while using heart rate to monitor/adjust exercise intensity with prompting (physical, visual or verbal). E.I.3.2. SL2 : Engage in physical activity while using heart rate to monitor/adjust exercise intensity with assistance (physical, visual or verbal).	E.A.3.2.A. SL1 : Identify and participate in activities consistent with at least two of the five components of health-related fitness with prompting (physical, visual or verbal). E.A.3.2.A. SL2 : Identify and participate in activities consistent with at least one of the five components of health-related fitness with assistance (physical, visual or verbal). E.A.3.2.B. SL1 : Implement strategies to achieve and maintain health-related physical fitness goals in at least two of the five components of health-related fitness with prompting (physical, visual or verbal).

			E.A.3.2.B. SL2 : Implement strategies to achieve and maintain health-related physical fitness goals in at least one of the five components of health related fitness with assistance (physical, visual or verbal).
Wellness/ Fitness Assessment	Novice	Intermediate	Advanced
3.3 Wellness Planning & Fitness Assessment I can...	E.N.3.3.A: Demonstrate muscular strength and endurance by supporting body weight for climbing, hanging, and momentarily supporting weight on hands. Example: maintaining a push up/plank position. E.N.3.3.B: Participate in physical activity to improve and/or maintain flexibility and aerobic capacity.	E.I.3.3.A: Participate in physical activities that increase muscular strength and endurance. E.I.3.3.B: Set personal goals and monitor personal participation in physical activity.	E.A.3.3.A: Strive to achieve the age and gender-specific health-related physical fitness criteria defined by a health-related physical fitness assessment. E.A.3.3.B: Maintain age and gender specific health-related physical fitness standards defined by a health-related physical fitness assessment or improve personal results.
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	E.N.3.3.A. SL1 : Demonstrate muscular strength by supporting body weight for climbing, hanging, and momentarily supporting weight on hands with prompting (physical, visual or verbal). E.N.3.3.A. SL2 : Demonstrate muscular strength by supporting body weight for climbing, hanging, and momentarily supporting weight on hands with assistance (physical, visual or verbal). E.N.3.3.B. SL1 : Participate in physical activity to improve and/or maintain flexibility with assistance (physical, visual or verbal). E.N.3.3.B. SL2 : Participate in physical activity to improve and/or maintain flexibility with prompting	E.I.3.3.A. SL1 : Participate in physical activities that increase muscular strength and endurance with prompting (physical, visual or verbal). E.I.3.3.A. SL2 : Participate in physical activities that increase muscular strength and endurance with assistance (physical, visual or verbal). E.I.3.3.B. SL1 : Set personal goals and monitor personal participation in physical activity with prompting (physical, visual or verbal). E.I.3.3.B. SL2 : Set personal goals and monitor personal participation in physical activity with assistance (physical, visual or verbal).	E.A.3.3.A. SL1 : With prompting (physical, visual or verbal), strive to achieve the age and gender-specific, health-related physical fitness standards defined by a health-related physical fitness assessment. E.A.3.3.A. SL2 : Strive to achieve the age and gender-specific, health-related physical fitness standards defined by a health-related physical fitness assessment with assistance (physical, visual or verbal). E.A.3.3.B. SL1 : Maintain age and gender-specific, health-related physical

	(physical, visual or verbal).		<p>fitness standards defined by a health-related physical fitness assessment, or improve personal results with prompting (physical, visual or verbal).</p> <p>E.A.3.3.B.SL2: Maintain age and gender-specific, health-related physical fitness standards defined by a health-related physical fitness assessment, or improve personal results with assistance (physical, visual or verbal).</p>
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2021 Elementary Standard 4

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.			
Performance Goal	The student should learn and apply activity-specific rules, safe practices, procedures, and etiquette. The student should acquire the ability to follow these principles with few teacher reminders. The student should continue to develop cooperation skills to achieve a common goal while working with a partner or a small group. The student should continue to develop a respect for the strengths as well as the limitations of others.		
SC Profile of a Graduate:	Self-direction, interpersonal skills, global perspective, collaboration and teamwork, critical thinking and problem solving		
Personal Responsibility	Novice	Intermediate)	Advanced
4.1 Personal Responsibility I can...	E.N.4.1.A: Acknowledge responsibility for behavior when prompted. E.N.4.1.B: Accept personal responsibility by using equipment and space appropriately.	E.I.4.1.A: Work independently and on task during physical education activities for extended periods of time. E.I.4.1.B: Work cooperatively with a partner and/or small group.	E.A.4.1.A: Accept responsibility for improving one's own levels of physical activity, competence in skills, and fitness. E.A.4.1.B: Execute effective self-management skills to analyze barriers and modify physical activity patterns.
	Adapted Physical Education Suggestions: Fitness/Physical Activity Support Level 1: Prompting (visual, verbal or physical). Communication support w/prompts Support Level 2: Assistance (visual, verbal, or physical). Communication support w/assistance		
	Novice Support Levels	Intermediate Support levels	Advanced Support Levels
	E.N.4.1.A. SL1: Acknowledge responsibility for behavior when prompted given a variety of communication support options with prompting (physical, visual, or verbal). E.N.4.1.A. SL2: Acknowledge responsibility for behavior when prompted given a variety of communication support options with assistance (physical, visual, or verbal). E.N.4.1.B. SL1: Accept personal responsibility by using equipment and space appropriately given a variety of communication support options with prompting (physical, visual, or verbal).	E.I.4.1.A. SL1: Remain on task during physical education activities for extended periods of time with prompts from teacher, paraprofessional, or peers. E.I.4.1.A. SL2: Remain on task during physical education activities for extended periods of time with assistance from teacher, paraprofessional, or peers. E.I.4.1.B. SL1: Work cooperatively with a partner and/or small group given a variety of communication support options with prompting (physical, visual, or verbal). E.I.4.1.B. SL2: Work cooperatively with a partner	E.A.4.1.A. SL1: Accept responsibility for improving one's own levels of physical activity, competence in skills, and fitness given a variety of communication support options with prompting (physical, visual, or verbal). E.A.4.1.A. SL2: Accept responsibility for improving one's own levels of physical activity, competence in skills, and fitness given a variety of communication support options with

	E.N.4.1.B. SL2 : Accept personal responsibility by using equipment and space appropriately given a variety of communication support options with assistance (physical, visual, or verbal).	and/or small group given a variety of communication support options with assistance (physical, visual, or verbal).	assistance (physical, visual, or verbal). E.A.4.1.B. SL1 : Demonstrate effective self-management skills to identify barriers and modify physical activity patterns given a variety of communication support options (physical, visual, or verbal). E.A.4.1.B. SL2 : Demonstrate effective self-management skills to identify barriers and modify physical activity patterns given a variety of communication support options with prompting (physical, visual, or verbal).
Feedback	Novice	Intermediate	Advanced
4.2 Accepting & Giving Feedback	E.N.4.2.A: Follow directions and instructions when prompted. E.N.4.2.B: Respond appropriately to general feedback from the teacher.	E.I.4.2.A: Accept specific corrective feedback from the teacher. E.I.4.2.B: Accept and implement specific corrective feedback from the teacher.	E.A.4.2: Give and accept corrective feedback respectfully to and from others.
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
I can...	E.N.4.2.A. SL1 : Follow directions and instructions given a variety of communication support options with prompting (physical, visual, or verbal). E.N.4.2.A. SL2 : Follow directions and instructions when prompted given a variety of communication support options with assistance (physical, visual, or verbal). E.N.4.2.B. SL1 : Respond appropriately to general feedback from the teacher given a variety of	E.I.4.2.A. SL1 : Accept specific corrective feedback from the teacher given a variety of communication support options with prompting (physical, visual, or verbal). E.I.4.2.A. SL2 : Accept specific corrective feedback from the teacher given a variety of communication support options with assistance (physical, visual, or verbal). E.I.4.2.B. SL1 : Accept and implement specific corrective feedback from the teacher given a variety of	E.A.4.2. SL1 : Give and accept corrective feedback respectfully to and from others given a variety of communication support options with prompting (physical, visual, or verbal). E.A.4.2. SL2 : Give and accept corrective feedback respectfully to and from others given a variety of communication support options with assistance

	communication support options with prompting (physical, visual, or verbal). E.N.4.2.B. SL2 : Respond appropriately to general feedback from the teacher given a variety of communication support options with assistance (physical, visual, or verbal).	of communication support options with prompting (physical, visual, or verbal). E.I.4.2.B. SL2 : Accept and implement specific corrective feedback from the teacher given a variety of communication support options with assistance (physical, visual, or verbal).	(physical, visual, or verbal).
Working w/Others	Novice	Intermediate	Advanced
4.3 Working with Others I can...	E.N.4.3.A: Interact positively with others regardless of personal differences such as gender, skill level, race, or ethnicity on physical education tasks. E.N.4.3.B: Participate and enjoy working with others regardless of personal differences during physical activities.	E.I.4.3.A: Support and collaborate respectfully with others regardless of personal differences to complete an assigned physical education task. E.I.4.3.B: Participate and communicate appropriately in physical activities with others regardless of personal differences. Example: negotiate conflict constructively, seek and offer help when needed.	E.A.4.3.A: Recognize positive attributes and include individuals of varying race, ethnicity, and/or skill levels in group activities. E.A.4.3.B: Work collaboratively and productively in a small group, regardless of personal differences, to accomplish a set goal in both cooperative and competitive activities.
	Novice Support Levels:	Intermediate Support Levels:	Advanced Support Levels:

	<p>E.N.4.3.A.SL1: Interact positively with others, regardless of personal differences such as gender, skill level, race, or ethnicity, on physical education tasks with prompting (physical, visual, or verbal).</p> <p>E.N.4.3.A.SL2: Interact positively with others, regardless of personal differences such as gender, skill level, race, or ethnicity, on physical education tasks with assistance (physical, visual, or verbal).</p> <p>E.N.4.3.B.SL1: Participate and enjoy working with others, regardless of personal differences, during physical activities with prompting (physical, visual, or verbal).</p> <p>E.N.4.3.B.SL2: Participate and enjoy working with others, regardless of personal differences, during physical activities with assistance (physical, visual, or verbal).</p>	<p>E.I.4.3.A.SL1: Support and collaborate respectfully with others, regardless of personal differences, to complete an assigned physical education task given a variety of communication support options with prompting (physical, visual, or verbal).</p> <p>E.I.4.3.A.SL2: Support and collaborate respectfully with others, regardless of personal differences, to complete an assigned physical education task given a variety of communication support options with assistance (physical, visual, or verbal).</p> <p>E.I.4.3.B.SL1: Participate and communicate appropriately in physical activities with others, regardless of personal differences, given a variety of communication support options with prompting (physical, visual, or verbal).</p> <p>E.I.4.3.B.SL2: Participate and communicate appropriately in physical activities with others, regardless of personal differences, given a variety of communication support options with assistance (physical, visual, or verbal).</p>	<p>E.A.4.3.A.SL1: Recognize positive attributes and include individuals of varying race, ethnicity, and/or skill levels in group activities with prompting (physical, visual, or verbal).</p> <p>E.A.4.3.A.SL2: Recognize positive attributes and include individuals of varying race, ethnicity, and/or skill levels in group activities with assistance (physical, visual, or verbal).</p> <p>E.A.4.3.B.SL1: Work collaboratively and productively in a small group, regardless of personal differences, to accomplish a set goal in both cooperative and competitive activities with prompting (physical, visual, or verbal).</p> <p>E.A.4.3.B.SL2: Work collaboratively and productively in a small group, regardless of personal differences, to accomplish a set goal in both cooperative and competitive activities with assistance (physical, visual, or verbal).</p>
Rules/Safety/Sportsmanship	Novice	Intermediate	Advanced
4.4 Rules, Safety, & Sportsmanship	E.N.4.4.A: Recognize directions and classroom rules by using safe physical-activity procedures.	E.I.4.4.A: Participate in the establishment of rules and apply them to procedures and safe practices during physical education class with few or no reminders.	<p>E.A.4.4.A: Demonstrate the characteristics of good sportsmanship and safe play.</p> <p>E.A.4.4.B: Analyze the characteristics</p>

I can...	E.N.4.4.B: Participate appropriately as a member of the class by following directions and classroom rules using safe physical-activity procedures.	E.I.4.4.B: Identify the characteristics of good sportsmanship and safe play.	of good sportsmanship and safe play involved in various game activities.
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	<p>E.N.4.4.A.SL1: Recognize directions and classroom rules by using safe physical-activity procedures with prompting (physical, visual, or verbal).</p> <p>E.N.4.4.A.SL2: Recognize directions and classroom rules by using safe physical-activity procedures with assistance (physical, visual, or verbal).</p> <p>E.N.4.4.B.SL1: Participate appropriately as a member of the class by following directions and classroom rules using safe physical-activity procedures with prompting (physical, visual, or verbal).</p> <p>E.N.4.4.B.SL2: Participate appropriately as a member of the class by following directions and classroom rules using safe physical-activity procedures with assistance (physical, visual, or verbal).</p>	<p>E.I.4.4.A.SL1: Participate in the establishment of rules and apply them to procedures and safe practices during physical education class with prompting (physical, visual, or verbal).</p> <p>E.I.4.4.A.SL2: Participate in the establishment of rules and apply them to procedures and safe practices during physical education class with assistance (physical, visual, or verbal).</p> <p>E.I.4.4.B.SL1: Identify the characteristics of good sportsmanship and safe play given a variety of communication support options with prompting (physical, visual, or verbal).</p> <p>E.I.4.4.B.SL2: Identify the characteristics of good sportsmanship and safe play given a variety of communication support options with assistance (physical, visual, or verbal).</p>	<p>E.A.4.4.A.SL1: Demonstrate the characteristics of good sportsmanship and safe play with prompting (physical, visual, or verbal).</p> <p>E.A.4.4.A.SL2: Demonstrate the characteristics of good sportsmanship and safe play with assistance (physical, visual, or verbal).</p> <p>E.A.4.4.B.SL1: Analyze the characteristics of good sportsmanship and safe play involved in various game activities with prompting (physical, visual, or verbal).</p> <p>E.A.4.4.B.SL2: Analyze the characteristics of good sportsmanship and safe play involved in various game activities with assistance (physical, visual, or verbal).</p>

