WISCONSIN STANDARDS FOR

Physical Education



Wisconsin Department of Public Instruction

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Wisconsin Department of Public Instruction
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Madison, Wisconsin

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Foreword



On June 30, 2020, I formally adopted the *Wisconsin Standards for Physical Education*. These standards and performance indicators provide a framework of what students should know and be able to do with competence and confidence in physical education to support overall well-being.

In December of 2015, the Every Student Succeeds Act recognized physical education as an academic subject vital to a "well-rounded education." As an integral component of a student's education, quality physical education contributes to the development of physical literacy. In addition, as a component of the Whole School, Whole Community, Whole Child model, physical education supports the integration of and collaboration between education and health. Physical education improves a child's physical capabilities and their cognitive and affective skills. There is strong evidence affirming physical education improves concentration and memory, increases problem-solving abilities, enhances social and emotional learning, and fosters positive attitudes towards self and others. The skills and knowledge gained through a quality and comprehensive physical education program reinforce the overall goal of helping students become college and career ready.

To support quality physical education for all Wisconsin PK-12 students, these standards and performance indicators are designed to scaffold student learning across the psychomotor, affective, and cognitive domains of learning. Particular attention is given to enhancing social and emotional learning and overall well-being.

The *Wisconsin Standards for Physical Education* allows school districts to shape the curriculum and instruction based on the resources and practices necessary to support a student's demonstration of skill, knowledge, and social growth. The Department of Public Instruction will continue to support this work through additional resources and technical assistance to the field. I am proud to share the new *Wisconsin Standards for Physical Education*, which supports schools in providing a well-rounded education, and opportunities for students to enrich overall well-being.

Carolyn Stanford Taylor
State Superintendent

Acknowledgements

The Wisconsin Department of Public Instruction (DPI) wishes to acknowledge the ongoing work, commitment, and various contributions of individuals to revise our state's academic standards for Physical Education. Thank you to the State Superintendent's Standards Review Council for their work and guidance through the standards process. A special thanks to the Physical Education Writing Committee for taking on this important project that will shape the classrooms of today and tomorrow. Thanks to the many staff members across the division and other teams at DPI who have contributed their time and talent to this project. Finally, a special thanks to Wisconsin educators, businesspeople, parents, and citizens who provided comment and feedback to drafts of these standards.

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Section I

Wisconsin's Approach to Academic Standards

Purpose of the Document

The purpose of this guide is to improve Physical Education for students and for communities. The Wisconsin Department of Public Instruction (DPI) has developed standards to assist Wisconsin educators and stakeholders in understanding, developing and implementing course offerings and curriculum in school districts across Wisconsin.

This publication provides a vision for student success and follows *The Guiding Principles for Teaching and Learning (2011)*. In brief, the principles are:

1. Every student has the right to learn.
2. Instruction must be rigorous and relevant.
3. Purposeful assessment drives instruction and affects learning.
4. Learning is a collaborative responsibility.
5. Students bring strengths and experiences to learning.
6. Responsive environments engage learners.

Program leaders will find the guide valuable for making decisions about:

- Program structure and integration
- Curriculum redesign
- Staffing and staff development
- Scheduling and student grouping
- Facility organization
- Learning spaces and materials development
- Resource allocation and accountability
- Collaborative work with other units of the school, district and community

What Are the Academic Standards?

Wisconsin Academic Standards specify what students should know and be able to do in the classroom. They serve as goals for teaching and learning. Setting high standards enables students, parents, educators, and citizens to know what students should have learned at a given point in time. In Wisconsin, all state standards serve as a model. Locally elected school boards adopt academic standards in each subject area to best serve their local communities. We must ensure that all children have equal access to high-quality education programs. Clear statements about what students must know and be able to do are essential in making sure our schools offer opportunities to get the knowledge and skills necessary for success beyond the classroom.

Adopting these standards is voluntary. Districts may use the academic standards as guides for developing local grade-by-grade level curriculum. Implementing standards may require some school districts to upgrade school and district curriculums. This may result in changes in instructional methods and materials, local assessments, and professional development opportunities for the teaching and administrative staff.

What is the Difference between Academic Standards and Curriculum?

Standards are statements about what students should know and be able to do, what they might be asked to do to give evidence of learning, and how well they should be expected to know or do it. Curriculum is the program devised by local school districts used to prepare students to meet standards. It consists of activities and lessons at each grade level, instructional materials, and various instructional techniques. In short, standards define what is to be learned at certain points in time, and from a broad perspective, what performances will be accepted as evidence that the learning has occurred. Curriculum specifies the details of the day-to-day schooling at the local level.

Developing the Academic Standards

DPI has a transparent and comprehensive process for reviewing and revising academic standards. The process begins with a notice of intent to review an academic area with a public comment period. The State Superintendent's Standards Review Council examines those comments and may recommend revision or development of standards in that academic area. The state superintendent authorizes whether or not to pursue a revision or development process. Following this, a state writing committee is formed to work on those standards for all grade levels. That draft is then made available for open review to get feedback from the public, key stakeholders, educators, and the Legislature with further review by the State Superintendent's Standards Review Council. The state superintendent then determines adoption of the standards.

Aligning for Student Success

To build and sustain schools that support every student in achieving success, educators must work together with families, community members, and business partners to connect the most promising practices in the most meaningful contexts. The release of the Wisconsin Standards for Physical Education provides a set of important academic standards for school districts to implement. This is connected to a larger vision of every child graduating college and career ready. Academic standards work together with other critical principles and efforts to educate every child to graduate college and career ready. Here, the vision and set of Guiding Principles form the foundation for building a supportive process for teaching and learning rigorous and relevant content. The following sections articulate this integrated approach to increasing student success in Wisconsin schools and communities.

Relating the Academic Standards to All Students

Grade-level standards should allow ALL students to engage, access, and be assessed in ways that fit their strengths, needs, and interests. This applies to the achievement of students with IEPs (individualized education plans), English learners, and gifted and talented pupils, consistent with all other students. Academic standards serve as the foundation for individualized programming decisions for all students.

Academic standards serve as a valuable basis for establishing concrete, meaningful goals as part of each student's developmental progress and demonstration of proficiency. Students with IEPs must be provided specially designed instruction that meets their individual needs. It is expected that each individual student with an IEP will require unique services and supports matched to their strengths and needs in order to close achievement gaps in grade-level standards. Alternate standards are only available for students with the most significant cognitive disabilities.

Gifted and talented students may achieve well beyond the academic standards and move into advanced grade levels or into advanced coursework.

Our Vision: Every Child a Graduate, College and Career Ready

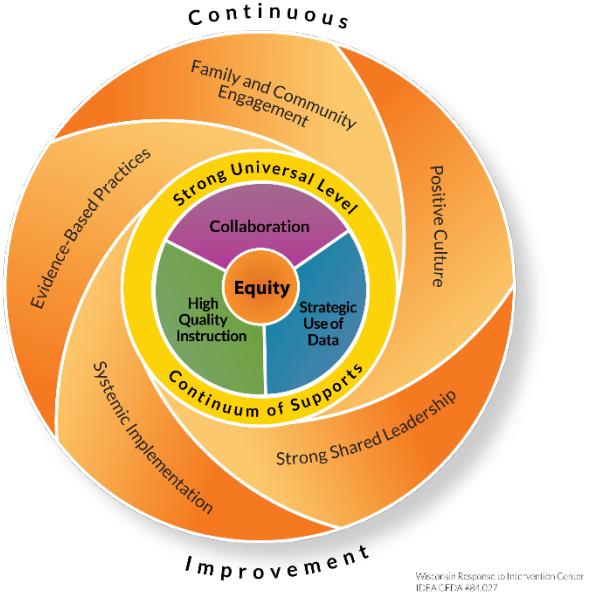
We are committed to ensuring every child graduates from high school academically prepared and socially and emotionally competent. A successful Wisconsin student is proficient in academic content and can apply their knowledge through skills such as critical thinking, communication, collaboration, and creativity. The successful student will also possess critical habits such as perseverance, responsibility, adaptability, and leadership. This vision for every child as a college and career ready graduate guides our beliefs and approaches to education in Wisconsin.

Guided by Principles

All educational initiatives are guided and impacted by important and often unstated attitudes or principles for teaching and learning. *The Guiding Principles for Teaching and Learning (2011)* emerge from research and provide the touchstone for practices that truly affect the vision of Every Child a Graduate Prepared for College and Career. When made transparent, these principles inform what happens in the classroom, direct the implementation and evaluation of programs, and most importantly, remind us of our own beliefs and expectations for students.

Ensuring a Process for Student Success

For Wisconsin schools and districts, implementing the *Framework for Equitable Multi-Level Systems of Supports (2017)* means providing equitable services, practices, and resources to every learner based upon responsiveness to effective instruction and intervention. In this system, high-quality instruction, strategic use of data, and collaboration interact within a continuum of supports to facilitate learner success. Schools provide varying types of supports with differing levels of intensity to proactively and responsibly adjust to the needs of the whole child. These include the knowledge, skills and habits learners need for success beyond high school, including developmental, academic, behavioral, social, and emotional skills.



Connecting to Content: Wisconsin Academic Standards

Within this vision for increased student success, rigorous, internationally benchmarked academic standards provide the content for high-quality curriculum and instruction and for a strategic assessment system aligned to those standards. With the adoption of the standards, Wisconsin has the tools to design curriculum, instruction, and assessments to maximize student learning. The standards articulate what we teach so that educators can focus on how instruction can best meet the needs of each student. When implemented within an equitable multi-level system of support, the standards can help to ensure that every child will graduate college and career ready.

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Section II

Wisconsin Standards for Physical Education

What is Physical Education?

As an academic subject and part of a well-rounded education, physical education is a well-planned sequential, "standards-based program of curricula and instruction designed to develop motor skills, knowledge, and behaviors" for mental and emotional health and active healthy living[7]. Physical education contributes to the development of physical literacy, which is defined as an individual having the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for purposeful engagement in physical activity for the development of the whole person throughout their lifespan[10 & 4]. Beyond creating physically literate individuals, physical education is a subject supporting learning in all academic areas as evidence affirms participation in physical education improves concentration and memory, increases problem-solving abilities, enhances social and emotional learning, and fosters positive relationships.

Physical education and physical activity are not the same. These terms are often used interchangeably, but they differ in critical ways. A quality physical education program contributes to the school's mission by following a set of standards that provides learning opportunities, appropriate instruction, and meaningful, challenging standards-based content for all students, including those with varying abilities. "This is in contrast to the notion that physical education is recreation," sports, or physical activity, which do not align with public educational goals[2]. A standards-based physical education instructional program offers the best opportunity to provide physical activity to all children and to teach them the skills and knowledge needed to establish and sustain a health-enhancing lifestyle.

Physical Education in Wisconsin

Wisconsin maintains minimum statutory school district standards for physical education. The following statutes are currently found in Wis. Stat. § 121.02 and Wis. Admin. Code. Sec. PI 8:

Standard J

- Comprehensive curriculum and program of instruction for all pupils
- K-6: three times a week
- In middle school format, grade six weekly minimum
- K-6: by or under the direction of a licensed physical education teacher

Standard K

- K-12 comprehensive and sequential curriculum plan
    a. Objectives, course sequence, content, and resources determine instructional time by week, semester, and school term

b. Evaluation method

Standard L
- K-4 and 5-8: regular instruction each week for the entire school term to meet the curriculum plan in part (k)
- 9-12: access for all pupils each year

Standard P
- 9-12: at least 1.5 credits of physical education incorporating effects of exercise, health-related fitness, and lifetime activities
- Credits must be earned over three separate years

The Wisconsin Standards for Physical Education and performance indicators provide a progressive grade level scope and sequence promoting achievement and well-being, transforming students into physically literate individuals who are college or career ready. This scope and sequence outlines a roadmap for developing a variety of authentic learning opportunities and provides avenues for performance-based assessment and program evaluation. These standards are relevant for all students, including those who receive specially designed or adapted physical education through an Individualized Education Program (IEP) or who receive reasonable accommodations through a 504 plan. For more information about adapted physical education, please refer to SHAPE APE FAQ (2016) or the DPI Physical Education Webpage. In Wisconsin, physical education programming is accessible to every student by implementing the principles of Universal Design for Learning and provides the necessary resources students need regardless of their ability, gender, race, ethnicity, sexual orientation, language, and socioeconomic status.

Physical education is fundamental for building health-enhancing habits as research asserts children who build these habits at an early age are more likely to be healthy and active adults[6]. Therefore, best practice is to offer physical education instruction for every student at every grade level for the entire school year by a state-licensed physical education teacher. Frequency, duration, and quality of instruction are especially critical at the K-6 grade level for foundational fine and gross motor development, health-related fitness, well-being, and building strong social and relationship skills. For students to be prepared for the application stage, cumulative proficiency of a skill is essential to developing mature patterns, which is best achieved through differentiated instruction, focused practice, and a breadth of learning contexts[2]. For additional information related to best practices in physical education and APE, please refer to the appendices.

As of 2018, findings indicate Wisconsin students are reporting a greater frequency of screen time use, less sleep, and increased health (mental, emotional, and physical) issues[5]. Recognizing the correlation between health and academic success, frequent, quality physical education is critical to reducing or closing opportunity gaps in schools[3]. Physical education supports a holistic

approach to student development. This approach can be accomplished utilizing the Whole School, Whole Community, Whole Child (WSCC) model, created in 2014 by the Centers for Disease Control and Prevention (CDC) and the Association for Supervision and Curriculum Development (ASCD), and Wisconsin's Equitable Multi-Level Systems of Support (EMLSS). Physical education is a component of the WSCC model and is a part of universal instruction in Tier 1 and a Tier 2 intervention of EMLSS.

Due to the negative consequences of physical inactivity, such as chronic disease, early mortality, health care costs, and quality of life, there is a critical need for standards-based physical education as all students should possess the physical, cognitive, and social and emotional skills to be productive members of society[7]. The Wisconsin Standards for Physical Education provide the foundation to build physical literacy for every child as they advance into adulthood.

Wisconsin's Approach to Academic Standards for Physical Education

The Wisconsin Standards for Physical Education were composed by a writing committee of K-12 educators, school administrators, and higher education faculty from across the state. The writing committee collaboratively determined a sequence of skills and knowledge all students should acquire for lifetime physical literacy. This work was largely informed by:

- The Society of Health and Physical Education (SHAPE America, 2015),
- National Standards & Grade-Level Outcomes for K-12 Physical Education (2014),
- The National Consortium for Physical Education for Individuals with Disabilities (2018),
- Adapted Physical Education National Standards (2019),
- The American National Red Cross (2017),
- Collaborative for Academic, Social, and Emotional Learning (CASEL, 2017),
- Wisconsin Social and Emotional Learning Competencies (WSELC, 2018),
- Wisconsin Standards for Dance Education (2019),
- Individual Stakeholders, and
- State Physical Education Standards:
    - Arizona Department of Education, 2015

- Kentucky Department of Education, 2018
- Michigan Department of Education, 2017
- Minnesota Department of Education, 2018
- New York State Department of Education, 2019 (draft).

From the public survey, there was an overwhelming response supporting the SHAPE America Standards and Grade-Level Outcomes (2014) as a model for the Wisconsin physical education standards. The writing committee unanimously recommended to the state superintendent to use the SHAPE America Standards and Grade-Level Outcomes and organizational format as a foundational guide for developing the Wisconsin Standards for Physical Education and performance indicators.

The writing committee elected to use the following five national physical education standards from SHAPE America as Wisconsin's anchor standards.

Students will:

7. demonstrate competency in a variety of motor skills and movement patterns,
8. apply knowledge of concepts, principles, strategies, and tactics related to movement and performance,
9. demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness,
10. exhibit responsible personal and social behavior that respects self and others, and
11. recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

To provide more specificity, the writing committee advocated for including grade-level performance indicators for grades K-8 and adding a third level for high school to better support the Wisconsin 1.5 credit graduation requirements often earned through three high school courses. Furthermore, given Wisconsin's bountiful access to water-based activities, the committee created performance indicators for aquatics. Using SHAPE America's grade-level outcomes as a blueprint and keeping Wisconsin students in mind, the writing committee utilized various resources and expertise to formulate grade-level-specific performance indicators. This set of standards drew from the Wisconsin Social and Emotional Learning Competencies (2018).

These performance indicators are designed to guide students' progress on a learning continuum from emerging to applying. The performance indicators provide a framework to identify what students should know and be able to do at the end of each grade as a result of quality instruction. The performance indicators outline a progression between each grade. Standard 3 has a vertical compilation (in addition to the horizontal) in which the knowledge concepts and principles culminate in Knowledge Application.

Because not all schools have the ability or resources to address every performance indicator within a given academic year, schools developing a curriculum should carefully determine a scope and sequence and how goals are to be accomplished. To allow districts and schools flexibility, the performance indicators do not dictate particular sports, games, or physical activities to be taught, nor strategies for formative and summative assessment. Following best practices, educators can determine the appropriate tools, strategies, and methods to best help all students meet the standards and performance indicators. Quality physical education programs consist of four essential components: Policy and Environment, Curriculum, Appropriate Instruction, and Student Assessment.

Recommendations for Physical Education Program Components at the Elementary Level

Elementary physical education is the vital first step to the development of physical literacy, with critical elements of curriculum and instruction[7]. These key elements also set the foundation for middle and high school level curriculum and instruction program components.

