

## Physical Education Grade Expectations

### Grades PK-K

**GE1: Students will apply problem-solving skills in movement-related activities by...**

- a. Solving simple movement challenges individually.  
(Show me how many ways you can move in general space.)
- 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).

**GE2: Students will show an understanding of body awareness concepts by...**

- a. Identifying large and small body parts (e.g. arm, leg, wrist, elbow, ankle, etc.).
- 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.
- g. Demonstrating the ability to stop and start on a signal.
- 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.

**GE3: Students show an understanding of space concepts by...**

- a. Identifying and demonstrating personal and general space.

**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)**

**BALANCE**

- a. Demonstrating momentary stillness in a variety of balance activities.

**FORCE/ENERGY**

Not to be assessed at this grade level.

**TIME**

Not to be assessed at this grade level.

**FLOW**

Not to be assessed at this grade level.

**GE5: Students demonstrate competency in a variety of skills used in dance, gymnastics, sports, and other physical activities by...**

Not to be assessed at this grade level.

**GE6: Students demonstrate proficiency by...**

Not to be assessed at this grade level.

**GE7: Students show competency in aquatic activities and survival skills *when facilities allow* by...**

- a. Performing elementary aquatic skills that align with Level I of the American Red Cross Swimming Standards.
- b. Performing good attitudes and safe practices around the water.

**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...**

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| Not to be assessed at this grade level.   |
| <b>GE 9: Students show awareness of personal responsibility for individual wellness by...</b><br>Not to be assessed at this grade level.  |
| <b>GE 10: Students promote individual success and self-confidence by...</b><br>a. Identifying several activities that are personally enjoyable.<br>b. Attempting movement, skills, and activities.  |
| <b>GE 11: Students show safe behavior for self and others by...</b><br>a. Applying established class rules, procedures, and safe practices with teacher guidance.   |
| <b>GE 12: Students show appropriate social interactions by...</b><br>a. Demonstrating responsibility for following established class rules, procedures, and safe practices with teacher reinforcement.<br>c. Staying on task for a short period of time with teacher supervision.<br>d. Listening quietly without interrupting when the teacher is talking.<br>e. Demonstrating a willingness to work with any child in the class.<br>f. Demonstrating listening skills by sitting in a self space with quiet hands and feet and focusing on the speaker cooperatively. |

## Grades 1-2

### **GE1: Students will apply problem-solving skills in movement-related activities by...**

- a. Solving simple movement challenges with a partner.
- b. Solving movement challenges involving one or more movement concepts alone or with a partner.
- c. Selecting a developmentally appropriate level of challenge, and performing successfully.

### **GE2: Students will show an understanding of body awareness concepts by...**

- a. Demonstrating body movements (e.g., flex, extend, and rotate).
- d. Demonstrating body shapes (e.g., round, straight, pike, tuck, straddle).
- f. Demonstrating competency in the mature form of the following locomotor skills: walking, running, skipping, hopping, galloping, jumping and sliding.
- g. Demonstrating the ability to stop with control at a boundary.
- h. Demonstrating the ability to change direction, quickly and safely, without falling.
- i. Demonstrating competency in the mature form of the following manipulative skills: underhand throwing, rolling an object, and dribbling in self-space.
- j. Identifying the locomotor movements: walk, run, hop, skip, jump, gallop, leap, slide.

### **GE3: Students show an understanding of space concepts by...**

- a. Demonstrating direction, pathway, level, and range during activities.
- b. Performing locomotor skills while changing directions, levels, pathways, and range.
- c. Applying space concepts in simple games and other activities (e.g., moving in directions to avoid being tagged.).

### **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)**

#### **BALANCE**

- a. Moving alone or with equipment (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).

#### **FORCE/ENERGY**

- 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).

#### **TIME**

- 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 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).

### **GE5: Students demonstrate competency in a variety of skills used in dance, gymnastics, sports, and other physical activities by...**

- a. Demonstrating progress toward mature form by performing two critical elements of an isolated skill.

