Wisconsin Physical Education

HS 3

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

Dance and Rhythms

1 Choose one dance/rhythm form (e.g., folk, cultural, social, creative, line, or world dance) or a rhythmic-based fitness activity and choreograph or present a routine. PE.S1.H1.L3

Invasion Games: Throwing

2 Apply activity-specific throwing skills in two or more small-sided invasion and fielding games, including those from other cultures. PE.S1.H2.L3

Invasion Games: Catching

3 Apply activity-specific catching skills in two or more small-sided invasion and fielding games, including those from other cultures. PE.S1.H3.L3

Invasion Games: Passing and Receiving

4 Create and implement a practice plan designed to develop and refine competency in passing and receiving skills, creating and reducing space, and defensive and offensive skills in two or more small-sided invasion games, including those from other cultures. PE.S1.H4.L3

Net/Wall Games

5 Create and implement a practice plan designed to develop and refine competency in serving, stroke technique, volleying, and striking in two or more net/wall games, including those from other cultures. PE.S1.H5.L3

Target Games: Throwing

6 Create and implement a practice plan designed to develop or refine mature throwing pattern in two or more target games, including those from other cultures. PE.S1.H6.L3

Target Games: Striking

7 Create and implement a practice plan designed to develop or refine mature striking pattern in two or more target games, including those from other cultures. PE.S1.H7.L3

Fielding and Striking Games

Make contact and connect with the object to create a play. PE.S1.H8.L3

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utdoor Pursuits/ Adventure Activities

9 Lead and explain a demonstration of activity-specific movement or technical skills in one or more selected outdoor activities. PE.S1.H9.L3

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.L3

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

Movement Concepts, Principles, and Knowledge

1 Use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and others in a selected skill. PE.S2.H1.L3

2 Apply the terminology to a practice plan associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately. PE.S2.H2.L3

3 Analyze historical and cultural roles within physical activity and dance forms. PE.S2.H3.L3

4 Modify defensive and offensive strategies and tactics in various activities based on analysis of the game. PE.S2.H4.L3

5 Use S.M.A.R.T. goal setting to create a practice plan to improve performance for a self-selected skill. PE.S2.H5.L3

Movement Concepts, Principles, and Knowledge: Aquatics

6 Use BLABT to analyze and improve the performance of self and others in one or more specialized strokes. PE.S2.H6.L3

Net/Wall Games: Creating Space (through variation)

7 Implement strategies and tactics when analyzing errors in game play in net/wall and/or target games, including those from other cultures. PE.S2.H7.L3

Net/Wall Games: Use of Tactics and Shots

8 Examine the effectiveness of various shots based on positioning, timing and force in net and wall games, including those from other cultures. PE.S2.H8.L3

Target Games: Shot Selection

9 Assess effectiveness and modify strategy and tactics of shot placement in various target activities. PE.S2.H9.L3

Fielding and Striking Games: Offensive and Defensive Strategies

10 Reflect, analyze, and apply offensive and defensive strategies in a variety of fielding and striking games, including those from other cultures. PE.S2.H10.L3

Fielding and Striking Games: Reducing Space

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l Model strategies on how to maximize coverage on defense. PE.S2.H11.L3

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.L3

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

Physical Activity Knowledge

1 Develop a plan for physical activity beyond high school that relates to lifetime well-being and productivity. PE.S3.H1.L3

2 Design a strategy using technology or social media to assist others in supporting a healthy, active lifestyle. PE.S3.H2.L3

3 Explain treatment of heat- and cold-related illnesses as they relate to physical activity. PE.S3.H3.L3

4 Create a plan for physical activity participation based on personal life choices, economics, motivation, and accessibility in a college or career setting. PE.S3.H4.L3

Physical Activity Planning

5 Create a plan for activities that can be pursued in the local environment according to their benefits, social support network, and participation requirements. PE.S3.H5.L3

Fitness Knowledge

6 Design and implement a strength and conditioning program that develops balance between opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. PE.S3.H6.L3

7 Analyze the impact of the principle of adaptation and its relation to exercise. PE.S3.H7.L3

8 Design a fitness workout focusing on strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for a specific area of personal fitness development (e.g., strength, endurance, range of motion). PE.S3.H8.L3

Fitness Knowledge: Cardio-respiratory

9 Apply fitness principles (SPORT, FITT, HIIT, and SAID) and personalized heart rate zones to evaluate and critique progress towards physical activity goals encompassing multiple components of fitness. PE.S3.H9.L3

Assessment and Program Planning

10 Develop and maintain a comprehensive wellness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement, journaling). PE.S3.H10.L3

11 Apply fitness principles (SPORT, FIT, HIIT, and SAID) in designing a fitness program, including all components of skill-related fitness and health-related fitness, for a college student or an employee in the learner's chosen field of work. PE.S3.H11.L3

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Nutrition

12 Create a snack plan for before, during, and after exercise that addresses nutrition needs for each phase. PE.S3.H12.L3

Stress Management

13 Lead a small group through a stressmanagement activity (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. PE.S3.H13.L3

Knowledge Application

14 Assist in the planning or implementation of a school or class event with a focus on physical activity. PE.S3.H14.L3

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

Safety

1A Evaluate factors that impact safety decisions based on the current situation (e.g., weather, level of difficulty due to conditions or ability). (WSELC 22) PE.S4.H1A.L3

1B Create and apply a plan for participating in selected physical activity, exercise, dance, and outdoor activity for personal and group safety. (WSELC 22) PE.S4.H1B.L3

Social Awareness: Procedures and Protocols

2 Examine moral and ethical conduct as it relates to physical activity engagement and how it impacts and influences self, others and community. PE.S4.H2.L3

Social Awareness

3 Implement strategies to support, encourage, and advocate for classmates with perceived differences. PE.S4.H3.L3

Self-Management: Goal Setting

4 Assess and analyze the progress toward S.M.A.R.T. goals and adjust the plan or create new S.M.A.R.T. goals. PE.S4.H4.L3

Relationship Skills: Feedback

5 Implement an evaluation cycle (perform, reflect, implement correct feedback, and perform again). PE.S4.H5.L3

Relationship Skills: Conflict Resolution

6 Apply strategies to consistently resolve conflicts in a variety of settings (e.g., school, work, community, and personal relationships). (WSELC 19) PE.S4.H6.L3

Decision-making

7 Exhibit decision-making skills that promote a positive well-being and environment. (WSELC 20) PE.S4.H7.L3

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Th ealth and Wellbeing

recognize the value of

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

1 Create and implement a plan or use selfselected activities based on overall health and well-being. PE.S5.H1.L3

Self-awareness Self-management: Challenge and Growth Mindset

2 Demonstrate perseverance when dealing with challenges and diversity. (WSELC 11) PE.S5.H2.L3

Self-expression and Enjoyment

3 Create, participate in, and modify physical activities or dance to meet the need for self-expression and enjoyment. PE.S5.H3.L3

4 Create, participate in, and modify physical activities or dance to meet the need for self-expression and enjoyment in a variety of environments and seasons (e.g., indoor/outdoor/water/snow/ice). PE.S5.H4.L3

Social Interaction

5 Model verbal, physical, and environmental cues to express emotions and help others in a positive manner during various physical activities. PE.S5.H5.L3

6 Evaluate community opportunities for social interaction and support in a variety of self-selected physical activities or dance. PE.S5.H6.L3