2021 Elementary Standard 5

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.			
Performance Goal	The student should develop the ability to choose an appropriate level of challenge in physical activities and to realize that improvement in skills is achieved by effort and practice. The student should learn to enjoy participating in physical activities with peers whose skill levels are both different from and similar to his or her own and thereby to recognize that physical activity is an important avenue to many personal rewards.		
SC Profile of a Graduate:	Self-direction, interpersonal skills, perseverance, communication		
Health	Novice	Intermediate	Advanced
5.1 Health	E.N.5.1: Identify physical activity as a component of good health.	E.I.5.1: Discuss the relationship between physical activity and good health.	E.A.5.1: Examine the health benefits of participating in selected physical activities.
I can...	Standard 5 Adapted Physical Education Suggestions: Support Level 1: Prompting (physical, visual, or verbal). Communication supports w/prompts. Support Level 2: Assistance (physical, visual, or verbal). Communication supports w/assistance.		
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	E.N.5.1.SL1: Identify physical activity as a component of good health with prompting (physical, visual, or verbal). E.N.5.1.SL2: Identify physical activity as a component of good health with assistance (physical, visual, or verbal).	E.I.5.1.SL1: Discuss the relationship between physical activity and good health given a variety of communication support options with prompting (physical, visual, or verbal). E.I.5.1.SL2: Discuss the relationship between physical activity and good health given a variety of communication support options with assistance (physical, visual, or verbal).	E.A.5.1.SL1: Examine the health benefits of participating in selecting physical activities with prompting (physical, visual, or verbal). E.A.5.1.SL2: Examine the health benefits of participating in selected physical activities with assistance (physical, visual, or verbal).
Challenge	Novice	Intermediate	Advanced
5.2 Challenge	E.N.5.2.A: Demonstrate a willingness to learn new fundamental movement skills and try new games.	E.I.5.2.A: Acknowledge the feelings resulting from the challenges, successes, and failures that physical activity can offer.	E.A.5.2.A: Identify and engage in physical activities that are personally challenging.
I can...	E.N.5.2.B: Continue to participate/practice in physical activities after being unsuccessful in initial attempts.	E.I.5.2.B: Recognize that effort and practice contribute to improvement and success. E.I.5.2.C: Support the effort of others to improve their	E.A.5.2.B: Express the enjoyment and/or challenge of participating in a favorite physical activity. Example: written essay, creative dance.

		performances.	E.A.5.2.C: Identify how you might participate in an activity you might enjoy outside of physical education.
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	<p>E.N.5.2.A.SL1: Demonstrate a willingness to learn new fundamental movement skills and try new games with prompting (physical, visual, or verbal).</p> <p>E.N.5.2.A.SL2: Demonstrate a willingness to learn new fundamental movement skills and try new games with assistance (physical, visual, or verbal).</p> <p>E.N.5.2.B.SL1: Continue to participate/practice in physical activities after being unsuccessful in initial attempts with prompting (physical, visual, or verbal).</p> <p>E.N.5.2.B.SL2: Continue to participate/practice in physical activities after being unsuccessful in initial attempts with assistance (physical, visual, or verbal).</p>	<p>E.I.5.2.A.SL1: Acknowledge the feelings resulting from the challenges, successes, and failures that physical activity can offer with prompting (physical, visual, or verbal).</p> <p>E.I.5.2.A.SL2: Acknowledge the feelings resulting from the challenges, successes, and failures that physical activity can offer with assistance (physical, visual, or verbal).</p> <p>E.I.5.2.B.SL1: Recognize that effort and practice contribute to improvement and success with prompting (physical, visual, or verbal).</p> <p>E.I.5.2.B.SL2: Recognize that effort and practice contribute to improvement and success with assistance (physical, visual, or verbal).</p> <p>E.I.5.2.C.SL1: Support the effort of others to improve their performances with prompting (physical, visual, or verbal).</p> <p>E.I.5.2.C.SL2: Support the effort of others to improve their performances with assistance (physical, visual, or verbal).</p>	<p>E.A.5.2.A.SL1: Identify and engage in at least 2 physical activities that are personally challenging.</p> <p>E.A.5.2.A.SL2: Identify and engage in 1 physical activity that is personally challenging with prompting and/or assistance (physical, visual, or verbal).</p> <p>E.A.5.2.B.SL1: Express the enjoyment and/or challenge of participating in a favorite physical activity with prompting (physical, visual, or verbal).</p> <p>E.A.5.2.B.SL2: Express the enjoyment and/or challenge of participating in a favorite physical activity with assistance (physical, visual, or verbal).</p> <p>E.A.5.2.C.SL1: Identify how you might participate in an activity you might enjoy outside of physical education with prompting (physical, visual, or verbal).</p> <p>E.A.5.2.C.SL2: Identify how you might participate in an activity you might enjoy outside of physical education with assistance (physical, visual, or verbal).</p>
Self-Expression	Novice	Intermediate	Advanced

5.3 Self- Expression & Enjoyment	E.N.5.3.A: Identify feelings resulting from participation in physical activities. Example: sense of excitement after completing a fun run. E.N.5.3.B: Identify personal likes and dislikes with regard to participating in physical activities.	E.I.5.3.A: Identify and engage in several physical activities that are personally enjoyable. E.I.5.3.B: Express personal feelings appropriately on progress made while learning a new movement skill.	E.A.5.3.A: Recognize that skill competency leads to enjoyment of movement and physical activity. E.A.5.3.B: Explain why individuals are attracted to certain physical activities as a means of self-expression.
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
I can...	E.N.5.3.A. SL1 : Attempt to recognize feelings resulting from participation in physical activities with prompting (physical, visual, or verbal). E.N.5.3.A. SL2 : Attempt to recognize feelings resulting from participation in physical activities with assistance (physical, visual, or verbal). E.N.5.3.B. SL1 : Identify personal likes and dislikes with regard to participating in physical activities given a variety of communication support options with prompting (physical, visual, or verbal). E.N.5.3.B. SL2 : Identify personal likes and dislikes with regard to participating in physical activities given a variety of communication support options with assistance (physical, visual, or verbal).	E.I.5.3.A. SL1 : Identify and engage in at least 2 physical activities that are personally enjoyable. E.I.5.3.A. SL2 : Identify and engage in at least 1 physical activity that is personally enjoyable with prompting and/or assistance (physical, visual, or verbal). E.I.5.3.B. SL1 : Identify personal feelings appropriately on progress made while learning a new movement skill given a variety of communication support options with prompting (physical, visual, or verbal). E.I.5.3.B. SL2 : Identify through different modalities personal feelings appropriately on progress made while learning a new movement skill given a variety of communication support options with prompting (physical, visual, verbal).	E.A.5.3.A. SL1 : Identify that skill competency leads to enjoyment of movement and physical activity given a variety of communication support options with prompting (physical, visual, or verbal). E.A.5.3.A. SL2 : Identify through different modalities that skill competency leads to enjoyment of movement and physical activity given a variety of communication support options with assistance (physical, visual, or verbal). E.A.5.3.B. SL1 : Explain why individuals are attracted to certain physical activities as a means of self-expression given a variety of communication support options with prompting or assistance (physical, visual, or verbal). E.A.5.3.B. SL2 : Acknowledge individuals are attracted to certain physical activities as a means of self-expression given a variety of communication support options with assistance (physical, visual, or verbal).
Social Interaction	Novice	Intermediate	Advanced

5.4 Social Interaction I can...	E.N.5.4.A: Participate willingly when trying new individual and group physical activities. E.N.5.4.B: Identify physical activity as an opportunity for positive social interaction.	E.I.5.4.A: Understand that physical activity fosters cooperation. E.I.5.4.B: Celebrate personal physical-activity successes and achievements along with those of others.	E.A.5.4.A: Express how physical activity is an opportunity for positive social interaction. E.A.5.4.B: Describe and compare the positive social interactions when engaged in partner, small group, and large group physical activities.
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	E.N.5.4.A. SL1 : Participate willingly when trying new individual and group physical activities with prompting (physical, visual, or verbal). E.N.5.4.A. SL2 : Participate willingly when trying new individual and group physical activities with assistance (physical, visual, or verbal). E.N.5.4.B. SL1 : Identify physical activity as an opportunity for positive social interaction with assistance (physical, visual, or verbal). E.N.5.4.B. SL2 : Identify physical activity as an opportunity for positive social interaction with assistance (physical, visual, or verbal).	E.I.5.4.A. SL1 : Acknowledge that physical activity fosters cooperation given a variety of communication support options with prompting (physical, visual, or verbal). E.I.5.4.A. SL2 : Acknowledge that physical activity fosters cooperation given a variety of communication support options with assistance (physical, visual, or verbal). E.I.5.4.B. SL1 : Celebrate personal physical-activity successes and achievements along with those of others given a variety of communication support options with prompting (physical, visual, or verbal). E.I.5.4.B. SL2 : Celebrate personal physical-activity successes and achievements along with those of others given a variety of communication support options with assistance (physical, visual, or verbal).	E.A.5.4.A. SL1 : Express how physical activity is an opportunity for positive social interaction given a variety of communication support options with prompting (physical, visual, or verbal). E.A.5.4.A. SL2 : Express how physical activity is an opportunity for positive social interaction given a variety of communication support options with assistance (physical, visual, or verbal). E.A.5.4.B. SL1 : Describe and compare the positive social interactions when engaged in partner, small group, and large group physical activities given a variety of communication support options with prompting (physical, visual, or verbal). E.A.5.4.B. SL2 : Acknowledge the positive social interactions when engaged in partner, small group, and large group physical activities given a variety of communication support options with assistance (physical, visual, or verbal).

2021 Middle Level Standard 1

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.			
Performance Goal	The student should apply tactics and strategies to modified game play and use specialized forms of basic manipulative and locomotor skills in increasingly complex settings. The student should demonstrate basic skills of invasion games, dance and rhythmic activities, target and net/wall games, striking/fielding games, outdoor pursuits, and aquatics.		
SC Profile of the Graduate:	Knowing how to learn, work ethic, media and technology		
Invasion Games	Novice	Intermediate	Advanced
1.1 Invasion Games	MS.N.1.1: Demonstrate the basic skills and tactics used during an invasion game individually and with a partner.	MS.I.1.1: Apply the basic skills and tactics used during an invasion game in a numbers-up modified game. Example: performing a pass to an open player in a 3 v 2 soccer station.	MS.A.1.1: Execute the basic skills and tactics used during an invasion game in a modified game. Example: delivering a lead pass with accuracy in a 5 v 5 floor hockey game.
I can...	<p align="center">Standard 1: Adapted Physical Education Support Suggestions</p> <p>Support Level 1: Shorten distance, peer assistance, floor markings or other visual cueing to assist in rhythm, music or directional change, verbal cueing of skill elements (slide - step, together, step). Auditory cues (metronome). Visual cueing to assist with skill elements (stickers placed on preferred/non-preferred foot/hand for opposition with throwing, kicking, etc.).</p> <p>Support Level 2: Physical assistance (holding a hand) to support balance, form, and direction, paraprofessional or teacher assistance, floor markings or other visual cueing to assist in directional change, verbal cueing of skill elements (slide - step, together, step). Auditory cues (metronome). Peer assistance, smaller groups, jersey for designated team, floor markings, more space allowed, more time.</p>		
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	MS.N.1.1. SL1: Demonstrate some of the basic skills and tactics used during an invasion game individually and with a partner with prompting (physical, visual, or verbal).	MS.I.1.1. SL1: Apply some of the basic skills and tactics used during an invasion game in a numbers-up modified game with prompting (physical, visual, or verbal).	MS.A.1.1. SL1: Execute some of the basic skills and tactics used during an invasion game in a modified game with prompting (physical, visual, or verbal).
	MS.N.1.1. SL2: Demonstrate some of the basic skills and tactics used during an invasion game individually and with a partner with assistance (physical, visual, or verbal).	MS.I.1.1. SL2: Apply some of the basic skills and tactics used during an invasion game in a numbers-up modified game with assistance (physical, visual, or verbal).	MS.A.1.1. SL2: Execute some of the basic skills and tactics used during an invasion game in a

			modified game with assistance (physical, visual, or verbal).
Target Games	Novice	Intermediate	Advanced
1.2 Target Game I can...	MS.N.1.2: Demonstrate the basic skills and tactics used during the preparation phase. Example: hold a bowling ball correctly while initiating an approach.	MS.I.1.2: Consistently apply the basic skills and tactics during target games in a modified environment.	MS.A.1.2: Consistently execute the basic skills and tactics used during target games in a modified environment with accuracy.
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	MS.N.1.2. SL1 : Demonstrate some of the basic skills and tactics during the preparation phase with prompting (physical, visual, or verbal). MS.N.1.2. SL2 : Demonstrate some of the basic skills and tactics during the preparation phase with assistance (physical, visual, or verbal).	MS.I.1.2. SL1 : Apply some of the basic skills and tactics during target games in a modified environment with prompting (physical, visual, or verbal). MS.I.1.2. SL2 : Apply some of the basic skills and tactics during target games in a modified environment with assistance (physical, visual, or verbal).	MS.A.1.2. SL1 : Execute some of the basic skills and tactics used during target games in a modified environment with prompting (physical, visual, or verbal). MS.A.1.2. SL2 : Execute some of the basic skills and tactics used during target games in a modified environment with assistance (physical, visual, verbal).
Net/Wall	Novice	Intermediate	Advanced
1.3 Net/Wall Games I can...	MS.N.1.3: Demonstrate in a modified activity the basic skills and tactics used for net/wall games.	MS.I.1.3: Apply the proper technique and position to properly perform a variety of shots in a modified game (e.g. utilizing the appropriate shot in volleyball- overhead pass or forearm pass based on position of teammates).	MS.A.1.3: Execute a strategic shot based on the desired outcome in a complex situation (e.g. lob shot, passing shot, or drop shot in tennis).
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	MS.N.1.3. SL1 : Demonstrate in a modified activity some of the basic skills and tactics for net/wall games with prompting (physical, visual, or verbal).	MS.I.1.3. SL1 : Apply some of the proper techniques and positions to properly perform a variety of shots in a modified game with prompting (physical, visual, or verbal).	MS.A.1.3. SL1 : Execute some strategic shots based on the desired outcome in a more