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| <p><b>GE6: Students demonstrate proficiency by...</b><br/>Not to be assessed at this grade level.</p>   |
| <p><b>GE7: Students show competency in aquatic activities and survival skills <i>when facilities allow</i> by...</b><br/>a. <u>Demonstrating the Level II Skill</u> requirements of the American Red Cross Swimming Standards.<br/>b. <u>Demonstrating how to float without support and to recover to a vertical position.</u></p>  |
| <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><br/>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").<br/>b. Beginning to identify some physiological signs of exercise (e.g., increased heart rate and faster breathing).</p>   |
| <p><b>GE 9: Students show awareness of personal responsibility for individual wellness by...</b><br/>a. Identifying an activity and a benefit associated with each of the four health-related fitness components.</p>   |
| <p><b>GE 10: Students promote individual success and self-confidence by...</b><br/>a. <u>Describing their range of feelings resulting from participating in physical activity</u> (e.g., success to failure).<br/>b. <u>Attempting new activities.</u><br/>c. Continuing to participate when initially unsuccessful.</p>  |
| <p><b>GE 11: Students show safe behavior for self and others by...</b><br/>a. Applying established class rules, procedures, and safe practices <u>with limited teacher guidance.</u></p>  |
| <p><b>GE 12: Students show appropriate social interactions by...</b><br/>a. Demonstrating responsibility for following <u>making and applying rules</u> regarding class procedures and safety.<br/>b. Demonstrating responsibility for following simple game rules safely, with good sports like behavior (with and without direct teacher supervision).<br/>c. Staying on task <u>without specific (direct) teacher</u> supervision for a short period of time.<br/>d. Listening quietly without interrupting <u>when a peer or the teacher is talking, and speaking at an appropriate time.</u><br/>e. Demonstrating a willingness to work with any child in the class.<br/>f. <u>Sharing and listening to the ideas of others.</u><br/>g. Demonstrating cooperation by taking turns, sharing, and giving encouragement to others (verbally and nonverbally).</p> |

**Grades 3-4**

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| <p><b>GE1: Students will apply problem-solving skills in movement-related activities by...</b></p> <ul style="list-style-type: none"> <li>a. Solving simple movement challenges in a group (3-4 people).</li> <li>b. Solving increasingly complex challenges involving several movement concepts.</li> <li>c. Selecting an appropriate piece of equipment to be challenged yet successful at a task.</li> <li>d. Adjusting movement to work successfully with a partner.</li> </ul>  |
| <p><b>GE2: Students will show an understanding of body awareness concepts by...</b></p> <ul style="list-style-type: none"> <li>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).</li> <li>b. Identifying basic muscle groups, and their movements (e.g., biceps, triceps).</li> <li>e. Demonstrating an awareness of the relationship of body parts (e.g., unison, opposition, in sequence).</li> <li>f. Demonstrating competency in the mature form of a leap, alternating the leading foot.</li> </ul>   |
| <p><b>GE3: Students show an understanding of space concepts by...</b></p> <ul style="list-style-type: none"> <li>a. Solving more complex movement challenges (e.g., moving in general space changing direction and pathways).</li> <li>b. Moving with others (e.g., do-si-do).</li> <li>c. Applying space concepts in simple games and other activities (e.g., closes space to opponents).</li> </ul>  |
| <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></p> <p><b>BALANCE</b></p> <ul style="list-style-type: none"> <li>a. Balancing with control on a variety of pieces of equipment (e.g., large apparatus, skates, stilts).</li> <li>b. Demonstrating and understanding of static and dynamic balance.</li> </ul> <p><b>FORCE/ENERGY</b></p> <ul style="list-style-type: none"> <li>a. Demonstrating an understanding of how the body creates and absorbs force.</li> <li>b. Selecting an appropriate force for the task (e.g., passing).</li> <li>c. Controlling force of personal movement and while moving objects (e.g., dribbling while moving).</li> </ul> <p><b>TIME</b></p> <ul style="list-style-type: none"> <li>a. Demonstrating contrast between fast, medium and slow movement.</li> <li>b. Incorporating a variety of equipment with rhythmic movements and patterns (e.g., balls, ribbons, sticks, parachute).</li> <li>c. Developing a movement sequence that incorporates a change in tempo.</li> </ul> <p><b>FLOW</b></p> <ul style="list-style-type: none"> <li>a. Combining up to three movements with or without equipment (e.g., a repeating jump rope routine).</li> <li>b. Demonstrating smooth transitions between sequential motor skills (e.g., smoothly running into a jump).</li> <li>c. Combining quality of movement concepts (balance, force, and time) in solving movement challenges (e.g., a gymnastics routine).</li> </ul> |
| <p><b>GE5: Students demonstrate competency in a variety of skills used in dance, gymnastics, sports, and other physical activities by...</b></p> <ul style="list-style-type: none"> <li>a. Demonstrating progress toward mature form by performing two critical elements of an isolated skills used in leadups and other activities.</li> </ul>  |
| <p><b>GE6: Students demonstrate proficiency by...</b></p> <p>Not to be assessed at this grade level.</p>   |

