

High School, Physical Education, Semester Course

Big Ideas/Key Concepts

Component 1: Motor Skills (MS) – Subcomponents: Games, Sports & Lifetime Activities, Fitness, Dance & Rhythms, and Outdoor Pursuits

Component 2: Cognitive Concepts (CC) – Subcomponents: Movement Concepts & Principles, Skill Analysis, Game Rules, Tactics & Strategies

Component 3: Fitness & Physical Activity (FPA) – Subcomponents: Health-Related, Skill-Related, Physical Activity Knowledge, Exercise Prescription, & Assessment

Component 4: Personal & Social Responsibility (PSR) – Subcomponents: Personal Behavior, Rules, Etiquette & Sportsmanship, Cooperation, and Safety

Component 5: Values Physical Activity (VPA) – Subcomponents: Appreciation and Challenge

1st or 3rd Quarter (Semester Course)

Standards	Student Friendly “I Can” Statements
<p>MS.1 Games, Sports, & Lifetime Activities Demonstrate competency in activity specific manipulative skills (e.g., throwing, catching, kicking, striking, etc.) or sport specific skills (e.g. serve, putt, cradle in lacrosse, sprint start, etc.) while participating in game or event.</p>	<p>MS.1 I can apply and perform manipulative skills such as throwing, catching, kicking, or striking while participating in a game.</p>
<p>MS.2 Games, Sports, & Lifetime Activities Demonstrate game specific strategies by combining skills (e.g., softball throw to base, volleyball set to hitter, soccer pass to teammate, etc.).</p>	<p>MS.2 I can apply and perform sport specific skills such as a serve, putt, cradle, or sprint start while participating in a game.</p>
<p>MS.3 Games, Sports, & Lifetime Activities Execute sport skills or strategies in response to the opponent (e.g., running routes, player positioning, guarding).</p>	<p>MS.3 I can apply tactical skills when playing a sport.</p>
<p>MS.4 Games, Sports, & Lifetime Activities Demonstrate offensive skills and strategies during game play.</p>	<p>MS.4 I can recognize, explain, and apply offensive strategies during game play.</p>

Standards	Student Friendly “I Can” Statements
<p>MS.5 Games, Sports, & Lifetime Activities Demonstrate defensive skills and strategies during game play.</p>	<p>MS.5 I can recognize, explain, and apply defensive strategies during game play.</p>
<p>MS.6 Fitness & Lifetime Activities Engage in specialized skills in health-related fitness activities (e.g., yoga, resistance training, fitness walking).</p>	<p>MS.6 I can participate in fitness activities such as yoga and resistance training.</p>
<p>CC.1 Movement Concepts & Principles Analyze movement concepts and principles to improve performance (e.g., pathways, force, center of gravity).</p>	<p>CC.1 I can analyze my movement and improve performance by apply various principles such as force and center of gravity.</p>
<p>CC.2 Skill Analysis Identify critical elements (e.g., opposition, follow through, weight transfer).</p>	<p>CC.2 I can break down various sport skills into the different points of performance such as throwing, cradling a lacrosse ball, etc.</p>
<p>CC.3 Skill Analysis Justify the importance of each critical element in regard to skill performance (e.g., why, when, how).</p>	<p>CC.3 I can explain the importance of the various points of performance when performing specific sports skills.</p>
<p>CC.4 Game Rules Demonstrate rule application during game play.</p>	<p>CC.4 I can apply game rules when participating in a sport.</p>
<p>CC.5 Game Rules Use appropriate sport specific terminology (e.g., travelling, out-of-bounds, offsides).</p>	<p>CC.5 I can recognize and explain the rules to a game.</p>
<p>FPA.1 Health-Related Components Explain how health-related components of fitness impact overall health status (i.e., body composition, cardiovascular endurance, muscular endurance, muscular strength, flexibility).</p>	<p>FPA.1 I can use the five components of fitness that include flexibility, muscular strength, muscular endurance, cardiovascular endurance, and body composition to assess individual health related fitness levels.</p>