	MS.N.1.3. SL2: Demonstrate in a modified activity some of the basic skills and tactic for net/wall games with assistance (physical, verbal, or visual).	MS.I.1.3. SL2: Apply some of the proper techniques and positions to properly perform a variety of shots in a modified game with assistance (physical, verbal, or visual).	complex situation with prompting (physical, visual, or verbal). MS.A.1.3. SL2: Execute some strategic shots based on the desired outcome in a more complex situation with assistance (physical, verbal, or visual).
Fielding/ Striking	Novice	Intermediate	Advanced
1.4 Fielding and Striking Games	MS.N.1.4: Demonstrate the basic skills and tactics used during a fielding/striking game individually and with a partner.	MS.I.1.4: Apply the basic skills and tactics used during fielding and striking games in a modified situation. Example: fielding/throwing using proper technique to a base.	MS.A.1.4: Execute the basic skills and tactics used during fielding and striking games in a complex situation.
I can...	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	MS.N.1.4. SL1: Demonstrate some of the basic skills and tactics used during a fielding/striking game individually and with a partner, with prompting (physical, visual, or verbal). MS.N.1.4. SL2: Demonstrate some of the basic skills and tactics used during a fielding/striking game individually and with a partner, with assistance (physical, visual, or verbal).	MS.I.1.4. SL1: Apply some of the basic skills and tactics used during fielding and striking games in a modified situation with prompting (physical, visual, or verbal). MS.I.1.4. SL2: Apply some of the basic skills and tactics used during fielding and striking games in a modified situation with assistance (physical, visual, or verbal).	MS.A.1.4. SL1: Execute some of the basic skills and tactics used during fielding and striking games in a complex situation with prompting (physical, visual, or verbal). MS.A.1.4. SL2: Execute some of the basic skills and tactics used during fielding and striking games in a complex situation with assistance (physical, visual, or verbal).
Dance/ Rhythmic	Novice	Intermediate	Advanced
1.5	MS.N.1.5: Demonstrate proper technique in performing dance and rhythmic activities.	MS.I.1.5: Apply command of rhythm and patterns in dance and rhythmic activities by designing a	MS.A.1.5: Execute command of rhythm, patterns, and timing in

Dance or Rhythmic Activities		movement sequence to music as an individual or in a group.	dance or rhythmic activities by creating a movement sequence to music as an individual or in a group.	
	I can...	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	<p>MS.N.1.5.SL1: Demonstrate some of the proper technique in performing dance and rhythmic activities with prompting (physical, visual, or verbal).</p> <p>MS.N.1.5.SL2: Demonstrate some of proper technique in performing dance and rhythmic activities with assistance (physical, visual, or verbal).</p>	<p>MS.I.1.5.SL1: Apply some command of rhythm and patterns in dance and rhythmic activities by designing a movement sequence to music as an individual or in a group with prompting (physical, visual, or verbal).</p> <p>MS.I.1.5.SL2: Apply some command of rhythm and patterns in dance and rhythmic activities by designing a movement sequence to music as an individual or in a group with assistance (physical, visual, verbal).</p>	<p>MS.A.1.5.SL1: Execute some command of rhythm, patterns and timing by creating a movement sequence to music as an individual or in a group in dance or rhythmic activities with prompting (physical, visual, or verbal).</p> <p>MS.A.1.5.SL2: Execute some command of rhythm, patterns and timing by creating a movement sequence to music as an individual or in a group in dance or rhythmic activities with assistance (physical, visual, or verbal).</p>	
Outdoor Pursuits	Novice	Intermediate	Advanced	
1.6 Outdoor Pursuits	MS.N.1.6: Demonstrate the basic skills used during outdoor pursuits.	MS.I.1.6: Apply the basic skills and strategies used during outdoor pursuits to achieve a goal.	MS.A.1.6: Execute the skills and strategies during outdoor pursuits in a complex goal.	
	I can...	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	<p>MS.N.1.6.SL1: Demonstrate some of the basic skills used during outdoor pursuits with prompting (physical, visual, or verbal).</p>	<p>MS.I.1.6.SL1: Apply some of the basic skills and strategies used during outdoor pursuits to achieve a goal with prompting (physical, visual, or verbal).</p>	<p>MS.A.1.6.SL1: Execute some of the skills and strategies during outdoor pursuits in a complex</p>	

	MS.N.1.6. SL2: Demonstrate some of the basic skills used during outdoor pursuits with assistance (physical, visual, or verbal).	MS.I.1.6. SL2: Apply some of the basic skills and strategies used during outdoor pursuits to achieve a goal with assistance (physical, visual, or verbal).	goal with prompting (physical, visual, or verbal). MS.A.1.6. SL2: Execute some of the skills and strategies during outdoor pursuits in a complex goal with assistance (physical, visual, or verbal).
Aquatics	Novice	Intermediate	Advanced
1.7 Aquatics	MS.N.1.7 Demonstrate basic skills and safety precautions around water.	MS.I.1.7 Apply basic skills and safety precautions around water.	MS.A.1.7 Execute complex skills and safety precautions around water.
I can...	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	MS.N.1.7. SL1: Demonstrate some of the basic skills and safety precautions around water with prompting (physical, visual, or verbal). MS.N.1.7. SL2: Demonstrate some of the basic skills and safety precautions around water with assistance (physical, visual, or verbal).	MS.I.1.7. SL1: Apply some of the basic skills and safety precautions around water with prompting (physical, visual, or verbal). MS.I.1.7. SL2: Apply some of the basic skills and safety precautions around water with assistance (physical, visual, or verbal).	MS.A.1.7. SL1: Execute some of the complex skills and safety precautions around water with prompting (physical, visual, or verbal). MS.A.1.7. SL2: Execute some of the complex skills and safety precautions around water with assistance (physical, visual, or verbal).

2021 Middle Level Standard 2

Standard 2: The physically literate individual demonstrates knowledge of concepts, principles, strategies, and tactics related to movement and performance.			
Performance Goal	The student should demonstrate and apply advanced movement and game strategies/tactics, identify the critical elements/learning cues of specialized movement skills, and identify characteristics representative of highly skilled performance.		
SC Profile of the Graduate:	Critical thinking and problem solving		
Invasion, Target, Net/Wall, Striking /Fielding Games	Novice	Intermediate	Advanced
2.1 Invasion, Target, Net/Wall, Striking / Fielding games	MS.N.2.1: Describe critical elements/learning cues of the specialized skills used in a movement form.	MS.I.2: Identify critical elements and learning cues of skills performed.	MS.A.2.1: Develop critical elements and learning cues of skills performed.
I can...	Standard 2: Adapted Physical Education Support Suggestions		
	Support Level 1: Peer assistance, wall posters for reminders, verbal cues, spots/tape for targets, shorter movements/sequences, option sheets, assistance (physical, visual, verbal). Support Level 2: Physical assistance, personal handouts/posters for cues		
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	MS.N.2.1. SL1: Describe some of the critical elements/learning cues of skills performed with prompting (physical, visual, or verbal). MS.N.2.1. SL2: Describe some of the critical elements/learning cues of skills performed with assistance (physical, visual, or verbal).	MS.I.2.1. SL1: Identify some of the critical elements and learning cues of skills performed with prompting (physical, visual, or verbal). MS.I.2.1. SL2: Identify some of the critical elements and learning cues of skills performed with assistance (physical, visual, or verbal).	MS.A.2.1. SL1: Develop some of the critical elements and learning cues of skills performed with prompting (physical, visual, or verbal). MS.A.2.1. SL2: Develop some of the critical elements and learning

			cues of skills performed with assistance (physical, visual, or verbal).
Invasion, Target, Net/Wall, Striking/ Fielding	Novice	Intermediate	Advanced
2.2 Invasion, Target, Net/Wall, Striking / Fielding games	MS.N.2.2: Describe various game strategies and tactics within modified situations.	MS.I.2.2: Identify various game strategies and tactics within the game and explain how to use them effectively in modified situations.	MS.A.2.2: Develop various game strategies and tactics within the game and explain how to use them effectively in complex situations.
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
I can...	<p>MS.N.2.2.SL1: Describe some of the various game strategies and tactics within modified situations with prompting (physical, visual, or verbal).</p> <p>MS.N.2.2.SL2: Describe some of the various game strategies and tactics within modified situations with assistance (physical, visual, or verbal).</p>	<p>MS.I.2.2.SL1: Identify some of the various game strategies and tactics within the game and explain how to use them effectively in modified situations with prompting (physical, visual, or verbal).</p> <p>MS.I.2.2.SL2: Identify some of the various game strategies and tactics within the game and explain how to use them effectively in modified situations with assistance (physical, visual, or verbal).</p>	<p>MS.A.2.2.SL1: Develop some of the various game strategies and tactics within the game and explain how to use them effectively in complex situations with prompting (physical, visual, or verbal).</p> <p>MS.A.2.2.SL2: Develop some of the various game strategies and tactics within the game and explain how to use them effectively in complex situations with assistance (physical, visual, or verbal).</p>

Dance/ Rhythmic	Novice	Intermediate	Advanced
2.3 Dance /Rhythmic Activities	MS.N.2.3: Describe a sequence of progressive rhythmic movement patterns. Example: create a repeatable aerobic sequence of four or eight count steps, with coordinated arm movements.	MS.I.2.3: Identify a sequence of progressive rhythmic movement patterns. Example: categorize steps as either four or eight count steps.	MS.A.2.3: Develop a sequence of progressive rhythmic movement patterns. Example: create a repeatable aerobic sequence of four or eight count steps, with coordinated arm movements.
I can...	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	MS.N.2.3.SL1: Describe a basic sequence of progressive rhythmic movement patterns with prompting (physical, visual, or verbal). MS.N.2.3.SL2: Describe a basic sequence of progressive rhythmic movement patterns with assistance (physical, visual, or verbal).	MS.I.2.3.SL1: Identify a basic sequence of progressive rhythmic movement patterns with prompting (physical, visual, or verbal). MS.I.2.3.SL2: Identify a basic sequence of progressive rhythmic movement patterns with assistance (physical, visual, or verbal).	MS.A.2.3.SL1: Develop a basic sequence of progressive rhythmic movement patterns with prompting (physical, visual, or verbal). MS.A.2.3.SL2: Develop a basic sequence of progressive rhythmic movement patterns with assistance (physical, visual, or verbal).
Health Related Fitness	Novice	Intermediate	Advanced
2.4 Health- Related Fitness	MS.N.2.4: Describe the five components of health-related physical fitness (muscular strength, muscular endurance, aerobic capacity, flexibility, and body composition) and associated exercises for each component.	MS.I.2.4: Identify the relationship between the five components of health-related fitness and the FITT (frequency, intensity, type, and time) principle.	MS.A.2.4: Develop a personal health-related physical fitness plan, with limited teacher assistance, based on FITT training principles.
I can...	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	MS.N.2.4.SL1: Describe the basics of the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) and	MS.I.2.4.SL1: Identify the basic relationship between the five components of health-related fitness and the FITT (frequency, intensity, type, and	MS.A.2.4.SL1: Develop a basic personal health-related physical fitness plan based on FITT training

	<p>associated exercises for each component with prompting (physical, visual, or verbal).</p> <p>MS.N.2.4.SL2: Describe the basics of the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) and associated exercises for each component with assistance (physical, visual, or verbal).</p>	<p>time) principle with prompting (physical, visual, or verbal).</p> <p>MS.I.2.4.SL2: Identify the basic relationships between the five components of health-related fitness and the FITT (frequency, intensity, type, and time) principle with assistance (physical, visual, or verbal).</p>	<p>principles with prompting (physical, visual, or verbal).</p> <p>MS.A.2.4.SL2: Develop a basic personal health-related physical fitness plan based on FITT training principles with assistance (physical, visual, or verbal).</p>
Knowledge/ Movement	Novice	Intermediate	Advanced
2.5 Previous Knowledge and Movement Concepts	MS.N.2.5: Describe prior knowledge of movement concepts into new learning experiences in the physical-activity setting. Example: use learning cues of the underhand toss and associate those cues with the underhand pitch/throw in softball.	MS.I.2.5: Identify prior knowledge of movement concepts into new learning experiences in the physical-activity setting. Example: use learning cues of the underhand toss in a modified setting in softball.	MS.A.2.5: Develop new learning experiences in the physical-activity setting using prior knowledge of movement concepts. Example: use learning cues of the underhand toss and underhand usage in complex situations across various physical activities/sports.
I can...	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	<p>MS.N.2.5.SL1: Describe the basic prior knowledge of movement concepts into new learning experiences in the physical-activity setting with prompting (physical, visual, or verbal).</p> <p>MS.N.2.5.SL2: Describe the basic prior knowledge of movement concepts into new learning experiences in the physical-activity setting with assistance (physical, visual, or verbal).</p>	<p>MS.I.2.5.SL1: Identify the basic prior knowledge of movement concepts into new learning experiences in the physical-activity setting with prompting (physical, visual, or verbal).</p> <p>MS.I.2.5.SL2: Identify the basic prior knowledge of movement concepts into new learning experiences in the physical-activity setting with assistance (physical, visual, or verbal).</p>	<p>MS.A.2.5.SL1: Develop the basics of new learning experiences in the physical-activity setting using prior knowledge of movement concepts with prompting (physical, visual, or verbal).</p> <p>MS.A.2.5.SL2: Develop the basics of new learning experiences in the physical-activity setting using prior knowledge of movement concepts with assistance (physical, visual, or verbal).</p>

