

SAU 16 Physical Education LEARNING PROGRESSION

(October 14, 2016)

Graduation Competencies

By the end of high school, the learner will be college and career ready as demonstrated by the ability to:

- plan and implement different types of personal fitness programs
- demonstrate competency in two or more lifetime activities
- describe key concepts and terminology associated with successful participation in physical activity
- model responsible behavior while engaged in physical activity
- engage in physical activities that meet the need for
 - self-expression
 - challenge
 - social interaction
 - enjoyment

Grades K-2 Physical Education Learning Progressions Toward Graduation Competencies

Domains	GRADE SPAN COMPETENCY
<p>Skills (Motor skills & movement patterns) Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activity</p>	<p>Skipping: Students will skip using a mature pattern. Consisting of step-hop action on alternating feet, with a moment of non-support, with no break in movement or loss of balance. (S5.E3.2)</p> <p>Underhand Throwing: Students will underhand throw using a mature pattern including the essential elements: face target and arm back in preparation for throwing action, step with opposite foot as throwing arm moves forward, release ball between knee and waist level, follow through to target.(S1.E13.2)</p>
<p>Knowledge (Movement concepts, principles, & knowledge) Student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p>	<p>Pathways/Levels: Students will create a traveling, dance, or gymnastic sequence using varying pathways and levels. Pathways, (zig zag, curved and straight) Levels (low, medium, high) (S2.E2.2)</p>
<p>Physical Activity & Fitness Students will identify that physical activity provides opportunities for health enhancement, enjoyment, challenge, self-expression, and social interaction.</p>	<p>Fitness Knowledge: Identifies physical activities that contribute to fitness (S3.E3.2b) Students will identify physical activities that contribute to fitness (give examples, i.e., hiking, playing a team sport).</p>
<p>Responsible personal & social behavior (Teamwork) Students will demonstrate responsible personal and social behavior that respects self and others.</p>	<p>Responsibility: Students will accept responsibility for class protocols with behavior and performance actions (follows classroom rules).(S4.E2.2)</p> <p>Safety: Students will work independently and safely in physical education and work safely with physical education equipment. (S4.E6.2 a&b)</p>

<p>Recognize the Value of Physical Activity (Participation) Students will achieve and maintain a health enhancing level of physical fitness</p>	<p>Self-expression & enjoyment: Students will identify physical activities that provide self-expression (i.e., dance, gymnastics routines, practice tasks in game environments. (S5.E3.2)</p>
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Grades 3-5 Physical Education Learning Progressions Toward Graduation Competencies	
Domains	GRADE SPAN COMPETENCY
<p>Skills (Motor skills & movement patterns) Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activity</p>	<p>Overhand Throwing Students will demonstrate the overhand throw using the overhand pattern in a non-dynamic environments with different sizes and types of objects. (S1.E14.5a)</p> <p>Students will throw overhand to a large target with accuracy with a reasonable distance (S1.E14.5b)</p> <p>Catching: Students will catch with accuracy with both partners moving (S1.E16.5b)</p>
<p>Knowledge (Movement concepts, principles, & knowledge) Student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p>	<p>Movement Concepts Principles and Knowledge: Students will combine movement concepts with skills in small-sided practice tasks in game environments, gymnastics, or dance with self-direction (S2.E2.5).</p>
<p>Physical Activity & Fitness Students will identify that physical activity provides opportunities for health enhancement, enjoyment, challenge, self-expression, and social interaction.</p>	<p>Fitness Knowledge: Students will differentiate between skill-related (i.e. throwing, catching, etc.) and health-related fitness (cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition) (S3.E3.5).</p>

<p>Responsible personal & social behavior (Teamwork) Students will demonstrate responsible personal and social behavior that respects self and others.</p>	<p>Responsibility: Students will engage in physical activity with responsible interpersonal behavior (i.e. peer to peer, student to teacher, or student to referee) (S4.E1.5).</p> <p>Safety: Students will apply safety principles with age appropriate physical activities (S4.E6.5).</p>
<p>Recognize the Value of Physical Activity (Participation) Students will achieve and maintain a health enhancing level of physical fitness</p>	<p>Social Interaction: Students will describe the social benefits gained from participating in physical activity (S5.E4.5).</p>

**Grades 6-8 Physical Education Learning Progressions Toward Graduation
Competencies**

Domains	GRADE LEVEL COMPETENCY
<p>Skills (Motor skills & movement patterns) Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activity</p>	<p>Students will:</p> <p>Throwing Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play. (S1.M2.8)</p> <p>Catching Catches using an implement in a dynamic environment or modified game play. (S1.M3.8)</p> <p>Passing and Receiving Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (floor, field, ice). (S1.M4.8)</p> <p>Dribbling/Ball Control Foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play. (S1.M9.8)</p> <p>Forehand & Backhand Demonstrates the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games such as pickle-ball, tennis, badminton or paddle ball. (S1.M14.7)</p> <p>Volley Forehand- and backhand-volleys with a mature form and control using a short-handled implement during modified game play. (S1.M16.8)</p>

