South Carolina Physical Education

Elementary

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

1.1 Locomotor

Novice

A. Travel with control forward and sideways by identifying a variety of locomotor skills (walk, run, jump, hop, gallop, slide, skip, leap) in general space while avoiding contact with others. E.N.1.1.A

B. Demonstrate mature form in most locomotor skills (walking, running, jumping, hopping, galloping, sliding, skipping, leaping) and changing directions in response to a signal or obstacle. E.N.1.1.B

Novice Support Levels

SL1. Travel with control forward OR sideways by identifying at least 3 locomotor skills (walk, run, jump, hop, gallop, slide, skip, leap) in general space while avoiding contact with others. E.N.1.1.A.SL1

SL2. Travel with control forward OR sideways by identifying at least 1 (walk, run, jump, hop, gallop, slide, skip, leap) in general space while avoiding contact with others. E.N.1.1.A.SL2

SL1. Demonstrate mature form in at least 3 locomotor skills (including walking, running, jumping, hopping, galloping, sliding, skipping, and leaping) and changing directions in response to a signal or obstacle. E.N.1.1.B.SL1

2. Demonstrate rudimentary form in at least 1 locomotor skills (including walking, running, jumping, hopping, galloping, sliding, skipping, and leaping) and change a direction. E.N.1.1.B.SL.2

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Intermediate

A. Demonstrate mature form in all locomotor skills while using smooth transitions between combinations of all locomotor skills. Example: walking to running, galloping to skipping. E.I.1.1.A

B. Demonstrate mature form in all locomotor skills while using smooth transitions between combinations of all locomotor skills in a variety of directions and environments. Example: performing a locomotor sequence. E.I.1.1.B

Intermediate Support Levels

SL1. Demonstrate mature form in at least 3 locomotor skills while using a transition between combinations of selected locomotor skills. E.I.1.1.A.SL1

SL2. Demonstrate rudimentary form in at least 2 locomotor skills while using a transition between 2 selected locomotor skills. E.I.1.1.A.SL2

SL1. Demonstrate mature form in all locomotor skills while using smooth transitions between combinations of at least 3 locomotor skills in at least 2 directions. E.I.1.1.B.SL1

2. Demonstrate rudimentary form in at least 3 locomotor skills while using a transition between combinations of at least 2 locomotor skills in any direction. E.I.1.1.B.SL.2

Advanced

A. Demonstrate mature form in all locomotor skills while combining manipulative skills in simple environments. Example: dribbling a soccer ball while running. E.A.1.1.A

B. Demonstrate mature form in all locomotor skills while combining manipulative skills in modified game play. Example: dribbling a soccer ball while running with a defensive player. E.A.1.1.B

Advanced Support Levels

SL1. Demonstrate mature form in all locomotor skills while combining at least 1 manipulative skill. E.A.1.1.A.SL1

SL2. Demonstrate mature form in at least 3 locomotor skills while combining at least 1 manipulative skill. E.A.1.1.A.SL2

SL1. Demonstrate mature form in all locomotor skills while combining at least 2 manipulative skills in modified game play. E.A.1.1.B.SL1

SL2. Demonstrate mature form in all locomotor skills while combining a manipulative skill in modified game play. E.A.1.1.B.SL2

1.2 Non-Locomotor/Stability

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Novice

A. Support body weight on a variety of body parts while maintaining control. Example: holding balance still for 3 seconds. E.N.1.2.A

B. Demonstrate controlled balancing and rolling movements. Example: performing a teacher led sequence. E.N.1.2.B

Novice Support Levels

SL1. Demonstrate controlled balancing and/or rolling movements with assistance (physical or visual) E.N.1.2.A.SL1

SL2. Demonstrate balancing and/or rolling movements with assistance (physical or visual). E.N.1.2.A.SL2

SL1. Demonstrate controlled balancing and/or rolling movements with assistance (physical or visual). E.N.1.2.B.SL1

SL2. Demonstrate balancing and/or rolling movements with assistance (physical or visual). E.N.1.2.B.SL2

Intermediate

A. Demonstrate controlled balancing and rolling movements,into a sequence with a clear beginning and ending. Example: Stork- stand balance, to a forward roll, to a knee scale balance finish. E.I.1.2.A

B. Demonstrate controlled balancing, rolling, and traveling, movements using smooth transitions with or without equipment. Example: traveling on a balance beam. E.I.1.2.B

Intermediate Support Levels

SL1. Demonstrate controlled balancing and/or rolling movements, into a sequence with a clear beginning and ending with assistance (physical, visual, or verbal). E.I.1.2.A.SL1

SL2. Demonstrate balancing and/or rolling movements in a combination with assistance (physical, visual, or verbal) (e.g. holding hand for stork-stand balance, verbal cue when to transition into a roll). E.I.1.2.A.SL2

SL1. Demonstrate controlled balancing, rolling, and traveling movements using transitions with or without equipment with assistance (physical, visual, or verbal) (e.g. traveling on a balance beam with hand-held support, verbal cueing arms out, eyes up). E.I.1.2.B.SL1

SL2. Demonstrate controlled balancing, or rolling, and traveling movements with assistance (physical, visual, or verbal). Example: traveling on a balance beam with hand-held support, verbal cueing arms out, eyes up. E.I.1.2.B.SL2

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Advanced

A. Demonstrate controlled movements including extension and supporting body weight on the hands. Example: cartwheels, handstands. E.A.1.2.A

B. Apply movement concepts to a logical sequence. Create and perform sequence including a variety of stability skills with and without equipment. Example: transition from one skill to another smoothly and without hesitation. E.A.1.2.B

Advanced Support Levels

SL1. Demonstrate controlled movements including extension and supporting body weight on the hands with assistance (physical or visual) E.A.1.2.A.SL1

SL2. Attempt a controlled movement including extension and supporting body weight on the hands with assistance (physical or visual). E.A.1.2.A.SL2

SL1. Demonstrate and identify movement concepts with a logical sequence with assistance (physical, visual, or verbal). E.A.1.2.B.SL1

SL2. Demonstrate movement concepts with a logical sequence with assistance (physical, visual, or verbal). E.A.1.2.B.SL2

1.3 Dance

Novice

A. Perform along with a teacher-led dance. E.N.1.3.A

B. Perform teacher-led dance, demonstrating beat awareness. E.N.1.3.B

Novice Support Levels

SL1. Perform along with a teacher-led dance with prompting (physical, visual, or verbal). E.N.1.3.A.SL1

SL2. Perform along with a teacher-led dance with physical assistance. E.N.1.3.A.SL2

SL1. Perform teacher-led dance, demonstrating beat awareness with assistance (physical, visual, or verbal). Example: hand over hand clapping to the beat. E.N.1.3.B.SL1

SL2. Demonstrate beat awareness with assistance (physical, visual, or verbal). E.N.1.3.B.SL2

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Intermediate

A. Perform simple dance and/or movement sequences to music demonstrating beat awareness. E.I.1.3.A

B. Perform dance using movement concepts in creative ways in rhythm to the music. E.I.1.3.B

Intermediate Support Levels

SL1. Perform simple dance and/or movement sequences to music demonstrating beat awareness with assistance (physical, visual, or verbal). E.I.1.3.A.SL1

SL2. Perform a movement sequence to music demonstrating beat awareness with assistance (physical, visual, or verbal). E.I.1.3.A.SL2

SL1. Perform a simple dance using movement concepts in rhythm to the music. E.I.1.3.B.SL1

SL2. Perform a simple dance using movement concepts in rhythm to the music with assistance (physical, visual, or verbal). E.I.1.3.B.SL2

Advanced

A. Perform dance in rhythm with a group or partner. E.A.1.3.A

B. Apply, create, and perform an age- appropriate dance in rhythm to music. E.A.1.3.B

Advanced Support Levels

SL1. Perform dance with a group or partner. E.A.1.3.A.SL1

SL2. Perform dance with a group or partner with assistance (physical, visual, or verbal). E.A.1.3.A.SL2

SL1. Apply, create, and perform an age- appropriate dance in rhythm to music with assistance (physical, visual, or verbal). E.A.1.3.B.SL1

SL2. Perform an age-appropriate dance to music with assistance (physical, visual, or verbal). E.A.1.3.B.SL2

1.4 Toss

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Novice

A. Toss in simple conditions. Example: toss and catch a ball to self and stay in personal space. E.N.1.4.A

B. Toss using some elements of a mature form emphasizing a step with the opposite foot forward. Example: toss to partner, toss to wall. E.N.1.4.B

Novice Support Levels

SL1. Toss in simple conditions. E.N.1.4.A.SL1

SL2. Toss in simple conditions with assistance (physical, visual, or verbal). E.N.1.4.A.SL2

SL1. Toss using at least 1 element of a mature form. E.N.1.4.B.SL1

SL2. Toss using at least 1 element of a mature form with assistance (physical, visual, or verbal). E.N.1.4.B.SL2