Social/ Emotional	Novice	Intermediate	Advanced
2.6 Social and Emotional Health Benefits	MS.N.2.6: Describe physical-activity experiences with the potential for social, emotional, and health benefits.	MS.I.2.6: Identify physical-activity experiences for social, emotional, and health benefits. Example: locating local areas to participate in physical activity outside the school setting.	MS.A.2.6: Develop physical-activity experiences for social, emotional, and health benefits.
I can...	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	<p>MS.N.2.6.SL1: Describe some of the physical-activity experiences for social, emotional, and health benefits with prompting (physical, visual, or verbal).</p> <p>MS.N.2.6.SL2: Describe some of the physical-activity experiences for social, emotional, and health benefits with assistance (physical, visual, or verbal).</p>	<p>MS.I.2.6.SL1: Identify some of the physical-activity experiences for social, emotional, and health benefits with prompting (physical, visual, or verbal).</p> <p>MS.I.2.6.SL2: Identify some of the physical-activity experiences for social, emotional, and health benefits with assistance (physical, visual, or verbal).</p>	<p>MS.A.2.6.SL1: Develop some of the physical-activity experiences for social, emotional, and health benefits with prompting (physical, visual, or verbal).</p> <p>MS.A.2.6.SL2: Develop some of the physical-activity experiences for social, emotional, and health benefits with assistance (physical, visual, or verbal).</p>

2021 Middle Level Standard 3

Standard 3: The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness.			
Performance Goal	The student develops an interest in a variety of physical activities and increases his or her ability to find opportunities for participation in these activities. The student achieves and maintains a health-enhancing level of fitness by setting and pursuing physical activity goals in creating a personal fitness plan to achieve personal fitness goals. The student develops the ability to interpret the results of health-related physical fitness assessments and to use this information to pursue his or her individual fitness goals.		
SC Profile of the Graduate:	Work ethic, self-direction		
Physical Activity	Novice	Intermediate	Advanced
3.1 Monitoring Physical Activity	MS.N.3.1: Demonstrate participation in physical activity and set personal goals. Example: measure daily steps with a device.	MS.I.3.1: Monitor daily participation to promote physical activity. Example: maintain an activity log for a seven-day period, documenting progress toward achievement of personal goals.	MS.A.3.1: Execute a consistent monitoring system to maintain physical activity. Example: Periodically determine effectiveness of exercise/workout and refine as needed.
I can...	Standard 3: Adapted Physical Education Support Suggestions Support Level 1: Prompting (physical, visual, verbal). Support Level 2: Assistance (physical, visual, verbal).		
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	MS.N.3.1. SL1: Demonstrate participation in physical activity and set personal goals with prompting (physical, visual, or verbal). MS.N.3.1. SL2: Demonstrate participation in physical activity and set personal goals with assistance (physical, visual, or verbal)	MS.I.3.1. SL1: Monitor daily participation to promote physical activity with or without prompting (physical, visual, or verbal). MS.I.3.1. SL2: Monitor daily participation to promote physical activity with assistance (physical, visual, or verbal).	MS.A.3.1. SL1: Execute a basic consistent monitoring system to maintain physical activity with or without prompting (physical, visual, or verbal). MS.A.3.1. SL2: Execute a basic consistent monitoring system to maintain physical activity with assistance (physical, visual, or verbal).

Community Resources	Novice	Intermediate	Advanced
3.2 Community Resources I can...	MS.N.3.2: Describe various ways to locate community resources for health-enhancing activities.	MS.I.3.2: Apply knowledge of community resources to support varied opportunities for participation in physical activity outside of physical education class. Example: evaluate local YMCA programs, city recreation programs, biking paths, walking trails.	MS.A.3.2: Execute a plan to utilize the community resources in a comprehensive personal fitness plan.
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	MS.N.3.2. SL1 : Describe various ways to locate community resources for health-enhancing activities with prompting (physical, visual, or verbal). MS.N.3.2. SL2 : Describe various ways to locate community resources for health-enhancing activities with assistance (physical, visual, or verbal).	MS.I.3.2. SL1 : Apply a basic knowledge of community resources to support varied opportunities for participation in physical activity outside of physical education class with prompting (physical, visual, or verbal). MS.I.3.2. SL2 : Apply a basic knowledge of community resources to support varied opportunities for participation in physical activity outside of physical education class with assistance (physical, visual, or verbal).	MS.A.3.2. SL1 : Execute a simple plan to utilize the community resources with prompting (physical, visual, or verbal). MS.A.3.2. SL2 : Execute a simple plan to utilize the community resources with assistance (physical, visual, or verbal).
Fitness	Novice	Intermediate	Advanced
3.3 Fitness Standards I can...	MS.N.3.3: Demonstrate proper form with cadence of fitness exercises as defined by a health-related fitness assessment.	MS.I.3.3: Show progression toward the age and gender-specific, health-related fitness standards as defined by a health-related fitness assessment.	MS.A.3.3: Achieve and maintain the age and gender-specific, health-related fitness standards as defined by a health-related fitness assessment.
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	MS.N.3.3. SL1 : Demonstrate proper form with cadence of fitness exercises as defined by a health-	MS.I.3.3. SL1 : Show progression toward the age and gender-specific, health-related fitness standards	MS.A.3.3. SL1 : Achieve and maintain the age and gender-specific, health-related fitness

	<p>related fitness assessment with prompting (physical, visual, or verbal).</p> <p>MS.N.3.3.SL2: Demonstrate proper form with cadence of fitness exercises as defined by a health-related fitness assessment with assistance (physical, visual, or verbal).</p>	<p>as defined by a health-related fitness assessment with prompting (physical, visual, or verbal).</p> <p>MS.I.3.3.SL2: Show progression toward the age and gender-specific, health-related fitness standards as defined by a health-related fitness assessment with assistance (physical, visual, or verbal).</p>	<p>standards as defined by a health-related fitness assessment with prompting (physical, visual, or verbal).</p> <p>MS.A.3.3.SL2: Achieve and maintain the age and gender-specific, health-related fitness standards as defined by a health-related fitness assessment with assistance (physical, visual, or verbal).</p>
Fitness Goals and Plans	Novice	Intermediate	Advanced
3.4 Fitness Goals and Plans	MS.N.3.4: Demonstrate various activities to address personal health-related fitness components.	MS.I.3.4: Identify personal health-related fitness goals and implement a plan to achieve and/or maintain personal fitness.	MS.A.3.4: Execute a method(s) to identify specific personal health-related fitness goals and modify a plan to improve personal fitness.
I can...	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	<p>MS.N.3.4.SL1: Demonstrate various activities to address health-related fitness components with prompting (physical, visual, or verbal).</p> <p>MS.N.3.4.SL2: Demonstrate various activities to address health-related fitness components with assistance (physical, visual, or verbal).</p>	<p>MS.I.3.4.SL1: Identify personal health-related fitness goals and implement a simple plan to achieve and/or maintain personal fitness with prompting (physical, visual, or verbal).</p> <p>MS.I.3.4.SL2: Identify personal health-related fitness goals and implement a simple plan to achieve and/or maintain personal fitness with assistance (physical, visual, or verbal).</p>	<p>MS.A.3.4.SL1: Execute a simple method(s) to identify specific personal health-related fitness goals and modify a plan to improve personal fitness with prompting (physical, visual, or verbal).</p> <p>MS.A.3.4.SL2: Execute a simple method(s) to identify specific personal health-related fitness goals and modify a plan to improve personal fitness with assistance (physical, visual, or verbal).</p>

Fitness Participation	Novice	Intermediate	Advanced
3.5 Fitness Participation	MS.N.3.5: Demonstrate participation in health-related physical fitness activities outside of the physical education class.	MS.I.3.5: Apply regular participation in health-related physical fitness activities outside of the physical education class.	MS.A.3.5: Execute specific health-related physical fitness activities outside of the physical education class to improve personal fitness.
I can...	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	<p>MS.N.3.5.SL1: Demonstrate participation in health-related physical fitness activities outside of the physical education class with prompting (physical, visual, or verbal).</p> <p>MS.N.3.5.SL2: Demonstrate participation in health-related physical fitness activity outside of the physical education class with assistance (physical, visual, or verbal).</p>	<p>MS.I.3.5.SL1: Apply regular participation in health-related physical fitness activities outside of the physical education class with prompting (physical, visual, or verbal).</p> <p>MS.I.3.5.SL2: Apply regular participation in health-related physical fitness activities outside of the physical education class with assistance (physical, visual, or verbal).</p>	<p>MS.A.3.5.SL1: Execute some specific health-related physical fitness activities outside of the physical education class to improve personal fitness with prompting (physical, visual, or verbal).</p> <p>MS.A.3.5.SL2: Execute some specific health-related physical fitness activities outside of the physical education class to improve personal fitness with assistance (physical, visual, or verbal).</p>

2021 Middle Level Standard 4

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings.			
Performance Goal	The student uses effective self-monitoring skills and applies appropriate problem-solving techniques to resolve conflict in physical activity settings, works with others to accomplish group goals in both cooperative and competitive setting,; and respects the contributions made by others whose skill levels are dissimilar to his or her own.		
SC Profile of the Graduate:	Interpersonal skills, integrity, collaboration and teamwork, global perspective		
Teamwork/ Sportsmanship	Novice	Intermediate	Advanced
4.1 Teamwork/ Sportsmanship I can...	MS.N.4.1: Demonstrate skills to work cooperatively within a group to establish and achieve group goals in physical activity settings.	MS.I.4.1: Apply interpersonal skills to work cooperatively within a group to establish and achieve group goals in competitive as well as cooperative physical activity settings.	MS.A.4.1: Develop and execute group norms to establish and achieve group goals in competitive as well as cooperative physical activity settings (e.g. provides positive feedback to teammates and opponents during activities and games).
	Standard 4: Adapted Physical Education Support Suggestions Support Level 1: Prompting (physical, visual, verbal). Support Level 2: Assistance (physical, visual, verbal).		
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	MS.N.4.1. SL1: Demonstrate some skills to work cooperatively within a group to establish and achieve group goals in physical activity settings with or without prompting (physical, visual, or verbal). MS.N.4.1. SL2: Demonstrate some skills to work cooperatively within a group to establish and achieve group goals in physical activity settings with assistance (physical, visual, or verbal).	MS.I.4.1. SL1: Apply some interpersonal skills to work cooperatively within a group to establish and achieve group goals in competitive as well as cooperative physical activity settings with or without prompting (physical, visual, or verbal). MS.I.4.1. SL2: Apply some interpersonal skills to work cooperatively within a group to establish and achieve group goals in competitive as well as cooperative physical activity settings with assistance (physical, visual, or verbal).	MS.A.4.1. SL1: Develop and execute group norms to establish and achieve group goals in competitive as well as cooperative physical activity settings with or without prompting (physical, visual, or verbal). MS.A.4.1. SL2: Develop and execute group norms to establish and achieve group goals in competitive as well as cooperative physical activity settings with assistance (physical, visual, or verbal).

Conflict Resolution	Novice	Intermediate	Advanced
4.2 Conflict Resolution I can...	MS.N.4.2: Demonstrate the skills needed to resolve conflicts. Example: display skills such as self-control, listening, compromising, cooperating, and negotiating.	MS.I.4.2: Apply the skills needed to resolve potential conflicts in physical activity settings.	MS.A.4.2: Execute a conflict-resolution strategy to resolve potential conflicts in a game or physical activity. Example: negotiates an acceptable penalty in a flag football game with the opposing team.
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	MS.N.4.2. SL1 : Demonstrate some of the basic skills needed to resolve conflicts with prompting (physical, visual, or verbal). MS.N.4.2. SL2 : Demonstrate some of the basic skills needed to resolve conflicts with assistance (physical, visual, or verbal).	MS.I.4.2. SL1 : Apply some of the basic skills needed to resolve potential conflicts in physical activity settings with prompting (physical, visual, or verbal). MS.I.4.2. SL2 : Apply some of the basic skills needed to resolve potential conflicts in physical activity settings with assistance (physical, visual, or verbal).	MS.A.4.2. SL1 : Execute a simple conflict-resolution strategy to resolve potential conflicts in a game or physical activity with prompting (physical, visual, or verbal). MS.A.4.2. SL2 : Execute a simple conflict-resolution strategy to resolve potential conflicts in a game or physical activity with assistance (physical, visual, or verbal).
Diversity	Novice	Intermediate	Advanced
4.3 Diversity I can...	MS.N.4.3: Recognize the value of diversity of participants in physical activity.	MS.I.4.3: Apply an effort to include a diverse group of participants in physical activities and accept differences among people.	MS.A.4.3: Consistently include a diverse group of participants in physical activities and consistently accept differences among people.
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	MS.N.4.3. SL1 : Recognize the diverse characteristics of participants in physical activity with prompting (physical, visual, or verbal).	MS.I.4.3. SL1 : Apply a simple effort to include a diverse group of participants in physical activities and accept differences among people with prompting (physical, visual, or verbal).	MS.A.4.3. SL1 : Consistently include a diverse group of participants in physical activities and consistently accepts differences among people with prompting (physical, visual, or verbal).

