South Carolina Physical Education

Secondary

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

1.1 Lifetime Activities including individual, partner, team sports

Novice

1. Demonstrate competency in the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork. HS.N.1.1

   Novice Support Levels

   SL1. Demonstrate the basic skills and tactics in 1 or more lifetime activities of his/her choosing that enhance collaboration and teamwork with appropriate verbal prompting. HS.N.1.1.SL1

   SL2. Demonstrate some of the basic skills and tactics in a lifetime activity of his/her choosing that enhance collaboration and teamwork with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance and extended time. HS.N.1.1.SL2

Intermediate

1. Apply the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork. HS.I.1.1

   Intermediate Support Levels

   SL1. Apply the basic skills and tactics in 1 or more lifetime activities of his/her choosing that enhance collaboration and teamwork with appropriate verbal prompting. HS.I.1.1.SL1

   SL2. Apply some of the basic skills and tactics in a lifetime activity of his/her choosing that enhance collaboration and teamwork with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance and extended time. HS.I.1.1.SL2

Advanced

1. Develop and implement a plan to improve and refine activity- specific movement skills in 1 or more lifetime activities. HS.A.1.1

   Advanced Support Levels

   SL1. Improve and refines activity-specific movement skills in a lifetime activity of his/her choosing with appropriate verbal prompting. HS.A.1.1.SL1

   SL2. Improve and refines activity specific movement skills in a lifetime activity of his/her choosing with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance and extended time. HS.A.1.1.SL2

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1.2 Dance & Rhythms

Novice

2. Execute command of rhythm, patterns and timing in dance or rhythmic activities by creating a movement sequence to music as an individual or in a group. HS.N.1.2

   Novice Support Levels

   SL1. Execute basic command of rhythm, patterns and timing in dance or rhythmic activities by creating a movement sequence to music as an individual or in a group with appropriate verbal prompting. HS.N.1.2.SL1

   SL2. Execute some command of rhythm, patterns and timing in dance or rhythmic activities by creating a movement sequence to music as an individual or in a group with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance and extended time. HS.N.1.2.SL2

Intermediate

2. Demonstrate dance forms used in cultural and social occasions, or demonstrate one form of dance. Example: modern, hip hop, line dance, tap. HS.I.1.2

   Intermediate Support Levels

   SL1. Demonstrate basic competency in dance forms used in cultural and social occasions with appropriate verbal prompting. HS.I.1.2.SL1

   SL2. Demonstrate some competency in dance forms used in cultural and social occasions with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance and extended time. HS.I.1.2.SL2

Advanced

2. Demonstrate a form of dance by choreographing a dance or by giving a performance. HS.A.1.2

   Advanced Support Levels

   SL1. Demonstrate basic competency in a form of dance by choreographing a dance or by giving a performance with appropriate verbal prompting. HS.A.1.2.SL1

   SL2. Demonstrate some competency in a form of dance by choreographing a dance or by giving a performance with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance and extended time. HS.A.1.2.SL2

1.3 Fitness Activities

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Novice

3. Apply the basic skills and tactics in one or more specialized skills in health-related fitness activities. HS.N.1.3

   Novice Support Levels

   SL1. Apply basic skills and tactics in more specialized skills in health-related fitness activities with appropriate verbal prompting. HS.N.1.3.SL1

   SL2. Apply some basic skills and tactics in more specialized skills in health-related fitness activities with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance and extended time. HS.N.1.3.SL2

Intermediate

A. Demonstrate competency in one or more specialized skills in health-related fitness activities. Example: Pilates, resistance training, running, fitness walking, Zumba, aquatics, circuit training). HS.I.1.3.A

B. Demonstrate competency in specialized skills in each of the health-related fitness components: muscular strength, muscular endurance, flexibility, and cardiorespiratory fitness. HS.I.1.3.B

   Intermediate Support Levels

   SL1. Demonstrate basic competency in one specialized skill in health-related fitness activities with appropriate verbal prompting. HS.I.1.3.A.SL1

   SL2. Demonstrate some competency in one specialized skill in health-related fitness activities with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance and extended time. HS.I.1.3.A.SL2

   SL1. Demonstrate basic competency in specialized skills in each of the health-related fitness components (muscular strength, muscular endurance, flexibility, and cardiorespiratory fitness) with appropriate verbal prompting. HS.I.1.3.B.SL1

   SL2. Demonstrate some competency in specialized skills in each of the health-related fitness components (muscular strength, muscular endurance, flexibility, and cardiorespiratory fitness) with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. HS.I.1.3.B.SL2

Advanced

3. Improve on activity-specific skill in one or more activities. Example: group exercise, circuit training, resistance training, Yoga, Pilates, martial arts, running, aquatics. HS.A.1.3

   Advanced Support Levels

   SL1. Improve on activity- specific skills in one of the activities with appropriate verbal prompting. HS.A.1.3.SL1