Intermediate

A. Toss an object underhand using all elements of mature form. E.I.1.4.A

B. Toss an object underhand using mature form at a target from a variety of distances. E.I.1.4.B

C. Throw an object using some elements of mature form to a large target. E.I.1.4.C

Intermediate Support Levels

SL1. Toss an object underhand using some elements of a mature form emphasizing a step with the opposite foot forward. E.I.1.4.A.SL1

SL2. Toss an object underhand using at least 1 element of a mature form. E.I.1.4.A.SL2

SL1. Toss an object underhand using mature form at a target from a variety of distances with assistance (physical, visual, or verbal). E.I.1.4.B.SL1

SL2. Toss an object underhand using at least 2 elements of mature form at a target from at least 1 specified distance with assistance (physical, visual, or verbal). E.I.1.4.B.SL2

SL1. Throw an object using some elements of a mature form emphasizing a step with the opposite foot forward. E.I.1.4.C.SL1

SL2. Throw an object using at least 1 element of a mature form. E.I.1.4.C.SL2

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Advanced

A. Toss an object underhand using mature form with force to hit a target with reasonable accuracy. E.A.1.4.A

B. Toss an object underhand using mature form in modified game play. E.A.1.4.B

Advanced Support Levels

SL1. Toss an object underhand using mature form with force towards a target. E.A.1.4.A.SL1

SL2. Toss an object underhand using mature form with force towards a target with assistance (physical, visual, or verbal). E.A.1.4.A.SL2

SL1. Toss an object underhand in modified game play. E.A.1.4.B.SL1

SL2. Toss an object underhand in modified game play with assistance (physical, visual, or verbal). E.A.1.4.B.SL2

1.5 Catch

Novice

5. Catch a self-tossed and partner – tossed object using some elements of mature form. E.N.1.5

Novice Support Levels

SL1. Catch a teacher-tossed object in simple conditions. E.N.1.5.SL1

SL2. Catch in simple conditions with assistance (physical, visual, or verbal). E.N.1.5.SL2

Intermediate

5. Move to receive and catch a self-tossed and partner-tossed object using all elements of mature form. E.I.1.5

Intermediate Support Levels

SL1. Catch a self-tossed and partner- tossed object using some elements of mature form with assistance (physical, visual, or verbal). E.I.1.5.SL1

SL2. Catch a self-tossed and partner- tossed object with assistance (physical, visual, or verbal). E.I.1.5.SL2

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Advanced

A. Catch an object with mature form from a variety of levels. E.A.1.5.A

B. Catch an object using mature form in modified game play. E.A.1.5.B

Advanced Support Levels

SL1. Catch an object with mature form from a variety of levels with assistance (physical, visual, or verbal). E.A.1.5.A.SL1

SL2. Catch an object with mature form from at least 1 level with assistance (physical, visual, or verbal). E.A.1.5.A.SL2

SL1. Catch an object using mature form in modified game play. E.A.1.5.B.SL1

SL2. Catch an object using mature form in modified game play with assistance (physical, visual, or verbal). E.A.1.5.B.SL2

1.6 Overhand Throw

Novice

6. Throw a hand-sized ball overhand with force for distance (simple conditions). E.N.1.6

Novice Support Levels

SL1. Throw in simple conditions with prompting (physical, visual, or verbal). E.N.1.6.A.SL1

SL2. Throw in simple conditions with assistance (physical, visual, or verbal). E.N.1.6.A.SL2

Intermediate

6. Throw using some elements of a mature form, emphasizing a step with the opposite foot forward. E.I.1.6

Intermediate Support Levels

SL1. Throw using some elements of a mature form, emphasizing a step with the opposite foot forward with prompting (physical, visual, or verbal). E.I.1.6.SL1

SL2. Throw using some elements of a mature form, emphasizing a step with the opposite foot forward with assistance (physical, visual, or verbal). E.I.1.6.SL2

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Advanced

A. Throw an object using all elements of mature form to a partner. E.A.1.6.A

B. Throw an object with mature form to a target with reasonable accuracy in modified game play. E.A.1.6.B

Advanced Support Levels

SL1. Throw an object using all elements of mature form with prompting (physical, visual, or verbal). E.A.1.6.A.SL1

SL2. Throw an object using all elements of mature form with assistance (physical, visual, or verbal). E.A.1.6.A.SL2

SL1. Throw an object with mature form towards a target in modified game play. E.A.1.6.B.SL1

SL2. Throw an object with mature form towards a target in modified game play with assistance (physical, visual, or verbal). E.A.1.6.B.SL2

1.7 Kick

Novice

A. Kick a stationary ball from a stationary starting position. E.N.1.7.A

B. Approach a stationary ball and kick the ball forward by planting with non-dominant foot and kicking with dominant foot. E.N.1.7.B

Novice Support Levels

SL1. Kick a stationary ball from a stationary starting position with prompting (physical, visual, or verbal). E.N.1.7.A.SL1

SL2. Kick a stationary ball from a stationary starting position with assistance (physical, visual, or verbal). E.N.1.7.A.SL2

SL1. Approach a stationary ball and kick the ball forward. E.N.1.7.B.SL1

SL2. Approach a stationary ball and kick the ball forward with prompting or assistance (physical, visual, or verbal). E.N.1.7.B.SL2

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Intermediate

A. Adapt kicking to simple, changing environments. Example: kicking a moving ball with either foot showing a transfer of weight. E.I.1.7.A

B. Kick using some elements of a mature form. E.I.1.7.B

C. Kick/pass a ball to a stationary and moving partner. E.1.7.C

Intermediate Support Levels

SL1. Adapt kicking to simple, changing environments with preferred foot. E.I.1.7.A.SL1

SL2. Adapt kicking to simple, changing environments with preferred foot with assistance (physical, visual, or verbal). E.I.1.7.A.SL2

SL1. Kick using some elements of a mature form with prompting (physical, visual, or verbal). E.I.1.7.B.SL1

SL2. Kick using some elements of a mature form with assistance (physical, visual, or verbal). E.I.1.7.B.SL2

SL1. Kick/pass a ball to a stationary partner with prompting (physical, visual, or verbal). E.1.7.C.SL1

SL2. Kick/pass a ball to a stationary partner with assistance (physical, visual, or verbal). E.1.7.C.SL2

Advanced

A. Kick using all elements of mature form to a partner. E.A.1.7.A

B. Combine kicking with dribbling and passing in modified game play. E.A.1.7.B

Advanced Support Levels

SL1. Kick using all elements of mature form to a partner with prompting (physical, visual, or verbal). E.A.1.7.A.SL1

SL2. Kick using some elements of mature form to a partner with assistance (physical, visual, or verbal). E.A.1.7.A.SL2

SL1. Combine kicking and passing in modified game play with prompting (physical, visual, or verbal). E.A.1.7.B.SL1

SL2. Combine kicking and passing in modified game play with assistance (physical, visual, or verbal). E.A.1.7.B.SL2

1.8 Hand Dribble

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Novice

A. Dribble a ball with one hand in a stationary position. E.N.1.8.A

B. Dribble continuously with dominant hand while moving in general space. E.N.1.8.B

Novice Support Levels

SL1. Dribble a ball with two hands in a stationary position with or without prompting (physical, visual, or verbal). E.N.1.8.A.SL1

SL2. Bounce and catch a ball with two hands in a stationary position with prompting or assistance (physical, visual, or verbal). E.N.1.8.A.SL2

SL1. Dribble a ball with one hand in a stationary position with prompting or assistance (physical, visual, or verbal). E.N.1.8.B.SL1

SL2. Dribble a ball with two hands in a stationary position with prompting or assistance (physical, visual, or verbal). E.N.1.8.B.SL2

Intermediate

A. Dribble continuously with dominant and non-dominant hand while moving in general space at different speeds. E.I.1.8.A

B. Dribble continuously with dominant and non-dominant hand while moving and changing directions. E.I.1.8.B

C. Dribble and pass to a partner on the move. E.I.1.8.C

Intermediate Support Levels

SL1. Dribble continuously while moving in general space with prompting (physical, visual, or verbal). E.I.1.8.A.SL1

SL2. Dribble with one hand while moving in general space with prompting or assistance (physical, visual, or verbal). E.I.1.8.A.SL2

SL1. Dribble continuously while moving and changing directions with prompting (physical, visual, or verbal). E.I.1.8.B.SL1

SL2. Dribble continuously while moving with assistance (physical, visual, or verbal). E.I.1.8.B.SL2

SL1. Dribble and pass to a partner with prompting (physical, visual, or verbal). E.I.1.8.C.SL1

SL2. Dribble and pass to a partner with assistance (physical, visual, or verbal). E.I.1.8.C.SL2

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Advanced

A. Dribble continuously with dominant and non-dominant hand in complex environments. Example: changing directions, dribbling around other people. E.A.1.8.A

B. Combine dribbling with passing in modified game play. E.A.1.8.B

Advanced Support Levels

SL1. Dribble continuously in complex environments with prompting (physical, visual, or verbal). E.A.1.8.A.SL1