	MS.N.4.3. SL2 : Recognize the diverse characteristics of participants in physical activity with assistance (physical, visual, or verbal).	MS.I.4.3. SL2 : Apply a simple effort to include a diverse group of participants in physical activities and accept differences among people with assistance (physical, visual, or verbal).	MS.A.4.3. SL2 : Consistently include a diverse group of participants in physical activities and consistently accepts differences among people with assistance (physical, visual, or verbal).
Respect/ Safety	Novice	Intermediate	Advanced
4.4 Respect and Safety I can...	MS.N.4.4: Demonstrate the use of equipment appropriately and safely in physical activity settings.	MS.I.4.4: Apply equipment appropriately in physical activity settings and identify safety concerns associated with specific activities.	MS.A.4.4: Execute a method to use the equipment appropriately and foresee safety concerns associated with specific activities. Example: reminds others of the safety concerns of wearing a flag football belt improperly.
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	MS.N.4.4. SL1 : Demonstrate the use of equipment appropriately and safely in physical activity settings with prompting (physical, visual, or verbal). MS.N.4.4. SL2 : Demonstrate the use of equipment appropriately and safely in physical activity settings with assistance (physical, visual, or verbal).	MS.I.4.4. SL1 : Apply equipment appropriately in physical activity settings and identify safety concerns associated with specific activities with prompting (physical, visual, or verbal). MS.I.4.4. SL2 : Apply equipment appropriately in physical activity settings and identify safety concerns associated with specific activities with assistance (physical, visual, or verbal).	MS.A.4.4. SL1 : Execute a simple method to use the equipment appropriately and foresee safety concerns associated with specific activities with prompting (physical, visual, or verbal). MS.A.4.4. SL2 : Execute a simple method to use the equipment appropriately and foresee safety concerns associated with specific activities with assistance (physical, visual, or verbal).

2021 Middle Level Standard 5

Standard 5: The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression and/or social interaction.			
Performance Goal	The student learns that physical activities provide the opportunity for challenge, enjoyment, and positive social interaction; and gains an awareness of the health benefits, opportunities for enjoyment, and social interaction provided through participation in a variety of physical activities.		
SC Profile of the Graduate:	Creativity and innovation		
Enjoyment Promotion	Novice	Intermediate	Advanced
5.1 Enjoyment Promotion I can...	MS.N.5.1: Recognize how physical activity provides personal meaning and enjoyment.	MS.I.5.1: Seek and explore physical activity opportunities that provide personal meaning and enjoyment. Example: participate in organized sports for the joy of competition, ride a mountain bike to enjoy nature trails.	MS.A.5.1: Consistently seek and explore various physical activities that provide personal meaning and enjoyment. Example: research a hiking trail near the family's vacation destination and suggest for an activity.
	Standard 5: Adapted Physical Education Support Suggestions Support Level 1: Prompting (physical, visual, verbal). Support Level 2: Assistance (physical, visual, verbal).		
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	MS.N.5.1. SL1: Recognize in a simple way how physical activity provides personal meaning and enjoyment with prompting (physical, visual, or verbal). MS.N.5.1. SL2: Recognize in a simple way how physical activity provides personal meaning and enjoyment with assistance (physical, visual, or verbal).	MS.I.5.1. SL1: Seek and explore simple physical activity opportunities that provide personal meaning and enjoyment with prompting (physical, visual, or verbal). MS.I.5.1. SL2: Seek and explore simple physical activity opportunities that provide personal meaning and enjoyment with assistance (physical, visual, or verbal).	MS.A.5.1. SL1: Frequently seek out and explore various physical activities that provide personal meaning and enjoyment with prompting (physical, visual, or verbal). MS.A.5.1. SL2: Frequently seek out and explore various physical activities that provide personal meaning and enjoyment with assistance (physical, visual, or verbal).

Health Enhancing	Novice	Intermediate	Advanced
5.2 Health-Enhancing Promotion I can...	MS.N.5.2: Recognize the benefits of health-enhancing physical activities that provide challenge, enjoyment, and social interaction. Example: Go on a walk, jog, or run to increase heart rate, relieve stress, or interact with others.	MS.I.5.2: Seek and explore health-enhancing physical activities that provide challenge, enjoyment, and social interaction. Example: Participate in local road race, community event, or youth recreational league.	MS.A.5.2: Consistently seek and explore various health-enhancing physical activities that provide challenge, enjoyment, and social interaction. Example: Regularly participates in various neighborhood, community, and recreational activities.
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	MS.N.5.2. SL1 : Recognize some of the benefits of health-enhancing physical activities that provide challenge, enjoyment, and social interaction with prompting (physical, visual, or verbal). MS.N.5.2. SL2 : Recognize some of the benefits of health-enhancing physical activities that provide challenge, enjoyment, and social interaction with assistance (physical, visual, or verbal).	MS.I.5.2. SL1 : Seek and explore health-enhancing physical activities that provide challenge, enjoyment, and social interaction with prompting (physical, visual, or verbal). MS.I.5.2. SL2 : Seek and explore health-enhancing physical activities that provide challenge, enjoyment, and social interaction with assistance (physical, visual, or verbal).	MS.A.5.2. SL1 : Frequently seek and explore various health-enhancing physical activities that provide challenge, enjoyment, and social interaction with prompting (physical, visual, or verbal). MS.A.5.2. SL2 : Frequently seek and explore various health-enhancing physical activities that provide challenge, enjoyment, and social interaction with assistance (physical, visual, or verbal).
Social/Self-Expression	Novice	Intermediate	Advanced
5.3 Social Interaction and Self-Expression	MS.N.5.3: Recognize an enjoyable activity that promotes social interaction or self-expression. Example: Acknowledge the benefits of playing a pick-up basketball game with friends.	MS.I.5.3: Identify and participate in enjoyable activities that promote social interaction or self-expression. Example: Play horseshoes with relatives, seek a neighborhood disc golf course	MS.A.5.3: Consistently identify and participate in various enjoyable activities that promote social interaction or self-expression.

I can...			Example: Organize school activities to promote community involvement.
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	<p>MS.N.5.3.SL1: Recognize a simple and enjoyable activity that promotes social interaction or self-expression with prompting (physical, visual, or verbal).</p> <p>MS.N.5.3.SL2: Recognize a simple and enjoyable activity that promotes social interaction or self-expression with assistance (physical, visual, or verbal).</p>	<p>MS.I.5.3.SL1: Identify and participate in simple and enjoyable activities that promote social interaction or self-expression with prompting (physical, visual, or verbal).</p> <p>MS.I.5.3.SL2: Identify and participate in simple and enjoyable activities that promote social interaction or self-expression with assistance (physical, visual, or verbal).</p>	<p>MS.A.5.3.SL1: Frequently identify and participate in various enjoyable activities that promote social interaction or self-expression with prompting (physical, visual, or verbal).</p> <p>MS.A.5.3.SL2: Frequently identify and participate in various enjoyable activities that promote social interaction or self-expression with assistance (physical, visual, or verbal).</p>
Active Lifestyle	Novice	Intermediate	Advanced
5.4 Active Lifestyle I can...	<p>MS.N.5.4: Recognize the (affective) health benefits of a physically active lifestyle. Example: Acknowledges that positive relationships, personal satisfaction, self-esteem are benefits of physical activity</p>	<p>MS.I.5.4: Identify the (affective) health benefits of a physically active lifestyle. Example: Joins a running club in order to form new friendships, achieve a goal, or overcome an obstacle</p>	<p>MS.A.5.4: Consistently identify the various (affective) health benefits of a physically active lifestyle. Example: Regularly looks for opportunities to form new relationships, set new goals, embrace new challenges in various activities</p>
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	<p>MS.N.5.4.SL1: Recognize the (affective) health benefits of a physically active lifestyle in a simple way with prompting (physical, visual, or verbal).</p>	<p>MS.I.5.4.SL1: Identify the (affective) health benefits of a physically active lifestyle in a simple way with prompting (physical, visual, or verbal).</p>	<p>MS.A.5.4.SL1: Frequently identify the various (affective) health benefits of a physically active lifestyle in a simple way with</p>

	MS.N.5.4. SL2 : Recognize the (affective) health benefits of a physically active lifestyle in a simple way with assistance (physical, visual, or verbal).	MS.I.5.4. SL2 : Identify the (affective) health benefits of a physically active lifestyle in a simple way with assistance (physical, visual, or verbal).	prompting (physical, visual, or verbal). MS.A.5.4. SL2 : Frequently identify the various (affective) health benefits of a physically active lifestyle in a simple way with assistance (physical, visual, or verbal).
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2021 Secondary Standard 1

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.			
Performance Goal:	High school students will attain proficiency of motor skills and movement patterns within units of instruction they are familiar with and strive toward proficiency in more novel units of instruction. The key element in facilitating a physically literate high school student is to afford them choice.		
SC Profile of a Graduate:	Knowing how to learn, work ethic, self-direction, collaboration and teamwork		
Lifetime	Novice	Intermediate	Advanced
1.1 Lifetime Activities including individual, partner, team sports I can...	HS.N.1.1: Demonstrate competency in the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork.	HS.I.1.1: Apply the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork.	HS.A.1.1: Develop and implement a plan to improve and refine activity-specific movement skills in 1 or more lifetime activities.
	Standard 1: Adapted Physical Education Support Suggestions Support Level 1: Shorten distance, peer assistance, floor markings or other visual cueing to assist in rhythm, music or directional change, verbal cueing of skill elements (e.g. slide-step, together, step). Auditory cues (e.g. metronome). Visual cueing to assist with skill elements (e.g. stickers placed on preferred/non-preferred foot/hand for opposition with throwing, kicking, etc.). Support Level 2: Physical assistance (e.g. holding a hand) to support balance, form, and direction, paraprofessional or teacher assistance, floor markings or other visual cueing to assist in directional change, verbal cueing of skill elements (e.g. slide-step, together, step). Visual cueing to assist in rhythm, music, or directional change, auditory cues (e.g. metronome).		
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	HS.N.1.1. SL1: Demonstrate the basic skills and tactics in 1 or more lifetime activities of his/her choosing that enhance collaboration and teamwork with appropriate verbal prompting. HS.N.1.1. SL2: Demonstrate some of the basic skills and tactics in a lifetime activity of his/her choosing that enhance collaboration and teamwork with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance and extended time.	HS.I.1.1. SL1: Apply the basic skills and tactics in 1 or more lifetime activities of his/her choosing that enhance collaboration and teamwork with appropriate verbal prompting. HS.I.1.1. SL2: Apply some of the basic skills and tactics in a lifetime activity of his/her choosing that enhance collaboration and teamwork with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance and extended time.	HS.A.1.1. SL1: Improve and refines activity-specific movement skills in a lifetime activity of his/her choosing with appropriate verbal prompting. HS.A.1.1. SL2: Improve and refines activity specific movement skills in a lifetime activity of his/her choosing with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance and extended time.

Dance/ Rhythms	Novice	Intermediate	Advanced
1.2 Dance & Rhythms I can...	HS.N.1.2: Execute command of rhythm, patterns and timing in dance or rhythmic activities by creating a movement sequence to music as an individual or in a group.	HS.I.1.2: Demonstrate dance forms used in cultural and social occasions, or demonstrate one form of dance. Example: modern, hip hop, line dance, tap.	HS.A.1.2: Demonstrate a form of dance by choreographing a dance or by giving a performance.
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	HS.N.1.2.SL1: Execute basic command of rhythm, patterns and timing in dance or rhythmic activities by creating a movement sequence to music as an individual or in a group with appropriate verbal prompting. HS.N.1.2.SL2: Execute some command of rhythm, patterns and timing in dance or rhythmic activities by creating a movement sequence to music as an individual or in a group with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance and extended time.	HS.I.1.2.SL1: Demonstrate basic competency in dance forms used in cultural and social occasions with appropriate verbal prompting. HS.I.1.2.SL2: Demonstrate some competency in dance forms used in cultural and social occasions with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance and extended time.	HS.A.1.2.SL1: Demonstrate basic competency in a form of dance by choreographing a dance or by giving a performance with appropriate verbal prompting. HS.A.1.2.SL2: Demonstrate some competency in a form of dance by choreographing a dance or by giving a performance with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance and extended time.
Fitness	Novice	Intermediate	Advanced
1.3 Fitness Activities I can...	HS.N.1.3: Apply the basic skills and tactics in one or more specialized skills in health-related fitness activities.	HS.I.1.3.A: Demonstrate competency in one or more specialized skills in health-related fitness activities. Example: Pilates, resistance training, running, fitness walking, Zumba, aquatics, circuit training). HS.I.1.3.B: Demonstrate competency in specialized skills in each of the health-related fitness components: muscular strength, muscular endurance, flexibility, and cardiorespiratory fitness.	HS.A.1.3: Improve on activity-specific skill in one or more activities. Example: group exercise, circuit training, resistance training, Yoga, Pilates, martial arts, running, aquatics.
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	HS.N.1.3.SL1: Apply basic skills and tactics in more specialized skills in health-related fitness activities with appropriate verbal prompting.	HS.I.1.3.A.SL1: Demonstrate basic competency in one specialized skill in health-related fitness activities with appropriate verbal prompting.	HS.A.1.3.SL1: Improve on activity-specific skills in one of the activities with appropriate verbal prompting.