Standards	Student Friendly “I Can” Statements
<p>FPA.2 Health-Related Components Participate in health-related fitness activities (e.g., weight training, stretching, cardio workouts).</p>	<p>FPA.2 I can participate safely in various health related fitness activities such as weight training and cardio workouts.</p>
<p>FPA.3 Skill-Related Components Explain how skill related components impact sports and fitness (i.e., balance, agility, power, speed, coordination, and reaction time).</p>	<p>FPA.3 I can explain how balance, speed, agility, coordination, and reaction time impacts sports and fitness.</p>
<p>FPA.4 Health-Related Components Participate in skill-related fitness activities (e.g., agility ladder, yoga, plyometric).</p>	<p>FPA.4 I can take a yoga class. I can complete a plyometric workout.</p>
<p>FPA.7 Physical Activity Knowledge Identify activities that improve each component of fitness (i.e., health-related, skill-related).</p>	<p>FPA.7 I can compare and contrast health related and skill related fitness activities.</p>
<p>FPA.10 Exercise Prescription Construct fitness goals (i.e., S.M.A.R.T.)</p>	<p>FPA.10 I can write personal Fitness Goals that are specific, measurable, realistic, and have a timeframe.</p>
<p>FPA.11 Exercise Prescription Design a personal fitness plan based on the FITT principle i.e., Frequency, Intensity, Time, Type.</p>	<p>FPA.11 I can design a personal fitness plan.</p>
<p>FPA.12 Assessment Participate in health-related fitness testing (e.g., Fitnessgram).</p>	<p>FPA.12 I can self-assess my fitness level using various types of measurements.</p>
<p>FPA.13 Assessment Interpret individual results of fitness tests.</p>	<p>FPA.13 After completing a fitness assessment, I can reflect on my results.</p>

Standards	Student Friendly “I Can” Statements
<p>PSR.1 Personal Behavior Demonstrate responsible independent behaviors (e.g., best effort, compassion, initiative).</p>	<p>PSR.1 I can try my best when participating in activities. I can show compassion to peers when participating in activities.</p>
<p>PSR.2 Personal Behavior Explain the role of the leader and follower within a group.</p>	<p>PSR.2 I can explain the important aspects of a leader as well as a follower when it comes to sports participation.</p>
<p>PSR.3 Personal Behavior Demonstrate positive attitudes towards self and others through verbal and nonverbal behaviors.</p>	<p>PSR.3 I can apply ways to have a positive attitude, self-concept, and self-esteem.</p>
<p>PSR.4 Rules, Etiquette, & Sportsmanship Explain the importance of following rules, procedures, etiquette and sportsmanship in the physical activity setting.</p>	<p>PSR.4 I can explain the importance of sportsmanship and following the rules when participating in sport.</p>
<p>PSR.5 Rules, Etiquette, & Sportsmanship Display acceptance of decisions of judgement in socially responsible ways (e.g., teachers, sport officials, peer leaders).</p>	<p>PSR.5 I can exemplify sportsmanship regardless of the outcome of the competitive game or event.</p>
<p>PSR.6 Cooperation Provide support and encouragement for classmates (e.g., acknowledge good play, accept success/performance limitations).</p>	<p>PSR.6 I can encourage my classmates when participating in physical activities. I can accept success and losses when playing games.</p>
<p>PSR.7 Cooperation Display acceptance of individual differences (e.g., ability level, cultural background, gender, interest, age).</p>	<p>PSR.7 I can be kind to everyone and respect our differences.</p>
<p>PSR.8 Cooperation Demonstrate conflict resolution skills.</p>	<p>PSR.8 I can resolve conflict with others.</p>

Standards	Student Friendly "I Can" Statements
<p>PSR.9 Safety Apply best practices for participating safely in physical activity (e.g., equipment/facility use, peer awareness, environment, personal medical needs).</p>	<p>PSR.9 I can participate safely in various health related fitness activities.</p>
<p>PSR.9 Safety Engage in proper warm-up and cool-down procedures</p>	<p>PSR.9 I can apply a proper warm up and cool down routine prior to physical activity.</p>
<p>VPA.1 Appreciation Explain the health benefits of physical activity (e.g., physical, mental/emotional, social).</p>	<p>VPA.1 I can explain the health benefits of physical activity. I can explain the mental health benefits of being active.</p>
<p>VPA.4 Challenge Demonstrate a willingness to try new activities for challenge and personal reward.</p>	<p>VPA.4 I can try new activities.</p>