   SL2. Improve on activity- specific skills in one of the activities with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. HS.A.1.3.SL2

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

2.1 Movement concepts, principles, knowledge

Novice

1. Identify the critical elements and learning cues of skills performed. HS.N.2.1

   Novice Support Levels

   SL1. Develop basic critical elements and learning cues of skills performed with appropriate verbal or visual prompting. HS.N.2.1.SL1

   SL2. Develop some critical elements and learning cues of skills performed given a variety of communication support options with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance and extended time. HS.N.2.1.SL2

Intermediate

1. Apply the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. HS.I.2.1

   Intermediate Support Levels

   SL1. Apply basic terminology associated with exercise and participation in selected individual- performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately with appropriate verbal and visual prompting. HS.I.2.1.SL1

   SL2. Apply some terminology associated with exercise and participation in selected individual- performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance and extended time. HS.I.2.1.SL2

Advanced

1. Identify and discuss the historical and cultural roles of games, sports, and dance in a society. HS.A.2.1

   Advanced Support Levels

   SL1. Identify and discuss basic historical and cultural roles of games, sports, and dance in a society with appropriate verbal or visual prompting. HS.A.2.1.SL1

   SL2. Identify and discuss some historical and cultural roles of games, sports, and dance in a society with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance and extended time. HS.A.2.1.SL2

2.2 Movement, concepts, and principles

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Novice

2. Describe prior knowledge of movement concepts into new learning experiences in the physical-activity setting. HS.N.2.2

   Novice Support Levels

   SL1. Develop basic game strategies and tactics within the game and explain how to use them effectively in complex situations with appropriate verbal or visual prompting. HS.N.2.2.SL1

   SL2. Develop some game strategies and tactics within the game and explain how to use them effectively in complex situations with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. HS.N.2.2.SL2

Intermediate

2. Use movement and concepts, (force, motion, and rotation) to analyze and improve performance of self and/or others. HS.I.2.2

   Intermediate Support Levels

   SL1. Use basic movement and concepts, force, motion, and rotation) to analyze and improve performance of self and/or others with appropriate verbal or visual prompting. HS.I.2.2.SL1

   SL2. Use some movement and concepts, (force, motion, and rotation) to analyze and improve performance of self and/or others with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. HS.I.2.2.SL2

Advanced

2. Use principles associated with self-selected activities to develop a plan for improved performance. HS.A.2.2

   Advanced Support Levels

   SL1. Use basic principles associated with self-selected activities to develop a plan for improved performance with appropriate verbal or visual prompting. HS.A.2.2.SL1

   SL2. Use some principles associated with self-selected activities to develop a plan for improved performance with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance and extended time. HS.A.2.2.SL2

2.3 Health-Related Fitness

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Novice

3. Identify the principles and concepts that are needed to develop a personal health-related physical fitness plan that includes goal setting, evaluation, and reflection. HS.N.2.3

   Novice Support Levels

   SL1. Identify the relationship between most of the components of health-related fitness and the FITT (frequency, intensity, type, and time) principle with appropriate verbal or visual prompting. HS.N.2.3.SL1

   SL2. Identify the relationship between some of the components of health-related fitness and the FITT (frequency, intensity, type, and time) principle with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. HS.N.2.3.SL2

Intermediate

3. Use technology to collect, analyze, and assess his or her own health-related physical fitness data through a fitness assessment. HS.I.2.3

   Intermediate Support Levels

   SL1. Use basic technology to collect, analyze, and assess his or her own health-related physical fitness data through a fitness assessment with appropriate verbal or visual prompting. HS.I.2.3.SL1

   SL2. Use some technology to collect, analyze, and assess his or her own health-related physical fitness data through a fitness assessment with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. HS.I.2.3.SL2

Advanced

3. Use technology to apply advanced fitness training knowledge to the planning of an extended personal physical fitness program. HS.A.2.3

   Advanced Support Levels

   SL1. Use basic technology to apply advanced fitness training knowledge to the planning of an extended personal physical fitness program with appropriate verbal or visual prompting. HS.A.2.3.SL1

   SL2. Use some technology to apply advanced fitness training knowledge to the planning of an extended personal physical fitness program with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. HS.A.2.3.SL2

2.4 Fitness Planning

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Novice

4. Identify the relationship between the five components of health-related fitness and the FITT (frequency, intensity, type, and time) principle. HS.N.2.4

   Novice Support Levels

   SL1. Develop a basic personal health-related physical fitness plan, with limited teacher assistance, based on FITT training principles with appropriate verbal or visual prompting. HS.N.2.4.SL1

   SL2. Develop a simple personal health-related physical fitness plan, with teacher assistance, based on FITT training principles with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. HS.N.2.4.SL2

