

## Physical Education Grade Expectations

<b>GE1: Students will apply problem-solving skills in movement-related activities by...</b>					
<b>Grades PK-K</b>	<b>Grades 1-2</b>	<b>Grades 3-4</b>	<b>Grades 5-6</b>	<b>Grades 7-8</b>	<b>Grades 9-12</b>
<p>a. Solving simple movement challenges individually. (Show me how many ways you can move in general space.)</p> <p>b. Solving simple movement challenges involving body parts or self and general space. (Show me how to travel on two body parts without using two feet).</p>	<p>a. Solving simple movement challenges <u>with a partner.</u></p> <p>b. Solving movement challenges <u>involving one or more movement concepts alone or with a partner.</u></p> <p>c. Selecting a developmentally appropriate level of challenge, and performing successfully.</p>	<p>a. Solving simple movement challenges <u>in a group</u> (3-4 people).</p> <p>b. Solving <u>increasingly complex challenges involving several movement concepts.</u></p> <p>c. Selecting <u>an appropriate piece of equipment</u> to be challenged yet successful at a task.</p> <p>d. Adjusting movement to work successfully with a partner.</p>	<p>a. Solving simple movement challenges <u>that involve an increased group size.</u></p> <p>d. <u>Giving positive feedback</u> to a partner in order to achieve success.</p>	<p>a. Solving simple movement challenges <u>that involve more complex problems and/or increased group size.</u></p> <p>d. <u>Giving constructive feedback to a partner/group</u> in order to achieve success.</p> <p>e. Recognizing and developing strategies to accommodate personal strengths and weaknesses.</p>	<p>a. Solving simple movement challenges that involve more complex problems and/or increased group size.</p> <p>d. Giving <u>specific and critical feedback</u> to a partner/group in order to develop more efficient skills.</p> <p>e. Recognizing and developing strategies to accommodate personal strengths and weaknesses.</p>

<b>GE2: Students will show an understanding of body awareness concepts by...</b>					
<b>Grades PK-K</b>	<b>Grades 1-2</b>	<b>Grades 3-4</b>	<b>Grades 5-6</b>	<b>Grades 7-8</b>	<b>Grades 9-12</b>
<p>a. Identifying large and small body parts (e.g. arm, leg, wrist, elbow, ankle, etc.).</p> <p>f. Demonstrating progress toward the mature form of selected locomotor skills (walking, running, skipping, hopping, galloping, jumping, and sliding) by performing two critical elements of each skill.</p> <p>g. Demonstrating the ability to stop and start on a signal.</p> <p>i. Demonstrating progress toward the mature form of selected manipulative skills (throwing, catching, bounding, striking, kicking, rolling and object) by performing two critical elements of each skill.</p>	<p>a. <u>Demonstrating body movements</u> (e.g., flex, extend, and rotate).</p> <p>d. Demonstrating body shapes (e.g., round, straight, pike, tuck, straddle).</p> <p>f. Demonstrating <u>competency</u> in the mature form of the following locomotor skills: walking, running, skipping, hopping, galloping, jumping and sliding.</p> <p>g. Demonstrating the ability to stop <u>with control at a boundary</u>.</p> <p>h. Demonstrating the ability to change direction, quickly and safely, without falling.</p> <p>i. Demonstrating <u>competency</u> in the mature form of the following manipulative skills: underhand throwing, rolling an object, and dribbling in self-space.</p> <p>j. Identifying the locomotor movements: walk, run, hop, skip, jump, gallop, leap, slide.</p>	<p>a. Identifying body parts and their actions when describing a movement (e.g., When I land from a jump I need to flex my knees).</p> <p>b. Identifying basic muscle groups, and their movements (e.g., biceps, triceps).</p> <p>e. Demonstrating an awareness of the relationship of body parts (e.g., unison, opposition, in sequence).</p> <p>f. Demonstrating competency in the mature form of a leap, alternating the leading foot.</p>	<p>b. Identifying <u>more specific</u> muscle groups and <u>demonstrating how they relate</u> to body movements during the performance of skills (e.g., biceps to modified pull ups, quadriceps to kicking).</p> <p>d. <u>Combining</u> various body shapes and movements (e.g., tuck and jump).</p> <p>j. Identifying the <u>major skill components of beginning sports, gymnastics, and dance skills</u>.</p> <p>k. Recognizing the similarities between like skills in different activities (e.g., tinikling and Chinese jump rope.)</p>	<p>c. Using more advanced terminology to describe body movements.</p> <p>e. Demonstrating an understanding of the relationship of body parts in the performance of <u>more complex skills</u>.</p> <p>j. Identifying the major skill components of <u>more complex</u> sports, gymnastics, dance, and/or other related activities.</p> <p>k. Recognizing the similarities between like skills in different activities (e.g., catching in softball/baseball and catching in lacrosse).</p>	<p>c. Using more advanced terminology to describe body movements.</p> <p>e. Demonstrating an <u>understanding</u> of the relationship of body parts in the performance of <u>more complex skills</u>.</p> <p>j. Identifying the major skill components of <u>more complex</u> sports, gymnastics, dance, and/or other related activities.</p> <p>k. Recognizing the similarities between like skills in different activities (e.g., badminton smash and the volleyball spike).</p>