The following elements are based on best practices for elementary physical education:

- Development of fundamental motor skills is critical.
- Fundamental motor skills are not determined maturationally but by practice opportunities, instruction, and encouragement in an environment that is safe for exploration and follows a growth mindset.
- Focus on skill acquisition, mature movement patterns, and social development in a variety of contexts is imperative.
- Deliberate practice and revisitation of skills is necessary for mature development.
- Knowing and understanding the critical elements of movement patterns is crucial for proper instruction and assessment.
- Learning tasks do not use traditional games or sports, Olympic gymnastic stunts, or developmentally inappropriate activities (e.g., dodgeball, kickball, rope climb, duck duck goose, etc.).

- Creation of developmentally appropriate learning tasks in an environment that is non-competitive (or offers fun and good competition) with a focus on personal growth.
- Learning tasks offer endless opportunities for enjoyment and success to ensure future physical activity participation without compromising skill development.
- Performance indicator adjustments may be needed based on a student's experience, abilities, unique needs, and the number of days per week instruction is offered.
- Implement Universal Design for Learning and other evidence-based practices for students with varying abilities.
- Programs should provide breadth in experience relative to each skill, meaning students have more than mere exposure; units and lessons should move the student toward performance of skills in a mature pattern.

Standards Structure

The Wisconsin Standards for Physical Education follow a specific structure.

Standards Coding

PE = Content

S1 = Standard (there are five standards)

E1 = Learning Priority (E = Elementary, M = Middle, H = High)

K-8; HS Level 1, 2, 3 = Grade-level Performance Indicator

Content Area: Physical Education (PE)

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

Learning Priority	6th Grade	7th Grade	8th Grade
PE.S5.M1 Health and Well-being	PE.S5.M1.6 Describe how being physically active leads to increased health and well-being.	PE.S5.M1.7 Compare and contrast the health benefits of participating in selected physical activities on overall health and well-being.	PE.S5.M1.8 Explain the connections between physical activity, skill development and fitness to overall health and well-being.

Standards Formatting

- **Standard**: Broad statement that tells what students are expected to know or be able to do.
- **Learning Priority**: Breaks down the broad statement into manageable learning pieces.
- **Performance Indicator by grade/level**: Measurable degree to which a standard has been developed or met.

Grade Level Bands

Grade level bands of K-5, 6-8, and HS 1, 2, 3 (9-12) align to typical elementary, middle, and high school levels.

- At the elementary level, the performance indicators are a developmentally appropriate progression from *introduction* to *maturation* of what a student should know and be able to do.

- In middle school, students are more able to think abstractly and have the ability to *apply* fundamental motor skills and concepts in varying learning contexts.
- High school students have nearly acquired and honed the specialized skills and knowledge needed for adulthood. Therefore, the performance indicators extend the *application* by having students concentrate on planning and implementing lifelong healthy goals.

Definitions

Affective domain: learning domain that focuses on personal social development, emotions, attitudes, values, feelings, and motivation.

Cognitive domain: learning domain that focuses on knowledge and information (facts, concepts, and principles) with an emphasis on the understanding and application of knowledge through higher-order thinking skills.

Fundamental motor skills: the locomotor, non-locomotor, stability, and manipulative skills that provide the foundation for more complex and specific movement patterns used in various physical activities.

Invasion Games: describe game play where the aim is to attack an opponent's territory and score a goal or point (ex. Rugby).

Mature Patterns: executing with efficiency the critical elements of the motor skills pattern in authentic environments.

Physical activity: any bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure.

Physical education: physical education is a well-planned sequential, "standards-based program of curricula and instruction designed to develop motor skills, knowledge, and behaviors" for mental and emotional health and active healthy living.

Psychomotor domain: learning domain that focuses on motor skill development and acquisition.

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Section III

Content: Physical Education (PE) Standards

Content Area: Physical Education (PE)

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

Performance Indicators (by Grade)

Learning Priority	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
PE.S1.E1 **Locomotor: Walk, Run, Hop, Leap, Slide, Gallop, Skip**	PE.S1.E1.K Perform locomotor skills (e.g., hop, gallop, run, slide, skip) while maintaining balance.	PE.S1.E1.1 Hop, gallop, jog, and slide using a mature pattern.	PE.S1.E1.2 A. Skip using a mature pattern. B. Run with a mature pattern.	PE.S1.E1.3 Leap using a mature pattern.	PE.S1.E1.4 A. Demonstrate various locomotor skills in a variety of small-sided practice tasks, dance, and educational gymnastics experiences. B. Demonstrate pacing with teacher direction.	PE.S1.E1.5 A. Demonstrate mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics, and dance. B. Combine locomotor and manipulative skills in a variety of small-sided practice tasks, and games including those from other cultures.
PE.S1.E2 **Locomotor: Jumping and Landing (horizontal and vertical planes)**	PE.S1.E2.K Perform jumping and landing actions with balance.	PE.S1.E2.1 Demonstrate two of the five critical elements in both jumping for distance and for height using two-foot takeoffs and landings.	PE.S1.E2.2 Demonstrate four of the five critical elements (see list in previous grade) for jumping and landing using a variety of one and two-foot take-offs and landings.	PE.S1.E2.3 Jump and land in the horizontal and vertical planes using a mature pattern.	PE.S1.E2.4 Demonstrate spring and step take-offs and landings specific to gymnastics.	PE.S1.E2.5 Combine jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, small-sided practice tasks, and games including those from other cultures.

Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Grade)

PE.S1.E3 Locomotor: Dance/ Rhythmic Activities	PE.S1.E3.K Perform locomotor skills in response to teacher-led creative dance.	PE.S1.E3.1 Combine locomotor and non-locomotor skills in a teacher-designed dance.	PE.S1.E3.2 Perform a teacher- or student-designed rhythmic activity with the correct response to simple rhythms.	PE.S1.E3.3 Perform teacher-selected and developmentally appropriate dance steps/rhythm and movement patterns.	PE.S1.E3.4 Combine locomotor movement patterns and dance steps/rhythm to create and perform an original dance.	PE.S1.E3.5 Combine locomotor skills in cultural as well as creative dances/rhythm (self and group) with correct rhythm and pattern.
PE.S1.E4 Locomotor: Combinations				PE.S1.E4.3 Perform a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation in teacher- or student-designed small-sided practice tasks.	PE.S1.E4.4 Combine traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- or student-designed small-sided practice tasks.	PE.S1.E4.5 Combine traveling with manipulative skills of dribbling, throwing, catching and striking without hesitation in teacher- or student-designed small-sided games including those from other cultures.

NOTE: This standard continued on next page.

Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Grade)

PE.S1.E5 **Non-locomotor (stability): Weight Transfer and Rolling Actions**	PE.S1.E5.K Roll sideways in a narrow body shape.	PE.S1.E5.1 Roll with either a narrow or curled body shape.	PE.S1.E5.2 A. Transfer weight from one body part to another in self-space, dance, and gymnastics. B. Roll in different directions with either a narrow or curled body shape.	PE.S1.E5.3 Transfer weight from feet to different body parts or bases of support for balance and rolling.	PE.S1.E5.4 A. Transfer weight from feet to hands for momentary weight support. B. Transition into and out of a roll as part of a gymnastics sequence.	PE.S1.E5.5 Combine rolling, traveling, and weight transfer as part of a gymnastics sequence.
PE.S1.E6 **Non-locomotor (stability): Balance**	PE.S1.E6.K A. Maintain momentary stillness on different bases of support. B. Form wide, narrow, curled, and twisted body shapes.	PE.S1.E6.1 Maintain stillness on different bases of support with different body shapes.	PE.S1.E6.2 A. Balance on different bases of support, combining levels and shapes. B. Balance in an inverted position with stillness and supportive base.	PE.S1.E6.3 Balance on different bases of support, demonstrating muscular tension and extensions of free body parts.	PE.S1.E6.4 Balance on different bases of support on apparatus, demonstrating levels and shapes (e.g., balance beam, dome cones, stepping stones, balance ball, aerobic step benches, skate boards, saturn balls, pogo sticks, stilts).	PE.S1.E6.5 Combine balance and transfers weight in a gymnastics sequence or dance with a partner.

NOTE: This standard continued on next page.

Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Grade)

PE.S1.E7 Non-locomotor (stability): Curling and Stretching; Twisting and Bending	PE.S1.E7.K Contrast the actions of curling and stretching.	PE.S1.E7.1 Demonstrate twisting, curling, bending, and stretching actions.	PE.S1.E7.2 Differentiate among twisting, curling, bending, and stretching actions.	PE.S1.E7.3 Move into and out of gymnastics balances with curling, twisting, and stretching actions.	PE.S1.E7.4 Move into and out of balances on an apparatus with curling, twisting, and stretching actions.	PE.S1.E7.5 Perform curling, twisting and stretching actions with correct application in dance, gymnastics, small-sided practice tasks, and game environments including those from other cultures.
PE.S1.E8 Non-locomotor (stability): Combinations			PE.S1.E8.2 Combine balances and transfers into a three-part sequence (e.g., dance sequence or gymnastics sequence).	PE.S1.E8.3 Combine locomotor skills, non-locomotor skills, and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to create and perform a dance.	PE.S1.E8.4 Combine locomotor skills, non-locomotor skills, and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to create and perform a dance with a partner.	PE.S1.E8.5 Combine locomotor skills, non-locomotor skills, and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to create and perform a dance with a group.

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Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Grade)

PE.S1.E9 **Non-locomotor (stability): Balance and Weight Transfer**				PE.S1.E9.3 Combine balance and weight transfers with movement concepts to create and perform a dance.	PE.S1.E9.4 Combine traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or an apparatus.	PE.S1.E9.5 Combine actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or an apparatus.
PE.S1.E10 **Manipulative: Underhand Throw; Underhand Roll**	PE.S1.E10.K Roll or throw underhand with opposite foot forward.	PE.S1.E10.1 Roll or throw underhand, demonstrating three of the five critical elements of a mature pattern.	PE.S1.E10.2 Roll or throw underhand using all five critical elements of a mature pattern.	PE.S1.E10.3 Roll or throw underhand using a mature pattern to a partner or target with reasonable accuracy.	PE.S1.E10.4 Roll or throw underhand using a mature pattern in non-dynamic environments with different sizes and types of objects.	PE.S1.E10.5 A. Roll or throw underhand using a mature pattern in environments with different sizes and types of objects. B. Throw underhand to a large target with accuracy.

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Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Grade)

PE.S1.E11 **Manipulative: Overhand Throw; Backhand Throw (disc)**			PE.S1.E11.2 A. Throw overhand, demonstrating three of the five critical elements of a mature pattern.	PE.S1.E11.3 A. Throw overhand, demonstrating four of the five critical elements of a mature pattern, in non-dynamic environments for distance or force.	PE.S1.E11.4 A. Throw overhand using a mature pattern with accuracy in non-dynamic environments. B. Throw overhand to a moving partner with reasonable accuracy. C. Combine traveling and throwing overhand in a teacher- or student-designed small-sided practice task environment. D. Throw backhand, demonstrating three of the five critical elements of a mature pattern, in non-dynamic environments.	PE.S1.E11.5 A. Throw overhand with accuracy with both partners moving. B. Throw overhand with reasonable accuracy in dynamic small-sided games. C. Combine traveling and throwing overhand for execution to a target during small-sided practice tasks and in game environments including those from other cultures. D. Throw backhand, demonstrating four out of the five critical elements of a mature pattern, in non-dynamic environments for distance or force.

Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Grade)

PE.S1.E12 **Manipulative: Passing (with hands)**					PE.S1.E12.4 Pass to a moving partner with reasonable accuracy in a non-dynamic environment.	PE.S1.E12.5 Pass with accuracy with both partners moving. Pass with reasonable accuracy in dynamic, small-sided practice games.
PE.S1.E13 **Manipulative: Catching**	PE.S1.E13.K A. Drop an object and catch it before it bounces twice. B. Catch a large object tossed by a skilled thrower.	PE.S1.E13.1 A. Catch a soft object from a self-toss before it bounces, demonstrating two of the five critical elements. B. Catch various sizes of objects self-tossed or tossed by a skilled thrower, demonstrating two of the five critical elements.	PE.S1.E13.2 Catch a self-tossed or well-thrown large object with hands, not trapping or cradling against the body,	PE.S1.E13.3 Catch a gently tossed hand-sized object from a partner, demonstrating four of the five critical elements of a mature pattern.	PE.S1.E13.4 A. Catch a thrown object above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment. B. Combine traveling and catching in a teacher- or student-designed small-sided practice task environment.	PE.S1.E13.5 Catch with reasonable accuracy in dynamic, small-sided practice games.

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Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Grade)

PE.S1.E14 **Manipulative: Dribbling (with hands)**	PE.S1.E14.K Dribble a ball with one hand, attempting the second contact.	PE.S1.E14.1 Dribble in self-space using the preferred hand, demonstrating two of the five critical elements of a mature pattern.	PE.S1.E14.2 A. Dribble continuously in self-space with preferred hand, demonstrating three of the five critical elements of a mature pattern. B. Dribble using the preferred hand while walking in general space.	PE.S1.E14.3 Dribble and travel in general space at slow to moderate jogging speed with control of ball and body.	PE.S1.E14.4 A. Dribble in self-space with both the preferred and non-preferred hand using a mature pattern. B. Dribble in general space with control of ball and body while increasing and decreasing speed in teacher- or student-designed small-sided practice task environment. C. Dribble with hands in combination with other skills (e.g., passing, receiving, shooting).	PE.S1.E14.5 Dribble with hands using a mature pattern in a variety of small-sided games.

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Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Grade)

PE.S1.E15 **Manipulative: Kicking**	PE.S1.E15.K Kick a stationary object from a stationary position, demonstrating two of the five critical elements of a mature kicking pattern.	PE.S1.E15.1 Approach a stationary object and kick it forward, demonstrating two of the five critical elements of a mature pattern.	PE.S1.E15.2 Use a continuous running approach and kick a moving object, demonstrating three of the five critical elements of a mature pattern.	PE.S1.E15.3 A. Use a continuous running approach and intentionally perform a kick along the ground and a kick in the air, demonstrating four of the five critical elements of a mature pattern for each. B. Use a continuous running approach to kick a stationary object for accuracy.	PE.S1.E15.4 Kick along the ground and in the air and punt using mature patterns in practice task environments.	PE.S1.E15.5 Demonstrate mature patterns in kicking and punting in small-sided game environments.

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Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Grade)

PE.S1.E16 **Manipulative: Dribbling (with feet)**	PE.S1.E16.K Tap an object using the inside of the foot, sending it forward.	PE.S1.E16.1 Tap or dribble an object, demonstrating two of the five critical elements of a mature pattern while walking in general space.	PE.S1.E16.2 Dribble an object in general space, demonstrating three of the five critical elements of a mature pattern.	PE.S1.E16.3 Dribble an object in general space at slow to moderate jogging speed, demonstrating four of the five critical elements of a mature pattern.	PE.S1.E16.4 A. Dribble an object in general space with control of object and body while increasing and decreasing speed and changing directions. B. Dribble an object in combination with other skills (e.g., passing, receiving, shooting).	PE.S1.E16.5 Dribble an object using a mature pattern in a variety of small-sided games.

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Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Grade)

PE.S1.E17 **Manipulative: Passing and Receiving (with feet)**				PE.S1.E17.3 Pass and receive an object with the insides of the feet to and from a stationary partner, "giving" on reception before returning the pass.	PE.S1.E17.4 A. Pass and receive an object with the insides of the feet to and from a moving partner in a non-dynamic environment. B. Pass and receive an object with the outsides and insides of the feet to and from a stationary partner, "giving" on reception before returning the pass.	PE.S1.E17.5 A. Pass with the feet using a mature pattern as both partners travel. B. Receive a pass with the feet using a mature pattern as both partners travel.

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Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Grade)

PE.S1.E18 **Manipulative: Volley Underhand**	PE.S1.E18.K Volley a lightweight object (balloon), with an open palm, sending it upward.	PE.S1.E18.1 A. Volley an object upward with consecutive hits. B. Volley an object forward, demonstrating two of the five critical elements of a mature pattern.	PE.S1.E18.2 Volley an object forward, demonstrating three of the five critical elements of a mature pattern.	PE.S1.E18.3 Volley an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner while demonstrating four of the five critical elements of a mature pattern.	PE.S1.E18.4 Volley underhand using a mature pattern during practice tasks, demonstrating a mature pattern.	PE.S1.E18.5 Volley underhand using a mature pattern during small-sided games.
PE.S1.E19 **Manipulative: Volley Overhead**					PE.S1.E19.4 Volley an object with a two-hand overhead pattern, sending it upward, demonstrating three of the five critical elements of a mature pattern during practice tasks.	PE.S1.E19.5 Volley an object using a two-hand pattern, sending it upward to a target during small-sided games.

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Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Grade)

PE.S1.E20 **Manipulative Striking with Short-handled Implement**	PE.S1.E20.K Strike a lightweight object with a paddle or short-handled racket.	PE.S1.E20.1 Strike an object with a short-handled implement, sending it upward.	PE.S1.E20.2 A. Strike an object upward with a short-handled implement, using consecutive hits. B. Strike an object with a short-handled implement, sending it forward, demonstrating two of the three critical elements of a mature pattern.	PE.S1.E20.3 A. Strike an object with a short-handled implement, sending it forward over a low net or to a wall, demonstrating three of the five critical elements of a mature pattern.	PE.S1.E20.4 A. Strike an object with a short-handled implement, demonstrating a mature pattern. B. Strike an object with a short-handled implement alternating hits with a partner over a low net or against a wall.	PE.S1.E20.5 Strike an object consecutively with a partner using a short-handled implement over a net or against a wall, in either a competitive or cooperative game environment including those from other cultures.