SL2. Dribble continuously in complex environments with assistance (physical, visual, or verbal). E.A.1.8.A.SL2

SL1. Combine dribbling with passing in modified game play with prompting (physical, visual, or verbal). E.A.1.8.B.SL1

SL2. Combine dribbling with passing in modified game play with assistance (physical, visual, or verbal). E.A.1.8.B.SL2

1.9 Hand Pass

Novice

9. Pass a variety of different balls using an overhand or underhand toss using appropriate speed and force to a partner in simple conditions. E.N.1.9

Novice Support Levels

SL1. Pass a variety of different balls using an overhand or underhand toss in simple conditions with prompting (physical, visual, or verbal). E.N.1.9.SL1

SL2. Pass a variety of different balls using an overhand or underhand toss in simple conditions with assistance (physical, visual, or verbal). E.N.1.9.SL2

Intermediate

9. Use a variety of passes (overhead, underhand, side arm, chest pass, bounce pass) with hands to a stationary and moving partner using some elements of mature form. E.I.1.9

Intermediate Support Levels

SL1. Use a variety of passes (overhead, underhand, side arm, chest pass, bounce pass) with hands to a stationary partner with prompting (physical, visual, or verbal). E.I.1.9.SL1

SL2. Use a variety of passes (overhead, underhand, side arm, chest pass, bounce pass) with hands to a stationary partner with assistance (physical, visual, or verbal). E.I.1.9.SL2

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Advanced

A. Pass a variety of objects with hands using mature form to a moving partner. E.A.1.9.A

B. Pass with hands using mature form of the appropriate skill in modified game play. E.A.1.9.B

Advanced Support Levels

SL1. Pass a variety of objects using mature form to a moving partner with prompting (physical, visual, or verbal). E.A.1.9.A.SL1

SL2. Pass a variety of objects using some elements of mature form to a moving partner with assistance (physical, visual, or verbal). E.A.1.9.A.SL2

SL1. Pass with hands using mature form in modified game play with prompting (physical, visual, or verbal). E.A.1.9.B.SL1

SL2. Pass with hands using mature form in modified game play with assistance (physical, visual, or verbal). E.A.1.9.B.SL2

1.10 Foot Dribble

Novice

10. Dribble a ball forward with soft taps using the insides of the feet in self-space. E.N.1.10

Novice Support Levels

SL1. Dribble a ball with soft taps using the insides of the feet from a stationary position with or without prompting (physical, visual, or verbal). E.N.1.10.A.SL1

SL2. Dribble a ball with soft taps using the insides of the feet from a stationary position with assistance (physical, visual, or verbal). E.N.1.10.A.SL2

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Intermediate

A. Dribble a ball forward using insides and outsides of feet while keeping the ball within two steps. E.I.1.10.A

B. Dribble a ball using insides and outsides of feet, keeping the ball within two steps, while jogging. E.I.1.10.B

Intermediate Support Levels

SL1. Dribble a ball forward using the insides of the feet while walking in general space with or without prompting (physical, visual, or verbal). E.I.1.10.A.SL1

SL2. Dribble a ball forward using the insides of the feet while walking in general space with assistance (physical, visual, or verbal). E.I.1.10.A.SL2

SL1. Dribble a ball forward using insides and outsides of feet while keeping the ball within two steps while moving with prompting (physical, visual, or verbal). E.I.1.10.B.SL1

SL2. Dribble a ball forward using insides and outsides of feet while keeping the ball moving with assistance (physical, visual, or verbal). E.I.1.10.B.SL2

Advanced

A. Dribble a ball using insides and outsides of feet, keeping the ball within two steps, with changing speeds, pathways, and/or directions. E.A.1.10.A

B. Combine foot dribbling with passing and kicking in modified game play. E.A.1.10.B

Advanced Support Levels

SL1. Dribble a ball using insides and outsides of feet with at least one of the following: changing speeds, pathways, or directions. Skill can be performed with or without prompting (physical, visual, or verbal). E.A.1.10.A.SL1

SL2. Dribble a ball using insides and outsides of feet with at least one of the following: changing speeds, pathways, or directions. Skill can be performed with assistance (physical, visual, or verbal). E.A.1.10.A.SL2

SL1. Combine foot dribbling with either passing or kicking in modified game play with prompting (physical, visual, or verbal). E.A.1.10.B.SL1

SL2. Combine foot dribbling with either passing or kicking in modified game play with assistance (physical, visual, or verbal). E.A.1.10.B.SL2

1.11 Foot Pass & Receive

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Novice

11. Pass and receive a ball with feet stationary using appropriate speed and force. E.N.1.11

    Novice Support Levels

    SL1. Pass and/or receive with feet in simple conditions with prompting (physical, visual, or verbal). E.N.1.11.SL1

    SL2. Pass and/or receive with feet in simple conditions with assistance (physical, visual, or verbal). E.N.1.11.SL2

Intermediate

11. Pass and receive with feet to a partner continuously using all elements of mature form on the move. E.I.1.11

    Intermediate Support Levels

    SL1. Pass and receive with feet to a stationary partner using some elements of mature form with prompting (physical, visual, or verbal). E.I.1.11.SL1

    SL2. Pass and receive with feet to a stationary partner using some elements of mature form with assistance (physical, visual, or verbal). E.I.1.11.SL2

Advanced

11. Pass and receive with feet using mature form in modified game play. E.A.1.11

    Advanced Support Levels

    SL1. Pass and receive with feet using mature form in modified game play with prompting (physical, visual, or verbal). E.A.1.11.SL1

    SL2. Pass and receive with feet using mature form in modified game play with assistance (physical, visual, or verbal). E.A.1.11.SL2

1.12 Volley/Strike (hands & arms)

Novice

12. Use a strike-bounce-catch/strike pattern to keep a small and medium-sized ball going in self-space E.N.1.12

    Novice Support Levels

    SL1. Use a strike-bounce- catch/strike pattern to keep a small and/or medium-sized ball going in self-space with prompting (physical, visual, or verbal). E.N.1.12.SL1

    SL2. Use a strike-bounce- catch/strike pattern to keep a small and/or medium-sized ball going in self-space with assistance (physical, visual, or verbal). E.N.1.12.SL2

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Intermediate

A. Volley/Strike with hands and arms to a stationary partner or wall using some elements of mature form. E.I.1.12.A

B. Volley/Strike with hands and arms to a partner continuously with and without a bounce using all elements of mature form. E.I.1.12.B

Intermediate Support Levels

SL1. Volley/Strike with hands and arms to a stationary partner with prompting (physical, visual, or verbal). E.I.1.12.A.SL1

SL2. Volley/Strike with hands and arms to a stationary partner with assistance (physical, visual, or verbal). E.I.1.12.A.SL2

SL1. Volley/Strike with hands and arms to a partner continuously using some elements of mature form with prompting (physical, visual, or verbal). E.I.1.12.B.SL1

SL2. Volley/Strike with hands and arms to a partner continuously using some elements of mature form with assistance (physical, visual, or verbal). E.I.1.12.B.SL2

Advanced

A. Volley/Strike with hands and arms using mature form to a moving partner. E.A.1.12.A

B. Volley/Strike with hands and arms using mature form in modified game play. E.A.1.12.B

Advanced Support Levels

SL1. Volley/Strike with hands and arms using mature form to a moving partner with prompting (physical, visual, or verbal). E.A.1.12.A.SL1

SL2. Volley/Strike with hands and arms using some elements of mature form to a moving partner with assistance (physical, visual, or verbal). E.A.1.12.A.SL2

SL1. Volley/Strike with hands and arms using mature form in modified game play with prompting (physical, visual, or verbal). E.A.1.12.B.SL1

SL2. Volley/Strike with hands and arms using mature form in modified game play with assistance (physical, visual, or verbal). E.A.1.12.B.SL2

1.13 Striking with Implement

Novice

13. Strike a ball with a racket/paddle using a strike-bounce-strike pattern in self-space. E.N.1.13

Novice Support Levels

SL1. Strike a ball with a racket/paddle using a strike-bounce-strike pattern in self-space with prompting (physical, visual, or verbal). E.N.1.13.SL1

SL2. Strike a ball with a racket/paddle using a strike-bounce-strike pattern in self-space with assistance (physical, visual, or verbal). E.N.1.13.SL2

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Intermediate

A. Strike a ball with an implement using a strike-bounce-strike pattern continuously against the wall or to a partner E.I.1.13.A

B. Hit a ball off a tee or cone with a bat using correct grip and body alignment. E.I.1.13.B

C. Pass a ball to a stationary and moving partner using a hockey stick. E.I.1.13.C

Intermediate Support Levels

SL1. Strike a ball with an implement using a strike-bounce-strike pattern continuously against the wall or to a partner with prompting (physical, visual, or verbal). E.I.1.13.A.SL1

