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.

	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.	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. 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. 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.	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.

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 I can…	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	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. 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.	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. 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.	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. 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.
Movement	**Novice**	**Intermediate**	**Advanced**
2.3 Health-Related Fitness **I can...**	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.
	Novice Support Levels	**Intermediate Support Levels**	**Advanced Support Levels**
	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. 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.	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. 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.	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. 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.

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**
	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. 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.	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. 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.	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. 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.
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**

I can...	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. 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.	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. 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.	HS.A.2.5.**SL1:** Utilize basic strategies and tactics of selected activities for successful participation with appropriate verbal or visual prompting. 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.

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 **I can...**	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.
	Novice Support Levels	**Intermediate Support Levels**	**Advanced Support Levels**
	HS.N.3.8.**SL1:** Identify stress-management strategies to reduce stress with appropriate verbal or visual prompting. 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.	HS.I.3.8.**SL1:** Assess personal stress-management and demonstrate strategies to reduce stress with appropriate verbal or visual prompting. 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.	HS.A.3.8.**SL1:** Apply stress-management strategies to reduce stress with appropriate verbal or visual prompting. 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.

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.	given appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. 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. 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.	various media with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. 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. 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.
Rules/Etiquette	**Novice**	**Intermediate**	**Advanced**
4.2 Rules & Etiquette **I can...**	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.
	Novice Support Levels	**Intermediate Support Levels**	**Advanced Support Levels**
	HS.N.4.2.**SL1:** Identify basic skills needed to resolve potential conflicts in physical activity settings with appropriate verbal or visual prompting. HS.4.2.**SL2:** Identify at least 1 skill needed to resolve potential conflicts in physical activity settings with appropriate prompting (verbal,	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. HS.I.4.2.**SL2:** Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance with appropriate	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. HS.A.4.2.**SL2:** Examine and adhere to moral and ethical conduct in

	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**
	HS.N.4.3.**SL1:** Recognize the diverse characteristics of participants in physical activity with given appropriate verbal or visual prompting. 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.	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. 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.	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. 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.
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
	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. 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.	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. 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.	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. 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.
Working w/Others	**Novice**	**Intermediate**	**Advanced**
4.5 Diversity **I can...**	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.	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.	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.
	Novice Support Levels	**Intermediate Support Levels**	**Advanced Support Levels**
	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. 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	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. 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	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. HS.A.4.5.**SL2:** Continue to accept others' ideas, cultural diversities, and

	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**
	HS.N.4.6.**SL1:** Identify best practices for participating safely in physical activity, exercise, and dance with appropriate verbal or visual prompting. 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.	HS.I.4.6.**SL1:** Apply best practices for participating safely in physical activity, exercise, and dance with appropriate verbal or visual prompting. 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.	HS.A.4.6.**SL1:** Continue focusing on the difference between inherent risk and unsafe behavior with appropriate verbal or visual prompting. 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.

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.I.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.