2nd or 4th Quarter (Semester Course) While the 1st/3rd quarter above standards will continue to be taught, the following standards will be specifically addressed during the 2nd or 4th quarter

Standards	Student Friendly "I Can" Statements
<p>MS.7 Fitness & Lifetime Activities Apply the principles of training to enhance an individual's current level of fitness (e.g., F.I.T.T., overload, specificity, progression).</p>	<p>MS.7 I can apply the various fitness principles to my workouts to improve my fitness level.</p>
<p>MS.8 Dance, Rhythms, & Lifetime Activities Demonstrate rhythmical or choreographed steps (i.e., jumping rope, aerobic dance, line dance, educational gymnastics routine)</p>	<p>MS.8 I can demonstrate a choreographed dance or put together a jump rope sequence to music.</p>

Standards	Student Friendly "I Can" Statements
<p>MS.9 Dance, Rhythms, & Lifetime Activities Demonstrate a continuous dance sequence while synchronized with group or continuous jump pattern to music/verse.</p>	<p>MS.9 I can demonstrate a dance sequence with a small group.</p>
<p>MS.10 & MS.11 Optional Aquatics Standards</p>	
<p>MS.12 Outdoor Pursuits & Lifetime Activities (Optional) Demonstrate essential skills (e.g., all-terrain walking, strength, balance, climbing).</p>	<p>MS.12 I can perform the necessary skills such as walking on uneven terrain, balance, and paddling to participate in outdoor activities such as hiking, kayaking, and rock-climbing.</p>
<p>MS.13 Outdoor Pursuits & Lifetime Activities (Optional) Apply specialized skills (e.g., hiking, orienteering, rock climbing, mountain biking, fishing, kayaking)</p>	<p>MS.13 I can apply the necessary skills to participate in outdoor activities such as hiking, kayaking fishing, and rock-climbing.</p>
<p>CC.6 Tactics & Strategies Explain appropriate tactical decisions in a game situation. (e.g., use of a lob versus a drop; use of a chest pass versus a bounce pass)</p>	<p>CC.6 I can explain the tactical skills in a competitive game.</p>
<p>CC.7 Tactics & Strategies Assess strategies needed to achieve specific effects/outcomes. (e.g., offensive strategies in order to score, defensive strategies to obtain possession, player positioning, etc.)</p>	<p>CC.7 I can assess and apply tactical skills in a competitive game to gain an offensive or defensive advantage.</p>
<p>FPA.5 Physical Activity Knowledge Apply fitness terminology in appropriate settings (e.g., aerobic/anaerobic, target heart rate, FITT principle, isometric, warmup/cool-down).</p>	<p>FPA.5 I can use fitness terms such as target heart rate, aerobic/anaerobic warmup, and cooldown correctly in conversation.</p>
<p>FPA.6 Physical Activity Knowledge Define the principles of training (e.g., overload, specificity, progression).</p>	<p>FPA.6 I can define the various training principles such as overload, specificity, and progression.</p>

Standards	Student Friendly “I Can” Statements
<p>FPA.8 Physical Activity Knowledge Calculate and apply resting, maximum, and target heart rate during various activities (e.g., cardiorespiratory activities, game play)</p>	<p>FPA.8 I can calculate resting, maximum, and target heart rates.</p>
<p>FPA.9 Physical Activity Knowledge Discuss current trends in fitness technology (e.g., apps, heart rate monitors, electronic activity tracker).</p>	<p>FPA.9 I can discuss current trends in fitness technology such as apps and activity trackers such as Fit Bits and Apple watches.</p>
<p>VPA.2 Appreciation Determine the value of physical activity to meet an individual's personal needs (e.g., social interaction, self-expression, stress management).</p>	<p>VPA.2 I can determine the value of physical activity in my own life whether it be for stress-management, social interaction, or other benefits.</p>
<p>VPA.3 Appreciation Explore community resources (e.g., community centers, greenways, parks).</p>	<p>VPA.3 I can evaluate and apply personal fitness plan to take advantage of community resources and facilities in the community</p>