SL2. Strike a ball with an implement using a strike-bounce-strike pattern continuously against the wall or to a partner with assistance (physical, visual, or verbal). E.I.1.13.A.SL2

SL1. Hit a ball off a tee with a bat with prompting (physical, visual, or verbal). E.I.1.13.B.SL1

SL2. Hit a ball off a tee with a bat with assistance (physical, visual, or verbal). E.I.1.13.B.SL2

SL1. Pass a ball to a stationary partner using a hockey stick with prompting (physical, visual, or verbal). E.N.1.13.C.SL1

SL2. Pass a ball to a stationary partner using a hockey stick with assistance (physical, visual, or verbal). E.N.1.13.C.SL2

Advanced

13. Strike with implement using mature form in modified game play across a net. E.A.1.13

Advanced Support Levels

SL1. Strike with implement using mature form to a moving partner with prompting (physical, visual, or verbal). E.A.1.13.SL1

SL2. Strike with implement using some elements of mature form to a moving partner with assistance (physical, visual, or verbal). E.A.1.13.SL2

1.14 Jump Rope

Skip to main content

Novice

A. Execute a single jump with a self-turned rope. E.N.1.14.A

B. Move forward or backwards consecutively using a self-turned rope. E.N.1.14.B

Novice Support Levels

SL1. Execute a single jump with a self-turned rope with prompting (physical, visual, or verbal). E.N.1.14.A.SL1

SL2. Execute a single jump with a self-turned rope with assistance (physical, visual, or verbal). E.N.1.14.A.SL2

SL1. Jump forward or backwards at least 2 times using a self-turned or over a moving rope with prompting (physical, visual, or verbal). E.N.1.14.B.SL1

SL2. Jump forward or backwards at least 2 times over a moving rope with assistance (physical, visual, or verbal). E.N.1.14.B.SL2

Intermediate

A. Jump forward and backwards consecutively using a self-turned rope. E.I.1.14.A

B. Perform long/short jump rope skills that have a greater degree of difficulty (variety, running in/out of long rope). E.I.1.14.B

Intermediate Support Levels

SL1. Jump forward and/or backwards at least 2 times using a self-turned or over a moving rope. E.I.1.14.A.SL1

SL2. Jump forward or backwards at least 2 times using a self-turned or over a moving rope with prompting (physical, visual, or verbal). E.I.1.14.A.SL2

SL1. Move in and out of a teacher- turned long rope. E.I.1.14.B.SL1

SL2. Move through a teacher- turned long rope. E.I.1.14.B.SL2

Advanced

A. Create long or short jump rope routines. E.A.1.14.A

B. Create a long or short jump rope routine with a partner or group. E.A.1.14.B

Advanced Support Levels

SL1. Perform a long or short jump rope routine with prompting (physical, visual, or verbal). E.A.1.14.A.SL1

SL2. Perform a long or short jump rope routine with assistance (physical, visual, or verbal). E.A.1.14.A.SL2

SL1. Perform a long or short jump rope routine with a partner or group with prompting (physical, visual, or verbal). E.A.1.14.B.SL1

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SL2. Perform a long or short jump rope routine with a partner or group with assistance (physical, visual, or verbal). E.A.1.14.B.SL2

1.15 Strategy & Tactics

Novice

15. Demonstrate different tactics in chasing and fleeing activities. E.N.1.15

Novice Support Levels

SL1. Perform chasing and fleeing activities with prompting (physical, visual, or verbal). E.N.1.15.SL1

Intermediate

A. Demonstrate appropriate tactics in chasing and fleeing activities. E.I.1.15.A

B. Demonstrate basic motor skills, strategies, and tactics essential for various game play in simple environments. E.I.1.15.B

Intermediate Support Levels

SL1. Perform chasing and fleeing activities with prompting (physical, visual, or verbal). E.I.1.15.A.SL1

SL2. Perform chasing and fleeing activities with assistance (physical, visual, or verbal). E.I.1.15.A.SL2

SL1. Perform basic motor skills and strategies essential for selected game play in simple environments with prompting (physical, visual, or verbal). E.I.1.15.B.SL1

SL2. Perform basic motor skills and strategies essential for game play in simple environments with assistance (physical, visual, or verbal). E.I.1.15.B.SL2

Advanced

A. Apply basic motor skills, strategies, and tactics essential for various game play in increasingly complex environments. E.A.1.15.A

B. Execute basic motor skills, strategies, and tactics essential for various game play in increasingly complex environments. E.A.1.15.B

Advanced Support Levels

SL1. Apply basic motor skills, strategies, and/or tactics essential for selected game play in complex environments with prompting (physical, visual, or verbal). E.A.1.15.A.SL1

SL2. Apply basic motor skills and strategies essential for game play in complex environments with assistance (physical, visual, or verbal). E.A.1.15.A.SL2

SL1. Execute basic motor skills, strategies, and/or tactics essential for selected game play in complex environments with prompting (physical, visual, or verbal). E.A.1.15.B.SL1

SL2. Execute basic motor skills and strategies essential for game play in complex environments with assistance (physical, visual, or verbal). E.A.1.15.B.SL2

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

2.1 Performance

Novice

A. Identify fundamental movement skills (hop, jump, gallop, slide, catch, throw, volley). E.N.2.1.A

B. Identify the critical elements/ learning cues of fundamental locomotor and manipulative skills. E.N.2.1.B

Novice Support Levels

SL1. Identify at least 2 fundamental movement skills (hop, jump, gallop, slide, catch, throw, volley) given a variety of communication support options with prompts (physical, visual, or verbal). E.N.2.1.A.SL1

SL2. Identify at least 1 fundamental movement skill (hop, jump, gallop, slide, catch, throw, volley) given a variety of communication support options with assistance (physical, visual, or verbal). E.N.2.1.A.SL2

SL1. Identify the critical elements/ learning cues of at least 2 fundamental locomotor or manipulative skills given a variety of communication support options with prompts (physical, visual, or verbal). E.N.2.1.B.SL1

SL2. Identify some of the critical elements/ learning cues of at least 1 fundamental locomotor/manipulative skill given a variety of communication support options with assistance (physical, visual, or verbal). E.N.2.1.B.SL2

Intermediate

A. Describe how improved performance relates to appropriate practice using the critical elements and learning cues. E.I.2.1.A

B. Utilize teacher feedback to improve performance. Example: changing hand position after recognizing an error. E.I.2.1.B

Intermediate Support Levels

SL1. Identify how to improve performance with appropriate practice while identifying the critical elements/learning cues given a variety of communication support options with prompts (physical, visual, or verbal). E.I.2.1.A.SL1

SL2. Identify how to improve performance with appropriate practice while identifying the critical elements/learning cues given a variety of communication support options with assistance (physical, visual, or verbal). E.I.2.1.A.SL2

SL1. Apply or accept teacher feedback to help improve performance with prompting (physical, visual, or verbal). E.I.2.1.B.SL1

SL2. Accept teacher feedback to help improve performance with assistance (physical, visual, or verbal). E.I.2.1.B.SL2

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Advanced

A. Apply critical elements/learning cues of a skill to improve personal performance in fundamental movement skills and specialized skills. E.A.2.1.A

B. Apply critical elements/learning cues of a skill to provide feedback to others in modified game play E.A.2.1.B

Advanced Support Levels

SL1. Apply or accept teacher feedback to practice to help improve performance with prompting (physical, visual, or verbal). E.A.2.1.A.SL1

SL2. Accept teacher feedback to help improve performance with assistance (physical, visual, or verbal). E.A.2.1.A.SL2

SL1. Describe or apply critical elements/learning cues of a skill to improve personal performance in fundamental movement skills and specialized skills. E.A.2.1.B.SL1

SL2. Identify or apply critical elements/learning cues of a skill to improve personal performance in fundamental movement skills and specialized skills with prompts or assistance. E.A.2.1.B.SL2

2.2 Space Pathways

Novice

A. Identify a variety of spatial relationships, shapes, and levels. Example: personal versus general space, body parts, body shapes, high and low levels, directions. E.N.2.2.A

B. Identify a variety of spatial relationships, shapes, and levels with objects (over, under, behind, beside, through). E.N.2.2.B

Novice Support Levels

SL1. Identify a variety of skills within at least 2 of the following movement concepts: spatial relationships, shapes, and levels given a variety of communication support options with prompts (physical, visual, or verbal). E.N.2.2.A.SL1

SL2. Identify a variety of skills within at least 1 of the following movement concepts: spatial relationships, shapes, and levels given a variety of communication support options with assistance (physical, visual, or verbal). E.N.2.2.A.SL2

SL1. Apply a combination of at least 2 movement concepts with fundamental movement skills given a variety of communication support options with prompts (physical, visual, or verbal). E.N.2.2.B.SL1

SL2. Apply a combination of at least 1 movement concept with fundamental movement skills given a variety of communication support options with assistance (physical, visual, or verbal). E.N.2.2.B.SL2

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Intermediate

A. Utilize a variety of spatial relationships, shapes, and levels within fundamental movement skills. Example: jumping while making a wide shape vs. jumping while making a narrow shape. E.I.2.2.A