**GE7: Students show competency in aquatic activities and survival skills *when facilities allow* by...**

- a. Demonstrating the Level III Skill requirements of the American Red Cross Swimming Standards.
- b. Demonstrating a coordinated front and back crawl.
- c. Demonstrating the fundamentals of the elementary backstroke, treading water, and safe diving from the side of the pool in deep water.

**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...**

- a. Defining, applying and assessing the four health-related fitness components (e.g., introduction of FitnessGram or other nationally accredited fitness test).
- b. Identifying additional physiological effects of the different levels of exercise (e.g., increased perspiration and body temperature).

**GE 9: Students show awareness of personal responsibility for individual wellness by...**

- a. Identifying a wider range of activities and benefits associated with the four health-related fitness components.

**GE 10: Students promote individual success and self-confidence by...**

- a. Identifying personal strengths and weaknesses.
- b. Selecting a challenging but attainable physical activity goal.
- c. Continuing to work with a partner when initially unsuccessful.

**GE 11: Students show safe behavior for self and others by...**

- a. Practicing personal and group safety by applying class rules, procedures, and safe practices.

**GE 12: Students show appropriate social interactions by...**

- a. Demonstrating responsibility for applying an awareness of personal and group safety.
- b. Demonstrating responsibility for practicing fair play by using socially appropriate behavior and accepting decisions of the person in charge.
- c. Staying on task while working with partner(s) or in a small group.
- d. Speaking at an appropriate time and in an appropriate manner.
- e. Demonstrating a willingness to work with individuals of different gender, race, body type, and varying abilities.
- f. Demonstrating respect for the ideas of others, attempting to compromise and communicate appropriately.
- g. Demonstrating cooperation by adjusting skills to ensure success of partner(s).

## Grades 5-6

### **GE1: Students will apply problem-solving skills in movement-related activities by...**

- a. Solving simple movement challenges that involve an increased group size.
- d. Giving positive feedback to a partner in order to achieve success.

### **GE2: Students will show an understanding of body awareness concepts by...**

- b. Identifying more specific muscle groups and demonstrating how they relate to body movements during the performance of skills (e.g., biceps to modified pull ups, quadriceps to kicking).
- d. Combining various body shapes and movements (e.g., tuck and jump).
- j. Identifying the major skill components of beginning sports, gymnastics, and dance skills.
- k. Recognizing the similarities between like skills in different activities (e.g., tinkling and Chinese jump rope.)

### **GE3: Students show an understanding of space concepts by...**

- c. Applying space concepts appropriately in a variety of activities (e.g., staying between the opponent and the goal).
- d. Recognizing the similarities in the use of space in different activities (e.g., shielding in basketball and soccer).

### **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)**

#### **BALANCE**

- a. Performing a movement sequence (e.g., on a balance beam).
- b. Demonstrating and understanding of the effects of body changes on performance.

#### **FORCE/ENERGY**

- a. Demonstrating an understanding of movement principles relating to creating and absorbing force.
- b. Adjusting force to project objects at an appropriate level for the task (e.g., volleying over the nets of varying heights).
- c. Adjusting force when using a variety of equipment (e.g., balls of different size and weight, and paddles of different length).