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Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Grade)

PE.S1.E21 **Manipulative Striking with Long-handled Implement**			PE.S1.E21.2 Strike a stationary object, using correct grip, side orientation, and proper body orientation.	PE.S1.E21.3 Strike an object with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. Note: Use batting tee or object tossed by teacher.	PE.S1.E21.4 Strike an object with a long-handled implement (e.g., hockey stick, golf club, bat), demonstrating three of the five critical elements of a mature pattern for the implement in practice tasks (e.g., grip, stance, body orientation, swing plane and follow-through).	PE.S1.E21.5 A. Strike a dynamic object with a long-handled implement using a mature pattern in small-sided games. B. Combine striking with a long handled implement (e.g., bat, hockey stick) with receiving and traveling skills in small-sided games.
PE.S1.E22 **Jumping Rope**	PE.S1.E22.K A. Execute a single jump with a self-turned rope. B. Jump a long rope with teacher-assisted turning.	PE.S1.E22.1 A. Jump forward or backward consecutively using a self-turned rope. B. Jump a long rope up to five times consecutively with teacher-assisted turning.	PE.S1.E22.2 A. Jump a self-turned rope consecutively forward and backward with a mature pattern. B. Jump a long rope five times consecutively with student-assisted turning.	PE.S1.E22.3 Perform intermediate jump rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes.	PE.S1.E22.4 Create and perform a jump rope routine with either a short or long rope.	PE.S1.E22.5 Create and perform a jump rope routine with a partner using either a long or short rope.

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Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Grade)

PE.S1.E23 Outdoor Pursuits/ Adventure Activities		PE.S1.E23.1 Identify at least two basic skills needed to perform teacher-directed activity.	PE.S1.E23.2 Demonstrate at least two critical skills needed to perform teacher-directed activity.	PE.S1.E23.3 Demonstrate at least three critical skills needed to perform teacher-directed activity.	PE.S1.E23.4 Demonstrate at least four critical skills needed to perform teacher-directed activity.	PE.S1.E23.5 Demonstrate five or more critical skills needed to perform a teacher-directed activity.
Aquatics	Preferably taught at elementary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum. Please reference the American Red Cross "Learn to Swim and Achieve" and the Aquatic Skills and Safety table in the appendices or any other nationally recognized swim program (YMCA or Ellis and Associates).					
PE.S1.E24 Aquatics: Swim Skills	PE.S1.E24.K Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the skill levels.	PE.S1.E24.1 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the skill levels.	PE.S1.E24.2 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the skill levels.	PE.S1.E24.3 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the skill levels.	PE.S1.E24.4 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the skill levels.	PE.S1.E24.5 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the skill levels.

Content Area: Physical Education (PE)

Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

Performance Indicators (by Grade)

Learning Priority	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
PE.S2.E1 **Movement Concepts: Space**	PE.S2.E1.K A. Differentiate between movement in personal (self-space) and general space. B. Move in personal space to a rhythm.	PE.S2.E1.1 Move in self-space and general space in response to designated beats or rhythms.	PE.S2.E1.2 Combine locomotor skills in general space to a rhythm.	PE.S2.E1.3 Recognize and create open space in various physical activities.	PE.S2.E1.4 A. Apply the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). B. Apply the concept of closing spaces in small-sided practice tasks. C. Dribble in general space with changes in direction and speed.	PE.S2.E1.5 Combine spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance, and small-sided games, including those from other cultures.

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Content Area: Physical Education (PE)

Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance. (cont'd)

Performance Indicators (by Grade)

PE.S2.E2 **Movement Concepts: Pathways, Shapes, and Levels**	PE.S2.E2.K Travel in three different pathways (e.g., straight line, curved line, and zigzag).	PE.S2.E2.1 A. Travel demonstrating low, middle and high levels. B. Travel demonstrating a variety of relationships with objects (e.g., over, under, around, through).	PE.S2.E2.2 Combine shapes, levels, and pathways into simple travel, dance and gymnastics sequences.	PE.S2.E2.3 Recognize and perform locomotor skills specific to a wide variety of physical activities.	PE.S2.E2.4 Combine movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments.	PE.S2.E2.5 Combine movement concepts with skills in small-sided games, including those from other cultures, gymnastics, and dance with self-direction.

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Content Area: Physical Education (PE)

Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance. (cont'd)

Performance Indicators (by Grade)

PE.S2.E3 Movement Concepts: Speed, Direction, and Force	PE.S2.E3.K Travel in general space at different speeds.	PE.S2.E3.1 A. Differentiate between fast and slow speeds. B. Differentiate between strong and light force.	PE.S2.E3.2 Vary time and force with gradual increases and decreases.	PE.S2.E3.3 Combine movement concepts (e.g., direction, level, force, time) with skills as directed by the teacher.	PE.S2.E3.4 A. Apply the movement concepts of speed, endurance, and pacing for running. B. Apply the concepts of direction and force when striking an object (e.g., hands, short-handled implement), sending it toward a designated target.	PE.S2.E3.5 A. Apply movement concepts to strategy in small-sided game situations, including those from other cultures. B. Apply the concepts of direction and force to strike an object (e.g., hands, long-handled implement) in small-sided games. C. Analyze movement situations and apply movement concepts (e.g., force, direction, speed, pathways, and extensions) in small-sided game environments including those from other cultures, dance, and gymnastics.

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Content Area: Physical Education (PE)

Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance. (cont'd)

Performance Indicators (by Grade)

PE.S2.E4 Movement Concepts: Strategy and Tactics				PE.S2.E4.3 A. Apply simple strategies and tactics in chasing activities. B. Apply simple strategies and tactics in fleeing activities.	PE.S2.E4.4 Apply basic offensive and defensive strategies and tactics while recognizing and demonstrating appropriate manipulative skills in practice tasks of invasion/fielding, net/wall, target, and fielding/striking activities.	PE.S2.E4.5 Apply basic offensive and defensive strategies and tactics while recognizing and demonstrating appropriate manipulative skills in small-sided invasion/fielding, net/wall, target, and fielding/striking games, including those from other cultures.
Aquatics	Preferably taught at elementary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum. Please reference the American Red Cross "Learn to Swim and Achieve" and the Aquatic Skills and Safety table in the appendices or any other nationally recognized swim program (YMCA or Ellis and Associates).					
PE.S2.E5 Aquatics: Safety	PE.S2.E5.K Understand and follow safety concepts as described by the American Red Cross for levels one through three.	PE.S2.E5.1 Understand and follow safety concepts as described by the American Red Cross for levels three and four.	PE.S2.E5.2 Understand and follow safety concepts as described by the American Red Cross for level four.	PE.S2.E5.3 Understand and follow safety concepts as described by the American Red Cross for levels four and five.	PE.S2.E5.4 Understand and follow safety concepts as described by the American Red Cross for level five.	PE.S2.E5.5 Understand and follow safety concepts as described by the American Red Cross for levels five and six.

Content Area: Physical Education (PE)

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

Performance Indicators (by Grade)

Learning Priority	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
PE.S3.E1 Physical Activity Knowledge	PE.S3.E1.K Identify active play opportunities in and out of school.	PE.S3.E1.1 Explain the importance of daily physical activity.	PE.S3.E1.2 Discuss the benefits of being active, playing, and exercising.	PE.S3.E1.3 A. Identify risks associated with physical inactivity. B. Understand the physical activity recommendations for youth.	PE.S3.E1.4 Identify factors that motivate or deter daily participation in physical activity.	PE.S3.E1.5 Describe how daily physical activity recommendations lead to a healthy body.

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Content Area: Physical Education (PE)

Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness. (cont'd)

Performance Indicators (by Grade)

PE.S3.E2 Fitness Knowledge: Cardio-respiratory Endurance	PE.S3.E2.K A. Recognize and model the visible and physical signs that are related to vigorous movement. (e.g., sweating, heavy breathing, heart beating faster). B. Recognize exercising the heart helps keep the body healthy.	PE.S3.E2.1 A. Identify the heart as a muscle that grows stronger with exercise, play and physical activity. B. Identify activities that build muscle and increase heart rate and lung capacity.	PE.S3.E2.2 A. Identify personal Rate of Perceived Exertion (RPE) using the Borg scale. B. Identify where and how to find pulse.	PE.S3.E2.3 A. Uses the rate of Perceived Exertion (RPE) scale to distinguish between moderate and vigorous heart rate. B. Identify where and how to find and count heart rate.	PE.S3.E2.4 A. Identify target heart rate zone for moderate-to-vigorous intensity activities (60%-80%). B. Categorizes cardio-respiratory endurance as one component of health-related fitness.	PE.S3.E2.5 A. Compare personal heart rate or Moderate to Vigorous Physical Activity (MVPA) effort with age-appropriate target heart rate zone. B. Analyze personal fitness levels/data for cardio-respiratory endurance and determine strategies for improvement. C. Differentiate and illustrate examples of cardio-respiratory endurance.

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Content Area: Physical Education (PE)

Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness. (cont'd)

Performance Indicators (by Grade)

PE.S3.E3 Fitness Knowledge: Muscular Strength and Endurance	PE.S3.E3.K Recognize the body has bones and muscles.	PE.S3.E3.1 Describe the connection between muscles and one's ability to move.	PE.S3.E3.2 Identify basic exercises to improve muscular strength and endurance.	PE.S3.E3.3 Define the concepts of muscular endurance and muscular strength and provide examples of physical activities that enhance these components.	PE.S3.E3.4 A. Identify which exercise (or fitness assessment) corresponds with measuring muscular strength and endurance. B. Categorize muscular strength and endurance as one component of health-related fitness.	PE.S3.E3.5 A. Analyze personal fitness levels/data for muscular strength and endurance and determine strategies for improvement. B. Differentiate and illustrate examples of muscular strength and endurance.
PE.S3.E4 Fitness Knowledge: Flexibility	PE.S3.E4.K Identify the body part involved when stretching.	PE.S3.E4.1 A. Identify ways to stretch muscles in the upper and lower body. B. Explain why it is safer to stretch a warm muscle rather than a cold muscle.	PE.S3.E4.2 Identify basic stretches to improve flexibility.	PE.S3.E4.3 Demonstrate warm-up and cool-down activities that enhance muscle flexibility and recognize the value of increased flexibility when participating in physical activity.	PE.S3.E4.4 A. Explain why a particular stretch is appropriate preparation for a specific physical activity. B. Identify flexibility as a component of health-related fitness.	PE.S3.E4.5 A. Analyze personal fitness levels/data for flexibility and determine strategies for improvement. B. Differentiate and illustrate examples of flexibility.

Content Area: Physical Education (PE)

Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness. (cont'd)

Performance Indicators (by Grade)

PE.S3.E5 Fitness Knowledge: Body Composition				PE.S3.E5.3 Demonstrate the basic concept of body composition (eating well + being active = healthy body composition).	PE.S3.E5.4 A. Describe the effect of sustained physical activity and the body's ability to burn calories (energy in=energy out). B. Identify body composition as a component of health-related fitness.	PE.S3.E5.5 Describe the short- and long-term benefits of maintaining a healthy body composition.
PE.S3.E6 Fitness Knowledge: Skill-related Fitness					PE.S3.E6.4 Identify the components of skill-related fitness.	PE.S3.E6.5 Define skill-related and health-related fitness.

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Content Area: Physical Education (PE)

Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness. (cont'd)

Performance Indicators (by Grade)

PE.S3.E7 Knowledge Application	PE.S3.E7.K Demonstrate knowledge of physical activity and fitness (listed above) related to increasing heart rate, engaging different muscles, and performing various stretches during activity.	PE.S3.E7.1 Apply knowledge of physical activity and fitness as listed above to increase cardiorespiratory fitness, flexibility muscular strength and endurance.	PE.S3.E7.2 A. Apply knowledge of physical activity and fitness as listed above to demonstrate personal awareness of RPE and how to find a pulse. B. Select and identify preferred activities that increase cardiorespiratory fitness, flexibility, and muscular strength and endurance.	PE.S3.E7.3 Apply knowledge of physical activity and fitness as listed above to evaluate (RPE, MVPA, heart rate) their engagement of the five components of fitness.	PE.S3.E7.4 Apply knowledge of physical activity and fitness as listed above to understand and demonstrate the connections between Health Related Fitness components and various fitness activities.	PE.S3.E7.5 Apply knowledge of physical activity and fitness as listed above to analyze personal development in the health-related fitness components and recognize what activities will help to perform in a healthy fitness zone.

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Content Area: Physical Education (PE)

Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness. (cont'd)

Performance Indicators (by Grade)

PE.S3.E8 Assessment and Program Planning			PE.S3.E8.2 Participate in health-related fitness components working toward building strength and competence using self-assessment and peer assessment skills during practice fitness activities.	PE.S3.E8.3 Demonstrate, with teacher guidance, the health-related fitness components.	PE.S3.E8.4 A. Complete fitness assessments (pre and post). B. Identify areas of needed remediation from personal assessment with teacher guidance. C. Identify strategies for progress in areas for remediation.	PE.S3.E8.5 A. Analyze results of fitness assessment (pre and post), comparing results to fitness components for good health. B. Design a fitness plan to address ways to use physical activity to enhance fitness.
PE.S3.E9 Nutrition	PE.S3.E9.K Recognize that food provides energy for physical activity.	PE.S3.E9.1 Differentiate between healthy and unhealthy food.	PE.S3.E9.2 Recognize the balance of good nutrition and hydration with physical activity.	PE.S3.E9.3 Identify foods that are nutrient-dense.	PE.S3.E9.4 Discuss the importance of proper hydration.	PE.S3.E9.5 Identify the components on 'My Plate' and how they contribute to overall well-being.

Content Area: Physical Education (PE)

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

Performance Indicators (by Grade)

Learning Priority	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
	The Wisconsin Social and Emotional Learning Competencies (WSELC) were used to inform the construction of these performance indicators. Direct alignment is denoted at the bottom of the indicator.					
PE.S4.E1 Safety	PE.S4.E1.K Identify how to safely participate with peers and safely use equipment while following teacher directives.	PE.S4.E1.1 Safely participate with peers and equipment in a variety of physical activity settings with teacher reminders.	PE.S4.E1.2 Safely participate with peers and equipment in a variety of physical activity settings with minimal teacher reminders.	PE.S4.E1.3 Describe and demonstrate safe practices with peers and equipment in a variety of physical activity settings without teacher reminders. (WSELC 22)	PE.S4.E1.4 Apply safety practices with peers and equipment in a variety of physical activity settings.	PE.S4.E1.5 Independently choose to apply safety practices with peers and equipment in a variety of physical activity settings.
PE.S4.E2 Social Awareness: Procedures and Protocols	PE.S4.E2.K Recognize the established protocol for the learning environment. (WSELC 21)	PE.S4.E2.1 Exhibit the established protocols for the learning environment.	PE.S4.E2.2 Recognize the role of procedures and protocols in the learning environment.	PE.S4.E2.3 Demonstrate positive behavior as established by procedures and protocols in the learning environment. (WSELC 21)	PE.S4.E2.4 Apply the procedures and protocols in the learning environment.	PE.S4.E2.5 Independently choose to apply the procedures and protocols in various learning environments.

NOTE: This standard continued on next page.

Content Area: Physical Education (PE)

Standard 4: The student will exhibit responsible personal and social behavior that respects self and others. (cont'd)

Performance Indicators (by Grade)

PE.S4.E3 Social Awareness	PE.S4.E3.K Recognize everyone has similarities and differences with teacher guidance. (WSELC 14)	PE.S4.E3.1 Identify similarities and differences between peers with minimal or no teacher guidance.	PE.S4.E3.2 Demonstrate respect of individual differences with teacher guidance.	PE.S4.E3.3 Demonstrate respect of individual differences without teacher guidance. (WSELC 14)	PE.S4.E3.4 Praise the performance of others.	PE.S4.E3.5 Recognize differences and includes others.
PE.S4.E4 Self-management: Goal Setting	PE.S4.E4.K Demonstrate curiosity, risk-taking, and willingness to engage in new experiences with teacher guidance. (WSELC 10)	PE.S4.E4.1 Identify and apply steps and strategies to complete a simple goal with teacher guidance.	PE.S4.E4.2 Identify and apply steps and strategies to complete a simple goal with minimal teacher guidance.	PE.S4.E4.3 Identify simple goals for improvement of personal well-being. (WSELC 10)	PE.S4.E4.4 Create and implement an action plan towards meeting a goal.	PE.S4.E4.5 Assess level of engagement in their own learning for the achievement of personal goals. (WSELC 10)
PE.S4.E5 Relationship Skills: Feedback	PE.S4.E5.K Adapt behavior based on teacher directives. (WSELC 17)	PE.S4.E5.1 Understand how feedback can improve performance.	PE.S4.E5.2 Accept specific teacher-directed feedback.	PE.S4.E5.3 Accept and implement specific feedback from peers to adapt performance with teacher guidance.	PE.S4.E5.4 Independently adapt performance based on peer feedback. (WSELC 17)	PE.S4.E5.5 Independently and respectfully offers and responds appropriately to feedback.

