



Personalized Phy-Ed 1, 2 Standards & Student Learning Targets

*The highlighted standards and student learning targets are assessed for mastery within the course. All other standards are introduced to students within the course.

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grade:	Standard:	Student Learning Targets:
A. Achieves skill development in modified sport, dance, gymnastics, and outdoor activities.		
1:4:A5	Demonstrates proficiency in two movement forms in individual and lifetime activities.	<ul style="list-style-type: none"> I can demonstrate at least two movement forms in individual and lifetime activities.
1:4:A6	Demonstrates skills for starting, stopping, falling, and turning while participating in lifetime activities such as inline skating, cross-country skiing, biking, etc.	<ul style="list-style-type: none"> I can demonstrate skills safely while participating in lifetime activities.
1:4:A8	Acquires skills to participate in a lifetime activity outside of school.	<ul style="list-style-type: none"> I can participate in activities outside of school.
B. Demonstrates increasingly complex physical skills to impact success in various physical activities.		
1:4:B7	Combines and applies movement patterns simple to complex, in aquatic, rhythms/dance, and individual and dual activities.	<ul style="list-style-type: none"> I can combine and perform simple and complex movements in individual and partner activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

A. Demonstrates cognitive understanding to develop personal activity plans.		
2:4:A1	Develops an appropriate conditioning program for a sport or lifetime fitness activity.	<ul style="list-style-type: none"> I can develop a proper conditioning program for a specific activity or sport.
2:4:A2	Plans a summer or afterschool personal conditioning program.	<ul style="list-style-type: none"> I can plan a personal fitness program.
2:4:A3	Examines the physical, emotional, cognitive, and scientific factors that affect performance and explains the relationship between those factors.	<ul style="list-style-type: none"> I can explain the relationship between physical, emotional, cognitive, and scientific factors that affect performance.
2:4:A4	Identifies the differences and benefits of both functional fitness training and traditional weight training.	<ul style="list-style-type: none"> I can understand the difference between functional fitness training and weight training/bodybuilding and the benefits of both.
B. Demonstrates the scientific principles as they relate to various physical activities.		
2:4B3	Recognizes advanced skill performance in others.	<ul style="list-style-type: none"> I can recognize advanced skill performance in others.

2:4:B6	Self-assesses performance and makes appropriate corrections.	<ul style="list-style-type: none"> I can self-assess my performance and make corrections
2:4B7	Applies preexisting skills and knowledge to the acquisition of new skills	<ul style="list-style-type: none"> I can use skills and knowledge that I already know to learn new skills
2:4:B8	Explains the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy)	<ul style="list-style-type: none"> I can explain the physics behind movement forms. (leverage, force, inertia, rotary motion, opposition, buoyancy)

Standard 3: Participates regularly in physical activity.

A. Demonstrates the skills, knowledge, and interest to lead a healthy lifestyle.

3:4:A1	Participates willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle.	<ul style="list-style-type: none"> I can and do willingly participate in appropriate activities for maintaining and enhancing a healthy and active lifestyle.
3:4:A2	Accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education on five or more days per week.	<ul style="list-style-type: none"> I can I can complete the recommended number of minutes of vigorous physical activity outside of physical education class at least 5 days a week.
3:4:A3	Participates in health-enhancing lifetime activities that can be pursued in the community as well as the school.	<ul style="list-style-type: none"> I can and do participate in health enhancing activities that can be done in the school and community.
3:4:A4	Monitors physical activity through the use of available technology: pedometers, heart rate monitors, activity logs.	<ul style="list-style-type: none"> I can monitor my physical activity through the use of available technology tools.
3:4:A5	Recognizes and adjusts their personal effort level to achieve health-enhancing benefits during a variety of activities.	<ul style="list-style-type: none"> I can recognize and adjust effort level to get healthy benefits from various activities.