B. Understand that a variety of spatial relationships, shapes, and levels will impact the outcome of performance. Example: creating space in a 3v3 basketball game. E.I.2.2.B

Intermediate Support Levels

SL1. Identify at least 2 movement skills within at least 2 of the following movement concepts: spatial relationships, shapes, and levels with objects given a variety of communication support options with prompts (physical, visual, or verbal). E.I.2.2.A.SL1

SL2. Identify at least 1 movement skills within at least 1 of the following movement concepts: spatial relationships, shapes, and levels with objects given a variety of communication support options with assistance (physical, visual, or verbal). E.I.2.2.A.SL2

SL1. Identify how a variety of spatial relationships, shapes, and levels will impact the outcome of performance given a variety of communication support options with prompts (physical, visual, or verbal). E.I.2.2.B.SL1

SL2. Identify how at least 2 movement concepts will impact the outcome of performance given a variety of communication support options with assistance (physical, visual, or verbal). E.I.2.2.B.SL2

Advanced

A. Evaluate personal performance based on spatial relationships, shapes, and levels. E.A.2.2.A

B. Analyze a partner/group and give feedback on performance based on spatial relationships, shapes, and levels. E.A.2.2.B

Advanced Support Levels

SL1. Understand that a variety of spatial relationships, shapes, and levels will impact the outcome of performance with prompting (physical, visual, or verbal). E.A.2.2.A.SL1

SL2. Understand that a variety of spatial relationships, shapes, and levels will impact the outcome of performance with assistance (physical, visual, or verbal). E.A.2.2.A.SL2

SL1. Evaluate personal performance based on spatial relationships, shapes, and levels with prompting (physical, visual, or verbal). E.A.2.2.B.SL1

SL1. Evaluate personal performance based on spatial relationships, shapes, and levels with assistance (physical, visual, or verbal). E.A.2.2.B.SL1

Speed & Force

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Novice

A. Identify ways to maintain safety when traveling in general space at different speeds. E.N.2.3.A

B. Differentiate between fast and slow speeds and between strong and light force. E.N.2.3.B

Novice Support Levels

SL1. Identify ways to maintain safety when traveling in general space at different speeds given a variety of communication support options with prompts (physical, visual, or verbal). E.N.2.3.A.SL1

SL2. Identify ways to maintain safety when traveling in general space at different speeds given a variety of communication support options with assistance (physical, visual, or verbal). E.N.2.3.A.SL2

SL1. Identify between fast or slow speeds and strong or light force given a variety of communication support options with prompts (physical, visual, or verbal). E.N.2.3.B.SL1

SL2. Identify between fast or slow speeds and strong or light force given a variety of communication support options with assistance (physical, visual, or verbal). E.N.2.3.B.SL2

Intermediate

A. Vary time, direction, and force with gradual increases and decreases. Example: differences between short toss and long throw, shuttle runs, relay races. E.I.2.3.A

B. Combine movement concepts (direction, levels, force, and time) with skills as appropriate for activity. E.I.2.3.B

Intermediate Support Levels

SL1. Identify differences in time, direction, and force with gradual increases and decreases. E.I.2.3.A.SL1

SL2. Identify differences in time, direction, and force with gradual increases and decreases given a variety of communication support options with prompts (physical, visual, verbal). E.I.2.3.A.SL2

SL1. Combine at least 2 movement concepts with skills as appropriate for activity with prompting (physical, visual, or verbal). E.I.2.3.B.SL1

SL2. Combine at least 2 movement concepts with skills as appropriate for activity with assistance (physical, visual, or verbal). E.I.2.3.B.SL2

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Advanced

A. Apply the movement concepts of speed and force to complex tasks. Example: pacing for running, striking an object with a short-handled or long-handled implement, sending it toward a designated target. E.A.2.3.A

B. Analyze movement situations and apply movement concepts (speed and force) in dance, stability, and modified game play. E.A.2.3.B

Advanced Support Levels

SL1. Apply the movement concepts of speed or force in simple or complex tasks with prompting (physical, visual, or verbal). E.A.2.3.A.SL1

SL2. Apply the movement concepts of speed or force in simple or complex tasks with assistance (physical, visual, or verbal). E.A.2.3.A.SL2

SL1. Apply movement concepts (speed and force) in dance, stability, and modified game play with prompting (physical, visual, or verbal). E.A.2.3.B.SL1

SL2. Apply movement concepts (speed and force) in dance, stability, and modified game play with assistance (physical, visual, or verbal). E.A.2.3.B.SL2

2.4 Fitness Concepts

Novice

A. Identify the physiological responses of moderate physical activity. E.N.2.4.A

B. Identify physiological responses as a result of moderate-to-vigorous physical activity. E.N.2.4.B

Novice Support Levels

SL1. Identify the physiological responses of moderate physical activity given a variety of communication support options with prompts (physical, visual, or verbal). E.N.2.4.A.SL1

SL2. Identify the physiological responses of moderate physical activity given a variety of communication support options with assistance (physical, visual, or verbal). E.N.2.4.A.SL2

SL1. Identify physiological responses as a result of moderate-to-vigorous physical activity given a variety of communication support options with prompts (physical, visual, or verbal). E.N.2.4.B.SL1

SL2. Identify physiological responses as a result of moderate-to-vigorous physical activity given a variety of communication support options with assistance (physical, visual, or verbal). E.N.2.4.B.SL2

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Intermediate

A. Describe how heart rate is used to monitor exercise intensity. E.I.2.4.A

B. Identify movement concepts to describe critical elements that have an effect on the quality of complex movement performance. Example: importance of warm-up, cool-down. E.I.2.4.B

Intermediate Support Levels

SL1. Describe how heart rate is used to monitor exercise intensity given a variety of communication support options with prompts (physical, visual, or verbal). E.I.2.4.A.SL1

SL2. Describe how heart rate is used to monitor exercise intensity given a variety of communication support options with assistance (physical, visual, or verbal). E.I.2.4.A.SL2

SL1. Identify movement concepts to describe critical elements that have an effect on the quality of complex movement performance given a variety of communication support options with prompts (physical, visual, or verbal). E.I.2.4.B.SL1

SL2. Identify movement concepts to describe critical elements that have an effect on the quality of complex movement performance given a variety of communication support options with assistance (physical, visual, or verbal). E.I.2.4.B.SL2

Advanced

A. Identify the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) and describe activities that correspond to each component. E.A.2.4.A

B. Analyze health-related fitness assessment results to design goals based upon personal strengths and weaknesses. E.A.2.4.B

Advanced Support Levels

SL1. Identify at least 2 components of health-related physical fitness and describe activities that correspond to each component given a variety of communication support options with prompts (physical, visual, or verbal). E.A.2.4.A.SL1

SL2. Identify at least 1 component of health-related physical fitness and describe activities that correspond to each component given a variety of communication support options with assistance (physical, visual, or verbal). E.A.2.4.A.SL2

SL1. Identify personal strengths and weaknesses based upon health-related fitness test results given a variety of communication support options with prompts (physical, visual, or verbal). E.A.2.4.B.SL1

SL2. Identify personal strengths and weaknesses based upon health-related fitness test results given a variety of communication support options with assistance (physical, visual, or verbal). E.A.2.4.B.SL2

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2.5 Strategies & Tactics

Novice

A. Identify team members, boundaries, and rules. E.N.2.5.A

B. Identify different tactics in chasing and/or fleeing activities. E.N.2.5.B

Novice Support Levels

SL1. Identify team members, boundaries, and rules given a variety of communication support options with prompts (physical, visual, or verbal). E.N.2.5.A.SL1

SL2. Identify team members, boundaries, and rules given a variety of communication support options with assistance (physical, visual, or verbal). E.N.2.5.A.SL2

SL1. Identify different tactics in chasing and/or fleeing activities given a variety of communication support options with prompts (physical, visual, or verbal). E.N.2.5.B.SL1

SL2. Identify different tactics in chasing and/or fleeing activities given a variety of communication support options with assistance (physical, visual, or verbal). E.N.2.5.B.SL2

Intermediate

A. Differentiate between tactics in chasing and/or fleeing activities. E.I.2.5.A

B. Identify simple offensive and defensive strategies and tactics in chasing and fleeing activities. E.I.2.5.B

Intermediate Support Levels

SL1. Identify between tactics in chasing and/or fleeing activities given a variety of communication support options with prompts (physical, visual, or verbal). E.I.2.5.A.SL1

SL2. Identify between tactics in chasing and/or fleeing activities given a variety of communication support options with assistance (physical, visual, or verbal). E.I.2.5.A.SL2

SL1. Differentiate between tactics in chasing and/or fleeing activities given a variety of communication support options with prompts (physical, visual, or verbal). E.I.2.5.B.SL1

SL2. Differentiate between tactics in chasing and/or fleeing activities given a variety of communication support options with assistance (physical, visual, or verbal). E.I.2.5.B.SL2