NOTE: This standard continued on next page.

Content Area: Physical Education (PE)

Standard 4: The student will exhibit responsible personal and social behavior that respects self and others. (cont'd)

Performance Indicators (by Grade)

PE.S4.E6 **Relationship Skills:** **Conflict Resolution**	PE.S4.E6.K Identify and communicate needs in conflict situations with teacher guidance. (WSELC 19)	PE.S4.E6.1 Identify and communicate needs in conflict situations with minimal teacher guidance.	PE.S4.E6.2 Recognize individual perspectives may vary from person to person.	PE.S4.E6.3 Identify and explain others perspectives during conflicts. (WSELC 19)	PE.S4.E6.4 Identify basic conflict resolution strategies for resolving conflict constructively/ civilly.	PE.S4.E6.5 Identify cause and effect of a conflict and implement basic strategies to constructively/ civilly resolve differences with teacher guidance. (WSELC 19)
PE.S4.E7 **Decision-making**	PE.S4.E7.K Recognize that they have choices in how to respond to situations with teacher guidance. (WSELC 20)	PE.S4.E7.1 Recognize that they have choices in how to respond to situations with minimal teacher guidance.	PE.S4.E7.2 Identify possible choices and actions (positive and negative) to consider in a given situation with teacher guidance. (WSELC 20)	PE.S4.E7.3 Identify possible choices and actions (positive and negative) to consider in a given situation with teacher guidance.	PE.S4.E7.4 Evaluate possible choices and the consequences of those choices with teacher guidance.	PE.S4.E7.5 Evaluate possible choices, the consequences of those choices, and demonstrate a constructive choice with teacher guidance. (WSELC 20)

Content Area: Physical Education (PE)

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

Performance Indicators (by Grade Band)

Learning Priority	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
PE.S5.E1 Health and Well-being	PE.S5.E1.K Recognize that physical activity is important for overall health and well-being.	PE.S5.E1.1 Identify physical activity as a component of overall health and well-being.	PE.S5.E1.2 Identify different types of physical activity that positively impact overall health and well-being.	PE.S5.E1.3 Recognize the value of balancing physical activity and well-being.	PE.S5.E1.4 Discuss the relationship between physical activity and well-being.	PE.S5.E1.5 Examine the health benefits of physical activity and well-being.
PE.S5.E2 Self-awareness and Self-management: Challenge and Growth Mindset	PE.S5.E2.K Engage in meaningful learning through attempting, repeating, and exploring a variety of experiences and activities. (WSELC 11)	PE.S5.E2.1 Recognize that attempting and repeating activities can lead to success.	PE.S5.E2.2 Persist toward reaching a goal despite setbacks with teacher guidance.	PE.S5.E2.3 Persist toward reaching a goal despite setbacks with minimal teacher guidance. (WSELC 11)	PE.S5.E2.4 Identify strategies to persist and maintain motivation when challenged. (WSELC 11)	PE.S5.E2.5 Apply strategies to persist and maintain motivation when challenged.

NOTE: This standard continued on next page.

Content Area: Physical Education (PE)

Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction. (cont'd)

Performance Indicators (by Grade Band)

PE.S5.E3 Self-expression, Social Interaction, and Enjoyment	PE.S5.E3.K Identify physical activities that are enjoyable with or without others.	PE.S5.E3.1 A. Describe positive feelings that result from participating in physical activities with self or with friends. B. Discuss personal reasons (i.e., the "why") for enjoying physical activities.	PE.S5.E3.2 Identify physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks in game environments).	PE.S5.E3.3 Reflect on the reasons for enjoying selected physical activities.	PE.S5.E3.4 Describe and compare the positive social interaction and the feeling of personal enjoyment when engaged in partner and small-group physical activities.	PE.S5.E3.5 Participate in different physical activities for enjoyment and challenge and analyze reasons for the feeling of enjoyment.

Content Area: Physical Education (PE)

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

Performance Indicators (by Grade)

Learning Priority	6th Grade	7th Grade	8th Grade
PE.S1.M1 **Dance and Rhythms**	PE.S1.M1.6 A. Demonstrate correct rhythm and pattern for one of the following dance forms: folk, social, creative, line, or world dance. B. Revise a selected dance/rhythm sequence to include new movement phases as an individual or small group.	PE.S1.M1.7 A. Demonstrate correct rhythm and pattern for a different dance form (folk, cultural, social, creative, line, and world dance) or a rhythmic based fitness activity. B. Create a dance/rhythm sequence consisting of at least 4 various movement phases.	PE.S1.M1.8 Exhibit command of rhythm and timing by creating a movement sequence to music as a group.
PE.S1.M2 **Invasion Games: Throwing**	PE.S1.M2.6 Throw with a mature pattern for distance or power appropriate to the practice task.	PE.S1.M2.7 Throw with a mature pattern for distance or power appropriate to the activity in a dynamic environment.	PE.S1.M2.8 Throw with a mature pattern for distance or power appropriate to the activity during small-sided game play, including those from other cultures.
PE.S1.M3 **Invasion Games: Catching**	PE.S1.M3.6 Catch with a mature pattern from a variety of trajectories using different objects in varying practice tasks.	PE.S1.M3.7 Catch with a mature pattern from a variety of trajectories using different objects in dynamic environments or modified game play.	PE.S1.M3.8 Catch using an implement in a small-sided game play.
PE.S1.M4 **Invasion Games: Passing and Receiving**	PE.S1.M4.6 Pass and receive with hands, feet, or implement in combination with locomotor patterns of running and change of direction and speed with competency within invasion game practice tasks, including those from other cultures.	PE.S1.M4.7 Pass and receive with hands, feet, or implement in combination with locomotor patterns of running and change of direction and speed with competency within invasion games, including those from other cultures.	PE.S1.M4.8 Pass and receive with an implement in combination with locomotor patterns of running and change of direction, speed and level with competency within small-sided invasion games, including those from other cultures.

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Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Grade)

PE.S1.M5 **Invasion Games: Passing and Receiving**	PE.S1.M5.6 Throw, while stationary, a leading pass to a moving receiver.	PE.S1.M5.7 Throw, while moving, a leading pass to a moving receiver.	PE.S1.M5.8 Throw a leading pass to a moving partner off a dribble or pass.
PE.S1.M6 **Invasion Games: Offensive Skills**	PE.S1.M6.6 Perform pivot, fake, screen, give and go, and jab steps designed to create open space without defensive pressure during practice tasks.	PE.S1.M6.7 Execute at least one of the following designed to create open space with defensive pressure in a dynamic environment: pivots, fakes, jab steps, screens, give and go.	PE.S1.M6.8 Execute at least two of the following to create open space during small-sided game play: pivots, fakes, jab steps, screens, give and go.
PE.S1.M7 **Invasion Games: Dribbling/Object Control**	PE.S1.M7.6 Dribble with dominant hand using a change of speed and direction in a variety of practice tasks.	PE.S1.M7.7 Dribble with dominant and non-dominant hands using a change of speed and direction in a dynamic environment.	PE.S1.M7.8 Dribble with dominant and non-dominant hands using a change of speed and direction in small-sided game play.
PE.S1.M8 **Invasion Games: Dribbling/Object Control**	PE.S1.M8.6 Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks.	PE.S1.M8.7 Foot-dribbles or dribbles with an implement combined with passing in a dynamic environment.	PE.S1.M8.8 Foot-dribbles or dribbles with an implement with control, changing speed and direction and during small-sided game play, including those from other cultures.
PE.S1.M9 **Invasion Games: Shooting on Goal**	PE.S1.M9.6 Shoot on goal with power during practice tasks.	PE.S1.M9.7 Shoot on goal with power and accuracy in a dynamic environment.	PE.S1.M9.8 Shoot on goal for power and accuracy in small-sided invasion games, including those from other cultures.

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Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Grade)

PE.S1.M10 **Invasion Games: Defensive Skills**	PE.S1.M10.6 Maintain defensive-ready position with weight on balls of feet, arms extended, and eyes on the midsection of the offensive player.	PE.S1.M10.7 Slide in all directions while on defense without crossing feet.	PE.S1.M10.8 Drop-step in the direction of the pass during player-to-player defense.
PE.S1.M11 **Net/Wall Games: Serving**	PE.S1.M11.6 Performs an underhand serve with control for net and wall games.	PE.S1.M11.7 Execute an underhand serve to a predetermined target for net and wall games.	PE.S1.M11.8 Execute an underhand serve for distance and accuracy for net and wall games, including those from other cultures.
PE.S1.M12 **Net/Wall Games: Striking**	PE.S1.M12.6 Strike with a mature overhand pattern in a non-dynamic environment for net/wall games.	PE.S1.M12.7 Strike with a mature overhand pattern in a dynamic environment for net/wall games.	PE.S1.M12.8 Strike with a mature overhand pattern in modified net/wall games, including those from other cultures.
PE.S1.M13 **Net/Wall Games: Forehand and Backhand**	PE.S1.M13.6 Demonstrate the mature form of the forehand and backhand strokes with a short-handled implement in net games.	PE.S1.M13.7 Demonstrate the mature form of forehand and backhand strokes with a long-handled implement in net games.	PE.S1.M13.8 Demonstrate the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games, including those from other cultures.
PE.S1.M14 **Net/Wall Games: Weight Transfer**	PE.S1.M14.6 Transfer weight with correct timing for the striking pattern.	PE.S1.M14.7 Transfer weight with correct timing using low to high striking pattern with a short-handled implement on the forehand side.	PE.S1.M14.8 Transfer weight with correct timing using low to high striking pattern with a long-handled implement on the forehand and backhand sides.

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Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Grade)

PE.S1.M15 **Net/Wall Games: Volley**	PE.S1.M15.6 Forehand volley with a mature form and control using a short-handled implement.	PE.S1.M15.7 Forehand and backhand volley with a mature form and control using a short-handled implement.	PE.S1.M15.8 Forehand and backhand volley with a mature form and control using a short-handled implement during modified game play, including those from other cultures.
PE.S1.M16 **Net/Wall Games: Two-hand Volley**	PE.S1.M16.6 Two-hand volley with control in a variety of practice tasks.	PE.S1.M16.7 Two-hand volley with control in a dynamic environment.	PE.S1.M16.8 Two-hand volley with control in a small-sided game, including those from other cultures.
PE.S1.M17 **Target Games: Throwing**	PE.S1.M17.6 Demonstrate a mature throwing pattern for a modified target activity during a practice task.	PE.S1.M17.7 Execute consistently a mature throwing pattern for target activity in a dynamic environment.	PE.S1.M17.8 Consistently perform a mature throwing pattern, with accuracy and control, for target activity in a small-sided game, including those from other cultures.
PE.S1.M18 **Target Games: Striking**	PE.S1.M18.6 Strike, with an implement, a stationary object for accuracy and distance in a practice task.	PE.S1.M18.7 Strike, with an implement, a stationary object for accuracy in a dynamic environment.	PE.S1.M18.8 Strike, with an implement, a stationary object for accuracy and power in a small-sided game, including those from other cultures.
PE.S1.M19 **Fielding and Striking Games: Striking**	PE.S1.M19.6 Strike an object with an implement with force in a variety of practice tasks.	PE.S1.M19.7 Strike an object with an implement to open space in a variety of practice tasks in a dynamic environment.	PE.S1.M19.8 Strike an object with an implement for power to open space in a variety of small-sided game play, including those from other cultures.

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Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Grade)

PE.S1.M20 **Fielding and Striking Games: Catching**	PE.S1.M20.6 Catch, with a mature pattern, from different trajectories using a variety of objects in a variety of practice tasks.	PE.S1.M20.7 Catch, with a mature pattern, from different trajectories using a variety of objects in a dynamic environment.	PE.S1.M20.8 Catch, using an implement, from different trajectories and speeds in small-sided game play, including those from other cultures.
PE.S1.M21 **Outdoor Pursuits/ Adventure Activities**	PE.S1.M21.6 Demonstrate correct technique for basic skills in one selected individual performance or outdoor activity.	PE.S1.M21.7 Demonstrate correct technique for a variety of skills in one individual performance or outdoor activity.	PE.S1.M21.8 Demonstrate correct technique for basic skills in at least two selected individual performance or outdoor activities.
Aquatics	**Preferably taught beginning in elementary. However, the availability of facilities might dictate when swimming and water safety are offered in the curriculum.** Please reference the American Red Cross "Learn to Swim and Achieve" and the Aquatic Skills and Safety Table in the appendices or any other nationally recognized swim program (YMCA or Ellis and Associates).		
PE.S1.M22 **Aquatics: Swim Skills**	PE.S1.M22.6 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the swim skill levels.	PE.S1.M22.7 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the swim skill levels.	PE.S1.M22.8 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the swim skill levels.

Content Area: Physical Education (PE)

Standard 2: The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.

Performance Indicators (by Grade)

Learning Priority	6th Grade	7th Grade	8th Grade
PE.S2.M1 **Invasion Games: Creating Space (with movement)**	PE.S2.M1.6 Create open space by using locomotor patterns using width and length of the playing area (e.g., walking, running, jumping, and landing) in combination with movement (e.g., varying pathways, change of speed, direction, or pace).	PE.S2.M1.7 Reduce open space by using locomotor patterns (e.g., walking, running, jumping, and landing, changing the size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, and reducing the distance between player and goal).	PE.S2.M1.8 Open and close space during small-sided game play by combining locomotor patterns with movement concepts.
PE.S2.M2 **Invasion Games: Creating Space (with offensive tactics)**	PE.S2.M2.6 Identify and perform at least one of the following offensive tactics to create open space: move to open space without the object; use a variety of passes, pivots, and fakes; give and go.	PE.S2.M2.7 Execute in a practice task at least one of the following offensive tactics to create open space: stay spread on offense; use a variety of passes, pivots, and fakes; give and go.	PE.S2.M2.8 Execute during at least one small-sided game the following offensive tactics to create open space: moves to create open space on and off the ball; stay spread on offense; use a variety of passes, fakes, and pathways; give and go.
PE.S2.M3 **Invasion Games: Reducing Space (changing the size and shape)**	PE.S2.M3.6 Reduce open space on defense by making the body larger and reducing passing angles.	PE.S2.M3.7 Reduce open space on defense by staying close to the opponent as he/she nears the goal.	PE.S2.M3.8 Reduce open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective).
PE.S2.M4 **Invasion Games: Reducing Space (using denial)**	PE.S2.M4.6 Reduce open space by not allowing the catch (denial) or by allowing the catch but not the return pass.	PE.S2.M4.7 Reduce open space by not allowing the catch (denial) or anticipating the speed of the object and person for the purpose of interception or deflection.	PE.S2.M4.8 Reduce open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection.

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Content Area: Physical Education (PE)

Standard 2: The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance. (cont'd)

Performance Indicators (by Grade)

PE.S2.M5 **Invasion Games: Transition**	PE.S2.M5.6 Transition from offense to defense or defense to offense by recovering quickly.	PE.S2.M5.7 Transition from offense to defense or defense to offense by recovering quickly and communicating with teammates.	PE.S2.M5.8 Transition from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on an advantage.
PE.S2.M6 **Net/Wall Games: Creating Space (through variation)**	PE.S2.M6.6 Create open space in net/wall games with either a long- or short-handled implement by varying force and direction.	PE.S2.M6.7 Create open space in net/wall games with either a long- or short-handled implement by varying force and direction and by moving opponent from side to side.	PE.S2.M6.8 Create open space in net/wall games with either a long- or short-handled implement by varying force or direction and by moving opponent from side to side and forward and back.
PE.S2.M7 **Net/Wall Games: Using Tactics and Shots**	PE.S2.M7.6 Reduce offensive options for opponents by returning to home position while maintaining proper court positioning by limiting opponent's offensive opportunities in varying practice tasks.	PE.S2.M7.7 Select offensive shot based on opponent's court or field position (i.e., hit where opponent is not).	PE.S2.M7.8 Vary placement, force, and timing of return to prevent anticipation by opponent.
PE.S2.M8 **Target Games: Shot Selection**	PE.S2.M8.6 Select appropriate shot and club based on location of the object in relation to the target (e.g., appropriate disc or throw in disc golf, appropriate club in golf.	PE.S2.M8.7 Vary the speed and trajectory of the shot based on the location of the object in relation to the target.	PE.S2.M8.8 Vary the speed, force, and trajectory of the shot based on the location of the object in relation to the target.
PE.S2.M9 **Fielding and Striking Games: Offensive Strategies**	PE.S2.M9.6 Identify open spaces and attempt to use a variety of shots to strike the object into that space.	PE.S2.M9.7 Use a variety of shots (e.g., line drive high arc) to hit the object into open space.	PE.S2.M9.8 Use sacrifice situations and attempt to advance a teammate.