Intermediate

4. Design a long-term personal fitness plan based on FITT (frequency, intensity, type, and time) training principles to improve or maintain health-related physical fitness that includes methods evaluation and reflection. HS.I.2.4

   Intermediate Support Levels

   SL1. Design a short-term personal fitness plan based on FITT (frequency, intensity, type, and time) training principles to improve or maintain health-related physical fitness that includes methods evaluation and reflection with appropriate verbal or visual prompting. HS.I.2.4.SL1

   SL2. Design a simple personal fitness plan based on FITT (frequency, intensity, type, and time) training principles to improve or maintain health-related physical fitness that includes methods evaluation and reflection with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance and extended time. HS.I.2.4.SL2

Advanced

4. Design and implement a long-term fitness plan based on FITT (frequency, intensity, type, and time) training principles to improve or maintain health-related physical fitness. HS.A.2.4

   Advanced Support Levels

   SL1. Design and implement a short-term fitness plan based on FITT (frequency, intensity, type, and time) training principles to improve or maintain health-related physical fitness with appropriate verbal or visual prompting. HS.A.2.4.SL1

   SL2. Design and implement a simple fitness plan based on FITT (frequency, intensity, type, and time) training principles to improve or maintain health-related physical fitness with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. HS.A.2.4.SL2

Strategies and Tactics

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Novice

5. Identify various game strategies and tactics within the game and explain how to use them effectively in modified situations. HS.N.2.5

   Novice Support Levels

   SL1. Identify basic game strategies and tactics within the game and explain how to use them effectively in modified situations with appropriate verbal or visual prompting. HS.N.2.5.SL1

   SL2. Identify some game strategies and tactics within the game and explain how to use them effectively in modified situations with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. HS.N.2.5.SL2

Intermediate

5. Develop strategies and tactics effectively during game play in net/wall and/or target games. HS.I.2.5

   Intermediate Support Levels

   SL1. Develop basic strategies and tactics effectively during game play in net/wall and/or target games with appropriate verbal or visual prompting. HS.I.2.5.SL1

   SL2. Develop some strategies and tactics effectively during game play in net/wall and/or target games with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. HS.I.2.5.SL2

Advanced

5. Utilize strategies and tactics of selected activities for successful participation. HS.A.2.5

   Advanced Support Levels

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

   SL2. Utilize some strategies and tactics of selected activities for successful participation with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. HS.A.2.5.SL2

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

3.1 Physical Activity Knowledge

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Novice

1. Apply strategies in monitoring daily participation to promote physical activity. HS.N.3.1

   Novice Support Levels

   SL1. Identify strategies in monitoring daily participation to promote physical activity with appropriate verbal or visual prompting. HS.N.3.1.SL1

   SL2. Identify at least 1 strategy in monitoring daily participation to promote physical activity with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. HS.N.3.1.SL2

Intermediate

1. Adjust pacing to keep heart rate in the target zone, using available technology (e.g., heart rate monitor), to self-monitor aerobic intensity. HS.I.3.1

   Intermediate Support Levels

   SL1. Adjust pacing to keep heart rate in the target zone, using available technology (e.g., heart rate monitor) to self-monitor aerobic intensity. HS.I.3.1.B.SL1

   SL2. Adjust pacing to keep heart rate in the target zone, using available technology (e.g., heart rate monitor) to self-monitor aerobic intensity. HS.I.3.1.B.SL2

Advanced

1. Apply technology (such as wearable devices, mobile device apps, and/or social media tools) to support physical activity and lifetime fitness habits. HS.A.3.1

   Advanced Support Levels

   SL1. Apply basic technology (such as wearable devices, mobile device apps, and/or social media tools) to support physical activity and lifetime fitness habits with appropriate verbal or visual prompting. HS.A.3.1.SL1

   SL2. Apply some technology (such as wearable devices, mobile device apps, and/or social media tools) to support physical activity and lifetime fitness habits with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. HS.A.3.1.SL2

3.2 Understanding Community Resources

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Novice

2. Describe various ways to locate community resources for health-enhancing activities. HS.N.3.2

   Novice Support Levels

   SL1. Identify various ways to locate community resources for health-enhancing activities with appropriate verbal or visual prompting. HS.N.3.2.SL1

   SL2. Identify at least 1 way to locate community resources for health-enhancing activities with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time. HS.N.3.2.SL2

Intermediate

A. Identify community resources to support varied opportunities for participating in physical activity outside of physical education class. Examples: researching community resources and presenting the information to class. HS.I.3.2.A

B. Identify the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career settings. HS.I.3.2.B

   Intermediate Support Levels

   SL1. Identify basic community resources to support varied opportunities for participating in physical activity outside of physical education class with appropriate verbal or visual prompting. HS.I.3.2.A.SL1

   SL2. Identify at least 1 community resource to support varied opportunities for participating in physical activity outside of physical education class with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time. HS.I.3.2.A.SL2

