

Grades 9, 10, 11, 12

Adopted 2016

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

L1. Demonstrates competency in two or more categories for lifetime activities. Categories: (Aerobic/cardiovascular activities, outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). [PE.1.HS.1.L1](#)

L2. Refines activity-specific movement skills in one or more lifetime activities (Aerobic/cardiovascular activities, outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games) [PE.1.HS.1.L2](#)

L1. Demonstrates competency in rhythmic activities used in cultural and social occasions, or demonstrates competency in one form of rhythmic activities (e.g., ballet, modern, hip hop, tap, tabata, step aerobics, cardio drumming, vinyasa yoga, zumba, etc). [PE.1.HS.2.L1](#)

L2. Demonstrates competency is a form of rhythmic activities by choreographing a rhythmic activities or by giving a performance. [PE.1.HS.2.L2](#)

L1. Demonstrates competency of specialized skills in health-related fitness activities through addressing 1 or more components of fitness. Components of fitness include: muscular strength, muscular endurance, cardiovascular-respiratory endurance, body composition, and flexibility. [PE.1.HS.3.L1](#)

L2. Demonstrates competency of specialized skills in health-related fitness activities through addressing 2 or more components of fitness. Components of fitness include: muscular strength, muscular endurance, cardiovascular-respiratory endurance, body composition, and flexibility. [PE.1.HS.3.L2](#)

The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

L1. Identifies and defines the terminology associated with aerobic/cardio-respiratory activities, outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games. [PE.2.HS.1.L1](#)

L2. Understands and applies the terminology associated with aerobic/cardio-respiratory activities, outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games. [PE.2.HS.1.L2](#)

L1. Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a self-selected skill. [PE.2.HS.2.L1](#)

L2. Describes the speed/accuracy trade-off in a self-selected skill. [PE.2.HS.2.L2](#)

L3. Creates a practice plan to improve performance for a self-selected skill. PE.2.HS.3.L3

L2. Identifies the stages of learning a motor skill (e.g. cognitive (verbal), associative, and autonomous). PE.2.HS.3.L2

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

L1. Discusses the benefits of a physically active lifestyle. PE.3.HS.1.L1

L2. Create and implement a plan to be physically active 60 minutes a day. PE.3.HS.1.L2

L1. Evaluates activities that can be pursued in the local environment based on social support network and participation requirements. PE.3.HS.2.L1

L2. If the outcome was not achieved in Level 1, it should be a focus in Level 2. PE.3.HS.2.L2

L1. Understand the ways in which personal characteristics, performance styles, and activity preferences will change over the life span as it relates to physical activity. PE.3.HS.3.L1

L2. Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings. PE.3.HS.3.L2

L1. Participates several times a week in a self-selected lifetime activity, rhythmic activities or fitness activity outside of the school day. PE.3.HS.4.L1

L2. Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event). PE.3.HS.4.L2

L1. Identifies strength and conditioning exercises that develops balance and opposing muscle groups (agonist-antagonist) and supports a healthy, active lifestyle. PE.3.HS.5.L1

L2. Designs and implements a strength and conditioning program that develops balance and opposing muscle groups (agonist-antagonist) and supports a healthy, active lifestyle. PE.3.HS.5.L2

L1. Identifies 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.3.HS.6.L1

L2. Identifies the structure of skeletal muscle and fiber types as they relate to muscle development. PE.3.HS.6.L2

L1. Calculates target heart rate and applies that information to personal fitness plan to understand rate of perceived exertion. PE.3.HS.7.L1

L2. Adjusts pacing to keep heart rate in the target zone, using technology (e.g., pedometer, heart rate monitor) if available, to self-monitor aerobic intensity. PE.3.HS.7.L2

L1. Understand the meaning of physical fitness and design a personal fitness program, including all components of health-related fitness for post physical education class. PE.3.HS.8.L1

L2. Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals. PE.3.HS.8.L2

The physically literate individual exhibits responsible personal and social behavior that respects self and others.

L1. Understands personal factors and barriers that impact participation. PE.4.HS.1.L1

L2. Employs effective self-management skills to evaluate personal factors and barriers that impact participation and modifies physical activity patterns, as needed. PE.4.HS.1.L2

L1. Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity. PE.4.HS.2.L1

L2. Apply conflict resolution strategies in appropriate ways and analyze potential consequences when confronted with unsportsmanlike behavior. PE.4.HS.2.L2

L1. Uses communication skills and strategies that promote team/group dynamics. PE.4.HS.3.L1

L2. Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting PE.4.HS.3.L2

L1. Demonstrate respect for all individual differences, including gender, ethnicity, and physical ability during physical activity. PE.4.HS.4.L1

L2. Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. PE.4.HS.4.L2

L1. Applies best practices for participating safely in physical activity and exercise (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). PE.4.HS.5.L1

L2. If the outcome was not achieved in Level 1, it should be a focus in Level 2. PE.4.HS.5.L2

The physically literate individual recognizes the value of physical

L1. Analyzes the health benefits of a self-selected physical activity. PE.5.HS.1.L1

activity for health, enjoyment, challenge, self-expression and/or social interaction.

L2. If the outcome was not achieved in Level 1, it should be a focus in Level

2. PE.5.HS.1.L2

L1. Challenge is a focus in level 2. PE.5.HS.2.L1

L2. Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. PE.5.HS.2.L2