Content Area: Physical Education (PE)

Standard 2: The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance. (cont'd)

Performance Indicators (by Grade)

PE.S2.M10 **Fielding and Striking Games: Reducing Space**	PE.S2.M10.6 Identify and perform a defensive play based on the situation (e.g., number of outs).	PE.S2.M10.7 Analyze, refine, and apply defensive strategy based on the situation (e.g., number of outs).	PE.S2.M10.8 Analyze and apply defensive strategy by collaborating with teammates to maximize coverage.
PE.S2.M11 **Movement Concepts, Principles, and Knowledge**	PE.S2.M11.6 Identify Newton's Three Laws of Motion and how they impact movement in physical activity.	PE.S2.M11.7 Explain Newton's Three Laws of Motion as applied to various physical activities.	PE.S2.M11.8 Apply Newton's Three Laws of Motion to various physical activities.
Aquatics	**Preferably taught beginning in elementary. However, the availability of facilities might dictate when swimming and water safety are offered in the curriculum.** Please reference the American Red Cross "Learn to Swim and Achieve" and Aquatic Skills and Safety Table in the appendices or any other nationally recognized swim program (YMCA or Ellis and Associates).		
PE.S2.M12 **Aquatics: Safety**	PE.S2.M12.6 Students for grades 6-8 will demonstrate knowledge of all water safety concepts as outlined by the American Red Cross or any other nationally recognized swim program.	PE.S2.M12.7 Students for grades 6-8 will demonstrate knowledge of all water safety concepts as outlined by the American Red Cross or any other nationally recognized swim program.	PE.S2.M12.8 Students for grades 6-8 will demonstrate knowledge of all water safety concepts as outlined by the American Red Cross or any other nationally recognized swim program.

Content Area: Physical Education (PE)

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

Performance Indicators (by Grade)

Learning Priority	6th Grade	7th Grade	8th Grade
PE.S3.M1 **Physical Activity Knowledge: Barriers**	PE.S3.M1.6 Identify barriers related to maintaining a physically active lifestyle and seek solutions for eliminating those barriers.	PE.S3.M1.7 Evaluate personal barriers for maintaining a physically active lifestyle and create and implement a plan to eliminate those barriers.	PE.S3.M1.8 Evaluate personal barriers' long-term impacts on life and refine personal plans to eliminate barriers.
PE.S3.M2 **Fitness Knowledge: Components**	PE.S3.M2.6 Provide examples of health-related and skill-related fitness physical activities.	PE.S3.M2.7 Differentiate between health-related and skill-related fitness.	PE.S3.M2.8 Compare and contrast health-related fitness and skill-related fitness components.
PE.S3.M3 **Fitness Knowledge**	PE.S3.M3.6 Set and monitor a self-selected physical activity S.M.A.R.T. goal for aerobic and muscle- and bone-strengthening activity based on current fitness level.	PE.S3.M3.7 Adjust physical activity based on quantity of exercise needed for a minimal health standard and optimal functioning based on current fitness level.	PE.S3.M3.8 Utilize available technology to self-monitor quantity of exercise needed for a minimal health standard and optimal functioning based on current fitness level.
PE.S3.M4 **Fitness Knowledge: Flexibility**	PE.S3.M4.6 Describe and demonstrate a variety of appropriate static stretching techniques for all major muscle groups.	PE.S3.M4.7 Describe and demonstrate the difference between dynamic and static stretches.	PE.S3.M4.8 Describe the role of flexibility in injury prevention.

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Content Area: Physical Education (PE)

Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness. (cont'd)

Performance Indicators (by Grade)

PE.S3.M5 **Fitness Knowledge: Health-Related Fitness Components**	PE.S3.M5.6 Define aerobic and anaerobic capacity and muscular strength and muscular endurance.	PE.S3.M5.7 Identify exercises that are aerobic, anaerobic, muscular strength, and muscular endurance.	PE.S3.M5.8 Describe how to improve aerobic capacity, anaerobic capacity, muscular strength, and muscular endurance.
PE.S3.M6 **Fitness Knowledge: FITT Principle (frequency, intensity, time, and type)**	PE.S3.M6.6 Identify each of the components of the overload principle (FITT formula: frequency, intensity, time, and type) for different types of physical activity (aerobic, muscular fitness and flexibility).	PE.S3.M6.7 Describe overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness.	PE.S3.M6.8 Apply the overload principle (FITT formula) in preparing a personal workout.
PE.S3.M7 **Fitness Knowledge: Warm Up and Cool Down**	PE.S3.M7.6 Describe the role of warm-ups and cool-downs before and after physical activity.	PE.S3.M7.7 Design a warm-up and cool-down regimen for a self-selected physical activity.	PE.S3.M7.8 Design and implement a warm-up and cool-down regimen for a self- selected physical activity.
PE.S3.M8 **Fitness Knowledge: Cardio-respiratory**	PE.S3.M8.6 Determine the correlation between target heart rate zones to the Borg Scale rate of perceived exertion (RPE) to create and implement a basic plan for improvement.	PE.S3.M8.7 A. Demonstrate how the RPE Scale can be used to determine the perception of the work effort or intensity of exercise. B. Apply rates of perceived exertion to pacing.	PE.S3.M8.8 A. Demonstrate how the RPE Scale can be used to adjust workout intensity during physical activity. B. Adjusts pacing to keep heart rate in the target zone, using technology if available (e.g., heart rate monitor), to self-monitor aerobic intensity.

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Content Area: Physical Education (PE)

Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness. (cont'd)

Performance Indicators (by Grade)

PE.S3.M9 **Fitness Knowledge: Body Systems**	PE.S3.M9.6 Identify major muscles used in selected physical activities.	PE.S3.M9.7 Describe how muscles pull on bones to create movement in pairs by relaxing and contracting.	PE.S3.M9.8 Explain how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity.
PE.S3.M10 **Assessment and Program Planning**	PE.S3.M10.6 Design and implement a program of remediation for an area of improvement based on the results of health-related fitness assessment.	PE.S3.M10.7 Design and implement a program of remediation for two areas of improvement based on the results of health-related fitness assessment.	PE.S3.M10.8 Design and implement a program of remediation for three areas of improvement based on the results of health-related fitness assessment.
PE.S3.M11 **Assessment and Program Planning**	PE.S3.M11.6 Maintain a physical activity log for at least two weeks and reflect on activity levels as documented in the log.	PE.S3.M11.7 Maintain a physical activity and nutrition log for at least two weeks and reflect on activity levels and nutrition as documented in the log.	PE.S3.M11.8 Design and implement a program to improve levels of health-related fitness and nutrition.
PE.S3.M12 **Nutrition: Healthy Nutritional Choices**	PE.S3.M12.6 Describe the relationship between poor nutrition and health risk factors.	PE.S3.M12.7 Identify foods within each of the basic food groups and select appropriate servings and portions for his/her age and physical activity levels.	PE.S3.M12.8 Develop strategies for balancing healthy food, snacks, and water intake along with daily physical activity.

NOTE: This standard continued on next page.

Content Area: Physical Education (PE)

Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness. (cont'd)

Performance Indicators (by Grade)

PE.S3.M13 **Mindfulness and Stress Management**	PE.S3.M13.6 A. Identify positive and negative results of stress and appropriate ways of dealing with each. B. Explain the connections between fitness and overall physical and mental health.	PE.S3.M13.7 Practice strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise.	PE.S3.M13.8 Demonstrate basic movements used in other stress-reducing activities such as yoga and tai chi.
PE.S3.M14 **Knowledge Application**	PE.S3.M14.6 A. Engage in a variety of aerobic fitness activities using technology to monitor progress. B. Develop an inventory of physical fitness activities for each of the components of fitness.	PE.S3.M14.7 A. Engage in a variety of strength, endurance, and functional fitness activities. B. Reflect on inventory of physical fitness activities for each of the components of fitness (e.g., verbally, written, etc.).	PE.S3.M14.8 Plan and implement a fitness program to include aerobic, strength, endurance, functional fitness, and flexibility training.
PE.S3.M15 **Knowledge Application**	PE.S3.M15.6 Identify and list various types of lifetime physical activity opportunities (e.g., recreational team or dual sports, outdoor pursuits, martial arts, dance/rhythms, aquatic activities, etc.).	PE.S3.M15.7 Reflect on personal participation in a variety of lifetime activities.	PE.S3.M15.8 Log and analyze participation in a self-selected lifetime activity outside of the school day.
PE.S3.M16 **Knowledge Application**	PE.S3.M16.6 Participate in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes a day.	PE.S3.M16.7 Participate in moderate to vigorous muscle- and bone-strengthening physical activity at least 3 times a week.	PE.S3.M16.8 Participate in moderate to vigorous aerobic and muscle- and bone-strengthening physical activity for at least 60 minutes a day at least 5 times a week.

Content Area: Physical Education (PE)

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

Performance Indicators (by Grade)

Learning Priority	6th Grade	7th Grade	8th Grade
	The Wisconsin Social and Emotional Learning Competencies (WSELC) were used to inform the construction of these performance indicators. Direct alignment is denoted at the bottom of the indicator.		
PE.S4.M1 Safety	PE.S4.M1.6 Identify safety concerns and protocols within the learning environment.	PE.S4.M1.7 Implement safety protocols within the learning environment with teacher guidance.	PE.S4.M1.8 Independently implement safety protocols and identify the impact of those decisions. (WSELC 22)
PE.S4.M2 Social Awareness: Procedures and Protocols	PE.S4.M2.6 Identify procedures and protocols for activities in a variety of learning environments (e.g., small-sided games, individual performance activities).	PE.S4.M2.7 Demonstrate knowledge of procedures and protocols by self-officiating and following parameters within a variety of learning environments (e.g., small-sided games, individual performance activities).	PE.S4.M2.8 Apply procedures and protocols by acting as an official for modified physical activities and games, and during individual activities.
PE.S4.M3 Social Awareness	PE.S4.M3.6 Identify and define discrimination and stereotyping.	PE.S4.M3.7 Understand the effects of discrimination and stereotyping.	PE.S4.M3.8 Respectfully acknowledge perceived difference and support diversity. (WSELC 14)
PE.S4.M4 Self-management: Goal Setting	PE.S4.M4.6 Set attainable and realistic short-term (S.M.A.R.T) goals. (WSELC 10)	PE.S4.M4.7 Reflect on the progress toward meeting the short-term (S.M.A.R.T.) goals and adjust the goal if needed.	PE.S4.M4.8 Assess and analyze the progress toward (S.M.A.R.T.) goals to determine next steps required to continue progressing.

NOTE: This standard continued on next page.

Content Area: Physical Education (PE)

Standard 4: The student will exhibit responsible personal and social behavior that respects self and others. (cont'd)

Performance Indicators (by Grade)

PE.S4.M5 **Relationship Skills: Feedback**	PE.S4.M5.6 Identify ways to improve performance using teacher-generated criteria.	PE.S4.M5.7 Provide and accept positive constructive feedback with a peer using clear communication skills, to improve performance using teacher-generated criteria.	PE.S4.M5.8 Independently provide and accept positive and constructive feedback to a peer using clear communication skills, to improve performance. (WSELC 17)
PE.S4.M6 **Relationship Skills: Conflict Resolution**	PE.S4.M6.6 Identify negotiation skills and conflict resolution strategies to resolve differences with teacher guidance.	PE.S4.M6.7 Identify negotiation skills and conflict resolution strategies to resolve differences with minimal teacher guidance.	PE.S4.M6.8 Apply negotiation skills and conflict resolution strategies to resolve differences. (WSELC 19)
PE.S4.M7 **Decision-making**	PE.S4.M7.6 Identify how choices can impact others in a positive and negative way.	PE.S4.M7.7 Identify various factors, solutions, and outcomes that will influence decision-making.	PE.S4.M7.8 Explain how various factors and solutions influence decision-making. (WSELC 20)

Content Area: Physical Education (PE)

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

Performance Indicators (by Grade)

Learning Priority	6th Grade	7th Grade	8th Grade
PE.S5.M1 **Health and Well-being**	PE.S5.M1.6 Describe how being physically active leads to increased health and well-being.	PE.S5.M1.7 Compare and contrast the health benefits of participating in selected physical activities on overall health and well-being.	PE.S5.M1.8 Explain the connections between physical activity, skill development and fitness to overall health and well-being.
PE.S5.M2 **Self-awareness and Self-management: Challenge and Growth Mindset**	PE.S5.M2.6 Identify when challenged personal strengths with teacher guidance.	PE.S5.M2.7 Integrate personal strengths, and respond in an optimistic way to individual challenges (e.g., extending, engagement, asking for help or feedback, and modifying the task) with minimal teacher guidance.	PE.S5.M2.8 Independently, identify, integrate and utilize personal strengths in overcoming challenges for further development and success. (WSELC 11)
PE.S5.M3 **Self-expression and Enjoyment**	PE.S5.M3.6 Identify why self-selected physical activities create enjoyment.	PE.S5.M3.7 Explain how moving competently in a physical activity setting creates enjoyment.	PE.S5.M3.8 Discuss how enjoyment could be increased in self-selected physical activities.
PE.S5.M4 **Self-expression and Enjoyment**	PE.S5.M4.6 Identify how self-expression and physical activity are related.	PE.S5.M4.7 Explain the relationship between self-expression and lifelong enjoyment through physical activity.	PE.S5.M4.8 Identify and participate in an enjoyable activity that prompts individual self-expression.

NOTE: This standard continued on next page.

Content Area: Physical Education (PE)

Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction. (cont'd)

Performance Indicators (by Grade)

PE.S5.M5 **Social Interaction**	PE.S5.M5.6 Demonstrate respect for self and others in physical activities and games by following the rules, encouraging others, and playing in the spirit of the game.	PE.S5.M5.7 Demonstrate the importance of social interaction by helping and encouraging others and providing support to classmates.	PE.S5.M5.8 Identify expressions of empathy for others in various physical activities.
PE.S5.M6 **Social Interaction**	PE.S5.M6.6 Identify and explain how physical activity provides opportunities for increasing social interaction.	PE.S5.M6.7 Explain how physical activity provides opportunities for increasing social interaction.	PE.S5.M6.8 Identify opportunities for social support in a self-selected physical activity or dance.

Content Area: Physical Education (PE)

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

Performance Indicators (by Level)

Learning Priority	HS Level 1	HS Level 2	HS Level 3
PE.S1.H1 **Dance and Rhythms**	PE.S1.H1.L1 Compare and contrast different forms of dance/rhythms and how they relate to maintaining a health-enhancing level of fitness.	PE.S1.H1.L2 Demonstrate competency in dance forms used in cultural and social occasions or demonstrate competency in one form of dance/rhythm.	PE.S1.H1.L3 Choose one dance/rhythm form (e.g., folk, cultural, social, creative, line, or world dance) or a rhythmic-based fitness activity and choreograph or present a routine.
PE.S1.H2 **Invasion Games: Throwing**	PE.S1.H2.L1 Demonstrate proficiency in activity-specific throwing skills in two or more modified forms of small-sided invasion and fielding games, including those from other cultures.	PE.S1.H2.L2 Refine and apply activity-specific throwing skills in two or more modified forms of small-sided invasion and fielding games, including those from other cultures.	PE.S1.H2.L3 Apply activity-specific throwing skills in two or more small-sided invasion and fielding games, including those from other cultures.
PE.S1.H3 **Invasion Games: Catching**	PE.S1.H3.L1 Demonstrate proficiency in activity-specific catching skills in two or more small-sided invasion games, including those from other cultures.	PE.S1.H3.L2 Refine and apply activity-specific catching skills in two or more modified forms of small-sided invasion and fielding games, including those from other cultures.	PE.S1.H3.L3 Apply activity-specific catching skills in two or more small-sided invasion and fielding games, including those from other cultures.
PE.S1.H4 **Invasion Games: Passing and Receiving**	PE.S1.H4.L1 Demonstrate proficiency in activity-specific movement skills in two or more small-sided invasion games, including those from other cultures.	PE.S1.H4.L2 Refine and apply self-identified activity-specific movement skills in one or more small-sided invasion games, including those from other cultures.	PE.S1.H4.L3 Create and implement a practice plan designed to develop and refine competency in passing and receiving skills, creating and reducing space, and defensive and offensive skills in two or more small-sided invasion games, including those from other cultures.

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Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Level)

PE.S1.H5 **Net/Wall Games**	PE.S1.H5.L1 Demonstrate proficiency in activity-specific movement skills in two or more net/wall games, including those from other cultures.	PE.S1.H5.L2 Refine and apply self-identified activity-specific movement skills in one or more net/wall games, including those from other cultures.	PE.S1.H5.L3 Create and implement a practice plan designed to develop and refine competency in serving, stroke technique, volleying, and striking in two or more net/wall games, including those from other cultures.
PE.S1.H6 **Target Games: Throwing**	PE.S1.H6.L1 Demonstrate a mature throwing pattern in two or more target games, including those from other cultures.	PE.S1.H6.L2 Apply a mature throwing pattern in a self-identified activity-specific in one or more target games, including those from other cultures.	PE.S1.H6.L3 Create and implement a practice plan designed to develop or refine mature throwing pattern in two or more target games, including those from other cultures.
PE.S1.H7 **Target Games: Striking**	PE.S1.H7.L1 Use long- or short-handled implement with mature form to strike object in one or more target games, including those from other cultures.	PE.S1.H7.L2 Demonstrate competency in striking objects using long-handled implement to strike object in two or more target games, including those from other cultures.	PE.S1.H7.L3 Create and implement a practice plan designed to develop or refine mature striking pattern in two or more target games, including those from other cultures.
PE.S1.H8 **Fielding and Striking Games**	PE.S1.H8.L1 Demonstrate competency in movement patterns to connect with the object.	PE.S1.H8.L2 Identify how to self-correct and reflect on movement in relation to the object.	PE.S1.H8.L3 Make contact and connect with the object to create a play.