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Advanced

A. Apply simple offensive and defensive strategies and tactics in activities. Example: using appropriate types of kicks, throws, volley or striking action needed for different games and sports situations. E.A.2.5.A

B. Analyze offensive and defensive strategies and tactics in modified game play. E.A.2.5.B

Advanced Support Levels

SL1. Identify simple offensive and defensive strategies and tactics in chasing and fleeing activities given a variety of communication support options with prompts (physical, visual, or verbal). E.A.2.5.A.SL1

SL2. Identify simple offensive and defensive strategies and tactics in chasing and fleeing activities given a variety of communication support options with assistance (physical, visual, or verbal). E.A.2.5.A.SL2

SL1. Apply simple offensive and defensive strategies and tactics in activities with prompting (physical, visual, or verbal). E.A.2.5.B.SL1

SL2. Apply simple offensive and defensive strategies and tactics in activities with assistance (physical, visual, or verbal). E.A.2.5.B.SL2

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

3.1 Fitness & Participation in Physical Activity Engagement

Novice

1. Play safely and cooperatively in physical activities that are personally enjoyable with classmates, friends, and family members. E.N.3.1

Novice Support Levels

SL1. Play safely and cooperatively in active games that are personally enjoyable with classmates, friends, and family members with prompting (physical, visual, or verbal). E.N.3.1.SL1

SL2. Play safely and cooperatively in active games that are personally enjoyable with classmates, friends, and family members with assistance (physical, visual, or verbal). E.N.3.1.SL2

Intermediate

1. Identify opportunities available in the school and community for regular participation in physical activity. E.I.3.1

Intermediate Support Levels

SL1. Identify opportunities available in the school and community for regular participation in physical activity with prompting (physical, visual, or verbal). E.I.3.1.SL1

SL2. Identify opportunities available in the school and community for regular participation in physical activity with assistance (physical, visual, or verbal). E.I.3.1.SL2

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Advanced

A. Participate in school and community events for regular physical activity. E.A.3.1.A

B. Create a personal or family plan for regular physical activity. E.A.3.1.B

Advanced Support Levels

SL1. Participate in school and community events for regular physical activity with prompting (physical, visual, or verbal). E.A.3.1.A.SL1

SL2. Participate in school and community events for regular physical activity with assistance (physical, visual, or verbal). E.A.3.1.A.SL2

SL1. Create a school or community plan for regular physical activity with prompting (physical, visual, or verbal). E.A.3.1.B.SL1

SL2. Create a school or community plan for regular physical activity with assistance (physical, visual, or verbal). E.A.3.1.B.SL2

3.2 Fitness Knowledge

Novice

A. Engage in moderate to vigorous physical activity on a regular basis. E.N.3.2.A

Novice Support Levels

SL1. Engage in moderate to vigorous physical activity on a regular basis with prompting (physical, visual or verbal). E.N.3.2.SL1

SL2. Engage in moderate to vigorous physical activity on a regular basis with assistance (physical, visual, or verbal). E.N.3.2.SL2

Intermediate

2. Engage in physical activity while using heart rate to monitor/adjust exercise intensity. E.I.3.2

Intermediate Support Levels

SL1. Engage in physical activity while using heart rate to monitor/adjust exercise intensity with prompting (physical, visual or verbal). E.I.3.2.SL1

SL2. Engage in physical activity while using heart rate to monitor/adjust exercise intensity with assistance (physical, visual or verbal). E.I.3.2.SL2

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Advanced

A. Identify and participate in activities consistent with each of the five components of health-related fitness. E.A.3.2.A

B. Implement strategies to achieve and maintain health-related physical fitness goals in each of the five components of health-related fitness. E.A.3.2.B

Advanced Support Levels

SL1. Identify and participate in activities consistent with at least two of the five components of health-related fitness with prompting (physical, visual or verbal). E.A.3.2.A.SL1

SL2. Identify and participate in activities consistent with at least one of the five components of health-related fitness with assistance (physical, visual or verbal). E.A.3.2.A.SL2

SL1. Implement strategies to achieve and maintain health-related physical fitness goals in at least two of the five components of health- related fitness with prompting (physical, visual or verbal). E.A.3.2.B.SL1

SL2. Implement strategies to achieve and maintain health-related physical fitness goals in at least one of the five components of health related fitness with assistance (physical, visual or verbal). E.A.3.2.B.SL2

3.3 Wellness Planning & Fitness Assessment

Novice

A. Demonstrate muscular strength and endurance by supporting body weight for climbing, hanging, and momentarily supporting weight on hands. Example: maintaining a push up/plank position. E.N.3.3.A

B. Participate in physical activity to improve and/or maintain flexibility and aerobic capacity. E.N.3.3.B

Novice Support Levels

SL1. Demonstrate muscular strength by supporting body weight for climbing, hanging, and momentarily supporting weight on hands with prompting (physical, visual or verbal). E.N.3.3.A.SL1

SL2. Demonstrate muscular strength by supporting body weight for climbing, hanging, and momentarily supporting weight on hands with assistance (physical, visual or verbal). E.N.3.3.A.SL2

SL1. Participate in physical activity to improve and/or maintain flexibility with assistance (physical, visual or verbal). E.N.3.3.B.SL1

SL2. Participate in physical activity to improve and/or maintain flexibility with prompting (physical, visual or verbal). E.N.3.3.B.SL2

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Intermediate

A. Participate in physical activities that increase muscular strength and endurance. E.I.3.3.A

B. Set personal goals and monitor personal participation in physical activity. E.I.3.3.B

Intermediate Support Levels

SL1. Participate in physical activities that increase muscular strength and endurance with prompting (physical, visual or verbal). E.I.3.3.A.SL1

SL2. Participate in physical activities that increase muscular strength and endurance with assistance (physical, visual or verbal). E.I.3.3.A.SL2

SL1. Set personal goals and monitor personal participation in physical activity with prompting (physical, visual or verbal). E.I.3.3.B.SL1

SL2. Set personal goals and monitor personal participation in physical activity with assistance (physical, visual or verbal). E.I.3.3.B.SL2

Advanced

A. Strive to achieve the age and gender-specific health-related physical fitness criteria defined by a health-related physical fitness assessment. E.A.3.3.A

B. Maintain age and gender specific health-related physical fitness standards defined by a health-related physical fitness assessment or improve personal results. E.A.3.3.B

Advanced Support Levels

SL1. With prompting (physical, visual or verbal), strive to achieve the age and gender-specific, health- related physical fitness standards defined by a health-related physical fitness assessment. E.A.3.3.A.SL1

SL2. Strive to achieve the age and gender-specific, health-related physical fitness standards defined by a health-related physical fitness assessment with assistance (physical, visual or verbal). E.A.3.3.A.SL2

SL1. Maintain age and gender-specific, health-related physical fitness standards defined by a health- related physical fitness assessment, or improve personal results with prompting (physical, visual or verbal). E.A.3.3.B.SL1

SL2. Maintain age and gender-specific, health-related physical fitness standards defined by a health- related physical fitness assessment, or improve personal results with assistance (physical, visual or verbal). E.A.3.3.B.SL2

The physically literate individual exhibits responsible personal and social behavior that res

4.1 Personal Responsibility

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Novice

A. Acknowledge responsibility for behavior when prompted. E.N.4.1.A

B. Accept personal responsibility by using equipment and space appropriately. E.N.4.1.B

Novice Support Levels

SL1. Acknowledge responsibility for behavior when prompted given a variety of communication support options with prompting (physical, visual, or verbal). E.N.4.1.A.SL1

SL2. Acknowledge responsibility for behavior when prompted given a variety of communication support options with assistance (physical, visual, or verbal). E.N.4.1.A.SL2

SL1. Accept personal responsibility by using equipment and space appropriately given a variety of communication support options with prompting (physical, visual, or verbal). E.N.4.1.B.SL1

SL2. Accept personal responsibility by using equipment and space appropriately given a variety of communication support options with assistance (physical, visual, or verbal). E.N.4.1.B.SL2

Intermediate

A. Work independently and on task during physical education activities for extended periods of time. E.I.4.1.A

B. Work cooperatively with a partner and/or small group. E.I.4.1.B

Intermediate Support Levels

SL1. Remain on task during physical education activities for extended periods of time with prompts from teacher, paraprofessional, or peers. E.I.4.1.A.SL1

SL2. Remain on task during physical education activities for extended periods of time with assistance from teacher, paraprofessional, or peers. E.I.4.1.A.SL2

SL1. Work cooperatively with a partner and/or small group given a variety of communication support options with prompting (physical, visual, or verbal). E.I.4.1.B.SL1

SL2. Work cooperatively with a partner and/or small group given a variety of communication support options with assistance (physical, visual, or verbal). E.I.4.1.B.SL2

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Advanced

A. Accept responsibility for improving one's own levels of physical activity, competence in skills, and fitness. E.A.4.1.A