   SL1. Identify basic impacts of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings with appropriate verbal or visual prompting. HS.I.3.2.B.SL1

   SL2. Identify at least 1 impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time. HS.I.3.2.B.SL2

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Advanced

A. Develop and maintain a fitness portfolio. Examples: assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement. HS.A.3.2.A

B. Analyze personal and community resources to explore career options related to physical activity and fitness. HS.A.3.2.B

Advanced Support Levels

SL1. Develop and maintain a fitness portfolio with appropriate verbal or visual prompting. HS.A.3.2.A.SL1

SL2. Develop and maintain a fitness portfolio with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time. HS.A.3.2.A.SL2

SL1. Describe personal and community resources to explore career options related to physical activity and fitness with appropriate verbal or visual prompting. HS.A.3.2.B.SL1

SL2. Identify personal and community resources to explore career options related to physical activity and fitness with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time. HS.A.3.2.B.SL2

3.3 Fitness Standards

Novice

3. Strive to achieve the specific age and gender-specific, health-related fitness standards while participating in a health-related fitness assessment. HS.N.3.3

Novice Support Levels

SL1. Strive to achieve the specific age and gender-specific, health-related fitness standards while participating in a health-related fitness assessment with appropriate verbal or visual prompting. HS.N.3.3.SL1

SL2. Strive to achieve the specific age- and gender-specific health-related fitness standards while participating in a health-related fitness assessment with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance and extended time. HS.N.3.3.SL2

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Intermediate

3. Maintain age and gender-specific, health related physical fitness standards defined by a health- related fitness assessment, or improve personal results. HS.I.3.3

   Intermediate Support Levels

   SL1. Maintain age and gender-specific, health-related physical fitness standards defined by a health-related fitness assessment, or improve personal results with appropriate verbal or visual prompting. HS.I.3.3.SL1

   SL2. Maintain age and gender-specific, health-related physical fitness standards defined by a health-related fitness assessment, or improve personal results with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. HS.I.3.3.SL2

Advanced

3. Apply rates of perceived exertion and pacing to improve upon the age and gender-specific, health- related physical fitness standards. HS.A.3.3

   Advanced Support Levels

   SL1. Apply rates of perceived exertion and pacing to improve upon the age and gender- specific, health-related physical fitness standards with appropriate verbal or visual prompting. HS.A.3.3.SL1

   SL2. Apply rates of perceived exertion and pacing to improve upon the age and gender- specific, health-related physical fitness standards with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. HS.A.3.3.SL2

3.4 Fitness Goals and Planning

Novice

4. Identify personal health-related fitness goals and implement a plan to achieve and/or maintain personal fitness. HS.N.3.4

   Novice Support Levels

   SL1. Identify personal health-related fitness goals and implement a plan to achieve and/or maintain personal fitness with appropriate verbal or visual prompting. HS.N.3.4.SL1

   SL2. Identify personal health-related fitness goals and implement a plan to achieve and/or maintain personal fitness with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time. HS.N.3.4.SL2

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Intermediate

4. Use technology to collect, analyze, and assess his or her own health-related physical fitness data. HS.I.3.4

   Intermediate Support Levels

   SL1. Use technology to collect, analyze, and assess his or her own health-related physical fitness data with appropriate verbal or visual prompting. HS.I.3.4.SL1

   SL2. Use technology to collect, analyze, and assess his or her own health-related physical fitness data with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time. HS.I.3.4.SL2

Advanced

4. Use technology to collect, analyze, and assess his or her own health-related physical fitness data and create a plan to improve the results. HS.A.3.4

   Advanced Support Levels

   SL1. Use technology to collect, analyze, and assess his or her own health-related physical fitness data and create a plan to improve the results with appropriate verbal or visual prompting. HS.A.3.4.SL1

   SL2. Use technology to collect, analyze, and assess his or her own health-related physical fitness data and create a plan to improve the results with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time. HS.A.3.4.SL2

3.5 Risks and Safety Factors

Novice

5. Identify risks and safety factors that might affect physical activity preferences throughout the life cycle. HS.N.3.5

   Novice Support Levels

   SL1. Identify basic risks and safety factors that might affect physical activity preferences throughout the life cycle with appropriate verbal or visual prompting. HS.N.3.5.SL1

   SL2. Identify at least 1 risk and safety factor that might affect physical activity preferences throughout the life cycle with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time. HS.N.3.5.SL2

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Intermediate

5. Evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle. Example: influences of teenagers vs. senior citizens. HS.I.3.5

   Intermediate Support Levels

   SL1. Identify basic risks and safety factors that might affect physical activity preferences throughout the life cycle with appropriate verbal or visual prompting. HS.I.3.5.SL1

   SL2. Identify at least 1 risk and safety factor that might affect physical activity preferences throughout the life cycle with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time. HS.I.3.5.SL2