#### **TIME**

- a. Demonstrating an understanding of how body movements are adjusted for increases or decreases in speed for self or imposed rhythm and/or task (e.g., changing the size of steps as speed changes).
- b. Combining movements and movement concepts (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 while moving to the beat (e.g., changing speed of moment s the accompaniment increases or decreases in tempo).

#### **FLOW**

- a. Combining a series of motor skills and movement concepts: speed, force, levels, directions, pathways (e.g., running and dribbling while changed speed and pathway).
- b. Combining fundamental motor skills and/or the beginning skills of dance, gymnastics, and sport (e.g., smooth transition from dribbling to shooting).
- c. Combining quality of movement concepts (balance, force, and time) in solving movement challenges (e.g., passing to a moving target).

### **GE5: Students demonstrate competency in a variety of skills used in dance, gymnastics, sports, and other physical activities by...**

- a. Demonstrating progress toward mature form by performing a majority of the critical elements 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).

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| <p><b>GE6: Students demonstrate proficiency by...</b><br/>Not to be assessed at this grade level.</p>   |
| <p><b>GE7: Students show competency in aquatic activities and survival skills <i>when facilities allow</i> by...</b><br/>a. Demonstrating the <u>Level IV Skill</u> requirements of the American Red Cross Swimming Standards.<br/>b. <u>Demonstrating increased endurance by swimming familiar strokes for greater distances.</u></p>  |
| <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><br/>a. <u>Beginning to develop a personal fitness plan based on data from a fitness assessment.</u><br/>b. <u>Monitoring their heart rate by taking their pulse after exercise.</u></p>   |
| <p><b>GE 9: Students show awareness of personal responsibility for individual wellness by...</b><br/>a. <u>Beginning to set goals that demonstrate an understanding of the link between exercise, nutrition and fitness and select the appropriate activities to meet these goals.</u><br/>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.</p>   |
| <p><b>GE 10: Students promote individual success and self-confidence by...</b><br/>a. <u>Identifying personally challenging activities.</u><br/>b. <u>Identifying personal needs in order to be successful</u> (e.g., developing and refining personal skills).<br/>c. <u>Selecting and practicing a skill in which improvement is needed.</u></p>  |
| <p><b>GE 11: Students show safe behavior for self and others by...</b><br/>a. <u>Establishing rules and procedures, and applying etiquette that are appropriate for specific activity situations.</u></p>   |
| <p><b>GE 12: Students show appropriate social interactions by...</b><br/>a. Demonstrating responsibility for <u>assisting in making and following rules, procedures, and etiquette that are safe and effective for specific activity situations.</u><br/>b. Demonstrating responsibility for <u>following game rules</u> (without direct teacher supervision).<br/>c. <u>Demonstrating responsibility for one's actions.</u><br/>d. <u>Demonstrating the ability to give and receive honest feedback.</u><br/>e. Demonstrating a willingness to work with <u>individuals of varying socio-economic status.</u><br/>f. <u>Contributing to positive group dynamics.</u><br/>g. Demonstrating cooperation by <u>supporting and encouraging others of different abilities/skill levels.</u></p> |