	<p>Two-hand Volley Two-hand-volleys with control in a small-sided game. (S1.M17.8)</p> <p>Catching Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play. (S1.M21.8)</p>
<p>Knowledge (Movement concepts, principles, & knowledge) Student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p>	<p>Students will:</p> <p>Creating Space with Movement Opens and closes space during small-sided game play by combining locomotor movements with movement concepts. (S2.M1.8)</p> <p>Creating space using width & length Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball. (S2.M3.8)</p> <p>Reducing space by changing size & shape Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective). (S2.M4.8)</p> <p>Transitions Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. (S2.M6.8)</p> <p>Shot Selection Varies the speed, force and trajectory of the shot based on location of the object in relation to the target. (S2.M9.8)</p>
<p>Physical Activity & Fitness Students will identify that physical activity provides opportunities for health enhancement, enjoyment, challenge, self-expression, and social interaction.</p>	<p>Students will: Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, CV endurance, body composition) and explains the connections between fitness and overall physical and mental health. (S3.M1.8)</p>

	<p>Plans and implements a program of cross training to include aerobic, strength & endurance and flexibility. (S3.M4.8)</p> <p>Employs a variety of appropriate static stretching techniques for all major muscle groups. (S3.M9.8)</p>
<p>Responsible personal & social behavior (Teamwork) Students will demonstrate responsible personal and social behavior that respects self and others.</p>	<p>Students will:</p> <p>Accepts responsibility for improving one’s own levels of physical activity and fitness. (S4.M1.8)</p> <p>Provides encouragement and feedback to peers without prompting from the teacher. (S4.M3.8)</p> <p>Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play. (S4.M5.8)</p> <p>Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity. (S1.M7.8)</p>
<p>Recognize the Value of Physical Activity (Participation) Students will achieve and maintain a health enhancing level of physical fitness</p>	<p>Students will:</p> <p>Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, cardiovascular endurance and body composition and explains the connections between fitness and overall physical and mental health. (S5.M1.8)</p> <p>Discusses how enjoyment could be increased in self-selected physical activities. (S5.M4.8)</p> <p>Identifies and participates in an enjoyable activity that prompts individual self-expression. (S5.M5.8)</p>

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Grades 9-12 Physical Education Learning Progressions Toward Graduation Competencies	
Domains	GRADE SPAN COMPETENCY
<p>Skills (Motor skills & movement patterns) Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</p>	<p>Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, net/wall games or target games) (S1.H1.L2)</p> <p>Demonstrates competency in a form of dance by choreographing a dance or by giving performance. (S1.H2.L2)</p> <p>Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1H3L1)</p>
<p>Knowledge (Movement concepts, principles, & knowledge) Student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p>	<p>Applies the terminology associated with exercise and participation in selected team, individual-performance activities, dance, net/wall games, target games, and/or outdoor pursuits appropriately. (S2.H1.L1)</p> <p>Uses movement concepts and principles to analyze and improve performance of self and/or others in a selected skill (S2.H2.L1)</p> <p>Create a practice plan to improve performance for a self-selected skill. (S2.H3.L1)</p>
<p>Physical Activity & Fitness Students will identify that physical activity provides opportunities for health enhancement, enjoyment,</p>	<p>Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)</p> <p>Applies rates of perceived exertion and pacing. (S3.H2.L2)</p> <p>Evaluates-according to their benefits, social support network, and participation requirements-activities that can</p>

<p>challenge, self-expression, and social interaction.</p>	<p>be pursued in the local environment. (S3.H4.L1) Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. (S3.H5.L1) Demonstrates appropriate technique in resistance-training machines and free weights. (S3.H7.L1) Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside the school day. (S3.H6.L1) Calculates target heart rate and applies that information to personal fitness plan. (S3.H10.L1) Identifies stress- management strategies to reduce stress. (S3.H14.L1)</p>
<p>Responsible personal & social behavior (Teamwork) Students will demonstrate responsible personal and social behavior that respects self and others.</p>	<p>Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media. (S4.H1.L2) Exhibits proper etiquette, respect for others and teamwork while engaging in physical activities and/or social dance. (S4.H2.L1) Assumes a leadership role in a physical activity setting. (S4.H3.L2) Accepts others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2) Applies best practices for participating safely in physical activity, exercise, and dance. (S4.H5.L1)</p>
<p>Recognize the Value of Physical Activity (Participation) Students will achieve and maintain a health enhancing level of physical fitness.</p>	<p>Chooses an appropriate level of challenge to experience success and desire to participate in a self selected physical activity. (S5.H2.L2) Selects and participates in physical activities that meet the need for self -expression and enjoyment. (S5.H3.L1) Evaluates the opportunity for social interaction and social support in a self-selected physical activity. (S5.H4.L2)</p>