<b>GE3: Students show an understanding of space concepts by...</b>					
<b>Grades PK-K</b>	<b>Grades 1-2</b>	<b>Grades 3-4</b>	<b>Grades 5-6</b>	<b>Grades 7-8</b>	<b>Grades 9-12</b>
a. Identifying and demonstrating personal and general space.	<p>a. <u>Demonstrating direction, pathway, level, and range during activities.</u></p> <p>b. Performing locomotor skills while changing directions, levels, pathways, and range.</p> <p>c. Applying space concepts in simple games and other activities (e.g., moving in directions to avoid being tagged.)</p>	<p>a. <u>Solving more complex movement challenges</u> (e.g., moving in general space changing direction and pathways).</p> <p>b. <u>Moving with others</u> (e.g., do-si-do).</p> <p>c. Applying space concepts in simple games and other activities (e.g., closes space to opponents).</p>	<p>c. Applying space concepts appropriately in <u>a variety of activities</u> (e.g., staying between the opponent and the goal).</p> <p>d. Recognizing the similarities in the use of space in different activities (e.g., shielding in basketball and soccer).</p>	<p>c. Applying space concepts appropriately in a variety of activities (e.g., drawing an opponent with you).</p> <p>d. Recognizing the similarities in the use of space in <u>more advanced activities</u> (e.g., tactics, dance, and gymnastics).</p>	<p>c. Applying space concepts appropriately in a variety of activities (e.g., in development of tactics – set plays; floor patterns in dance or gymnastics).</p> <p>d. Recognizing the similarities in the use of space in more advanced activities (e.g., tactics, dance, and gymnastics).</p>