	<p>HS.N.1.3.SL2: Apply some basic skills and tactics in more specialized skills in health-related fitness activities with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance and extended time.</p>	<p>HS.I.1.3.A.SL2: Demonstrate some competency in one specialized skill in health-related fitness activities with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance and extended time.</p> <p>HS.I.1.3.B.SL1: Demonstrate basic competency in specialized skills in each of the health-related fitness components (muscular strength, muscular endurance, flexibility, and cardiorespiratory fitness) with appropriate verbal prompting.</p> <p>HS.I.1.3.B.SL2: Demonstrate some competency in specialized skills in each of the health-related fitness components (muscular strength, muscular endurance, flexibility, and cardiorespiratory fitness) with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time.</p>	<p>HS.A.1.3.SL2: Improve on activity-specific skills in one of the activities with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time.</p>
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2021 Secondary Standard 2

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.			
Performance Goal	The student should learn to analyze motor performance and to use that information to improve his or her own performance. The student should use cognitive information to understand and enhance his or her motor skill acquisition and performance and to design a personal fitness program. The student should also learn the historical and cultural roles of games, sports, and dance in various societies.		
SC Profile of a Graduate:	Creativity and innovation, critical thinking and problem solving, self-direction, global perspective		
Movement	Novice	Intermediate	Advanced
2.1 Movement concepts, principles, knowledge I can...	HS.N.2.1: Identify the critical elements and learning cues of skills performed.	HS.I.2.1: Apply the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately.	HS.A.2.1: Identify and discuss the historical and cultural roles of games, sports, and dance in a society.
	Standard 2: Adapted Physical Education Support Suggestions Support Level 1: Verbal prompts, redirection, modeling, communication support options, assistance (physical, visual, or verbal). Support Level 2: Assistance (peer, teacher), communication support options with assistance.		
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	HS.N.2.1.SL1: Develop basic critical elements and learning cues of skills performed with appropriate verbal or visual prompting. HS.N.2.1.SL2: Develop some critical elements and learning cues of skills performed given a variety of communication support options with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance and extended time.	HS.I.2.1.SL1: Apply basic terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately with appropriate verbal and visual prompting. HS.I.2.1.SL2: Apply some terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance and extended time.	HS.A.2.1.SL1: Identify and discuss basic historical and cultural roles of games, sports, and dance in a society with appropriate verbal or visual prompting. HS.A.2.1.SL2: Identify and discuss some historical and cultural roles of games, sports, and dance in a society with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance and extended time.
Movement	Novice	Intermediate	Advanced
2.2 Movement, concepts, and	HS.N.2.2: Describe prior knowledge of movement concepts into new learning experiences in the physical-activity setting.	HS.I.2.2: Use movement and concepts, (force, motion, and rotation) to analyze and improve performance of self and/or others.	HS.A.2.2: Use principles associated with self-selected activities to develop a plan for improved performance.

principles	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
I can...	<p>HS.N.2.2.SL1: Develop basic game strategies and tactics within the game and explain how to use them effectively in complex situations with appropriate verbal or visual prompting.</p> <p>HS.N.2.2.SL2: Develop some game strategies and tactics within the game and explain how to use them effectively in complex situations with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time.</p>	<p>HS.I.2.2.SL1: Use basic movement and concepts, force, motion, and rotation) to analyze and improve performance of self and/or others with appropriate verbal or visual prompting.</p> <p>HS.I.2.2.SL2: Use some movement and concepts, (force, motion, and rotation) to analyze and improve performance of self and/or others with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time.</p>	<p>HS.A.2.2.SL1: Use basic principles associated with self-selected activities to develop a plan for improved performance with appropriate verbal or visual prompting.</p> <p>HS.A.2.2.SL2: Use some principles associated with self-selected activities to develop a plan for improved performance with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance and extended time.</p>
Movement	Novice	Intermediate	Advanced
2.3 Health-Related Fitness	HS.N.2.3: Identify the principles and concepts that are needed to develop a personal health-related physical fitness plan that includes goal setting, evaluation, and reflection.	HS.I.2.3: Use technology to collect, analyze, and assess his or her own health-related physical fitness data through a fitness assessment.	HS.A.2.3: Use technology to apply advanced fitness training knowledge to the planning of an extended personal physical fitness program.
I can...	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	<p>HS.N.2.3.SL1: Identify the relationship between most of the components of health-related fitness and the FITT (frequency, intensity, type, and time) principle with appropriate verbal or visual prompting.</p> <p>HS.N.2.3.SL2: Identify the relationship between some of the components of health-related fitness and the FITT (frequency, intensity, type, and time) principle with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time.</p>	<p>HS.I.2.3.SL1: Use basic technology to collect, analyze, and assess his or her own health-related physical fitness data through a fitness assessment with appropriate verbal or visual prompting.</p> <p>HS.I.2.3.SL2: Use some technology to collect, analyze, and assess his or her own health-related physical fitness data through a fitness assessment with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time.</p>	<p>HS.A.2.3.SL1: Use basic technology to apply advanced fitness training knowledge to the planning of an extended personal physical fitness program with appropriate verbal or visual prompting.</p> <p>HS.A.2.3.SL2: Use some technology to apply advanced fitness training knowledge to the planning of an extended personal physical fitness program with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time.</p>

Movement	Novice	Intermediate	Advanced
2.4 Fitness Planning I can...	HS.N.2.4: Identify the relationship between the five components of health-related fitness and the FITT (frequency, intensity, type, and time) principle.	HS.I.2.4: Design a long-term personal fitness plan based on FITT (frequency, intensity, type, and time) training principles to improve or maintain health-related physical fitness that includes methods evaluation and reflection.	HS.A.2.4: Design and implement a long-term fitness plan based on FITT (frequency, intensity, type, and time) training principles to improve or maintain health-related physical fitness.
	Novice Support Level	Intermediate Support Level	Advanced Support Level
	<p>HS.N.2.4.SL1: Develop a basic personal health-related physical fitness plan, with limited teacher assistance, based on FITT training principles with appropriate verbal or visual prompting.</p> <p>HS.N.2.4.SL2: Develop a simple personal health-related physical fitness plan, with teacher assistance, based on FITT training principles with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time.</p>	<p>HS.I.2.4.SL1: Design a short-term personal fitness plan based on FITT (frequency, intensity, type, and time) training principles to improve or maintain health-related physical fitness that includes methods evaluation and reflection with appropriate verbal or visual prompting.</p> <p>HS.I.2.4.SL2: Design a simple personal fitness plan based on FITT (frequency, intensity, type, and time) training principles to improve or maintain health-related physical fitness that includes methods evaluation and reflection with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance and extended time.</p>	<p>HS.A.2.4.SL1: Design and implement a short-term fitness plan based on FITT (frequency, intensity, type, and time) training principles to improve or maintain health-related physical fitness with appropriate verbal or visual prompting.</p> <p>HS.A.2.4.SL2: Design and implement a simple fitness plan based on FITT (frequency, intensity, type, and time) training principles to improve or maintain health-related physical fitness with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time.</p>
Movement	Novice	Intermediate	Advanced
2.5 Strategies and Tactics	HS.N.2.5: Identify various game strategies and tactics within the game and explain how to use them effectively in modified situations.	HS.I.2.5: Develop strategies and tactics effectively during game play in net/wall and/or target games.	HS.A.2.5: Utilize strategies and tactics of selected activities for successful participation.
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels

<p>I can...</p>	<p>HS.N.2.5.SL1: Identify basic game strategies and tactics within the game and explain how to use them effectively in modified situations with appropriate verbal or visual prompting.</p> <p>HS.N.2.5.SL2: Identify some game strategies and tactics within the game and explain how to use them effectively in modified situations with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time.</p>	<p>HS.I.2.5.SL1: Develop basic strategies and tactics effectively during game play in net/wall and/or target games with appropriate verbal or visual prompting.</p> <p>HS.I.2.5.SL2: Develop some strategies and tactics effectively during game play in net/wall and/or target games with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time.</p>	<p>HS.A.2.5.SL1: Utilize basic strategies and tactics of selected activities for successful participation with appropriate verbal or visual prompting.</p> <p>HS.A.2.5.SL2: Utilize some strategies and tactics of selected activities for successful participation with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time.</p>
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2021 Secondary Standard 3

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.			
Performance Goal	The student should learn to choose—and, on a regular basis, to participate in— physical activities that enable him or her to achieve and maintain a health- enhancing level of physical fitness. The student should come to feel empowered to assume an active role in managing his or her participation in physical activity now and throughout the future years and acquire the ability to explore and analyze different domains of resources and career options.		
SC Profile of a Graduate:	Integrity; self-direction; perseverance; work ethic; communication, information; media and technology; critical thinking; problem-solving; global perspective; interpersonal skills		
Physical Activity	Novice	Intermediate	Advanced
3.1 Physical Activity Knowledge	HS.N.3.1: Apply strategies in monitoring daily participation to promote physical activity.	HS.I.3.1: Adjust pacing to keep heart rate in the target zone, using available technology (e.g., heart rate monitor), to self-monitor aerobic intensity.	HS.A.3.1: Apply technology (such as wearable devices, mobile device apps, and/or social media tools) to support physical activity and lifetime fitness habits.
I can...	Standard 3: Adapted Physical Education Support Suggestions Support Level 1: Prompting (physical, visual, verbal). Support Level 2: Assistance (physical, visual, verbal).		
	HS.N.3.1.SL1: Identify strategies in monitoring daily participation to promote physical activity with appropriate verbal or visual prompting. HS.N.3.1.SL2: Identify at least 1 strategy in monitoring daily participation to promote physical activity with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time.	HS.I.3.1.B.SL1: Adjust pacing to keep heart rate in the target zone, using available technology (e.g., heart rate monitor) to self-monitor aerobic intensity. HS.I.3.1.B.SL2: Adjust pacing to keep heart rate in the target zone, using available technology (e.g., heart rate monitor) to self-monitor aerobic intensity.	HS.A.3.1.SL1: Apply basic technology (such as wearable devices, mobile device apps, and/or social media tools) to support physical activity and lifetime fitness habits with appropriate verbal or visual prompting. HS.A.3.1.SL2: Apply some technology (such as wearable devices, mobile device apps, and/or social media tools) to support physical activity and lifetime fitness habits with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time.

Physical Activity	Novice	Intermediate	Advanced
3.2 Understanding Community Resources I can...	HS.N.3.2: Describe various ways to locate community resources for health-enhancing activities.	HS.I.3.2.A: Identify community resources to support varied opportunities for participating in physical activity outside of physical education class. Examples: researching community resources and presenting the information to class. HS.I.3.2.B: Identify the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career settings.	HS.A.3.2.A: Develop and maintain a fitness portfolio. Examples: assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement. HS.A.3.2.B: Analyze personal and community resources to explore career options related to physical activity and fitness.
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	HS.N.3.2. SL1 : Identify various ways to locate community resources for health-enhancing activities with appropriate verbal or visual prompting. HS.N.3.2. SL2 : Identify at least 1 way to locate community resources for health-enhancing activities with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time.	HS.I.3.2.A. SL1 : Identify basic community resources to support varied opportunities for participating in physical activity outside of physical education class with appropriate verbal or visual prompting. HS.I.3.2.A. SL2 : Identify at least 1 community resource to support varied opportunities for participating in physical activity outside of physical education class with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time. HS.I.3.2.B. SL1 : Identify basic impacts of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings with appropriate verbal or visual prompting. HS.I.3.2.B. SL2 : Identify at least 1 impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings with appropriate	HS.A.3.2.A. SL1 : Develop and maintain a fitness portfolio with appropriate verbal or visual prompting. HS.A.3.2.A. SL2 : Develop and maintain a fitness portfolio with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time. HS.A.3.2.B. SL1 : Describe personal and community resources to explore career options related to physical activity and fitness with appropriate verbal or visual prompting. HS.A.3.2.B. SL2 : Identify personal and community resources to explore career options related to physical activity and fitness with appropriate prompting (verbal, visual, and/or

		prompting (verbal, visual, and/or tactile), peer assistance, and extended time.	tactile), peer assistance, and extended time.
Physical Activity	Novice	Intermediate	Advanced
3.3 Fitness Standards I can...	HS.N.3.3: Strive to achieve the specific age and gender-specific, health-related fitness standards while participating in a health-related fitness assessment.	HS.I.3.3: Maintain age and gender-specific, health related physical fitness standards defined by a health-related fitness assessment, or improve personal results.	HS.A.3.3: Apply rates of perceived exertion and pacing to improve upon the age and gender-specific, health-related physical fitness standards.
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	HS.N.3.3.SL1: Strive to achieve the specific age and gender-specific, health-related fitness standards while participating in a health-related fitness assessment with appropriate verbal or visual prompting. HS.N.3.3.SL2: Strive to achieve the specific age- and gender-specific health-related fitness standards while participating in a health-related fitness assessment with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance and extended time.	HS.I.3.3.SL1: Maintain age and gender-specific, health-related physical fitness standards defined by a health-related fitness assessment, or improve personal results with appropriate verbal or visual prompting. HS.I.3.3.SL2: Maintain age and gender-specific, health-related physical fitness standards defined by a health-related fitness assessment, or improve personal results with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time.	HS.A.3.3.SL1: Apply rates of perceived exertion and pacing to improve upon the age and gender-specific, health-related physical fitness standards with appropriate verbal or visual prompting. HS.A.3.3.SL2: Apply rates of perceived exertion and pacing to improve upon the age and gender-specific, health-related physical fitness standards with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time.
Physical Activity	Novice	Intermediate	Advanced
3.4 Fitness Goals and Planning I can...	HS.N.3.4: Identify personal health-related fitness goals and implement a plan to achieve and/or maintain personal fitness.	HS.I.3.4: Use technology to collect, analyze, and assess his or her own health-related physical fitness data.	HS.A.3.4: Use technology to collect, analyze, and assess his or her own health-related physical fitness data and create a plan to improve the results.
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	HS.N.3.4.SL1: Identify personal health-related fitness goals and implement a plan to achieve	HS.I.3.4.SL1: Use technology to collect, analyze, and assess his or her own health-related physical fitness	HS.A.3.4.SL1: Use technology to collect, analyze, and assess his or her

