Wisconsin Physical Education

HS 2

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

Dance and Rhythms

1 Demonstrate competency in dance forms used in cultural and social occasions or demonstrate competency in one form of dance/rhythm. PE.S1.H1.L2

Invasion Games: Throwing

2 Refine and apply activity-specific throwing skills in two or more modified forms of small-sided invasion and fielding games, including those from other cultures. PE.S1.H2.L2

Invasion Games: Catching

3 Refine and apply activity-specific catching skills in two or more modified forms of small-sided invasion and fielding games, including those from other cultures. PE.S1.H3.L2

Invasion Games: Passing and Receiving

4 Refine and apply self-identified activity-specific movement skills in one or more small-sided invasion games, including those from other cultures. PE.S1.H4.L2

Net/Wall Games

5 Refine and apply self-identified activityspecific movement skills in one or more net/wall games, including those from other cultures. PE.S1.H5.L2

Target Games: Throwing

6 Apply a mature throwing pattern in a self-identified activity-specific in one or more target games, including those from other cultures. PE.S1.H6.L2

Target Games: Striking

7 Demonstrate competency in striking objects using long-handled implement to strike object in two or more target games, including those from other cultures. PE.S1.H7.L2

Fielding and Striking Games

8 Identify how to self-correct and reflect on movement in relation to the object. PE.S1.H8.L2

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Outdoor Pursuits/ Adventure Activities

9 Demonstrate competency in activityspecific movement and technical skills in one or more selected outdoor activities. PE.S1.H9.L2

Aquatics: Swim Skills

10 Demonstrate swim skills as described by the American Red Cross “Learn to Swim and Achieve” or any other nationally recognized swim program. Students may exhibit skills in any of the swim skill levels. PE.S1.H10.L2

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

Movement Concepts, Principles, and Knowledge

1 Describe the speed vs. accuracy tradeoff in physical activities with or without throwing and striking skills. PE.S2.H1.L2

2 Use terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately. PE.S2.H2.L2

3 Compare similarities and differences of historical and cultural roles within physical activity and dance forms. PE.S2.H3.L2

4 Analyze defensive and offensive strategies and tactics in various activities. PE.S2.H4.L2

5 Analyze the current stage of learning for specific skills and select the appropriate level of challenge for continued skill refinement. PE.S2.H5.L2

Movement Concepts, Principles, and Knowledge: Aquatics

6 Analyze the stages of learning for two or more strokes using BLABT. PE.S2.H6.L2

Net/Wall Games: Creating Space (through variation)

7 Apply strategies and tactics when analyzing errors in game play in net/wall and target games, including those from other cultures. PE.S2.H7.L2

Net/Wall Games: Use of Tactics and Shots

8 Analyze shot selection based on opponents positioning in net and wall games, including those from other cultures. PE.S2.H8.L2

Target Games: Shot Selection

9 Assess implementation of strategies and tactics in a variety of target activities using speed, force, and trajectory. PE.S2.H9.L2

Fielding and Striking Games: Offensive and Defensive Strategies

10 Apply offensive and defensive strategies when selecting appropriate shots in fielding and striking games, including those from other cultures. PE.S2.H10.L2

elding and Striking Games: Reducing Space

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11 Review, discuss, and communicate strategies and tactics with classmates to find open spaces to maximize coverage on defense. PE.S2.H11.L2

Aquatics: Safety

12 Students for grades 9-12 will demonstrate knowledge of all water safety concepts as outlined by the American Red Cross or any other nationally recognized swim program. PE.S2.H12.L2

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

Physical Activity Knowledge

1 Investigate the relationships among physical activity, nutrition, and body composition as it relates to lifetime wellbeing and productivity. PE.S3.H1.L2

2 Analyze and apply technology and social media as tools for supporting a healthy, active lifestyle. PE.S3.H2.L2

3 Apply prevention tactics to avoid issues with heat- and cold-related illness as they relate to exercise. PE.S3.H3.L2

4 Analyze the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity beyond high school (in college or career settings). PE.S3.H4.L2

Physical Activity Planning

5 Evaluate activities that can be pursued in the local environment according to their benefits, social support network, and participation requirements. PE.S3.H5.L2

Fitness Knowledge

6 Compare and contrast advantages and disadvantages of functional fitness, using body weight exercises, resistancetraining, and free weights. PE.S3.H6.L2

7 Identify the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic). PE.S3.H7.L2

8 Analyze types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion). PE.S3.H8.L2

Fitness Knowledge: Cardio-respiratory

9 Uses personalized target heart rate zones to create and implement a plan to meet target heart rate goals using various physical activities. PE.S3.H9.L2

Assessment and Program Planning

10 Refine and apply a personal and social well-being plan to enhance or maintain at least three health-enhancing concepts. PE.S3.H10.L2

11 Analyze the components of skill-related fitness and health-related fitness in relation to life and career goals, and employ fitness principles (SPORT, FITT, HIIT, and SAID) to design an appropriate fitness program for those goals. PE.S3.H11.L2

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Nutrition

12 Design and implement a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. PE.S3.H12.L2

Stress Management

13 Apply stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. PE.S3.H13.L2

Knowledge Application

14 Create a plan for, train for, and participate in a community/school event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event). PE.S3.H14.L2

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

Safety

1 Analyze a situation and adjust participation based on best practices to ensure the safety of self and others. PE.S4.H1.L2

Social Awareness: Procedures and Protocols

2 Reflect on the use of procedures, protocols, and respect, and the impact on self, peers and physical activity engagement. (WSELC 21) PE.S4.H2.L2

Social Awareness

3 Create and implement strategies to oppose perceived differences. PE.S4.H3.L2

Self-Management: Goal Setting

4 Reflect on the progress being made toward S.M.A.R.T. goals in order to adjust the steps and time frame to reach those goals. (WSELC 10) PE.S4.H4.L2

Relationship Skills: Feedback

5 Analyze and evaluate feedback provided by a peer to adapt and improve performance. PE.S4.H5.L2

Relationship Skills: Conflict Resolution

6 Analyze personal role in a conflict to resolve differences and promote positive outcomes in the future. PE.S4.H6.L2

Decision-making

7 Evaluate decisions and analyze various factors that inform decision-making. PE.S4.H7.L2

The student will recognize the value of physical activity for health, enjoyment, challenge, self-

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Health and Wellbeing

Analyze the positive impact of being physically active. Analyze the negative impact of being sedentary. PE.S5.H1.L2

expression, and social interaction.

Self-awareness Self-management: Challenge and Growth Mindset

2 Recognize barriers to succeeding and identify supports to help overcome the barriers. (WSELC 11) PE.S5.H2.L2

Self-expression and Enjoyment

3 Select and participate in physical activities and dance according to the current needs of the individual (e.g., energizing, relaxing, calming, individual, and group). PE.S5.H3.L2

4 Select and participate in enjoyable activities that promote individual selfexpression in a variety of environments and seasons (e.g., indoor/outdoor/ water/snow/ice). PE.S5.H4.L2

Social Interaction

5 Apply verbal, physical, and environmental cues to express emotions in a positive manner during various physical activities. PE.S5.H5.L2

6 Compare and contrast opportunities for social interaction and social support in a variety of self-selected physical activities or dance. PE.S5.H6.L2