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Content Area: Physical Education (PE)

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns. (cont'd)

Performance Indicators (by Level)

PE.S1.H9 **Outdoor Pursuits/ Adventure Activities**	PE.S1.H9.L1 Demonstrate activity-specific movement and technical skills in two or more selected outdoor activities.	PE.S1.H9.L2 Demonstrate competency in activity-specific movement and technical skills in one or more selected outdoor activities.	PE.S1.H9.L3 Lead and explain a demonstration of activity-specific movement or technical skills in one or more selected outdoor activities.
Aquatics	Preferably taught beginning in elementary. However, the availability of facilities might dictate when swimming and water safety are offered in the curriculum. Please reference the America Red Cross "Learn to Swim and Achieve" as well as the Aquatic Skills and Safety Table in the appendices or any other nationally recognized swim program (YMCA or Ellis and Associates).		
PE.S1.H10 **Aquatics: Swim Skills**	PE.S1.H10.L1 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the swim skill levels.	PE.S1.H10.L2 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the swim skill levels.	PE.S1.H10.L3 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the swim skill levels.

Content Area: Physical Education (PE)

Standard 2: The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.

Performance Indicators (by Level)

Learning Priority	HS Level 1	HS Level 2	HS Level 3
PE.S2.H1 **Movement Concepts, Principles, and Knowledge**	PE.S2.H1.L1 Identify movement concepts and principles (e.g., force, motion, and rotation) in a selected physical activity skill.	PE.S2.H1.L2 Describe the speed vs. accuracy trade-off in physical activities with or without throwing and striking skills.	PE.S2.H1.L3 Use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and others in a selected skill.
PE.S2.H2 **Movement Concepts, Principles, and Knowledge**	PE.S2.H2.L1 Identify terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately.	PE.S2.H2.L2 Use terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately.	PE.S2.H2.L3 Apply the terminology to a practice plan associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately.
PE.S2.H3 **Movement Concepts, Principles, and Knowledge**	PE.S2.H3.L1 Identify examples of historical and cultural roles within physical activity and dance forms.	PE.S2.H3.L2 Compare similarities and differences of historical and cultural roles within physical activity and dance forms.	PE.S2.H3.L3 Analyze historical and cultural roles within physical activity and dance forms.
PE.S2.H4 **Movement Concepts, Principles, and Knowledge**	PE.S2.H4.L1 Use defensive and offensive strategies and tactics effectively in various activities.	PE.S2.H4.L2 Analyze defensive and offensive strategies and tactics in various activities.	PE.S2.H4.L3 Modify defensive and offensive strategies and tactics in various activities based on analysis of the game.

NOTE: This standard continued on next page.

Content Area: Physical Education (PE)

Standard 2: The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance. (cont'd)

Performance Indicators (by Level)

PE.S2.H5 **Movement Concepts, Principles, and Knowledge**	PE.S2.H5.L1 Identify the stages of learning motor skills for a variety of skills in a variety of different activities, including those from other cultures.	PE.S2.H5.L2 Analyze the current stage of learning for specific skills and select the appropriate level of challenge for continued skill refinement.	PE.S2.H5.L3 Use S.M.A.R.T. goal setting to create a practice plan to improve performance for a self-selected skill.
PE.S2.H6 **Movement Concepts, Principles, and Knowledge: Aquatics**	PE.S2.H6.L1 Identify the stages of learning for one or more swim strokes using BLABT (Body position first, then Legs, then Arms, then Breathing, last Timing).	PE.S2.H6.L2 Analyze the stages of learning for two or more strokes using BLABT.	PE.S2.H6.L3 Use BLABT to analyze and improve the performance of self and others in one or more specialized strokes.
PE.S2.H7 **Net/Wall Games: Creating Space (through variation)**	PE.S2.H7.L1 Use strategies and tactics (e.g., spacing and positioning) during game play in net/wall and target games, including those from other cultures with long- or short-handled Implement.	PE.S2.H7.L2 Apply strategies and tactics when analyzing errors in game play in net/wall and target games, including those from other cultures.	PE.S2.H7.L3 Implement strategies and tactics when analyzing errors in game play in net/wall and/or target games, including those from other cultures.
PE.S2.H8 **Net/Wall Games: Use of Tactics and Shots**	PE.S2.H8.L1 Use strategies and tactics to select appropriate offensive shots during net and wall games, including those from other cultures.	PE.S2.H8.L2 Analyze shot selection based on opponents positioning in net and wall games, including those from other cultures.	PE.S2.H8.L3 Examine the effectiveness of various shots based on positioning, timing and force in net and wall games, including those from other cultures.

NOTE: This standard continued on next page.

Content Area: Physical Education (PE)

Standard 2: The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance. (cont'd)

	Performance Indicators (by Level)		
PE.S2.H9 **Target Games: Shot Selection**	PE.S2.H9.L1 Use strategies and tactics in shot selection while adjusting speed, force, and trajectory during various target activities.	PE.S2.H9.L2 Assess implementation of strategies and tactics in a variety of target activities using speed, force, and trajectory.	PE.S2.H9.L3 Assess effectiveness and modify strategy and tactics of shot placement in various target activities.
PE.S2.H10 **Fielding and Striking Games: Offensive and Defensive Strategies**	PE.S2.H10.L1 Use offensive and defensive strategies in various situations in fielding and striking games, including those from other cultures.	PE.S2.H10.L2 Apply offensive and defensive strategies when selecting appropriate shots in fielding and striking games, including those from other cultures.	PE.S2.H10.L3 Reflect, analyze, and apply offensive and defensive strategies in a variety of fielding and striking games, including those from other cultures.
PE.S2.H11 **Fielding and Striking Games: Reducing Space**	PE.S2.H11.L1 Discuss with classmates on how to find open spaces to maximize coverage on defense.	PE.S2.H11.L2 Review, discuss, and communicate strategies and tactics with classmates to find open spaces to maximize coverage on defense.	PE.S2.H11.L3 Model strategies on how to maximize coverage on defense.
Aquatics	**Preferably taught beginning in elementary. However, the availability of facilities might dictate when swimming and water safety are offered in the curriculum.** Please reference the American Red Cross "Learn to Swim and Achieve" and Aquatic Skills and Safety Table in the appendices or any other nationally recognized swim program (YMCA or Ellis and Associates).		
PE.S2.H12 **Aquatics: Safety**	PE.S2.H12.L1 Students for grades 9-12 will demonstrate knowledge of all water safety concepts as outlined by the American Red Cross or any other nationally recognized swim program.	PE.S2.H12.L2 Students for grades 9-12 will demonstrate knowledge of all water safety concepts as outlined by the American Red Cross or any other nationally recognized swim program.	PE.S2.H12.L3 Students for grades 9-12 will demonstrate knowledge of all water safety concepts as outlined by the American Red Cross or any other nationally recognized swim program.

Content Area: Physical Education (PE)

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

Performance Indicators (by Level)

Learning Priority	HS Level 1	HS Level 2	HS Level 3
PE.S3.H1 **Physical Activity Knowledge**	PE.S3.H1.L1 Discuss the benefits of a physically active lifestyle as it relates to lifetime well-being and productivity.	PE.S3.H1.L2 Investigate the relationships among physical activity, nutrition, and body composition as it relates to lifetime well-being and productivity.	PE.S3.H1.L3 Develop a plan for physical activity beyond high school that relates to lifetime well-being and productivity.
PE.S3.H2 **Physical Activity Knowledge**	PE.S3.H2.L1 Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.	PE.S3.H2.L2 Analyze and apply technology and social media as tools for supporting a healthy, active lifestyle.	PE.S3.H2.L3 Design a strategy using technology or social media to assist others in supporting a healthy, active lifestyle.
PE.S3.H3 **Physical Activity Knowledge**	PE.S3.H3.L1 Identify issues associated with exercising in heat, humidity, and cold.	PE.S3.H3.L2 Apply prevention tactics to avoid issues with heat- and cold-related illness as they relate to exercise.	PE.S3.H3.L3 Explain treatment of heat- and cold-related illnesses as they relate to physical activity.
PE.S3.H4 **Physical Activity Knowledge**	PE.S3.H4.L1 Identify risks and safety factors that might affect physical activity preferences throughout the life cycle.	PE.S3.H4.L2 Analyze the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity beyond high school (in college or career settings).	PE.S3.H4.L3 Create a plan for physical activity participation based on personal life choices, economics, motivation, and accessibility in a college or career setting.

NOTE: This standard continued on next page.

Content Area: Physical Education (PE)

Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness. (cont'd)

Performance Indicators (by Level)

PE.S3.H5 **Physical Activity Planning**	PE.S3.H5.L1 Explore local community for physical activity opportunities.	PE.S3.H5.L2 Evaluate activities that can be pursued in the local environment according to their benefits, social support network, and participation requirements.	PE.S3.H5.L3 Create a plan for activities that can be pursued in the local environment according to their benefits, social support network, and participation requirements.
PE.S3.H6 **Fitness Knowledge**	PE.S3.H6.L1 Demonstrate appropriate technique of functional fitness, using body weight exercises, resistance-training, and free weights.	PE.S3.H6.L2 Compare and contrast advantages and disadvantages of functional fitness, using body weight exercises, resistance-training, and free weights.	PE.S3.H6.L3 Design and implement a strength and conditioning program that develops balance between opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle.
PE.S3.H7 **Fitness Knowledge**	PE.S3.H7.L1 Relate physiological responses to individual levels of fitness and nutritional balance.	PE.S3.H7.L2 Identify the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic).	PE.S3.H7.L3 Analyze the impact of the principle of adaptation and its relation to exercise.
PE.S3.H8 **Fitness Knowledge**	PE.S3.H8.L1 Identify the structure of skeletal muscles and fiber types as they relate to muscle development.	PE.S3.H8.L2 Analyze types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion).	PE.S3.H8.L3 Design a fitness workout focusing on strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for a specific area of personal fitness development (e.g., strength, endurance, range of motion).

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Content Area: Physical Education (PE)

Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness. (cont'd)

Performance Indicators (by Level)

PE.S3.H9 **Fitness Knowledge: Cardio-respiratory**	PE.S3.H9.L1 Calculates heart rate training zones using different heart rate formulas (220-age, Karvonen, and other evidence-based formulas), and uses zones to explore how various physical activities impact heart rate.	PE.S3.H9.L2 Uses personalized target heart rate zones to create and implement a plan to meet target heart rate goals using various physical activities.	PE.S3.H9.L3 Apply fitness principles (SPORT, FITT, HIIT, and SAID) and personalized heart rate zones to evaluate and critique progress towards physical activity goals encompassing multiple components of fitness.
PE.S3.H10 **Assessment and Program Planning**	PE.S3.H10.L1 Analyze current personal and social well-being to create a plan to enhance or maintain at least two health-enhancing concepts.	PE.S3.H10.L2 Refine and apply a personal and social well-being plan to enhance or maintain at least three health-enhancing concepts.	PE.S3.H10.L3 Develop and maintain a comprehensive wellness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement, journaling).
PE.S3.H11 **Assessment and Program Planning**	PE.S3.H11.L1 Identify the components of skill-related fitness and health-related fitness in relation to life and career goals.	PE.S3.H11.L2 Analyze the components of skill-related fitness and health-related fitness in relation to life and career goals, and employ fitness principles (SPORT, FITT, HIIT, and SAID) to design an appropriate fitness program for those goals.	PE.S3.H11.L3 Apply fitness principles (SPORT, FIT, HIIT, and SAID) in designing a fitness program, including all components of skill-related fitness and health-related fitness, for a college student or an employee in the learner's chosen field of work.
PE.S3.H12 **Nutrition**	PE.S3.H12.L1 Explore nutritional program options available to consumers and compare and contrast the impact the choice may have on oneself.	PE.S3.H12.L2 Design and implement a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.	PE.S3.H12.L3 Create a snack plan for before, during, and after exercise that addresses nutrition needs for each phase.

NOTE: This standard continued on next page.

Content Area: Physical Education (PE)

Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness. (cont'd)

Performance Indicators (by Level)

PE.S3.H13 **Stress Management**	PE.S3.H13.L1 Identify stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.	PE.S3.H13.L2 Apply stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.	PE.S3.H13.L3 Lead a small group through a stress-management activity (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.
PE.S3.H14 **Knowledge Application**	PE.S3.H14.L1 Log weekly participation in a self-selected lifetime activity, dance, or fitness activity outside of the school day.	PE.S3.H14.L2 Create a plan for, train for, and participate in a community/school event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event).	PE.S3.H14.L3 Assist in the planning or implementation of a school or class event with a focus on physical activity.

Content Area: Physical Education (PE)

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

Performance Indicators (by Level)

Learning Priority	HS Level 1	HS Level 2	HS Level 3
	The Wisconsin Social and Emotional Learning Competencies (WSELC) were used to inform the construction of these performance indicators. Direct alignment is denoted at the bottom of the indicator.		
PE.S4.H1 Safety	PE.S4.H1.L1 Identify best practices for participating safely (e.g., injury prevention, hydration, use of equipment, implementation of rules and etiquette, sun protection) in physical activities, exercise, dance, and outdoor activities.	PE.S4.H1.L2 Analyze a situation and adjust participation based on best practices to ensure the safety of self and others.	PE.S4.H1.L3 A. Evaluate factors that impact safety decisions based on the current situation (e.g., weather, level of difficulty due to conditions or ability). (WSELC 22) B. Create and apply a plan for participating in selected physical activity, exercise, dance, and outdoor activity for personal and group safety. (WSELC 22)
PE.S4.H2 Social Awareness: Procedures and Protocols	PE.S4.H2.L1 Exhibit procedures, protocols, and respect for others, and teamwork while engaging in physical activity.	PE.S4.H2.L2 Reflect on the use of procedures, protocols, and respect, and the impact on self, peers and physical activity engagement. (WSELC 21)	PE.S4.H2.L3 Examine moral and ethical conduct as it relates to physical activity engagement and how it impacts and influences self, others and community.
PE.S4.H3 Social Awareness	PE.S4.H3.L1 Identify when others are being discriminated against and evaluate personal bias based on perceived differences. (WSEL 14)	PE.S4.H3.L2 Create and implement strategies to oppose perceived differences.	PE.S4.H3.L3 Implement strategies to support, encourage, and advocate for classmates with perceived differences.

NOTE: This standard continued on next page.

Content Area: Physical Education (PE)

Standard 4: The student will exhibit responsible personal and social behavior that respects self and others. (cont'd)

Performance Indicators (by Level)

PE.S4.H4 **Self-Management: Goal Setting**	PE.S4.H4.L1 Create short- and long-term health enhancing S.M.A.R.T. goals and create a plan to reach those goals.	PE.S4.H4.L2 Reflect on the progress being made toward S.M.A.R.T. goals in order to adjust the steps and time frame to reach those goals. (WSELC 10)	PE.S4.H4.L3 Assess and analyze the progress toward S.M.A.R.T. goals and adjust the plan or create new S.M.A.R.T. goals.
PE.S4.H5 **Relationship Skills: Feedback**	PE.S4.H5.L1 Analyze feedback provided by a peer to determine accuracy using teacher-generated criteria.	PE.S4.H5.L2 Analyze and evaluate feedback provided by a peer to adapt and improve performance.	PE.S4.H5.L3 Implement an evaluation cycle (perform, reflect, implement correct feedback, and perform again).
PE.S4.H6 **Relationship Skills: Conflict Resolution**	PE.S4.H6.L1 Use communication skills and strategies that promote positive outcomes.	PE.S4.H6.L2 Analyze personal role in a conflict to resolve differences and promote positive outcomes in the future.	PE.S4.H6.L3 Apply strategies to consistently resolve conflicts in a variety of settings (e.g., school, work, community, and personal relationships). (WSELC 19)
PE.S4.H7 **Decision-making**	PE.S4.H7.L1 Apply decision-making steps with consideration of well-being for self and others.	PE.S4.H7.L2 Evaluate decisions and analyze various factors that inform decision-making.	PE.S4.H7.L3 Exhibit decision-making skills that promote a positive well-being and environment. (WSELC 20)

Content Area: Physical Education (PE)

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

Performance Indicators (by Level)

Learning Priority	HS Level 1	HS Level 2	HS Level 3
PE.S5.H1 **Health and Well-being**	PE.S5.H1.L1 Identify positive mental, social, and emotional aspects of participating in a variety of physical activities.	PE.S5.H1.L2 Analyze the positive impact of being physically active. Analyze the negative impact of being sedentary.	PE.S5.H1.L3 Create and implement a plan or use self-selected activities based on overall health and well-being.
PE.S5.H2 **Self-awareness** **Self-management:** **Challenge and Growth Mindset**	PE.S5.H2.L1 Identify barriers to succeeding. (WSELC 11)	PE.S5.H2.L2 Recognize barriers to succeeding and identify supports to help overcome the barriers. (WSELC 11)	PE.S5.H2.L3 Demonstrate perseverance when dealing with challenges and diversity. (WSELC 11)
PE.S5.H3 **Self-expression and Enjoyment**	PE.S5.H3.L1 Explore and participate in physical activities or dance that meet the need for self-expression and enjoyment.	PE.S5.H3.L2 Select and participate in physical activities and dance according to the current needs of the individual (e.g., energizing, relaxing, calming, individual, and group).	PE.S5.H3.L3 Create, participate in, and modify physical activities or dance to meet the need for self-expression and enjoyment.
PE.S5.H4 **Self-expression and Enjoyment**	PE.S5.H4.L1 Explore and participate in enjoyable activities that promote individual self-expression in a variety of environments and seasons (e.g., indoor/outdoor/ water/snow/ice).	PE.S5.H4.L2 Select and participate in enjoyable activities that promote individual self-expression in a variety of environments and seasons (e.g., indoor/outdoor/ water/snow/ice).	PE.S5.H4.L3 Create, participate in, and modify physical activities or dance to meet the need for self-expression and enjoyment in a variety of environments and seasons (e.g., indoor/outdoor/water/snow/ice).