	and/or maintain personal fitness with appropriate verbal or visual prompting. HS.N.3.4.SL2: Identify personal health-related fitness goals and implement a plan to achieve and/or maintain personal fitness with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time.	data with appropriate verbal or visual prompting. HS.I.3.4.SL2: Use technology to collect, analyze, and assess his or her own health-related physical fitness data with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time.	own health-related physical fitness data and create a plan to improve the results with appropriate verbal or visual prompting. HS.A.3.4.SL2: Use technology to collect, analyze, and assess his or her own health-related physical fitness data and create a plan to improve the results with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time.
Physical Activity	Novice	Intermediate	Advanced
3.5 Risks and Safety Factors I can...	HS.N.3.5: Identify risks and safety factors that might affect physical activity preferences throughout the life cycle.	HS.I.3.5: Evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle. Example: influences of teenagers vs. senior citizens.	HS.A.3.5: Analyze the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career settings.
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	HS.N.3.5.SL1: Identify basic risks and safety factors that might affect physical activity preferences throughout the life cycle with appropriate verbal or visual prompting. HS.N.3.5.SL2: Identify at least 1 risk and safety factor that might affect physical activity preferences throughout the life cycle with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time.	HS.I.3.5.SL1: Identify basic risks and safety factors that might affect physical activity preferences throughout the life cycle with appropriate verbal or visual prompting. HS.I.3.5.SL2: Identify at least 1 risk and safety factor that might affect physical activity preferences throughout the life cycle with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time.	HS.A.3.5.SL1: Identify the basic impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career settings with appropriate verbal or visual prompting. HS.A.3.5.SL2: Identify at least 1 impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career settings with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and

			extended time.
Physical Activity	Novice	Intermediate	Advanced
3.6 Physical Activity Participation I can...	HS.N.3.6: Regularly participate in health-related fitness activities outside of physical education class.	HS.I.3.6: Participate several times a week in a self-selected lifetime activity, dance, or fitness activity outside of the school day. Examples: Jog/walk for 30 minutes, play a sport for the school or recreation department, play basketball with friends after school.	HS.A.3.6: Create a plan, train for, and participate in a community event with a focus on physical activity. Examples: 5K, triathlon, tournament, dance performance, cycling event.
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	HS.N.3.6.SL1: Regularly participate in health-related fitness activities outside of physical education class with appropriate verbal or visual prompting. HS.N.3.6.SL2: Regularly participate in health-related fitness activities outside of physical education class with appropriate prompting (verbal, visual, and/or tactile).	HS.I.3.6.SL1: Participate several times a week in a self-selected lifetime activity, dance, or fitness activity outside of the school day with appropriate verbal or visual prompting. HS.I.3.6.SL2: Participate several times a week in a self-selected lifetime activity, dance, or fitness activity outside of the school day with appropriate prompting (verbal, visual, and/or tactile).	HS.A.3.6.SL1: Create a plan, train for, and participate in a community event with a focus on physical activity with appropriate verbal or visual prompting. HS.A.3.6.SL2: Create a plan, train for, and participate in a community event with a focus on physical activity with appropriate prompting (verbal, visual, and/or tactile).
Nutrition	Novice	Intermediate	Advanced
3.7 Nutrition I can...	HS.N.3.7: Develop strategies for balancing healthy food, snacks, and water intake specific to daily physical activity.	HS.I.3.7: Design and implement a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. Example: meeting carbohydrate, protein, and fat requirements to sustain physical activity.	HS.A.3.7: Create a snack plan for before, during, and after exercise that addresses nutrition needs for each phase. Example: listing snacks that would help fuel/recover the individual before and after exercise.
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	HS.N.3.7.SL1: Develop strategies for balancing healthy food, snacks, and water intake specific to daily physical activity with appropriate verbal or visual prompting. HS.N.3.7.SL2: Develop strategies for balancing	HS.I.3.7.SL1: Design and implement a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle with appropriate verbal or visual prompting. HS.I.3.7.SL2: Design and implement a nutrition plan	HS.A.3.7.SL1: Create a snack plan for before, during, and after exercise that addresses nutrition needs for each phase with appropriate verbal or visual prompting.

	healthy food, snacks, and water intake specific to daily physical activity with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time.	to maintain an appropriate energy balance for a healthy, active lifestyle with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time.	HS.A.3.7. SL2 : Create a snack plan for before, during, and after exercise that addresses nutrition needs for each phase with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time.
Stress Management	Novice	Intermediate	Advanced
3.8 Stress Management	HS.N.3.8: Identify stress-management strategies to reduce stress.	HS.I.3.8: Assess personal stress-management and demonstrate strategies to reduce stress. Example: mental imagery, relaxation techniques, deep breathing.	HS.A.3.8: Apply stress-management strategies to reduce stress.
I can...	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	<p>HS.N.3.8.SL1: Identify stress-management strategies to reduce stress with appropriate verbal or visual prompting.</p> <p>HS.N.3.8.SL2: Identify at least 1 stress-management strategy to reduce stress with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time.</p>	<p>HS.I.3.8.SL1: Assess personal stress-management and demonstrate strategies to reduce stress with appropriate verbal or visual prompting.</p> <p>HS.I.3.8.SL2: Assess personal stress management and demonstrate at least 1 stress-management strategy to reduce stress with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time.</p>	<p>HS.A.3.8.SL1: Apply stress-management strategies to reduce stress with appropriate verbal or visual prompting.</p> <p>HS.A.3.8.SL2: Apply at least 1 stress-management strategy to reduce stress with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time.</p>

2021 Secondary Standard 4

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.			
Performance Goal	The student should learn to demonstrate leadership by holding oneself as well as others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings. The student should gain the ability to synthesize and evaluate his or her knowledge regarding the role of physical activity in a culturally diverse society.		
SC Profile of a Graduate:	Self-direction, interpersonal skills, global perspective, collaboration and teamwork, critical thinking and problem solving		
Personal Responsibility	Novice	Intermediate	Advanced
4.1 Personal Responsibility I can...	HS.N.4.1: Apply interpersonal skills to work cooperatively within a group to establish and achieve group goals in competitive as well as cooperative physical activity settings.	HS.I.4.1.A: Employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed. HS.I.4.1.B: Take responsibility for engaging in daily physical activity and regular participation in lifetime fitness pursuits.	HS.A.4.1.A: Accept differences between personal characteristics, the idealized body images, and elite performance levels portrayed in various media. HS.A.4.1.B: Demonstrate the ability to engage in leadership roles in various physical activity settings to help facilitate successful participation.
	Standard 4: Adapted Physical Education Support Suggestions Support Level 1: Prompting (physical, visual, verbal). Support Level 2: Assistance (physical, visual, verbal).		
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	HS.N.4.1.SL1: Identify basic interpersonal skills to work cooperatively within a group to establish and achieve group goals in competitive as well as cooperative physical activity settings with appropriate verbal or visual prompting. HS.N.4.1.SL2: Identify at least 1 interpersonal skill to work cooperatively within a group to establish and achieve group goals in competitive as well as cooperative physical activity settings with appropriate prompting (verbal, visual,	HS.I.4.1.A.SL1: Identify basic effective self-management skills through applications of positive character traits to analyze barriers and modify physical activity patterns appropriately as needed with appropriate verbal or visual prompting. HS.I.4.1.A.SL2: Identify at least 1 effective self-management skills through applications of positive character traits to analyze barriers and modify physical activity patterns appropriately as needed with	HS.A.4.1.A.SL1: Accept differences between personal characteristics, the idealized body images, and elite performance levels portrayed in various media with given appropriate verbal or visual prompting. HS.A.4.1.A.SL2: Accept differences between personal characteristics, the idealized body images, and elite performance levels portrayed in

	physical and/or tactile), peer assistance, and extended time.	<p>given appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time.</p> <p>HS.I.4.1.B.SL1: Take responsibility for engaging in daily physical activity and regular participation in lifetime fitness pursuits of his or her choosing with appropriate verbal or visual prompting.</p> <p>HS.4.1.B.SL2: Take responsibility for engaging in daily physical activity and regular participation in lifetime fitness pursuits of his or her choosing with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time.</p>	<p>various media with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time.</p> <p>HS.A.4.1.B.SL1: Demonstrate the ability to engage in leadership roles in various physical activity settings to help facilitate successful participation with given appropriate verbal or visual prompting.</p> <p>HS.A.4.1.B.SL2: Demonstrate the ability to engage in leadership roles in various physical activity settings to help facilitate successful participation with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time.</p>
Rules/Etiquette	Novice	Intermediate	Advanced
4.2 Rules & Etiquette	HS.N.4.2: Apply the skills needed to resolve potential conflicts in physical activity settings. Example: Show self-control by accepting a controversial decision of an official.	HS.I.4.2: Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance. Example: spirit of the game, following rules.	HS.A.4.2: Examine and adhere to moral and ethical conduct in specific competitive situations by displaying positive disposition.
I can...	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	<p>HS.N.4.2.SL1: Identify basic skills needed to resolve potential conflicts in physical activity settings with appropriate verbal or visual prompting.</p> <p>HS.4.2.SL2: Identify at least 1 skill needed to resolve potential conflicts in physical activity settings with appropriate prompting (verbal,</p>	<p>HS.I.4.2.SL1: Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance with appropriate verbal or visual prompting.</p> <p>HS.I.4.2.SL2: Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance with appropriate</p>	<p>HS.A.4.2.SL1: Examine and adhere to moral and ethical conduct in specific competitive situations by displaying positive disposition with appropriate verbal or visual prompting.</p> <p>HS.A.4.2.SL2: Examine and adhere to moral and ethical conduct in</p>

	visual, physical and/or tactile), peer assistance, and extended time.	prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time.	specific competitive situations by displaying positive disposition with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time.
Working w/Others	Novice	Intermediate	Advanced
4.3 Working with others I can...	HS.N.4.3: Recognize the diverse characteristics of participants in physical activity. Example: Participates in activities with classmates of different backgrounds.	HS.I.4.3: Create strategies for including persons of diverse backgrounds and abilities in group physical-activity settings.	HS.A.4.3: Design and apply strategies for including persons of diverse backgrounds and abilities in group physical-activity settings. Example: Invites less- skilled students to participate in a warm-up activity prior to class.
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	<p>HS.N.4.3.SL1: Recognize the diverse characteristics of participants in physical activity with given appropriate verbal or visual prompting.</p> <p>HS.N.4.3.SL2: Recognize the diverse characteristics of participants in physical activity with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time.</p>	<p>HS.I.4.3.SL1: Identify and apply basic strategies for including persons of diverse backgrounds and abilities in group physical-activity settings with appropriate verbal or visual prompting.</p> <p>HS.I.4.3.SL2: Identify and apply at least 1 strategy for including persons of diverse backgrounds and abilities in group physical-activity settings with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time.</p>	<p>HS.A.4.3.SL1: Identify strategies for including persons of diverse backgrounds and abilities in group physical-activity settings with appropriate verbal or visual prompting.</p> <p>HS.A.4.3.SL2: Identify at least 1 strategy for including persons of diverse backgrounds and abilities in group physical-activity settings with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time.</p>
Working w/Others	Novice	Intermediate	Advanced
4.4 Working with others I can...	HS.N.4.4: Recognize effective communication skills and strategies that promote respect and conflict resolution when working with others during physical activity.	HS.I.4.4: Use effective communication skills and strategies that promote respect and conflict-resolution when working with others during physical activity.	HS.A.4.4: Assume a leadership role in a physical activity setting to help advocate successful participation. Examples: conflict-resolution skills, decision making, proposing rules/modifications.

	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	<p>HS.N.4.4.SL1: Recognize basic communication skills and strategies that promote respect and conflict resolution when working with others during physical activity with appropriate verbal or visual prompting.</p> <p>HS.N.4.4.SL2: Recognize at least 1 effective communication skill and strategy that promotes respect and conflict-resolution when working with others during physical activity with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time.</p>	<p>HS.I.4.4.SL1: Use basic communication skills and strategies that promote respect and conflict-resolution when working with others during physical activity with appropriate verbal or visual prompting.</p> <p>HS.I.4.4.SL2: Use at least 1 communication skill and strategy that promote respect and conflict-resolution when working with others during physical activity with given appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time.</p>	<p>HS.A.4.4.SL1: Assume a leadership role in a physical activity setting to help advocate successful participation with appropriate verbal or visual prompting.</p> <p>HS.A.4.4.SL2: Assume a leadership role in a physical activity setting to help advocate successful participation with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time.</p>
Working w/Others	Novice	Intermediate	Advanced
4.5 Diversity I can...	<p>HS.N.4.5: Recognize others' ideas, cultural diversities, and body types by engaging in cooperative and collaborative movement projects; and capable of modifying physical activity so all ability levels are meaningfully engaged.</p>	<p>HS.I.4.5: Accept and implement others' ideas, recognizing cultural diversities and diverse body types by engaging in cooperative and collaborative movement projects, and capable of modifying physical activity so all ability levels are meaningfully engaged.</p>	<p>HS.A.4.5: Promotes acceptance of others' ideas, cultural diversities, and body types by engaging in cooperative and collaborative movement projects; and capable of modifying physical activity so all ability levels are meaningfully engaged.</p>
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	<p>HS.N.4.5.SL1: Recognize others' ideas, cultural diversities, and body types by engaging in cooperative and collaborative movement projects; and capable of modifying physical activity so all ability levels are meaningfully engaged with appropriate verbal or visual prompting.</p> <p>HS.N.4.5.SL2: Recognize others' ideas, cultural diversities, and body types by engaging in cooperative and collaborative movement projects; and capable of modifying physical activity so all ability levels are meaningfully engaged with</p>	<p>HS.I.4.5.SL1: Accept others' ideas, recognizing cultural diversities and diverse body types by engaging in cooperative and collaborative movement projects, and capable of modifying physical activity so all ability levels are meaningfully engaged with appropriate verbal or visual prompting.</p> <p>HS.I.4.5.SL2: Accept others' ideas, recognizing cultural diversities and diverse body types by engaging in cooperative and collaborative movement projects, and capable of modifying physical activity so all ability levels are meaningfully engaged with</p>	<p>HS.A.4.5.SL1: Continue to accept others' ideas, cultural diversities, and body types by engaging in cooperative and collaborative movement projects; and capable of modifying physical activity so all ability levels are meaningfully engaged with appropriate verbal or visual prompting.</p> <p>HS.A.4.5.SL2: Continue to accept others' ideas, cultural diversities, and</p>

	appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time.	appropriate prompting (verbal, visual, physical and/or tactile), peer assistance and extended time.	body types by engaging in cooperative and collaborative movement projects; and capable of modifying physical activity so all ability levels are meaningfully engaged with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance and extended time.
Safety	Novice	Intermediate	Advanced
4.6 Safety	HS.N.4.6: Identify best practices for participating safely in physical activity, exercise, and dance.	HS.I.4.6: Apply best practices for participating safely in physical activity, exercise, and dance. Example: injury prevention, hydration, use of equipment/rules, sun protection.	HS.A.4.6: Articulate and communicate the difference between inherent risk and unsafe behavior.
I can...	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	<p>HS.N.4.6.SL1: Identify best practices for participating safely in physical activity, exercise, and dance with appropriate verbal or visual prompting.</p> <p>HS.N.4.6.SL2: Identify at least 1 best practices for participating safely in physical activity, exercise, and dance with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance and extended time.</p>	<p>HS.I.4.6.SL1: Apply best practices for participating safely in physical activity, exercise, and dance with appropriate verbal or visual prompting.</p> <p>HS.I.4.6.SL2: Apply best practices for participating safely in physical activity, exercise, and dance with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time.</p>	<p>HS.A.4.6.SL1: Continue focusing on the difference between inherent risk and unsafe behavior with appropriate verbal or visual prompting.</p> <p>HS.A.4.6.SL2: Continue recognizing the difference between inherent risk and unsafe behavior with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time.</p>