Advanced

5. Analyze the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career settings. HS.A.3.5

   Advanced Support Levels

   SL1. Identify the basic impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career settings with appropriate verbal or visual prompting. HS.A.3.5.SL1

   SL2. Identify at least 1 impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career settings with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time. HS.A.3.5.SL2

3.6 Physical Activity Participation

Novice

6. Regularly participate in health-related fitness activities outside of physical education class. HS.N.3.6

   Novice Support Levels

   SL1. Regularly participate in health- related fitness activities outside of physical education class with appropriate verbal or visual prompting. HS.N.3.6.SL1

   SL2. Regularly participate in health- related fitness activities outside of physical education class with appropriate prompting (verbal, visual, and/or tactile). HS.N.3.6.SL2

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Intermediate

6. Participate several times a week in a self- selected lifetime activity, dance, or fitness activity outside of the school day. Examples: Jog/walk for 30 minutes, play a sport for the school or recreation department, play basketball with friends after school. HS.I.3.6

   Intermediate Support Levels

   SL1. Participate several times a week in a self-selected lifetime activity, dance, or fitness activity outside of the school day with appropriate verbal or visual prompting. HS.I.3.6.SL1

   SL2. Participate several times a week in a self-selected lifetime activity, dance, or fitness activity outside of the school day with appropriate prompting (verbal, visual, and/or tactile). HS.I.3.6.SL2

Advanced

6. Create a plan, train for, and participate in a community event with a focus on physical activity. Examples: 5K, triathlon, tournament, dance performance, cycling event. HS.A.3.6

   Advanced Support Levels

   SL1. Create a plan, train for, and participate in a community event with a focus on physical activity with appropriate verbal or visual prompting. HS.A.3.6.SL1

   SL2. Create a plan, train for, and participate in a community event with a focus on physical activity with appropriate prompting (verbal, visual, and/or tactile). HS.A.3.6.SL2

3.7 Nutrition

Novice

7. Develop strategies for balancing healthy food, snacks, and water intake specific to daily physical activity. HS.N.3.7

   Novice Support Levels

   SL1. Develop strategies for balancing healthy food, snacks, and water intake specific to daily physical activity with appropriate verbal or visual prompting. HS.N.3.7.SL1

   SL2. Develop strategies for balancing healthy food, snacks, and water intake specific to daily physical activity with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time. HS.N.3.7.SL2

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Intermediate

7. Design and implement a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. Example: meeting carbohydrate, protein, and fat requirements to sustain physical activity. HS.I.3.7

   Intermediate Support Levels

   SL1. Design and implement a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle with appropriate verbal or visual prompting. HS.I.3.7.SL1

   SL2. Design and implement a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time. HS.I.3.7.SL2

Advanced

7. Create a snack plan for before, during, and after exercise that addresses nutrition needs for each phase. Example: listing snacks that would help fuel/recover the individual before and after exercise. HS.A.3.7

   Advanced Support Levels

   SL1. Create a snack plan for before, during, and after exercise that addresses nutrition needs for each phase with appropriate verbal or visual prompting. HS.A.3.7.SL1

   SL2. Create a snack plan for before, during, and after exercise that addresses nutrition needs for each phase with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time. HS.A.3.7.SL2

3.8 Stress Management

Novice

8. Identify stress-management strategies to reduce stress. HS.N.3.8

   Novice Support Levels

   SL1. Identify stress-management strategies to reduce stress with appropriate verbal or visual prompting. HS.N.3.8.SL1

   SL2. Identify at least 1 stress- management strategy to reduce stress with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. HS.N.3.8.SL2

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Intermediate

8. Assess personal stress-management and demonstrate strategies to reduce stress. Example: mental imagery, relaxation techniques, deep breathing. HS.I.3.8

   Intermediate Support Levels

   SL1. Assess personal stress-management and demonstrate strategies to reduce stress with appropriate verbal or visual prompting. HS.I.3.8.SL1

   SL2. Assess personal stress management and demonstrate at least 1 stress-management strategy to reduce stress with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. HS.I.3.8.SL2

Advanced

8. Apply stress-management strategies to reduce stress. HS.A.3.8

   Advanced Support Levels

   SL1. Apply stress- management strategies to reduce stress with appropriate verbal or visual prompting. HS.A.3.8.SL1

   SL2. Apply at least 1 stress-management strategy to reduce stress with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. HS.A.3.8.SL2

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

4.1 Personal Responsibility

Novice

1. Apply interpersonal skills to work cooperatively within a group to establish and achieve group goals in competitive as well as cooperative physical activity settings. HS.N.4.1

   Novice Support Levels

   SL1. Identify basic interpersonal skills to work cooperatively within a group to establish and achieve group goals in competitive as well as cooperative physical activity settings with appropriate verbal or visual prompting. HS.N.4.1.SL1