NOTE: This standard continued on next page.

Content Area: Physical Education (PE)

Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction. (cont'd)

Performance Indicators (by Level)

PE.S5.H5 **Social Interaction**	PE.S5.H5.L1 Identify verbal, physical, and environmental cues to help and encourage others in various physical activities.	PE.S5.H5.L2 Apply verbal, physical, and environmental cues to express emotions in a positive manner during various physical activities.	PE.S5.H5.L3 Model verbal, physical, and environmental cues to express emotions and help others in a positive manner during various physical activities.
PE.S5.H6 **Social Interaction**	PE.S5.H6.L1 Identify community opportunities for social interaction and support in a variety of self-selected physical activities or dance.	PE.S5.H6.L2 Compare and contrast opportunities for social interaction and social support in a variety of self-selected physical activities or dance.	PE.S5.H6.L3 Evaluate community opportunities for social interaction and support in a variety of self-selected physical activities or dance.

Section IV
Appendices

Appendix 1

Critical Elements of a Skill

Each motor skill has key critical elements that can be observed. It is imperative for educators to know the critical elements of a skill in order to provide appropriate instruction, cues, feedback, and assess student learning. A list of fundamental motor skills have been selected to assist teacher instruction. Each of the selected skills are listed by category and in the order they first appear. Within the performance indicators, when critical elements are mentioned, refer to the specific skill on this list.

Jumping for distance (horizontal plane)

- Arms back and knees bend in preparation for jumping action
- Arms extend forward as body propels forward
- Body extends and stretches slightly upward while in flight
- Hips, knees, and ankles bend on landing
- Shoulders, knees, and ankles align for balance after landing

Jumping for height (vertical plane)

- Hips, knees, and ankles bend in preparation for jumping action
- Arms extend upward as body propels upward
- Body extends and stretches upward while in flight
- Hips, knees, and ankles bend on landing
- Shoulders, knees, and ankles align for balance after landing

Toss (Underhand pattern)

- Face target in preparation for throwing action
- Arm back in preparation for action
- Step with opposite foot as throwing arm moves forward
- Release object between knee and waist level
- Follow through to target

Throwing (Overhand pattern)

- Side to target in preparation for throwing action
- Arm back and extended, and elbow at shoulder height or slightly above in preparation for action; elbow leads
- Step with opposite foot as throwing arm moves forward
- Hip and spine rotate as throwing action is executed
- Follow through to target and across the body

Catching

- Extend arms outward to reach for object
    - Thumbs in for catch above the waist
    - Thumbs out for catch at or below the waist
- Watch the object all the way into the hands
- Catch with hands only; no cradling against the body
- Pull the object into the body as the catch is made
- Curl the body slightly around the object

Dribbling (with hands)

- Knees slightly bent
- Opposite foot forward when dribbling in self-space
- Contact ball with finger pads
- Firm contact with top of ball
    - Contact slightly behind ball for travel
    - Ball to side and in front of body for travel
- Eyes looking over, not down at the ball

Kicking

- Arms extend forward in preparation for kicking action
- Contact is made directly below the center of the object to travel in the air; Contact is made directly behind the center of the object to travel on the ground
- Contact the object with shoelaces or top of the foot for kicking action
- Trunk leans back slightly in preparation for kicking action
- Follow through with kicking leg extending forward and upward toward the target

Dribbling (with feet)

- Knees slightly bent in athletic motion
- Touches are made with the inside or outside of either foot to direct the object
- Small pushes or touches
- Keep the object close to the feet
- Eyes looking “over”, not down at the object

Volleying (Underhand)

- Face the target in preparation for the volley
- Opposite foot forward
- Flat surface with hand for contact of the object
- Contact with object between knee and waist level
- Follow through upward and slightly forward to the target

Volleying (Overhand)

- Body aligned and positioned under the object
- Knees, arms, and ankles bent in preparation for the volley
- Hands rounded, thumbs, and first fingers make a triangle (without touching) in preparation
- Object contacts only the finger pads; wrists stay firm
- Arms extended upward on contact; follow-through slightly toward the target

Appendix 2

Evidence of Student Learning

According to SHAPE America, "Student assessment is gathering evidence about student achievement and making inferences about student progress based on that evidence."

Purpose of Assessment:

- Measure student progress
- Plan for future
- Measure student learning to show progress and motivate students
- Provide feedback to students
- Document program effectiveness and student learning for parents and administrators
- Formalize the observation process (Lund & Kirk, 2010)

How to Utilize Assessment:

- Assessment *for* learning: Assessment embedded as a part of the teaching-learning process with the purpose of supporting students in their learning and for teachers to decide where students are in their learning (Assessment Reform Group, 2002).
- Assessment *of* learning: Teachers planned the learning outcomes they want children to achieve and use formal, summative assessment to assess the extent to which children have achieved those outcomes (van de Mars & Harvey, 2010). Used as a form of evaluation or accountability (Borghouts, Slingerland, & Harens, 2017).

Assessment Types:

1. Informal Assessment: Have established criteria for making judgments, but results are not typically recorded. Teachers rely on these assessments in every lesson, these ongoing lessons are critical to good teaching. They allow us to give students immediate feedback on their performance and understanding. "The problem with informal assessments is it is difficult to assess every child, and we teach too many children to rely on informal assessment to accurately assess learning outcomes" (Rovegno & Bandhauer, 2017). *Examples: observing children's responses, checking for understanding, questioning*
2. Formal Assessment: Planned, rely on criteria for making judgments, and yield results for every child that are recorded in writing or electronically (Rovegno & Bandhauer, 2017). *Examples: exit slip, checklist, rubric, peer/self-observation, written reflection, game play assessment instrument (GPAI)*

3. Formative Assessment: Occurs before or during a unit, to assess what students *currently* know, can do, and feel, as well as identifying their improvements and the extent to which they have learned the objective. This is a form of feedback to teachers *and* students to inform future learning (Rovegno & Bandhauer, 2017). *Examples: exit slip, checklist, rubric, peer/self-observation, written reflection, GPAI*

4. Summative Assessment: Occurs at the end of a unit, or grade level and is used to assess what students have learned. It should include all domains and unit outcomes (Rovegno & Bandhauer, 2017). *Examples: portfolio, choreographed performance, written test, essay, could include multiple assessments*

5. Performance Based Assessment: Also known as alternative or authentic assessment. Some characteristics might include worthwhile meaningful tasks, designed to be representative of *performance in the field*. This includes higher level thinking and learning that is more complex (Lund, 1997). *Examples: officiating during game play, critiquing dance performance of a peer (live or video), complex decision on a skill or strategy in a game like situation, utilizing teaching style such as self-check and reciprocal, peer observation (knowing correct performance), if it is teacher observation has to be systematic and authentic, open ended questions, or journals*

6. Traditional Assessment: Tends to measure narrowly defined domain characteristics, each domain is treated separately, and often fails to measure high order performance processes under realistic or authentic conditions (Wood, 1996). *Examples: multiple choice test, true/false, motor skill, or matching*

- Rubric development
    - For more detailed information see: Lund, J., & Veal, M. (2013). *Assessment-driven instruction in physical education: A standards-based approach to promoting and documenting learning*. Champaign, IL: Human Kinetics
    - https://www.supportrealteachers.org/rubrics-for-assessment.html
    - Quantitative rubrics are used when the teacher assigns a number that is attached to a predetermined and described level of performance.
        - Step 1: Identify the content
        - Step 2: Identify the phases required to perform the skill
        - Step 3: Identify the critical elements for each phase
        - Step 4: Determine how many levels you will use. It is suggested that 3 levels are used at the elementary level and 4 levels at the secondary level
        - Step 5: Specifically define what each level
        - Step 6: Develop a way to record the data (see use of technology for assessments)
        - Step 7: Give it a try

        - Step 8: Refine the assessment
    - Qualitative
        - Step 1: Identify what the final product will look like
        - Step 2: Identify behaviors that represent what you *would* or *would not* like students' performance to look like
        - Step 3: Identify the most important descriptors that can be assessed during small sided game-play or a culminating performance.
        - Step 4: Write the levels of performance
        - Step 5: Give it a try
        - Step 6: Refine the assessment

- Fitness Assessments
  Considerations for Monitoring Students Fitness Levels:
    - Fitness test, also known as a fitness assessment, is comprised of a series of exercises that help evaluate your overall health and physical status. There is a wide range of standardized tests which can be used to help students have a starting point to establish fitness goals, and developing an appropriate exercise program. When choosing to complete a fitness assessment in your district. https://www.shapeamerica.org/uploads/pdfs/Instructional-Framework-for-Fitness-Education-in-Physical-Education.pdf
    - *Fitness testing* is just a small part of the fitness education process. Fitness testing is just one way to monitor and assess a students' ability as it relates to aerobic fitness, strength and flexibility. It allows students to get baseline data so they can then set goals, plan a personalized program for improvement/maintenance, and monitor progress over time.
    - Appropriate Uses for Fitness Testing
        - Teach students about health related concepts and their intensities.
        - Teach students about criterion referenced health standards and health related fitness.
        - Help students to self-monitor physical activity and set individual goals over time.
    - Inappropriate Uses Fitness Assessments
        - Evaluating individual students in physical education (e.g. grading or state standards testing)
        - As a sole criterion to justify students who can "test out" of physical education
        - Evaluating teacher effectiveness (e.g. teacher evaluations)
        - Individual FitnessGram reports or others are designed to be shared with children and parents since they provide a means to promote education and behavior change.
            - However, consistent with the HELP philosophy, reports should be distributed (and discussed) with care to ensure that information is provided in a personal and confidential manner.

        - Individual scores and computer files should be protected as confidential information
    - Do not test below grade 4 (Astorino & Schubert, 2014; Rankinen & Bouchard, 2011; Swift, et al., 2013).

- Fitness Education Process:
  Step One: Instruction About Activity and Fitness Concepts – Students learn fitness terminology, basic principles of training and the importance of health-related fitness. (Fitness Concepts)

  Examples:
    - Components of health-related fitness: why each is important, how each is measured and developed
    - Difference between skill- and health-related fitness
    - Principles of training
    - Importance of health-related fitness and physical activity for good health

  Step Two: Student Participation in Conditioning Activities – Students learn the importance of warm up and cool down, exercises and strategies for both; daily activity

  Instruction and Assessment
    - Explain and model the importance of conditioning
    - Review proper protocol for each FitnessGram® assessment
    - Introduce Fitness Concepts K-3
    - Identify physical activities students can do at home or in their community

  Step Three: Instruction on Test Items – Students learn the following about each test item: Why it is important for health; What it measures; How to administer it; AND Practice the tests on a regular basis through warm ups, stations, etc.

  Instruction and Assessment
    - Determine type of testing to be conducted (e.g., self-testing, individualized, institutional, or personal)
    - Use Brockport Physical Fitness Test on students not presently able to perform 1+ FitnessGram® test items
    - Reinforce why each assessment is important, the component of health that it measures, and physical activities that can influence it

  Step Four: Assessment of Fitness Levels
    - Students complete the fitness assessments (self, peer, institutionalized, personal best)

Step Five: Planning the Fitness Program and Setting Goals

- Students analyze their scores in relation to the HFZ,
- Set goals to improve and create a personal fitness program for improvement

Step Six: Promoting and Tracking Physical Activity

- Students implement their plan for improvement through regular physical activity and track/log their progress.

Step Seven: Reassessment Students

- Students retake the test to check for improvement, along with recognition for achieving goals. Both are vital parts of establishing and improving behavior patterns.

Step Eight: Revision Reassessment

- Yields new information for students so that you can revise or refine goals and plans. Fitness testing helps link fitness, health and physical activity all together

Standards Based Grading:

- "Grading is related directly to the student learning objectives identified in the written physical education curriculum, and the physical education teacher follows school district and school protocols for reporting and communicating student progress to students and parents."
- The grade is based on **data**, which is compared to an expected level of performance, which represents competence and satisfies the established learning outcome.
- Guidelines to Grading (James, 2018)
    - Grading procedures should be linked to learning goals (National/State/District standards, unit and lesson outcomes and objectives.
    - Performance outcomes are aligned with the standards.
    - Sample student performance with a variety of assessments both formative and summative but do not include all assessments in the final grade.
    - Provide students with the information about the learning expectations, assessments, and the grading process *prior* to learning.
    - Ensure that grading procedures are aligned with the learning goals and that each learning goal is linked to the final grade.

Use of Technology

The use of technology certainly has a place in teaching and learning in Physical Education. It can also be a valuable tool in assessment of student learning. Utilizing technology to assess and track student learning can assist the Physical Education teacher with collecting student data and increasing efficiency in teaching. The use of technology not only is useful in assessing and tracking student data, but it can also be a tool to motivate students to be more active.

As much as technology is a significant piece of society, it is important to remember that technology should not be forced into the physical education curriculum simply for the sake of using technology. According to SHAPE America, it's important to remember that technology is a tool that supplements instruction; it does not drive instruction. When deciding on a technology to use, ask yourself the following two questions:

1. Does it enhance learning?

2. Does it increase the effectiveness of my teaching?

If the answer to both questions is "No," either don't use the tool or allow more time for its implementation to be questioned and evaluated further (SHAPE America - Society of Health and Physical Educators, 2014, pp. 111).

References

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Appendix 3:

Physical Literacy

Physical education contributes to the development of physical literacy, which is defined as an individual having the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for purposeful engagement in physical activity for the development of the whole person throughout their lifespan (adapted from Whitehead, 2013 and Mandigo, Francis, Lodewyk and Lopez, 2012). Beyond creating physically literate individuals, physical education is a subject supporting learning in all academic areas, as evidence affirms participation in physical education improves concentration and memory, increases problem-solving abilities, enhances social and emotional learning, and fosters positive relationships.

Appropriate Practices

SHAPE America has clear guidelines of what is considered developmentally appropriate and inappropriate practices in physical education. These are grouped into 5 different sections:

1. Learning environment
2. Instructional Strategies
3. Curriculum
4. Assessment
5. Professionalism

In order to maximize the opportunities our students have to develop their physical literacy, it is imperative that physical education teachers plan with the following in mind:

- Enjoyable physical education experiences are critical for future physical activity engagement. Activity and exercise should always be framed positively and not used as punishment.
- Structure activities to ensure maximum skill development and practice opportunities (e.g., small sided games, mini activities, stations, modified rules, choice of competitive level).
- Use grouping strategies that are time efficient, ensure equity and recognize the social and emotional needs of students e.g. prepared ahead of class, balance skill/ability levels, gender neutral selection.
- Participation in class and grades are not dependent on changing clothes/ uniform. Every effort should be made to ensure students can move safely (e.g., having shoes available for students to use if their footwear will compromise their safety).
- Learning activities should allow students to learn at their own pace/ level and provide opportunities for choice (level, equipment).
- Ensure students who are unable to physically participate in a given activity are, where possible, provided with accommodations and are still included in the content learning.

- Learning objectives are clearly aligned to targeted standards and performance indicators.
- Identify opportunities to connect instruction and content with community opportunities for physical activity.
- Embed social and emotional learning outcomes into curriculum.
- Develop formative (assessment for learning) and summative (assessment of learning) assessments that inform student progress towards performance indicators.
- Fitness Assessment: See appendix 2 for an in depth description of appropriate practices.

The full document can be viewed at: SHAPE America Appropriate Instructional Practice Guidelines

Growth Mindset

Student attitudes towards learning have an impact on personal growth and achievement. The concept of growth and fixed mindset was first coined by Dr. Carol Dweck and sets a solid foundation for student learning. Dweck states that, "when students believe they can get smarter, they understand that effort makes them stronger." (Dweck, 2006)

There are two types of mindsets: a growth and a fixed mindset. Both mindsets are paradigms through which individuals view their ability and potential to learn and achieve. A growth mindset is when a learner believes that setbacks are part of the growth process and that setbacks allow for greater risk taking and personal growth. A growth mindset contrasts with a fixed mindset, which is the belief that skills and intelligence are set.

Characteristics of Growth vs Fixed Mindsets (Ameet Ranadive, 2016)

Growth Mindset

- Believes that intelligences and talents can be developed
- Believes effort is the path to mastery
- Believes mistakes are part of learning
- Views failure as an opportunity
- Believes failures are temporary
- Embraces challenges
- Welcomes feedback
- View others' successes as inspirational

Fixed Mindset

- Believes intelligence and talents are fixed
- Believes effort is fruitless
- Believes failures are define who they are
- Hides flaws

- Avoids challenges
- Ignores feedback
- Views feedback as personal criticism
- Feels threatened by other's successes

In a kinesthetic classroom, students are presented with opportunities to develop skills while being challenged and encouraged to take risks. In physical education, physical ability can be approached in the same manner as intelligence when students enter the classroom with varied abilities.