2021 Secondary Standard 5

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.			
Performance Goal	The student should acquire the ability to experience satisfaction and enjoyment while pursuing personal physical activity goals and to recognize that physical activity can provide a positive environment for social interaction.		
SC Profile of a Graduate:	Self-direction, interpersonal skills, perseverance, communication		
Health	Novice	Intermediate	Advanced
5.1 Enjoyment Promotion I can...	HS.N.5.1.A: Recognize how physical activity provides personal meaning and enjoyment. HS.N.5.1.B: Recognize the benefits of health-enhancing physical activities that provide challenge, enjoyment, and social interaction.	HS.I.5.1.A: Identify connections between fitness and overall physical and mental health. HS.I.5.1.B: Identify personalized physical activities that are enjoyable.	HS.A.5.1: Substantiate the relationship between engaging in regular physical activity and positive outcomes related to cognition and/or academic readiness.
	Standard 5: Adapted Physical Education Support Suggestions Support Level 1: Prompting (physical, visual, verbal). Support Level 2: Assistance (physical, visual, verbal).		
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	HS.N.5.1.SL1: Recognize how physical activity provides personal meaning and enjoyment with given appropriate verbal or visual prompting. HS.N.5.1.SL2: Continue to recognize how physical activity provides personal meaning and enjoyment with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time.	HS.I.5.1.SL1: Identify some connections between fitness and overall physical and mental health with appropriate verbal or visual prompting. HS.I.5.1.SL2: Identify at least 1 connection between fitness and overall physical and mental health with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time.	HS.A.5.1.SL1: Substantiate the relationship between engaging in regular physical activity and positive outcomes related to cognition and/or academic readiness with appropriate verbal or visual prompting HS.A.5.1.SL2: Identify the relationship between engaging in regular physical activity and positive outcomes related to cognition and/or academic readiness with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time.
Challenges	Novice	Intermediate	Advanced

5.2 Challenges I can...	HS.N.5.2: Recognize individual challenges in self and others by coping in a positive way, such as extending effort, asking/offering for help or feedback, and/or modifying the tasks.	HS.I.5.2: Utilize strategies to cope in a positive way to challenge self and others, such as extending effort, asking/offering for help or feedback, and/or modifying the tasks.	HS.A.1.5.2: Analyze the level of challenge of a self-selected physical activity. Example: Safely challenge or push yourself in a physical activity (downhill skiing, look at harder runs and think through if you feel you can accomplish that run).
	Novice Support levels	Intermediate Support Levels	Advanced Support Levels
	HS.N.5.3. SL1 : Begin to recognize individual challenges in self and others by coping in a positive way, such as extending effort, asking/offering for help or feedback, and/or modifying the tasks with appropriate verbal or visual prompting. HS.N.5.3. SL2 : Begin to recognize at least 1 individual challenge in self and others by coping in a positive way, such as extending effort, asking/offering for help or feedback, and/or modifying the tasks with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time.	HS.I.5.3. SL1 : Begin to recognize individual challenges in self and others by coping in a positive way, such as extending effort, asking/offering for help or feedback, and/or modifying the tasks with appropriate verbal or visual prompting. HS.I.5.3. SL2 : Begin to recognize at least 1 individual challenge in self and others by coping in a positive way, such as extending effort, asking/offering for help or feedback, and/or modifying the tasks with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time.	HS.A.5.3. SL1 : Analyze the level of challenge of a self-selected physical activity with appropriate verbal or visual prompting. HS.A.5.3. SL2 : Analyze at least 1 level of challenge of a self-selected physical activity with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time.
Social Interaction	Novice	Intermediate	Advanced
5.3 Social Interaction I can...	HS.N.5.3: Recognize an enjoyable activity that promotes social interaction or self-expression.	HS.I.5.3: Select and participate in physical activities or dance that meet the need for self-expression and enjoyment.	HS.A.5.3: Articulate the personal growth experiences of engaging in a novel (new and different from what is known) physical activity. Example: rock climbing, orienteering, fitness classes.
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	HS.N.5.3. SL1 : Recognize an enjoyable activity that promotes social interaction or self-expression with appropriate verbal or visual prompting. HS.N.5.3. SL2 : Recognize an enjoyable activity that promotes social interaction or	HS.I.5.3. SL1 : Select and participate in basic physical activities or dance that meet the need for self-expression and enjoyment with appropriate verbal or visual prompting. HS.I.5.3. SL2 : Select and participate in at least 1 physical activity or dance that meet the need for self-	HS.A.5.3. SL1 : Highlight the personal growth aspects of engaging in a novel (new and different from what is known) physical activity with appropriate verbal or visual prompting. HS.A.5.3. SL2 : Highlight the personal

	self-expression with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time.	expression and enjoyment with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time.	growth aspects of engaging in a novel (new and different from what is known) physical activity with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time.
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K-12 Standards Articulations

Use this [link](#) to access each of the five standards articulated horizontally to show how the indicators progress from elementary to secondary.

Glossary

(Adapted from the 2014 Academic Standards for Physical Education)

Aerobic Capacity: The total energy available to meet the demands of a prolonged activity; the ability to persist in a physical activity that requires oxygen.

Affective Domain: The learning domain in which focus is on the development of socio-emotional skills, positive attitudes, values, self-concept, good sportsmanship, and cooperative skills, particularly towards physical activity.

Assessment: The process of gathering evidence about a student's level of achievement and making inferences based on that evidence for a variety of purposes.

Authentic Assessment: A type of an alternative assessment that emphasizes the evaluation of learning demonstrated through a holistic performance of a skill or knowledge in a real-life setting.

Body Composition: The ratio of lean tissue to body fat - the percentage of body fat relative to the nonfat components of the body. This can be measured in several ways (i.e., skin fold test with fat calipers, bio-electrical impedance [BEI] test with body fat analyzer; the latter being the least intrusive). Body composition is affected by heredity, nutrition, and lifestyle and is not to be confused with body weight.

Body Management: Involves the use of large muscle activities which focus on ability to control the body/body parts such as those involving traveling, balancing, rolling, and supporting body weight.

BSER Framework: A framework of human movement originally developed by Rudolf Laban that provides a descriptive movement vocabulary for movement actions used to analyze, describe, and/or plan instruction of movement skills

- **Body Awareness:** What the body does such as actions of the whole body (curling, bending, twisting, swinging), activities of the body (locomotion, non-locomotion, manipulation), and shapes (straight, angular, round, symmetrical/asymmetrical) that the body can assume
- **Space:** Where the body moves such as directions, pathways, levels, planes, and extensions
- **Effort:** How the body performs the movement which consists of qualities like time, space, weight (or force), and flow

- Relationship: Relationships that occur in movement which involve the interactions between body parts, between one person and another or a group, or between a person(s) and equipment

Cognitive Domain: The learning domain in which the focus is on the development of acquiring and using knowledge such as thinking, recognizing, memorizing and recalling, applying and analyzing, synthesizing and evaluating.

Competence: The ability of an individual to participate independently and safely in a physical activity and to maintain a level of continuity in the physical activity that makes his or her participation enjoyable.

Critical Elements (Critical Features): The key factors that define a movement.

Developmentally Appropriate: Taking into account the fact that developmental change is qualitative, sequential, directional, cumulative, multifactorial, and individual.

Game Categories: Sport activities involving game-specific strategies and tactics which are classified into 4 categories:

- Invasion Games: Basketball, team handball, flag football, floor hockey, soccer, ultimate.
- Net/Wall Activities: Badminton, racquetball, table tennis, volleyball, pickleball.
- Striking/Fielding Activities: Baseball, softball, whiffle ball.
- Target Activities: Archery, bowling, golf, horseshoes, disc golf.

General Space: All the space that is available for the movement.

Indicator: An outcome/expectation of student behavior at each proficiency range that demonstrates progress toward achieving the standards.

Instructional Alignment: Congruence of student outcomes, learning experiences, and assessments.

FITT (frequency, intensity, time & type): A training principle describing an increase in the frequency, intensity, amount of time, and type of exercise as these factors correlate to an increase in proficiency and stamina.

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Fundamental Movement Skills: The basic skills that children require to function in their environments classified into the following 3 groups:

- Locomotor Skills: Walk, run, jump, hop, gallop/slide, skip, leap.
- Non-Locomotor/Axial Skills: Static and dynamic balances; stretch, bend, twist, circle or rotate, rise, fall, swing, sway, shake, suspend, collapse, tip, spin, turn in place, and rock.
- Manipulative Skills: Catch, kick, strike, and throw.

Health-Related Physical Fitness: A person's ability to meet age and gender criteria on five designated physical fitness components: aerobic capacity, body composition, muscular strength, muscular endurance and flexibility.

Health-Related Physical Fitness Components: Aerobic capacity, body composition, muscular strength, muscular endurance and flexibility.

Learning Cue: A word or phrase that identifies or communicates to a performer the critical elements of a movement skill or task.

Mature Form/Mature Movement Pattern: Efficient execution of the critical elements of a skill performed in an authentic environment; usually associated with skilled performances.

Modified Games: Games in which the number of players involved is reduced, space and rules modified, to allow emphasis and increased practice of particular skills.

Movement Concepts: The language that describes how the body moves, where the body moves, the qualitative characteristics of the movement, and the content involved in the movement.

Movement Forms:

Aquatics: Swimming, diving, synchronized swimming, water aerobics.

Dance: Creative, modern, social, folk, square, aerobic dance, line, step, jazz, tap, African dance, country western, contra, ballroom, hip-hop.

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Dual Activities: Badminton, racquetball, table tennis, judo, squash, fencing, handball, pickleball, tennis.

Individual Activities: Gymnastics, archery, bowling, disc golf, self-defense, weight training, golf, horseshoes, track and field, yoga, wrestling, tumbling.

Outdoor Pursuits: Adventure education, ropes course, backpacking, canoeing, orienteering, fishing, rock/wall climbing, hiking, kayaking.

Team Activities: Basketball, flag football, soccer, softball, team handball, volleyball, ultimate.

Movement Principles: Concepts related to skillful performance of movement, such as body and spatial awareness, effort, relationships, tactics, strategies and principles related to movement efficiency.

Personal Space: All the space the body or its parts can reach without traveling.

Physical Activity: Movement of the body produced by skeletal muscles resulting in energy expenditure.

Physical Education: An instructional program delivered by a certified physical education teacher, designed to teach national and state standards and to develop physically educated individuals.

Physically Educated Person: A person who has learned skills necessary to perform a variety of physical activities, is physically fit, does participate regularly in physical activity, knows the implications of and benefits from involvement in physical activity, and values physical activity and its contribution to a healthful lifestyle (NASPE, 1992).

Physically Literate Individual: A person who moves with competence in a wide variety of physical activities that benefit the development of the whole person and make healthy active choices that are both beneficial to and respectful of his or her whole self, others, and their environments (Mandigo, Francis, Lodewyk & Lopez, 2009).

Principles of Movement: A broad category of concepts that include principles governing the efficiency and effectiveness of movement (e.g., weight transfer to produce force, the effect of spin on the flight of a projectile).

Psychomotor Domain: The learning domain in which focus is on the development of physical abilities, such as motor skills and fitness.

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Skill-Related Physical Fitness: Components of physical fitness that are related to enhanced performance in sports and motors skills such as agility, balance, coordination, power, speed, and reaction time.

Small-Sided Games: Games in which the number of players is reduced from the conventional or regulation version of the sport (e.g., 2v2 soccer, 3v3 basketball).

Specialized Skills: Skills that are specific to a sport (e.g., basketball lay-up, forearm pass, spike, golf drive, tennis forehand), as opposed to fundamental motor skills (e.g., throwing and catching, striking with body parts or implements).

Strategies: Competitive decisions made by individuals and/or team about the overall play of the game in order to defeat the opponent (e.g., how to handle a particular player, what kind of defense will be used in a game); overall plan of attack.

Tactics: Offensive and defensive movements of players or teams to accomplish an immediate goal or accommodate the specific situations. Tactics take place within the game as an ongoing art of the game play and include decisions an individual makes about when, why, and how to respond to a particular situation.

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