<b>GE4: Students show an understanding of quality movement concepts and apply them to psycho-motor skills by.... (This GE is divided into: Balance, Force/Energy, Time, Flow)</b>					
<b>Grades PK-K</b>	<b>Grades 1-2</b>	<b>Grades 3-4</b>	<b>Grades 5-6</b>	<b>Grades 7-8</b>	<b>Grades 9-12</b>
<p><b>BALANCE</b> a. Demonstrating momentary stillness in a variety of balance activities.</p> <p><b>FORCE/ENERGY</b> Not to be assessed at this grade level.</p> <p><b>TIME</b> Not to be assessed at this grade level.</p> <p><b>FLOW</b> Not to be assessed at this grade level.</p>	<p><b>BALANCE</b> a. <u>Moving alone or with equipment</u> (e.g., starting and stopping without falling down). b. Demonstrating and understanding of balancing skills (e.g., bends knees to lower the center of gravity).</p> <p><b>FORCE/ENERGY</b> a. Demonstrating an understanding of the variations in force (e.g., hard and soft, relaxed and tense). b. Controlling force of personal movement in general space (e.g., tagging). c. Controlling force of personal movement and while moving objects (e.g., repeatedly striking balloons).</p> <p><b>TIME</b> a. Demonstrating contrast between fast and slow movement. b. Demonstrating a simple rhythmic movement (e.g., locomotor movement in time to an independent or imposed beat). c. Following simple</p>	<p><b>BALANCE</b> a. <u>Balancing with control on a variety of pieces of equipment</u> (e.g., large apparatus, skates, stilts). b. Demonstrating and understanding of <u>static and dynamic balance.</u></p> <p><b>FORCE/ENERGY</b> a. Demonstrating an understanding of <u>how the body creates and absorbs force.</u> b. Selecting an appropriate force for the task (e.g., passing). c. Controlling force of personal movement and while moving objects (e.g., dribbling while moving).</p> <p><b>TIME</b> a. Demonstrating contrast between <u>fast, medium and slow</u> movement. b. <u>Incorporating a variety of equipment</u> with rhythmic movements and patterns (e.g., balls, ribbons, sticks, parachute). c. <u>Developing a movement sequence</u></p>	<p><b>BALANCE</b> a. <u>Performing a movement sequence</u> (e.g., on a balance beam). b. Demonstrating and understanding of <u>the effects of body changes on performance.</u></p> <p><b>FORCE/ENERGY</b> a. Demonstrating an understanding of <u>movement principles relating to creating and absorbing force.</u> b. <u>Adjusting force to project objects at an appropriate level for the task</u> (e.g., volleying over the nets of varying heights). c. <u>Adjusting force when using a variety of equipment</u> (e.g., balls of different size and weight, and paddles of different length).</p> <p><b>TIME</b> a. <u>Demonstrating an understanding of how body movements are adjusted for increases or decreases in speed for self or imposed rhythm and/or task</u></p>	<p><b>BALANCE</b> a. <u>Performing a more complex movement sequence</u> (e.g., low and/or high ropes elements). <b>FORCE/ENERGY</b> Refer to PE7-8:5</p> <p><b>TIME</b> b. <u>Using dance steps and patterns while keeping time to the music when performing a variety of dance styles</u> (e.g., world, line, social, jazz). c. <u>Adjusting movements to stay on beat while moving with a partner or group.</u></p> <p><b>FLOW</b> a. <u>Combining a more complex series of motor skills and movement concepts: speed, force, levels, directions, pathways</u> (e.g., a variety of partner moves in a dance routine). b. Combining fundamental motor skills and/or the beginning skills of dance, gymnastics, and sport in more</p>	<p><b>BALANCE</b> a. <u>Applying balancing skills with various equipment and in a variety of activities</u> (e.g., spiking in volleyball, skiing, TaeBo, yoga). <b>FORCE/ENERGY</b> Refer to PE9-12:5</p> <p><b>TIME</b> Refer to PE9-12:5</p> <p><b>FLOW</b> Refer to PE9-12:5</p>