Students' attitudes and perceptions during the developmental stages play a significant role in the growth process in learning new motor skills. Therefore, it is vital for physical educators to promote a growth mindset in their learners to help support the moral and social developmental stages of learning.

Purposeful Technology for Learning

Physical education teachers and students have multiple opportunities to implement or utilize various technology tools into the learning environment of their classroom. It is important that the technology resources are used in an intentional, meaningful, purposeful, and engaging, ways that directly enhance the overall learning experiences. Utilizing technology for the sake of using technology is not purposeful or mindful. The ultimate goal is to engage students in high levels of quality physical education activities, and to utilize innovative technology tools when it will help augment student learning and provide a varied approach to delivering instructional content. Physical educators should remember to keep learning as the focal point of all that they do with their students.

Examples of technology used in a physical education include:

Physical Education Apps

- *Timers/Work Out Station Timers*
- *Video Skill Analysis*
- *Human Body*
- *Fitness Workouts, Fitness Dice, Workout Spinners*
- *QR Codes, Virtual Reality*
- *Team Grouping*
- *Whiteboard Programs*
- *Geocaching*

Educator Technology Resources

- *Keynote, PowerPoint, Google Slides*
- *Excel, Google Sheets*
- *Seesaw, Idoceo, Google Classroom, Classroom Dojo*

Assessment Tools
- *Google Form*
- *Plickers/Plagnets*
- *Quizlet*
- *Kahoot*

Wearable Technology
- *Pedometer*
- *Heart Rate Monitors*
- *Smart Watches*

Video Resources
- *YouTube Videos*
- *GIFs*
- *LU Projection System*

Outdoor Pursuits

Outdoor Pursuits are activities that take place in the natural setting and involve skills for traveling from one place to another without using motorized transportation (Ford, Blanchard & Blanchard, 1993, as cited in Steffen, 2010). The selection of activities will be dependent on the environmental opportunities and resources available in the geographical region (SHAPE America, 2014). Many activities can be also be labeled as adventure sports. These activities might include:

- Water based activities: kayaking, canoeing, stand up paddle boarding, sailing, rowing
- Hiking, backpacking, fishing, orienteering or geocaching,
- Ice skating, snowshoeing, downhill or cross country skiing (Nordic and skate skiing)
- Bouldering, rock climbing, traversing or climbing;
- Mountain biking, skateboarding, in-line skating, longboarding
- Ropes courses and adventure activities

A curriculum or unit that features Outdoor Pursuits should emphasize skill development and explicit knowledge pertinent to the specific outdoor activity (Stiehl, Parker & Coulter, 2015).

Aquatics

Availability of pools

Wisconsin has a long history of water based recreational attractions that include, rivers, lakes, waterparks and pools. Wisconsinites swim, water ski, boat, kayak, canoe, surf, sail board, scuba dive and more. For this reason the Wisconsin physical education standards will include aquatics. *It is understood that many school districts do not have access to pools during the school day*. Not all activities in the standards are expected to be implemented in every school in the state. The grade level outcomes for aquatics are included for the schools that *do* have pool access during the school day, but water safety is something that can be covered without a pool and it may be prudent to cover it in elementary PE classes.

Impact of no swim instruction until HS vs K-12

Just as many schools do not have any access to pools during the school day, many elementary and middle schools do not have access to pools but the high schools in their district do. This creates difficulty in determining what the grade specific performance indicators should be.

If a student has had no swim experience until high school, while another student has been a lifelong swimmer, what should the grade level performance indicators be? A 9th grade non-swimmer who takes swimming for the first time may, by then end of the unit, be able to swim the front crawl. This might be something that a lifelong swimmer has been doing for years.

The high school grade level performance indicators focus on basic swim strokes. The intent of the standard is a student will be able to navigate swimming safely as a lifelong activity by the end of high school. All students should be assessed using criteria appropriate to their current level of performance/ learning in aquatics, and not penalized for being at a different stage in their learning journey. If the student progresses quickly, or is a lifelong swimmer, the recommendation is that the instructor use higher levels of the American Red Cross Learn to Swim program to challenge those students.

Lifelong aquatic skills and opportunities to be active

Swimming is a lifelong skill that allows individuals to access other aquatic skills such as: canoeing, kayaking, surfing, scuba diving and others. If schools have the facilities, staffing or partnerships, they are encouraged to create additional classes to allow students to explore these other lifelong activities.

Dance & Rhythmic Activities

The overall focus of dance is to build students' skills and knowledge through multiple opportunities to explore and develop skills and knowledge through four artistic processes: Create, Perform, Respond, and Connect. Each encourages students to be innovative thinkers through the building of artistic literacy, technique, and presentation, and to connect to dance across time and cultures. In addition to the dance and rhythm activities outlined in the WI Physical Education performance indicators, educators should also reference the WI Dance Standards and the National Dance Standards.

The Wisconsin Department of Public Instruction's Standards for Dance provides a foundational framework that identifies what students should know and be able to do in dance. The dance standards may be used for courses focusing on the techniques and knowledge of this art form. To review the standards, click Wisconsin Standards for Dance .

The National Dance Standards:

- Guide student assessment in both content and achievement at grades K-4, 5-8, and 9-12
- Specify what students should know and be able to do in dance at grades 4, 8, and 12 while achievement standards specify the understanding and levels of achievement that students are expected to attain in the competencies at grades 4, 8, and 12
- Speak to quality and accountability
- Help ensure that the study of dance is disciplined and well-focused and that dance instruction has a point of reference for assessing its result

Appendix 4:

Whole School Whole Community Whole Child

A student's overall well-being has a direct impact on how well they learn. To be successful, a child must have their hierarchy needs meet (basic needs, psychological needs, and self-fulfilling needs). This is the basis in which the Whole School, Whole Community, Whole Child (WSCC) model was designed. The CDC and ASCD, worked with leaders from education, health, and public health sectors to unify the Coordinated School Health model and Whole Child Initiative to create this collaborative approach to learning. WSCC was designed to focus on the whole child and help districts, and schools rethink and re-structure their approach to learning and health for each child.

The Whole School, Whole Community, Whole Child (WSCC) model provides a framework that supports greater alignment, integration, and collaboration between overall health and academic success. When the framework has been implemented, it has resulted in reduced absenteeism, reduced discipline issues, improved staff morale, and better academic outcomes. Through the WSCC model, schools, and physical educators in particular, can cohesively foster student success by amplifying good nutrition, learning environments which support mental health, chronic disease management, nutrition, social and emotional learning, and physical activity.

The Comprehensive School Physical Activity Program (CSPAP) is a tool to help schools coordinate physical education programs and encourage children and adolescents to get the daily recommended 60 minutes of physical activity. CSPAP reflects strong coordination and synergy across all of the components: physical education as the foundation; physical activity before, during, and after school; staff involvement; and family and community engagement.

Five Tenets

The WSCC model places the child at the center with five tenets that reflect Maslow's hierarchy of needs. The first two tenets, *healthy* and *safe* provide the foundation that allows a student to be academically *engaged*, *supported*, and *challenged*. These tenets are the desired outcomes for every student.

Policies, Processes, Practices

The foundation to creating and sustaining a learning and health environment, *policies*, *processes*, and *practice* must be addressed. Coordination and collaboration between school boards, administrators, the 10 component areas, and community partners are vital to successful implementation.

Ten Components

As a school and community wide endeavor, there are 10 components which call for greater collaboration across the school, the community, and across sectors to meet the needs and reach the potential of each student. The 10 components include (in order according to ASCD/CDC):

Health Education, Physical Education/PA, Nutrition Environment and Services, Health Services, Counselling, Psychological, and Social Services, Social and Emotional Climate, Physical Environment, Nutrition Environment and Services, Employee Wellness, Family Engagement, and Community Involvement

Community

Though Community Involvement is listed 10th, this does not reflect its level of importance. The model was not designed for schools to implement this approach solo. The community plays a very significant role in assisting schools help meet the desired outcomes. Their support to and collaboration with schools is essential in helping schools acquire resources and can provide leverage necessary for implementation.

Appendix 5

Adapted Physical Education and Universal Design for Learning

Physical Education is an essential curricular component from early childhood through high school. Physical education teachers are uniquely trained to incorporate all learning domains (psychomotor, cognitive, and affective) into activities to enhance student learning. Adapted physical education (APE) is Physical education that has been adapted or modified to meet the unique individual needs of a student with a disability. Federal law (IDEA 2004, P.L. 108-446) states that physical education services, specially designed if necessary, must be made available to every child with a disability receiving a free appropriate public education (FAPE). APE is a service based on a student's individual needs and can take place in a variety of settings, ranging from in-home instruction to inclusion in a general physical education class.

If the student qualifies for APE services, IDEA (2004) mandates the Individualized Education Program (IEP) include the child's present level of performance, APE goals, as well as assessment procedures, placement options, and accommodations necessary for successful participation. Furthermore, to ensure students with disabilities are held to high expectations and standards, the Office of Special Education and Rehabilitative Services (OSERS) issued a Dear Colleague letter in November 2015 stating that IEP goals must be aligned with the state's academic content standards for the grade that child is enrolled with goals modified appropriately based on the student's present level of performance and individual needs. This recommendation that a "standards-based IEP" be developed, safeguards against a child's education plan deviating too far from the general education curriculum. Additionally, individual progress made toward these standards-based IEP goals must be reported to parents/guardians at least as often as parents/guardians of nondisabled students are informed of their child's progress (e.g., quarterly progress reports). Progress monitoring of objective and measurable standards-based IEP goals helps the interdisciplinary team track progress and address concerns about service delivery effectiveness.

Regardless of a student's qualification status classroom planning needs to have intentional, purposeful adjustments and differentiation **for all students that is available for all students**. These areas can address before, during, and after lessons. This is done so students believe they have a chance to be successful. Modern literature such as the OPTIMAL Theory reminds us students benefit from an environment where they have autonomy and where they can focus on their task. When this can happen consistently learners practice better and learn better (Wulf & Lewthwaite, 2016). The Universal Design for Learning Framework gives quality guidance on what intentional preparations can be made to meet the needs of all students. This framework focuses on the areas of engagement, representation, and action & expression. Suggestions for these areas are in the table below:

Engagement

• Require learners to state your class goal, and have it available in multiple forms.
• Provide your students with authentic connections to their interests and cultures. Don't only teach to the athletically inclined.
• Provide options relating to:
  ○ Level of challenge (Increase or decrease)
  ○ Equipment they use
  ○ Time spent on tasks
  ○ Order of the steps they take to achieve a class goal
  ○ Learning tools for a task (paper, audio, video, peer tutor, use of learning scaffolds, types of learning scaffolds)
  ○ Student preference on recognition or lack thereof
• Reinforce a growth mindset with your feedback.
• Routines allow students to consistently start their learning and be focused on their task. Not worrying about how class is starting or where to go for resources when they need help.
• By providing on-task time, limit students' wait time for resources as much as you can.
• In group work, roles & goals are clear.
• In moments where help is needed or students are facing a challenge.
  ○ Students know what resources they have and where to go for help

Representation
• Information should be provided for all in multiple ways as references above in Engagement. • Students should clearly know what key vocabulary and symbols in your learning environment mean. • Resources should be provided for every language that's used in your classroom. • Opportunities for connection to prior learning should be made. • Opportunities for revisiting key areas of learning. • Offer ways of differentiated instruction through progressions and regressions. • Progressively release information to narrow focus on specific learning areas.
Action & Expression
• Provide opportunities to achieve class goals in different ways. • Provide what progress could like (portfolios, graphs, charts, photos). • Provide guides on breaking down long-term goals. • Provide examples of student work.

- Provide assessment checklists or scoring rubrics.
- Differentiate who students go to for help based on their need.
- Differentiate how they receive feedback.
- Differentiate self-Assessment models they can use.
- Help them identify the expected difficulty of a task choice.
- Help them identify what feedback they need.

Adapted from the UDL guidelines from CAST (2018)

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Appendix 6

Aquatics Skills and Safety Table (Based from the American Red Cross Swim Lessons Achievement Booklet)

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Water Safety	• Staying safe around water • Recognizing lifeguards/water watchers • Wear your jacket - demonstrate • Swim with a buddy • Recognizing an emergency • How to call for help - demonstrate • Sun Safety	• Staying safe around water • Wear your jacket - demonstrate • Recognizing an emergency • How to call for help - demonstrate • Sun Safety • Recognize safe and unsafe water conditions before entry • Demonstrate how to properly throw a floating object to someone who is drowning or needs help in the water. • Identify ways to stay safe in and aquatic emergency	• Demonstrate how to properly throw a floating object to someone who is drowning or needs help in the water • Recognize safe and unsafe water conditions before entry • Developing breathing control safely • Making good decisions choosing an exit point	• Demonstrate how to properly reach assist or throw a floating assist object • Recognizing recreational water illnesses • Recognize safe and unsafe water conditions before entry	• How to call for help and the importance of knowing first aid and CPR • Recognizing recreational water illnesses • Demonstrate how to properly reach assist or throw a floating assist object • Recognize safe and unsafe water conditions before entry • Recognize indicators of swimmer fatigue and unsafe water conditions • Explain how to stay safe at a waterpark and waterfront	• Boating safety • Recognize indicators of swimmer fatigue and unsafe water conditions • Swim with a buddy • Recognize safe and unsafe water conditions before entry • Recognize the dangers of pool and spa drains • Recognize the dangers of hyperventilation and extended breath-holding
Skills	• Enter and exit water using a ramp, steps, or slide • Blow bubbles • Bobbing underwater • Open eyes underwater and retrieve an submerged object • Front glide and recover to standing position • Back float • Roll from front to back and back to front	• Step or jump from side to shoulder-deep water • Exit water from ladder, step, or side • Fully submerge and hold breath under water • Bobbing 10 times underwater • Open eyes underwater and retrieve submerged object • Rotary breathing • Front, jellyfish and	• Jump into deep water from the side, submerge, return to the surface and then to the side. • Headfirst entry from the side in seated and kneeling positions. • Bobbing while moving to safety • Rotary breathing • Survival float for time • Back float for time • Tread water for time • Change from vertical to horizontal position	• Headfirst entry in compact and stride position • Feet First surface dive • Swim underwater • Tread water, using 2 different kicks • Survival swimming for time • Front crawl, elementary backstroke, breaststroke, back crawl, butterfly and sidestroke for	• Shallow-angle dive into deep water • Tuck and pike surface dives • Tread water for time • Tread water, using legs only for time • Sculling for time • Front crawl, elementary backstroke, breaststroke, back crawl, butterfly and sidestroke for distance	• Surface dive and retrieve object from the bottom, 7-10 feet deep • Front crawl, elementary backstroke, breaststroke, back crawl, butterfly, and sidestroke, for distance • Demonstrate open turns and front and back flip turns when swimming

	• Treading water arm and hand actions • Alternating and simultaneous leg and arm actions on back and front. • Combine arm and leg actions on front and back	tuck float for time • Front and back glide and recover to vertical position • Back float for time • Roll from front to back and back to front • Tread water for time • Change direction of travel while swimming on front and back • Combined arm and leg actions on front and back • Finning arm action on back	on front and back • Push off in a streamlined position on front, then begin kicking • Swim front crawl and backstroke for 15 yards • Flutter, scissors, breaststroke, and dolphin kicks	distance • Open turns on front and back • Flutter and dolphin kicks on back • Push off in streamlined position on back, then begin kicking	• Front flip turn • Backstroke flip turn	
Skill Assessment	• Enter independently, using either ramp, steps, or side travel at least 5 yards, bob 5 times then safely exit the water • Glide on front at least 2 body lengths, roll to a back float for 5 seconds, then recover to a vertical position (can be performed with assistance	• Step from the side into chest deep water, push off the bottom, move into a treading or floating position for at least 15 seconds, swim on front and/or back for 5 body lengths, then exit the water • Move into the back float for 15 seconds, roll to the front then recover to a vertical position • Push off and swim using combined arm and leg actions on front for 5 body lengths, roll to back float for 15 seconds, roll to front, then continue swimming for at least 5 body lengths	• Jump into deep water from the side, recover to surface maintain position by treading or floating for 1 minute, rotate one full turn then turn as necessary to orient to the exit point, level off, swim front crawl and elementary backstroke for ___ yards, then exit water • Push off in a streamlined position, then swim front crawl for 15 yards, change position and direction as necessary, swim elementary backstroke for 15 yards, then exit the water	• Perform a feet first entry into deep water, swim front crawl for 25 yards change direction and position as necessary and swim elementary backstroke for 25 yards • Swim backstroke for 15 yards, change direction and position as necessary and swim back crawl for 15 yards • Submerge and swim a distance of 3 to 5 body lengths underwater return to the surface, then exit the water	• Perform a shallow-angle dive into deep water at least 9 feet deep, swim front crawl for 25 yards, then swim elementary backstroke for 25 yards using appropriate turning styles throughout • Swim backstroke for 25 yards, change direction of travel as necessary and then swim back crawl for 25 yards using appropriate and efficient turning styles throughout	• Proficiency in Personal Water Safety • Swim 500 yards • Jump into deep water survival float 5 minutes • Feet first surface dive retrieve object 7-10 feet • Fundamentals of Diving 2 foot take off of diving board feet first entry and head first entry. (1 meter board) • Fitness Swimming Cooper 12 minute swim test