B. Execute effective self- management skills to analyze barriers and modify physical activity patterns. E.A.4.1.B

Advanced Support Levels

SL1. Accept responsibility for improving one's own levels of physical activity, competence in skills, and fitness given a variety of communication support options with prompting (physical, visual, or verbal). E.A.4.1.A.SL1

SL2. Accept responsibility for improving one's own levels of physical activity, competence in skills, and fitness given a variety of communication support options with assistance (physical, visual, or verbal). E.A.4.1.A.SL2

SL1. Demonstrate effective self-management skills to identify barriers and modify physical activity patterns given a variety of communication support options (physical, visual, or verbal). E.A.4.1.B.SL1

SL2. Demonstrate effective self-management skills to identify barriers and modify physical activity patterns given a variety of communication support options with prompting (physical, visual, or verbal). E.A.4.1.B.SL2

4.2 Accepting & Giving Feedback

Novice

A. Follow directions and instructions when prompted. E.N.4.2.A

B. Respond appropriately to general feedback from the teacher. E.N.4.2.B

Novice Support Levels

SL1. Follow directions and instructions given a variety of communication support options with prompting (physical, visual, or verbal). E.N.4.2.A.SL1

SL2. Follow directions and instructions when prompted given a variety of communication support options with assistance (physical, visual, or verbal). E.N.4.2.A.SL2

SL1. Respond appropriately to general feedback from the teacher given a variety of communication support options with prompting (physical, visual, or verbal). E.N.4.2.B.SL1

SL2. Respond appropriatelyto general feedback from the teacher given a variety of communication support options with assistance (physical, visual, or verbal). E.N.4.2.B.SL2

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Intermediate

A. Accept specific corrective feedback from the teacher. E.I.4.2.A

B. Accept and implement specific corrective feedback from the teacher. E.I.4.2.B

Intermediate Support Levels

SL1. Accept specific corrective feedback from the teacher given a variety of communication support options with prompting (physical, visual, or verbal). E.I.4.2.A.SL1

SL2. Accept specific corrective feedback from the teacher given a variety of communication support options with assistance (physical, visual, or verbal). E.I.4.2.A.SL2

SL1. Accept and implement specific corrective feedback from the teacher given a variety of communication support options with prompting (physical, visual, or verbal). E.I.4.2.B.SL1

SL2. Accept and implement specific corrective feedback from the teacher given a variety of communication support options with assistance (physical, visual, or verbal). E.I.4.2.B.SL2

Advanced

2. Give and accept corrective feedback respectfully to and from others. E.A.4.2

Advanced Support Levels

SL1. Give and accept corrective feedback respectfully to and from others given a variety of communication support options with prompting (physical, visual, or verbal). E.A.4.2.SL1

SL2. Give and accept corrective feedback respectfully to and from others given a variety of communication support options with assistance (physical, visual, or verbal). E.A.4.2.SL2

4.3 Working with Others

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Novice

A. Interact positively with others regardless of personal differences such as gender, skill level, race, or ethnicity on physical education tasks. E.N.4.3.A

B. Participate and enjoy working with others regardless of personal differences during physical activities. E.N.4.3.B

Novice Support Levels

SL1. Interact positively with others, regardless of personal differences such as gender, skill level, race, or ethnicity, on physical education tasks with prompting (physical, visual, or verbal). E.N.4.3.A.SL1

SL2. Interact positively with others, regardless of personal differences such as gender, skill level, race, or ethnicity, on physical education tasks with assistance (physical, visual, or verbal). E.N.4.3.A.SL2

SL1. Participate and enjoy working with others, regardless of personal differences, during physical activities with prompting (physical, visual, or verbal). E.N.4.3.B.SL1

SL2. Participate and enjoy working with others, regardless of personal differences, during physical activities with assistance (physical, visual, or verbal). E.N.4.3.B.SL2

Intermediate

A. Support and collaborate respectfully with others regardless of personal differences to complete an assigned physical education task. E.I.4.3.A

B. Participate and communicate appropriately in physical activities with others regardless of personal differences. Example: negotiate conflict constructively, seek and offer help when needed. E.I.4.3.B

Intermediate Support Levels

SL1. Support and collaborate respectfully with others, regardless of personal differences, to complete an assigned physical education task given a variety of communication support options with prompting (physical, visual, or verbal). E.I.4.3.A.SL1

SL2. Support and collaborate respectfully with others, regardless of personal differences, to complete an assigned physical education task given a variety of communication support options with assistance (physical, visual, or verbal). E.I.4.3.A.SL2

SL1. Participate and communicate appropriately in physical activities with others, regardless of personal differences, given a variety of communication support options with prompting (physical, visual, or verbal). E.I.4.3.B.SL1

SL2. Participate and communicate appropriately in physical activities with others, regardless of personal differences, given a variety of communication support options with assistance (physical, visual, or verbal). E.I.4.3.B.SL2

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Advanced

A. Recognize positive attributes and include individuals of varying race, ethnicity, and/or skill levels in group activities. E.A.4.3.A

B. Work collaboratively and productively in a small group, regardless of personal differences, to accomplish a set goal in both cooperative and competitive activities. E.A.4.3.B

Advanced Support Levels

SL1. Recognize positive attributes and include individuals of varying race, ethnicity, and/or skill levels in group activities with prompting (physical, visual, or verbal). E.A.4.3.A.SL1

SL2. Recognize positive attributes and include individuals of varying race, ethnicity, and/or skill levels in group activities with assistance (physical, visual, or verbal). E.A.4.3.A.SL2

SL1. Work collaboratively and productively in a small group, regardless of personal differences, to accomplish a set goal in both cooperative and competitive activities with prompting (physical, visual, or verbal). E.A.4.3.B.SL1

SL2. Work collaboratively and productively in a small group, regardless of personal differences, to accomplish a set goal in both cooperative and competitive activities with assistance (physical, visual, or verbal). E.A.4.3.B.SL2

4.4 Rules, Safety, & Sportsmanship

Novice

A. Recognize directions and classroom rules by using safe physical-activity procedures. E.N.4.4.A

B. Participate appropriately as a member of the class by following directions and classroom rules using safe physical-activity procedures. E.N.4.4.B

Novice Support Levels

SL1. Recognize directions and classroom rules by using safe physical-activity procedures with prompting (physical, visual, or verbal). E.N.4.4.A.SL1

SL2. Recognize directions and classroom rules by using safe physical-activity procedures with assistance (physical, visual, or verbal). E.N.4.4.A.SL2

SL1. Participate appropriately as a member of the class by following directions and classroom rules using safe physical-activity procedures with prompting (physical, visual, or verbal). E.N.4.4.B.SL1

SL2. Participate appropriately as a member of the class by following directions and classroom rules using safe physical-activity procedures with assistance (physical, visual, or verbal). E.N.4.4.B.SL2

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Intermediate

A. Participate in the establishment of rules and apply them to procedures and safe practices during physical education class with few or no reminders. E.I.4.4.A

B. Identify the characteristics of good sportsmanship and safe play. E.I.4.4.B

Intermediate Support Levels

SL1. Participate in the establishment of rules and apply them to procedures and safe practices during physical education class with prompting (physical, visual, or verbal). E.I.4.4.A.SL1

SL2. Participate in the establishment of rules and apply them to procedures and safe practices during physical education class with assistance (physical, visual, or verbal). E.I.4.4.A.SL2

SL1. Identify the characteristics of good sportsmanship and safe play given a variety of communication support options with prompting (physical, visual, or verbal). E.I.4.4.B.SL1

SL2. Identify the characteristics of good sportsmanship and safe play given a variety of communication support options with assistance (physical, visual, or verbal). E.I.4.4.B.SL2

Advanced

A. Demonstrate the characteristics of good sportsmanship and safe play. E.A.4.4.A

B. Analyze the characteristics of good sportsmanship and safe play involved in various game activities. E.A.4.4.B

Advanced Support Levels

SL1. Demonstrate the characteristics of good sportsmanship and safe play with prompting (physical, visual, or verbal). E.A.4.4.A.SL1

SL2. Demonstrate the characteristics of good sportsmanship and safe play with assistance (physical, visual, or verbal). E.A.4.4.A.SL2

SL1. Analyze the characteristics of good sportsmanship and safe play involved in various game activities with prompting (physical, visual, or verbal). E.A.4.4.B.SL1

SL2. Analyze the characteristics of good sportsmanship and safe play involved in various game activities with assistance (physical, visual, or verbal). E.A.4.4.B.SL2

The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, sel so

5.1 Health

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Novice

1. Identify physical activity as a component of good health. E.N.5.1

   Novice Support Levels

   SL1. Identify physical activity as a component of good health with prompting (physical, visual, or verbal). E.N.5.1.SL1

   SL2. Identify physical activity as a component of good health with assistance (physical, visual, or verbal). E.N.5.1.SL2

Intermediate

1. Discuss the relationship between physical activity and good health. E.I.5.1

   Intermediate Support Levels

   SL1. Discuss the relationship between physical activity and good health given a variety of communication support options with prompting (physical, visual, or verbal). E.I.5.1.SL1