   SL2. Identify at least 1 interpersonal skill to work cooperatively within a group to establish and achieve group goals in competitive as well as cooperative physical activity settings with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. HS.N.4.1.SL2

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Intermediate

A. Employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed. HS.I.4.1.A

B. Take responsibility for engaging in daily physical activity and regular participation in lifetime fitness pursuits. HS.I.4.1.B

Intermediate Support Levels

SL1. Identify basic effective self- management skills through applications of positive character traits to analyze barriers and modify physical activity patterns appropriately as needed with appropriate verbal or visual prompting. HS.I.4.1.A.SL1

SL2. Identify at least 1 effective self- management skills through applications of positive character traits to analyze barriers and modify physical activity patterns appropriately as needed with given appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. HS.I.4.1.A.SL2

SL1. Take responsibility for engaging in daily physical activity and regular participation in lifetime fitness pursuits of his or her choosing with appropriate verbal or visual prompting. HS.I.4.1.B.SL1

SL2. Take responsibility for engaging in daily physical activity and regular participation in lifetime fitness pursuits of his or her choosing with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. HS.4.1.B.SL2

Advanced

A. Accept differences between personal characteristics, the idealized body images, and elite performance levels portrayed in various media. HS.A.4.1.A

B. Demonstrate the ability to engage in leadership roles in various physical activity settings to help facilitate successful participation. HS.A.4.1.B

Advanced Support Levels

SL1. Accept differences between personal characteristics, the idealized body images, and elite performance levels portrayed in various media with given appropriate verbal or visual prompting. HS.A.4.1.A.SL1

SL2. Accept differences between personal characteristics, the idealized body images, and elite performance levels portrayed in various media with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. HS.A.4.1.A.SL2

SL1. Demonstrate the ability to engage in leadership roles in various physical activity settings to help facilitate successful participation with given appropriate verbal or visual prompting. HS.A.4.1.B.SL1

SL2. Demonstrate the ability to engage in leadership roles in various physical activity settings to help facilitate successful participation with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. HS.A.4.1.B.SL2

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4.2 Rules & Etiquette

Novice

2. Apply the skills needed to resolve potential conflicts in physical activity settings. Example: Show self-control by accepting a controversial decision of an official. HS.N.4.2

   Novice Support Levels

   SL1. Identify basic skills needed to resolve potential conflicts in physical activity settings with appropriate verbal or visual prompting. HS.N.4.2.SL1

   SL2. Identify at least 1 skill needed to resolve potential conflicts in physical activity settings with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. HS.4.2.SL2

Intermediate

2. Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance. Example: spirit of the game, following rules. HS.I.4.2

   Intermediate Support Levels

   SL1. Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance with appropriate verbal or visual prompting. HS.I.4.2.SL1

   SL2. Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. HS.I.4.2.SL2

Advanced

2. Examine and adhere to moral and ethical conduct in specific competitive situations by displaying positive disposition. HS.A.4.2

   Advanced Support Levels

   SL1. Examine and adhere to moral and ethical conduct in specific competitive situations by displaying positive disposition with appropriate verbal or visual prompting. HS.A.4.2.SL1

   SL2. Examine and adhere to moral and ethical conduct in specific competitive situations by displaying positive disposition with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. HS.A.4.2.SL2

4.3 Working with others

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Novice

3. Recognize the diverse characteristics of participants in physical activity. Example: Participates in activities with classmates of different backgrounds. HS.N.4.3

   Novice Support Levels

   SL1. Recognize the diverse characteristics of participants in physical activity with given appropriate verbal or visual prompting. HS.N.4.3.SL1

   SL2. Recognize the diverse characteristics of participants in physical activity with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. HS.N.4.3.SL2

Intermediate

3. Create strategies for including persons of diverse backgrounds and abilities in group physical- activity settings. HS.I.4.3

   Intermediate Support Levels

   SL1. Identify and apply basic strategies for including persons of diverse backgrounds and abilities in group physical-activity settings with appropriate verbal or visual prompting. HS.I.4.3.SL1

   SL2. Identify and apply at least 1 strategy for including persons of diverse backgrounds and abilities in group physical-activity settings with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. HS.I.4.3.SL2

Advanced

3. Design and apply strategies for including persons of diverse backgrounds and abilities in group physical-activity settings. Example: Invites less- skilled students to participate in a warm-up activity prior to class. HS.A.4.3

   Advanced Support Levels

   SL1. Identify strategies for including persons of diverse backgrounds and abilities in group physical-activity settings with appropriate verbal or visual prompting. HS.A.4.3.SL1

   SL2. Identify at least 1 strategy for including persons of diverse backgrounds and abilities in group physical-activity settings with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. HS.A.4.3.SL2

4.4 Working with others

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Novice

4. Recognize effective communication skills and strategies that promote respect and conflict resolution when working with others during physical activity. HS.N.4.4