	<p>rhythmic movements led by the teacher. FLOW a. Combining two fundamental skills (e.g., bounce and catch, jump and turn). b. Demonstrating smooth transitions between movements (e.g., dance).</p>	<p><u>that incorporates a change in tempo.</u> FLOW a. Combining <u>up to three movements with or without equipment</u> (e.g., a repeating jump rope routine). b. Demonstrating smooth transitions between <u>sequential motor skills</u> (e.g., smoothly running into a jump). c. Combining quality of movement concepts (balance, force, and time) in solving movement challenges (e.g., a gymnastics routine).</p>	<p>(e.g., changing the size of steps as speed changes). b. <u>Combining movements and movement concepts</u> (e.g., moving to the beat, and changing direction of pathway on the musical phrasing, with and without equipment). c. Developing a movement sequence that incorporates a change in tempo <u>while moving to the beat</u> (e.g., changing speed of moment s the accompaniment increases or decreases in tempo). FLOW a. Combining <u>a series of motor skills and movement concepts: speed, force, levels, directions, pathways</u> (e.g., running and dribbling while changed speed and pathway). b. Combining <u>fundamental motor skills and/or the beginning skills of dance, gymnastics, and sport</u> (e.g., smooth transition from dribbling to shooting). c. Combining quality of movement</p>	<p><u>complex situations</u> (e.g., dribbling against a defender).</p>	
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			concepts (balance, force, and time) in solving movement challenges (e.g., passing to a moving target).		
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<b>GE5: Students demonstrate competency in a variety of skills used in dance, gymnastics, sports, and other physical activities by...</b>					
<b>Grades PK-K</b>	<b>Grades 1-2</b>	<b>Grades 3-4</b>	<b>Grades 5-6</b>	<b>Grades 7-8</b>	<b>Grades 9-12</b>
Not to be assessed at this grade level.	a. Demonstrating progress toward mature form by performing two critical elements of an isolated skill.	a. Demonstrating progress toward mature form by performing two critical elements of an isolated skills <u>used in leadups and other activities.</u>	a. Demonstrating progress toward mature form by performing <u>a majority of the critical elements</u> of basic skills used in leadups and other activities. b. Adjusting skills for changing activity conditions (e.g., adjusting force to pass to varying distances).	a. <u>Demonstrating mature form in a variety of basic skills</u> (teacher and/or student selected). b. Adjusting skills <u>in more complex situations</u> (e.g., hitting to various parts of the tennis court according to where the opponent is placed). c. Participating in leisure/lifetime sport and dance activities in and outside of school.	a/b. Selecting and performing appropriate skills at a competent level in <u>three new types</u> of physical activities, or activities <u>in which competency has not yet previously been demonstrated.</u> There should be no more than two from any of the following categories: <ul style="list-style-type: none"> <li>• target sport;</li> <li>• team sport (territorial);</li> <li>• run scoring games;</li> <li>• net and wall sports;</li> <li>• rhythmic activities;</li> <li>• outdoor recreation/adventure activity.</li> </ul> c. <u>Participating regularly in physical activities that contribute to the attainment and maintenance of personal activity goals.</u>

<b>GE6: Students demonstrate proficiency by...</b>					
<b>Grades PK-K</b>	<b>Grades 1-2</b>	<b>Grades 3-4</b>	<b>Grades 5-6</b>	<b>Grades 7-8</b>	<b>Grades 9-12</b>
Not to be assessed at this grade level.	Not to be assessed at this grade level.	Not to be assessed at this grade level.	Not to be assessed at this grade level.	Not to be assessed at this grade level.	a. Selecting, performing and applying skills and knowledge appropriately at a proficient level** in <u>two different types</u> of physical activities form any of the following categories; <ul style="list-style-type: none"> <li>• target sport;</li> <li>• team sport (territorial);</li> <li>• run scoring games;</li> <li>• net and wall sports;</li> <li>• rhythmic activities;</li> <li>• outdoor recreation/adventure activity.</li> </ul>

<b>GE7: Students show competency in aquatic activities and survival skills <i>when facilities allow by...</i></b>					
<b>Grades PK-K</b>	<b>Grades 1-2</b>	<b>Grades 3-4</b>	<b>Grades 5-6</b>	<b>Grades 7-8</b>	<b>Grades 9-12</b>
<p>a. Performing elementary aquatic skills that align with Level I of the American Red Cross Swimming Standards.</p> <p>b. Performing good attitudes and safe practices around the water.</p>	<p>a. <u>Demonstrating the Level II Skill</u> requirements of the American Red Cross Swimming Standards.</p> <p>b. <u>Demonstrating how to float without support and to recover to a vertical position.</u></p>	<p>a. <u>Demonstrating the Level III Skill</u> requirements of the American Red Cross Swimming Standards.</p> <p>b. <u>Demonstrating a coordinated front and back crawl.</u></p> <p>c. Demonstrating the fundamentals of the elementary backstroke, treading water, and safe diving from the side of the pool in deep water.</p>	<p>a. <u>Demonstrating the Level IV Skill</u> requirements of the American Red Cross Swimming Standards.</p> <p>b. <u>Demonstrating increased endurance by swimming familiar strokes for greater distances.</u></p>	<p>a. <u>Demonstrating the Level V Skill</u> requirements of the American Red Cross Swimming Standards.</p> <p>b. <u>Demonstrating the elementary strokes to the butterfly, open turns, and the feet-first surface dive.</u></p>	<p>a. <u>Demonstrating the Level VI Skill</u> requirements of the American Red Cross Swimming Standards.</p> <p>b. <u>Demonstrating increased endurance in all strokes.</u></p>