   SL2. Discuss the relationship between physical activity and good health given a variety of communication support options with assistance (physical, visual, or verbal). E.I.5.1.SL2

Advanced

1. Examine the health benefits of participating in selected physical activities. E.A.5.1

   Advanced Support Levels

   SL1. Examine the health benefits of participating in selecting physical activities with prompting (physical, visual, or verbal). E.A.5.1.SL1

   SL2. Examine the health benefits of participating in selected physical activities with assistance (physical, visual, or verbal). E.A.5.1.SL2

5.2 Challenge

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Novice

A. Demonstrate a willingness to learn new fundamental movement skills and try new games. E.N.5.2.A

B. Continue to participate/practice in physical activities after being unsuccessful in initial attempts. E.N.5.2.B

Novice Support Levels

SL1. Demonstrate a willingness to learn new fundamental movement skills and try new games with prompting (physical, visual, or verbal). E.N.5.2.A.SL1

SL2. Demonstrate a willingness to learn new fundamental movement skills and try new games with assistance (physical, visual, or verbal). E.N.5.2.A.SL2

SL1. Continue to participate/practice in physical activities after being unsuccessful in initial attempts with prompting (physical, visual, or verbal). E.N.5.2.B.SL1

SL2. Continue to participate/practice in physical activities after being unsuccessful in initial attempts with assistance (physical, visual, or verbal). E.N.5.2.B.SL2

Intermediate

A. Acknowledge the feelings resulting from the challenges, successes, and failures that physical activity can offer. E.I.5.2.A

B. Recognize that effort and practice contribute to improvement and success. E.I.5.2.B

C. Support the effort of others to improve their performances. E.I.5.2.C

Intermediate Support Levels

SL1. Acknowledge the feelings resulting from the challenges, successes, and failures that physical activity can offer with prompting (physical, visual, or verbal). E.I.5.2.A.SL1

SL2. Acknowledge the feelings resulting from the challenges, successes, and failures that physical activity can offer with assistance (physical, visual, or verbal). E.I.5.2.A.SL2

SL1. Recognize that effort and practice contribute to improvement and success with prompting (physical, visual, or verbal). E.I.5.2.B.SL1

SL2. Recognize that effort and practice contribute to improvement and success with assistance (physical, visual, or verbal). E.I.5.2.B.SL2

SL1. Support the effort of others to improve their performances with prompting (physical, visual, or verbal). E.I.5.2.C.SL1

SL2. Support the effort of others to improve their performances with assistance (physical, visual, or verbal). E.I.5.2.C.SL2

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Advanced

A. Identify and engage in physical activities that are personally challenging. E.A.5.2.A

B. Express the enjoyment and/or challenge of participating in a favorite physical activity. Example: written essay, creative dance. E.A.5.2.B

C. Identify how you might participate in an activity you might enjoy outside of physical education. E.A.5.2.C

Advanced Support Levels

SL1. Identify and engage in at least 2 physical activities that are personally challenging. E.A.5.2.A.SL1

SL2. Identify and engage in 1 physical activity that is personally challenging with prompting and/or assistance (physical, visual, or verbal). E.A.5.2.A.SL2

SL1. Express the enjoyment and/or challenge of participating in a favorite physical activity with prompting (physical, visual, or verbal). E.A.5.2.B.SL1

SL2. Express the enjoyment and/or challenge of participating in a favorite physical activity with assistance (physical, visual, or verbal). E.A.5.2.B.SL2

SL1. Identify how you might participate in an activity you might enjoy outside of physical education with prompting (physical, visual, or verbal). E.A.5.2.C.SL1

SL2. Identify how you might participate in an activity you might enjoy outside of physical education with assistance (physical, visual, or verbal). E.A.5.2.C.SL2

5.3 Self-Expression & Enjoyment

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Novice

A. Identify feelings resulting from participation in physical activities. Example: sense of excitement after completing a fun run. E.N.5.3.A

B. Identify personal likes and dislikes with regard to participating in physical activities. E.N.5.3.B

Novice Support Levels

SL1. Attempt to recognize feelings resulting from participation in physical activities with prompting (physical, visual, or verbal). E.N.5.3.A.SL1

SL2. Attempt to recognize feelings resulting from participation in physical activities with assistance (physical, visual, or verbal). E.N.5.3.A.SL2

SL1. Identify personal likes and dislikes with regard to participating in physical activities given a variety of communication support options with prompting (physical, visual, or verbal). E.N.5.3.B.SL1

SL2. Identify personal likes and dislikes with regard to participating in physical activities given a variety of communication support options with assistance (physical, visual, or verbal). E.N.5.3.B.SL2

Intermediate

A. Identify and engage in several physical activities that are personally enjoyable. E.I.5.3.A

B. Express personal feelings appropriately on progress made while learning a new movement skill. E.I.5.3.B

Intermediate Support Levels

SL1. Identify and engage in at least 2 physical activities that are personally enjoyable. E.I.5.3.A.SL1

SL2. Identify and engage in at least 1 physical activity that is personally enjoyable with prompting and/or assistance (physical, visual, or verbal). E.I.5.3.A.SL2

SL1. Identify personal feelings appropriately on progress made while learning a new movement skill given a variety of communication support options with prompting (physical, visual, or verbal). E.I.5.3.B.SL1

SL2. Identify through different modalities personal feelings appropriately on progress made while learning a new movement skill given a variety of communication support options with prompting (physical, visual, verbal). E.I.5.3.B.SL2

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Advanced

A. Recognize that skill competency leads to enjoyment of movement and physical activity. E.A.5.3.A

B. Explain why individuals are attracted to certain physical activities as a means of self-expression. E.A.5.3.B

Advanced Support Levels

SL1. Identify that skill competency leads to enjoyment of movement and physical activity given a variety of communication support options with prompting (physical, visual, or verbal). E.A.5.3.A.SL1

SL2. Identify through different modalities that skill competency leads to enjoyment of movement and physical activity given a variety of communication support options with assistance (physical, visual, or verbal). E.A.5.3.A.SL2

SL1. Explain why individuals are attracted to certain physical activities as a means of self-expression given a variety of communication support options with prompting or assistance (physical, visual, or verbal). E.A.5.3.B.SL1

SL2. Acknowledge individuals are attracted to certain physical activities as a means of self-expression given a variety of communication support options with assistance (physical, visual, or verbal). E.A.5.3.B.SL2

5.4 Social Interaction

Novice

A. Participate willingly when trying new individual and group physical activities. E.N.5.4.A

B. Identify physical activity as an opportunity for positive social interaction. E.N.5.4.B

Novice Support Levels

SL1. Participate willingly when trying new individual and group physical activities with prompting (physical, visual, or verbal). E.N.5.4.A.SL1

SL2. Participate willingly when trying new individual and group physical activities with assistance (physical, visual, or verbal). E.N.5.4.A.SL2

SL1. Identify physical activity as an opportunity for positive social interaction with assistance (physical, visual, or verbal). E.N.5.4.B.SL1

SL2. Identify physical activity as an opportunity for positive social interaction with assistance (physical, visual, or verbal). E.N.5.4.B.SL2

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Intermediate

A. Understand that physical activity fosters cooperation. E.I.5.4.A

B. Celebrate personal physical-activity successes and achievements along with those of others. E.I.5.4.B

Intermediate Support Levels

SL1. Acknowledge that physical activity fosters cooperation given a variety of communication support options with prompting (physical, visual, or verbal). E.I.5.4.A.SL1

SL2. Acknowledge that physical activity fosters cooperation given a variety of communication support options with assistance (physical, visual, or verbal). E.I.5.4.A.SL2

SL1. Celebrate personal physical-activity successes and achievements along with those of others given a variety of communication support options with prompting (physical, visual, or verbal). E.I.5.4.B.SL1

SL2. Celebrate personal physical-activity successes and achievements along with those of others given a variety of communication support options with assistance (physical, visual, or verbal). E.I.5.4.B.SL2

Advanced

A. Express how physical activity is an opportunity for positive social interaction. E.A.5.4.A

B. Describe and compare the positive social interactions when engaged in partner, small group, and large group physical activities. E.A.5.4.B

Advanced Support Levels

SL1. Express how physical activity is an opportunity for positive social interaction given a variety of communication support options with prompting (physical, visual, or verbal). E.A.5.4.A.SL1

SL2. Express how physical activity is an opportunity for positive social interaction given a variety of communication support options with assistance (physical, visual, or verbal). E.A.5.4.A.SL2

SL1. Describe and compare the positive social interactions when engaged in partner, small group, and large group physical activities given a variety of communication support options with prompting (physical, visual, or verbal). E.A.5.4.B.SL1

SL2. Acknowledge the positive social interactions when engaged in partner, small group, and large group physical activities given a variety of communication support options with assistance (physical, visual, or verbal). E.A.5.4.B.SL2