**Grades 7-8**

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| <p><b>GE1: Students will apply problem-solving skills in movement-related activities by...</b></p> <p>a. Solving simple movement challenges that involve more complex problems and/or increased group size.</p> <p>d. Giving constructive feedback to a partner/group in order to achieve success.</p> <p>e. Recognizing and developing strategies to accommodate personal strengths and weaknesses.</p>  |
| <p><b>GE2: Students will show an understanding of body awareness concepts by...</b></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 more complex skills.</p> <p>j. Identifying the major skill components of more complex 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><b>GE3: Students show an understanding of space concepts by...</b></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 more advanced activities (e.g., tactics, dance, and gymnastics).</p>   |
| <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></p> <p><b>BALANCE</b></p> <p>a. Performing a more complex movement sequence (e.g., low and/or high ropes elements).</p> <p><b>FORCE/ENERGY</b></p> <p>Refer to PE7-8:5</p> <p><b>TIME</b></p> <p>b. Using dance steps and patterns while keeping time to the music when performing a variety of dance styles (e.g., world, line, social, jazz).</p> <p>c. Adjusting movements to stay o beat while moving with a partner or group.</p> <p><b>FLOW</b></p> <p>a. Combining a more complex series of motor skills and movement concepts: speed, force, levels, directions, pathways (e.g., a variety of partner moves in a dance routine).</p> <p>b. Combining fundamental motor skills and/or the beginning skills of dance, gymnastics, and sport in more complex situations (e.g., dribbling against a defender).</p> |
| <p><b>GE5: Students demonstrate competency in a variety of skills used in dance, gymnastics, sports, and other physical activities by...</b></p> <p>a. Demonstrating mature form in a variety of basic skills (teacher and/or student selected).</p> <p>b. Adjusting skills in more complex situations (e.g., hitting to various parts of the tennis court according to where the opponent is placed).</p> <p>c. Participating in leisure/lifetime sport and dance activities in and outside of school.</p>   |
| <p><b>GE6: Students demonstrate proficiency by...</b></p> <p>Not to be assessed at this grade level.</p>  |
| <p><b>GE7: Students show competency in aquatic activities and survival skills when facilities allow by...</b></p> <p>a. Demonstrating the Level V Skill requirements of the American Red Cross Swimming Standards.</p> <p>b. Demonstrating the elementary strokes to the butterfly, open turns, and the feet-first surface dive.</p>  |

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| <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></p> <ul style="list-style-type: none"><li>a. <u>Assessing personal performance based on a nationally recognized fitness assessment.</u></li><li>b. <u>Monitoring their heart rate, breathing rate, perceived exertion, and recovery rate during and following physical activity.</u></li><li>c. <u>Understanding and applying basic principles of training to improving physical fitness (FITT – frequency, intensity, time and type).</u></li></ul>   |
| <p><b>GE 9: Students show awareness of personal responsibility for individual wellness by...</b></p> <ul style="list-style-type: none"><li>a. <u>Identifying and applying the knowledge acquired to link nutrition, exercise and fitness choose activities to improve and maintain fitness goals.</u></li><li>b. <u>Demonstrating that physical activity is an important component of personal wellness by participating in leisure/lifetime sport or dance activities in and outside of school.</u></li></ul>   |
| <p><b>GE 10: Students promote individual success and self-confidence by...</b></p> <ul style="list-style-type: none"><li>a. <u>Identifying ways in which attitude, effort and energy affect personal performance.</u></li><li>b. <u>Establishing personal goals to achieve a higher level of performance in new or challenging activities.</u></li><li>c. <u>Demonstrating a positive attitude toward personal skill development.</u></li></ul>  |
| <p><b>GE 11: Students show safe behavior for self and others by...</b></p> <ul style="list-style-type: none"><li>a. <u>Demonstrating supportive and positive behavior (e.g., project adventure full value contract).</u></li></ul>   |
| <p><b>GE 12: Students show appropriate social interactions by...</b></p> <ul style="list-style-type: none"><li>a. <u>Demonstrating responsibility for playing by the rules without taking advantage of peers.</u></li><li>b. <u>Demonstrating responsibility for practicing appropriate sports conduct (e.g., accepting the referee's decisions without arguing).</u></li><li>c. <u>Demonstrating responsibility for officiating small group games.</u></li><li>d. <u>Demonstrating appreciation for appropriate feedback.</u></li><li>e. <u>Demonstrating a willingness to work with individuals with varying cultural and ethnic backgrounds.</u></li><li>f. <u>Demonstrating the ability to assume leader/follower roles when appropriate.</u></li><li>g. <u>Demonstrating cooperation by participating with others within the structure and intent of an activity or task.</u></li></ul> |