<b>GE8: Students show knowledge of four health related fitness components (cardio- respiratory endurance, flexibility, muscular strength and endurance, and body composition) and identify a variety of activities to develop each component by...</b>					
<b>Grades PK-K</b>	<b>Grades 1-2</b>	<b>Grades 3-4</b>	<b>Grades 5-6</b>	<b>Grades 7-8</b>	<b>Grades 9-12</b>
Not to be assessed at this grade level.	<p>a. Defining in their own words the four health-related fitness components (e.g., “I can run a long time without getting out of breath”).</p> <p>b. Beginning to identify some physiological signs of exercise (e.g., increased heart rate and faster breathing).</p>	<p>a. <u>Defining, applying and assessing</u> the four health-related fitness components (e.g., introduction of FitnessGram or other nationally accredited fitness test).</p> <p>b. Identifying <u>additional physiological effects of the different levels of exercise</u> (e.g., increased perspiration and body temperature).</p>	<p>a. Beginning to <u>develop a personal fitness plan based on data from a fitness assessment.</u></p> <p>b. <u>Monitoring their heart rate by taking their pulse after exercise.</u></p>	<p>a. <u>Assessing personal performance based on a nationally recognized fitness assessment.</u></p> <p>b. Monitoring their heart rate, <u>breathing rate, perceived exertion, and recovery rate during and following physical activity.</u></p> <p>c. Understanding and applying basic principles of training to improving physical fitness (FITT – frequency, intensity, time and type).</p>	<p>a. <u>Assessing, refining and maintaining a comprehensive personal fitness plan</u> based on personal performance on a nationally recognized fitness assessment.</p> <p>b/c. <u>Applying knowledge of physiological effects and adjusting their physical activity to achieve the physiological response.</u></p>

<b>GE 9: Students show awareness of personal responsibility for individual wellness by...</b>					
<b>Grades PK-K</b>	<b>Grades 1-2</b>	<b>Grades 3-4</b>	<b>Grades 5-6</b>	<b>Grades 7-8</b>	<b>Grades 9-12</b>
Not to be assessed at this grade level.	a. Identifying an activity and a benefit associated with each of the four health-related fitness components.	a. Identifying <u>a wider range of activities and benefits</u> associated with the four health-related fitness components.	a. Beginning to set goals that <u>demonstrate an understanding of the link between exercise, nutrition and fitness and select the appropriate activities to meet these goals.</u> b. Demonstrating physical activity as an important component of personal wellness, by developing skills in order to participate in lead-up activities for leisure and lifetime sports and dance.	a. Identifying and <u>applying the knowledge acquired</u> to link nutrition, exercise and fitness choose activities to improve and maintain fitness goals. b. Demonstrating that physical activity is an important component of personal wellness <u>by participating in leisure/lifetime sport or dance activities in and outside of school.</u>	a. Understanding ways in which <u>personal characteristics, performance, styles and activity preferences will change over the life span, and apply this knowledge to ever changing fitness plans.</u> b. Participating <u>regularly in physical activities that contribute to the attainment of and maintenance of personal physical activity goals.</u>

