IL Priority Standards:		SO PE & DL SO PE (HP)	C-DF/S &	YOGA	OUTDOO R ADVENTU RE		JR.			LIFETIME SPORTS (HP)	TEAM SPORTS/ EB PE	UNIQUE PE & DL UNIQUE (HP)	ATHLETIC PERFORM ANCE (HP)	NAL PE (HP)/ PE A	INTEGRAT ED PE	SPORTS MEDICINE
3A: Consider ethical, safety, and societal	()	(/	· · · ·			(5)		J ()	(51.0)	(/		(/	()	(2)		
factors in making decisions. (SEL)	x	x	х	x	x	х	x	х	x	х	x	x	x	x	x	x
3A.4b. Evaluate how social norms and the expectations of authority influence personal decisions and actions. (SEL)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
2A: Recognize the feelings and perspectives of others.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
2B: Recognize individual and group similarities and differences.(SEL)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior. (SEL)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
1.A.4.b. Generate ways to develop more positive attitudes. (SEL)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
1A.5a. Evaluate how expressing one's emotions in different situations affects others. (SEL)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
1.A.5b Evaluate how expressing more positive attitudes incluences others. (SEL)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
1.B.4a Set priorities in building on strengths and identifying areas for improvement. (SEL)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
1.B.5a Implement a plan to build on a strength, meet a need, or address a																
challenge. (SEL) 1.B.4b Analyze how positive adult role models and support systems contribute	X	x	x	x	x	x	x	x	x	x	X	x	x	x	x	x
to school and life success (SEL)	x	x			x	x	x							x	x	
B.5b Evaluate how developing interests and filling useful roles support school and life success.(SEL)					x	x	x								x	
FOUNDATIONS OF MOVEMENT - pertaining to 9th and 10th graders: Ex Overhead/Underhand movements, tumbling, swimming, self-defense, etc.																
19A Demonstrate physical competency in a variety of motor skills and movement patterns.	x	x														
19A Demonstrate physical competency in a variety of motor skills and movement patterns.			x	x	x	x	x	x	x	x	x	x	x	x	x	x
INTRODUCTION TO LIFETIME PHYSICAL ACTIVITY CHOICES: Establishing pre-requisite knowledge																
19C. Demonstrate knowledge of rules, safety and strategies during physical activity.	х	x														
19C. Demonstrate knowledge of rules, safety and strategies during physical activity.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
19.A.4b Participate daily in moderate to vigorous physical activity while performing movement patterns in a variety of activities.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
21A: Demonstrate personal responsibility during group physical activities.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
21B: Demonstrate cooperative skills during structured group physical activity.	x	x	x		x		x	x	x	x	x	x	x	x	x	x
21.A.4a Demonstrate decision-making skills both independently and with others during physical activities.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
21.A.4b Apply identified procedures and safe practices to all group physical activity settings.	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x
21.A.4c Complete a given task on time.	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x

									RACKETS							
IL Priority Standards:		SO PE & DL SO PE (HP)			OUTDOO R ADVENTU RE	MINDFUL MOVEME NT (DHS)		LIFEGUAR DING (HP)		LIFETIME SPORTS (HP)	TEAM SPORTS/ EB PE	UNIQUE PE & DL UNIQUE (HP)	ATHLETIC PERFORM ANCE (HP)	NAL PE (HP)/ PE A	INTEGRAT ED PE	SPORTS MEDICINE
21.B.4a Work cooperatively with others	(111)	(111)	0-111	100/1	I \ L	IVI (DIIO)	LL/\DLI\O	Direc (iii)	(BHO)	(111)	LDIL	(1111)	(111)	(6110)	LDIL	WEDIONAL
to achieve group goals in competitive and non-competitive situations (e.g., challenge course, orienteering).	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
BUILDING FOUNDATIONAL KNOWLEDGE																
21.A.5a Demonstrate individual responsibility through use of various team-building strategies in physical activity settings (e.g., etiquette, fair play, self-officiating, coaching, organizing a group activity).	x	x														
21.A.5a Demonstrate individual responsibility through use of various team-building strategies in physical activity settings (e.g., etiquette, fair play, self-officiating, coaching, organizing a group activity).			x	x	x	x	x	x	x	x	x	x	x	x	x	x
21.B.5a Demonstrate when to lead and when to be supportive to accomplish group goals.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
FOUNDATIONS OF FITNESS - Pertaining to 9th and 10th graders: FITT Principle, THRZ, Heart Rate Monitors, Fitness and Skill components, etc.																
20A Know and apply the principles and components of health-related and skillrelated fitness as applied to learning and performance of physical activities.	x	x														
20A Know and apply the principles and components of health-related and skillrelated fitness as applied to learning and performance of physical activities.			x	x	x	x	x	x	x	x	x	x	x	x	x	x
20.A.4a Interpret the effects of exercise/physical activity on the level of healthrelated and skill-related fitness.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
SPECIALIZED TRAINTING ACTIVITIES Ex: Crossfit Training, WODS, Triathalon, etc.																
20.A.4b Participate in various types of fitness training programs (e.g., circuit, cross and interval training) and know the implications of and the benefits from participation in those programs.		x	x				x									
20.A.4b Participate in various types of fitness training programs (e.g., circuit, cross and interval training) and know the implications of and the benefits from participation in those programs.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
20.A.5a Implement an individualized healthrelated fitness plan which includes																
the principles of training 20.A.5b Develop and implement various types of fitness training programs (e.g., circuit, cross and interval training) and	X	х	X	X	x	X	X	x	х	X	X	X	x	x	X	x
describe the characteristics, implications, and benefits of each.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x