   Novice Support Levels

   SL1. Recognize basic communication skills and strategies that promote respect and conflict resolution when working with others during physical activity with appropriate verbal or visual prompting. HS.N.4.4.SL1

   SL2. Recognize at least 1 effective communication skill and strategy that promotes respect and conflict-resolution when working with others during physical activity with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. HS.N.4.4.SL2

Intermediate

4. Use effective communication skills and strategies that promote respect and conflict-resolution when working with others during physical activity. HS.I.4.4

   Intermediate Support Levels

   SL1. Use basic communication skills and strategies that promote respect and conflict-resolution when working with others during physical activity with appropriate verbal or visual prompting. HS.I.4.4.SL1

   SL2. Use at least 1 communication skill and strategy that promote respect and conflict-resolution when working with others during physical activity with given appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. HS.I.4.4.SL2

Advanced

4. Assume a leadership role in a physical activity setting to help advocate successful participation. Examples: conflict-resolution skills, decision making, proposing rules/modifications. HS.A.4.4

   Advanced Support Levels

   SL1. Assume a leadership role in a physical activity setting to help advocate successful participation with appropriate verbal or visual prompting. HS.A.4.4.SL1

   SL2. Assume a leadership role in a physical activity setting to help advocate successful participation with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. HS.A.4.4.SL2

4.5 Diversity

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Novice

5. Recognize others' ideas, cultural diversities, and body types by engaging in cooperative and collaborative movement projects; and capable of modifying physical activity so all ability levels are meaningfully engaged. HS.N.4.5

   Novice Support Levels

   SL1. Recognize others' ideas, cultural diversities, and body types by engaging in cooperative and collaborative movement projects; and capable of modifying physical activity so all ability levels are meaningfully engaged with appropriate verbal or visual prompting. HS.N.4.5.SL1

   SL2. Recognize others' ideas, cultural diversities, and body types by engaging in cooperative and collaborative movement projects; and capable of modifying physical activity so all ability levels are meaningfully engaged with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. HS.N.4.5.SL2

Intermediate

5. Accept and implement others' ideas, recognizing cultural diversities and diverse body types by engaging in cooperative and collaborative movement projects, and capable of modifying physical activity so all ability levels are meaningfully engaged. HS.I.4.5

   Intermediate Support Levels

   SL1. Accept others' ideas, recognizing cultural diversities and diverse body types by engaging in cooperative and collaborative movement projects, and capable of modifying physical activity so all ability levels are meaningfully engaged with appropriate verbal or visual prompting. HS.I.4.5.SL1

   SL2. Accept others' ideas, recognizing cultural diversities and diverse body types by engaging in cooperative and collaborative movement projects, and capable of modifying physical activity so all ability levels are meaningfully engaged with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance and extended time. HS.I.4.5.SL2

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Advanced

5. Promotes acceptance of others' ideas, cultural diversities, and body types by engaging in cooperative and collaborative movement projects; and capable of modifying physical activity so all ability levels are meaningfully engaged. HS.A.4.5

   Advanced Support Levels

   SL1. Continue to accept others' ideas, cultural diversities, and body types by engaging in cooperative and collaborative movement projects; and capable of modifying physical activity so all ability levels are meaningfully engaged with appropriate verbal or visual prompting. HS.A.4.5.SL1

   SL2. Continue to accept others' ideas, cultural diversities, and body types by engaging in cooperative and collaborative movement projects; and capable of modifying physical activity so all ability levels are meaningfully engaged with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance and extended time. HS.A.4.5.SL2

4.6 Safety

Novice

6. Identify best practices for participating safely in physical activity, exercise, and dance. HS.N.4.6

   Novice Support Levels

   SL1. Identify best practices for participating safely in physical activity, exercise, and dance with appropriate verbal or visual prompting. HS.N.4.6.SL1

   SL2. Identify at least 1 best practices for participating safely in physical activity, exercise, and dance with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance and extended time. HS.N.4.6.SL2

Intermediate

6. Apply best practices for participating safely in physical activity, exercise, and dance. Example: injury prevention, hydration, use of equipment/rules, sun protection. HS.I.4.6

   Intermediate Support Levels

   SL1. Apply best practices for participating safely in physical activity, exercise, and dance with appropriate verbal or visual prompting. HS.I.4.6.SL1

   SL2. Apply best practices for participating safely in physical activity, exercise, and dance with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. HS.I.4.6.SL2

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Advanced

6. Articulate and communicate the difference between inherent risk and unsafe behavior. HS.A.4.6

   Advanced Support Levels

   SL1. Continue focusing on the difference between inherent risk and unsafe behavior with appropriate verbal or visual prompting. HS.A.4.6.SL1

   SL2. Continue recognizing the difference between inherent risk and unsafe behavior with appropriate prompting (verbal, visual, physical and/or tactile), peer assistance, and extended time. HS.A.4.6.SL2