<b>GE 10: Students promote individual success and self-confidence by...</b>					
<b>Grades PK-K</b>	<b>Grades 1-2</b>	<b>Grades 3-4</b>	<b>Grades 5-6</b>	<b>Grades 7-8</b>	<b>Grades 9-12</b>
<p>a. Identifying several activities that are personally enjoyable.</p> <p>b. Attempting movement, skills, and activities.</p>	<p>a. <u>Describing their range of feelings resulting from participating in physical activity</u> (e.g., success to failure).</p> <p>b. <u>Attempting new activities.</u></p> <p>c. Continuing to participate when initially unsuccessful.</p>	<p>a. <u>Identifying personal strengths and weaknesses.</u></p> <p>b. <u>Selecting a challenging but attainable physical activity goal.</u></p> <p>c. <u>Continuing to work with a partner</u> when initially unsuccessful.</p>	<p>a. <u>Identifying personally challenging activities.</u></p> <p>b. <u>Identifying personal needs in order to be successful</u> (e.g., developing and refining personal skills).</p> <p>c. <u>Selecting and practicing a skill in which improvement is needed.</u></p>	<p>a. <u>Identifying ways in which attitude, effort and energy affect personal performance.</u></p> <p>b. <u>Establishing personal goals to achieve a higher level of performance in new or challenging activities.</u></p> <p>c. <u>Demonstrating a positive attitude toward personal skill development.</u></p>	<p>a. <u>Analyzing characteristics of sport and physical activities that are personally enjoyable, challenging and fulfilling</u> (e.g., competitive, high risk, group, individual, esthetically pleasing, provides social interaction).</p> <p>b. <u>Challenging one's ability to develop new or higher level skills.</u></p> <p>c. <u>Persevering to achieve a higher level of performance.</u></p>

<b>GE 11: Students show safe behavior for self and others by...</b>					
<b>Grades PK-K</b>	<b>Grades 1-2</b>	<b>Grades 3-4</b>	<b>Grades 5-6</b>	<b>Grades 7-8</b>	<b>Grades 9-12</b>
a. Applying established class rules, procedures, and safe practices with teacher guidance.	a. Applying established class rules, procedures, and safe practices <u>with limited teacher guidance.</u>	a. <u>Practicing personal and group safety</u> by applying class rules, procedures, and safe practices.	a. <u>Establishing rules and procedures, and applying etiquette that are appropriate for specific activity situations.</u>	a. <u>Demonstrating supportive and positive behavior</u> (e.g., project adventure full value contract).	a. <u>Anticipating and correcting potentially dangerous consequences and outcomes of a physical activity</u> (e.g., belaying, spotting, refereeing).