**Grades 9-12**

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| <p><b>GE1: Students will apply problem-solving skills in movement-related activities by...</b></p> <p>a. Solving simple movement challenges that involve more complex problems and/or increased group size.<br/> d. Giving <u>specific and critical feedback</u> to a partner/group in order to develop more efficient skills.<br/> e. Recognizing and developing strategies to accommodate personal strengths and weaknesses.</p>   |
| <p><b>GE2: Students will show an understanding of body awareness concepts by...</b></p> <p>c. Using more advanced terminology to describe body movements.<br/> e. Demonstrating an <u>understanding</u> of the relationship of body parts in the performance of <u>more complex skills</u>.<br/> j. Identifying the major skill components of <u>more complex</u> sports, gymnastics, dance, and/or other related activities.<br/> k. Recognizing the similarities between like skills in different activities (e.g., badminton smash and the volleyball spike).</p>   |
| <p><b>GE3: Students show an understanding of space concepts by...</b></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).<br/> d. Recognizing the similarities in the use of space in more advanced activities (e.g., tactics, dance, and gymnastics).</p>  |
| <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></p> <p>BALANCE<br/> a. <u>Applying balancing skills with various equipment and in a variety of activities</u> (e.g., spiking in volleyball, skiing, TaeBo, yoga).<br/> FORCE/ENERGY<br/> Refer to PE9-12:5<br/> TIME<br/> Refer to PE9-12:5<br/> FLOW<br/> Refer to PE9-12:5</p>  |
| <p><b>GE5: Students demonstrate competency in a variety of skills used in dance, gymnastics, sports, and other physical activities by...</b></p> <p>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:</p> <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> <p>c. <u>Participating regularly in physical activities that contribute to the attainment and maintenance of personal activity goals.</u></p> |
| <p><b>GE6: Students demonstrate proficiency by...</b></p> <p>a. Selecting, performing and applying skills and knowledge appropriately at a proficient level** in <u>two different types</u> of physical activities from any of</p>   |

the following categories;

- target sport;
- team sport (territorial);
- run scoring games;
- net and wall sports;
- rhythmic activities;
- outdoor recreation/adventure activity.

**GE7: Students show competency in aquatic activities and survival skills *when facilities allow* by...**

- a. Demonstrating the Level VI Skill requirements of the American Red Cross Swimming Standards.
- b. Demonstrating increased endurance in all strokes.

**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...**

- a. Assessing, refining and maintaining a comprehensive personal fitness plan based on personal performance on a nationally recognized fitness assessment.
- b/c. Applying knowledge of physiological effects and adjusting their physical activity to achieve the physiological response.

**GE 9: Students show awareness of personal responsibility for individual wellness by...**

- a. Understanding ways in which personal characteristics, performance, styles and activity preferences will change over the life span, and apply this knowledge to ever changing fitness plans.
- b. Participating regularly in physical activities that contribute to the attainment of and maintenance of personal physical activity goals.

**GE 10: Students promote individual success and self-confidence by...**

- a. Analyzing characteristics of sport and physical activities that are personally enjoyable, challenging and fulfilling (e.g., competitive, high risk, group, individual, esthetically pleasing, provides social interaction).
- b. Challenging one's ability to develop new or higher level skills.
- c. Persevering to achieve a higher level of performance.

**GE 11: Students show safe behavior for self and others by...**

- a. Anticipating and correcting potentially dangerous consequences and outcomes of a physical activity (e.g., belaying, spotting, refereeing).

**GE 12: Students show appropriate social interactions by...**

- a. Demonstrating responsibility for evaluating competition by quality of play rather than outcome.
- b. Demonstrating responsibility for anticipating and correcting potentially dangerous consequences and outcomes of a physical activity and exhibit good sports-like behavior.
- c. Demonstrating self-direction and displaying self-discipline.
- d. Demonstrating respect of feedback through revision of actions.
- e. Demonstrating strategies for including persons of diverse background and abilities in various physical activities.
- f. Identifying and developing one's abilities as a leader or follower in situation that require directing, guiding, and participating in a group.
- g. Demonstrating cooperation by helping others to participate within the structure and intent of an activity or task.

## 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).