The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

5.1 Enjoyment Promotion

Novice

A. Recognize how physical activity provides personal meaning and enjoyment. HS.N.5.1.A

B. Recognize the benefits of health-enhancing physical activities that provide challenge, enjoyment, and social interaction. HS.N.5.1.B

   Novice Support Levels

   SL1. Recognize how physical activity provides personal meaning and enjoyment with given appropriate verbal or visual prompting. HS.N.5.1.SL1

   SL2. Continue to recognize how physical activity provides personal meaning and enjoyment with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time. HS.N.5.1.SL2

Intermediate

A. Identify connections between fitness and overall physical and mental health. HS.I.5.1.A

B. Identify personalized physical activities that are enjoyable. HS.I.5.1.B

   Intermediate Support Levels

   SL1. Identify some connections between fitness and overall physical and mental health with appropriate verbal or visual prompting. HS.I.5.1.SL1

   SL2. Identify at least 1 connection between fitness and overall physical and mental health with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time. HS.I.5.1.SL2

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Advanced

1. Substantiate the relationship between engaging in regular physical activity and positive outcomes related to cognition and/or academic readiness. HS.A.5.1

   Advanced Support Levels

   SL1. Substantiate the relationship between engaging in regular physical activity and positive outcomes related to cognition and/or academic readiness with appropriate verbal or visual prompting HS.A.5.1.SL1

   SL2. Identify the relationship between engaging in regular physical activity and positive outcomes related to cognition and/or academic readiness with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time. HS.A.5.1.SL2

5.2 Challenges

Novice

2. Recognize individual challenges in self and others by coping in a positive way, such as extending effort, asking/offering for help or feedback, and/or modifying the tasks. HS.N.5.2

   Novice Support Levels

   SL1. Begin to recognize individual challenges in self and others by coping in a positive way, such as extending effort, asking/offering for help or feedback, and/or modifying the tasks with appropriate verbal or visual prompting. HS.N.5.3.SL1

   SL2. Begin to recognize at least 1 individual challenge in self and others by coping in a positive way, such as extending effort, asking/offering for help or feedback, and/or modifying the tasks with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time. HS.N.5.3.SL2

Intermediate

2. Utilize strategies to cope in a positive way to challenge self and others, such as extending effort, asking/offering for help or feedback, and/or modifying the tasks. HS.I.5.2

   Intermediate Support Levels

   SL1. Begin to recognize individual challenges in self and others by coping in a positive way, such as extending effort, asking/offering for help or feedback, and/or modifying the tasks with appropriate verbal or visual prompting. HS.I.5.3.SL1

   SL2. Begin to recognize at least 1 individual challenge in self and others by coping in a positive way, such as extending effort, asking/offering for help or feedback, and/or modifying the tasks with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time. HS.I.5.3.SL2

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Advanced

2. Analyze the level of challenge of a self-selected physical activity. Example: Safely challenge or push yourself in a physical activity (downhill skiing, look at harder runs and think through if you feel you can accomplish that run). HS.A.I.5.2

   Advanced Support Levels

   SL1. Analyze the level of challenge of a self-selected physical activity with appropriate verbal or visual prompting. HS.A.5.3.SL1

   SL2. Analyze at least 1 level of challenge of a self-selected physical activity with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time. HS.A.5.3.SL2

5.3 Social Interaction

Novice

3. Recognize an enjoyable activity that promotes social interaction or self-expression. HS.N.5.3

   Novice Support Levels

   SL1. Recognize an enjoyable activity that promotes social interaction or self-expression with appropriate verbal or visual prompting. HS.N.5.3.SL1

   SL2. Recognize an enjoyable activity that promotes social interaction or self-expression with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time. HS.N.5.3.SL2

Intermediate

3. Select and participate in physical activities or dance that meet the need for self-expression and enjoyment. HS.I.5.3

   Intermediate Support Levels

   SL1. Select and participate in basic physical activities or dance that meet the need for self- expression and enjoyment with appropriate verbal or visual prompting. HS.I.5.3.SL1

   SL2. Select and participate in at least 1 physical activity or dance that meet the need for self- expression and enjoyment with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time. HS.I.5.3.SL2

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Advanced

3. Articulate the personal growth experiences of engaging in a novel (new and different from what is known) physical activity. Example: rock climbing, orienteering, fitness classes. HS.A.5.3

   Advanced Support Levels

   SL1. Highlight the personal growth aspects of engaging in a novel (new and different from what is known) physical activity with appropriate verbal or visual prompting. HS.A.5.3.SL1

   SL2. Highlight the personal growth aspects of engaging in a novel (new and different from what is known) physical activity with appropriate prompting (verbal, visual, and/or tactile), peer assistance, and extended time. HS.A.5.3.SL2