<b>GE 12: Students show appropriate social interactions by...</b>					
<b>Grades PK-K</b>	<b>Grades 1-2</b>	<b>Grades 3-4</b>	<b>Grades 5-6</b>	<b>Grades 7-8</b>	<b>Grades 9-12</b>
<p>a. Demonstrating responsibility for following established class rules, procedures, and safe practices with teacher reinforcement.</p> <p>c. Staying on task for a short period of time with teacher supervision.</p> <p>d. Listening quietly without interrupting when the teacher is talking.</p> <p>e. Demonstrating a willingness to work with any child in the class.</p> <p>f. Demonstrating listening skills by sitting in a self space with quiet hands and feet and focusing on the speaker cooperatively.</p>	<p>a. Demonstrating responsibility for following <u>making and applying rules</u> regarding class procedures and safety.</p> <p>b. Demonstrating responsibility for following simple game rules safely, with good sports like behavior (with and without direct teacher supervision).</p> <p>c. Staying on task <u>without specific (direct) teacher supervision</u> for a short period of time.</p> <p>d. Listening quietly without interrupting <u>when a peer or the teacher is talking, and speaking at an appropriate time.</u></p> <p>e. Demonstrating a willingness to work with any child in the class.</p> <p>f. <u>Sharing and listening to the ideas of others.</u></p> <p>g. Demonstrating cooperation by taking turns, sharing, and giving encouragement to others (verbally and nonverbally).</p>	<p>a. Demonstrating responsibility for <u>applying an awareness of personal and group safety.</u></p> <p>b. Demonstrating responsibility for <u>practicing fair play by using socially appropriate behavior and accepting decisions of the person in charge.</u></p> <p>c. Staying on task <u>while working with partner(s) or in a small group.</u></p> <p>d. Speaking at an appropriate time <u>and in an appropriate manner.</u></p> <p>e. Demonstrating a willingness to work with <u>individuals of different gender, race, body type, and varying abilities.</u></p> <p>f. <u>Demonstrating respect for the ideas of others, attempting to compromise and communicate appropriately.</u></p> <p>g. Demonstrating cooperation by <u>adjusting skills to ensure success of partner(s).</u></p>	<p>a. Demonstrating responsibility for <u>assisting in making and following rules, procedures, and etiquette that are safe and effective for specific activity situations.</u></p> <p>b. Demonstrating responsibility for <u>following game rules</u> (without direct teacher supervision).</p> <p>c. <u>Demonstrating responsibility for one's actions.</u></p> <p>d. <u>Demonstrating the ability to give and receive honest feedback.</u></p> <p>e. Demonstrating a willingness to work with <u>individuals of varying socio-economic status.</u></p> <p>f. <u>Contributing to positive group dynamics.</u></p> <p>g. Demonstrating cooperation by <u>supporting and encouraging others of different abilities/skill levels.</u></p>	<p>a. Demonstrating responsibility for <u>playing by the rules without taking advantage of peers.</u></p> <p>b. Demonstrating responsibility for <u>practicing appropriate sports conduct</u> (e.g., accepting the referee's decisions without arguing).</p> <p>c. Demonstrating responsibility for <u>officiating small group games.</u></p> <p>d. Demonstrating <u>appreciation for appropriate feedback.</u></p> <p>e. Demonstrating a willingness to work with <u>individuals with varying cultural and ethnic backgrounds.</u></p> <p>f. <u>Demonstrating the ability to assume leader/follower roles when appropriate.</u></p> <p>g. Demonstrating cooperation by <u>participating with others within the structure and intent of an activity or task.</u></p>	<p>a. Demonstrating responsibility for <u>evaluating competition by quality of play rather than outcome.</u></p> <p>b. Demonstrating responsibility for <u>anticipating and correcting potentially dangerous consequences and outcomes of a physical activity and exhibit good sports-like behavior.</u></p> <p>c. Demonstrating <u>self-direction and displaying self-discipline.</u></p> <p>d. Demonstrating <u>respect of feedback through revision of actions.</u></p> <p>e. Demonstrating strategies for <u>including persons of diverse background and abilities in various physical activities.</u></p> <p>f. <u>Identifying and developing one's abilities as a leader or follower in situation that require directing, guiding, and participating in a group.</u></p> <p>g. Demonstrating</p>

					cooperation by <u>helping others to participate within the structure and intent of an activity or task.</u>
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## **Glossary of Terms for Physical Education Assessment**

**Mature Form:** Consistent successful execution of a psycho-motor skill in the most efficient manner with a technique considered to be the best form.

**Proficiency:** The ability to perform successfully at an advanced level of skill and knowledge: an individual demonstrating proficiency in psycho-motor skills is able to adjust the skill smoothly under activity conditions.

**Competency:** The development of sufficient skill and knowledge to enjoy participation in the activity at a recreational level: a person is considered competent in performing psycho-motor skills when he/she can perform them consistently with good technique.

**Critical Elements:** Aspects of skill or knowledge considered essential to successful performance.

**e.g.:** Are examples but not limited to the example shown.

**Tactics:** The adjustments players make in relation to the ball, and other players, teammates and opponents, in the ever-changing relationships as play ensues (Grehaigne and Godbout).

**Strategy:** The general organization or structure of the game and position play assignments (Grehaigne and Godbout).

**Movement Challenge:** A movement problem posed that involves problem solving with a focus on a movement concept (Nichols).