B. Sets goals for a physically active lifestyle.

3:4:B1	Establishes goals by identifying strengths and weaknesses using personal fitness assessments.	<ul style="list-style-type: none"> I can set goals for myself using personal fitness assessment.
3:4:B2	Compares health and fitness benefits derived from various physical activities.	<ul style="list-style-type: none"> I can compare health and fitness benefits from a variety of physical activities.
3:4:B3	Identifies the effects of age, gender, socioeconomic status, genetics, and culture in relation to individual health and current trends and issues.	<ul style="list-style-type: none"> I can identify how age, gender, socioeconomic status, genetics, and culture can affect an individual's health.
3:4:B4	Describes the ways in which personal characteristics, performance styles, and activity preferences will change over the life span.	<ul style="list-style-type: none"> I can explain how physical characteristics will change personal physical performances with age.

Standard 4: Achieves and maintains a health enhancing level of physical fitness.

A. Acquires and applies fitness knowledge.		
4:4:A1	Develops an appropriate health-related physical fitness exercise program based on fitness assessment results and classroom activities.	<ul style="list-style-type: none"> I can develop a health related exercise program based on fitness assessment results.
4:4:A2	Applies the principles of exercise (FITT, overload, specificity, and progression) in implementing a personal fitness program.	<ul style="list-style-type: none"> I can apply the FITT principle in creating a personal fitness program.
4:4:A3	Achieves personal fitness goals after a period of training.	<ul style="list-style-type: none"> I can accomplish my fitness goals after a period of training time.
4:4:A4	Demonstrates the ability to monitor and adjust a personal fitness program to meet needs and goals.	<ul style="list-style-type: none"> I can show the ability to monitor and change a fitness program to meet personal needs and goals.
4:4:A5	Self-assesses the five health-related fitness components (aerobic capacity, muscular endurance, muscular strength, flexibility, and body composition).	<ul style="list-style-type: none"> I can self assess the five health related components of fitness based on fitness testing results.
4:4:A6	Meets the age- and gender-specific health-related fitness standards defined by evidence-based assessments (e.g., FitnessGram).	<ul style="list-style-type: none"> I can meet the fitness standards explained to me by my fitness testing results.
4:4:A7	Identifies a variety of activities and how often they should be done to improve all health-related fitness components.	<ul style="list-style-type: none"> I can identify a variety of activities that can be used to improve all health related fitness components.
4:4:A8	Identifies major muscle groups of the body and correctly identifies and performs at least two weight training exercises for each muscle group.	<ul style="list-style-type: none"> I can Identify all major muscle groups and two weight training exercises for strengthening each muscle group.
4:4:A9	Participates in fitness activities based on resources available in the local community.	<ul style="list-style-type: none"> I can participate in fitness activities in the local community.
4:4:A10	Self-assesses heart rate before, during, and after various physical activities.	<ul style="list-style-type: none"> I can self assess my own heart rate before, during, and after physical activities.
4:4:A11	Maintains appropriate levels of aerobic capacity, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life.	<ul style="list-style-type: none"> I can maintain appropriate levels of fitness in the five health related components necessary for a healthy and productive life.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

A. Demonstrates safe practices and adherence to rules and procedures.		
5:4:A5	Demonstrates consistent decisions to ensure the safety of self and others.	<ul style="list-style-type: none"> I can demonstrate proper decisions to ensure the safety of myself and others.
5:4:A7	Identifies positive and negative peer influences.	<ul style="list-style-type: none"> I can identify positive and negative peer influences.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

A. Values physical activity as part of a healthy lifestyle.		
6:4:A1	Participates in activity outside of school for self-enjoyment.	<ul style="list-style-type: none"> I can participate in activities outside of school for enjoyment.
6:4:A2	Identifies reasons to participate in physical activity in the local community.	<ul style="list-style-type: none"> I can identify reasons to participate in local activities in the community.
6:4:A5	Describes the correlation that being physically active leads to a higher quality of life.	<ul style="list-style-type: none"> I can I can describe the connection between physical activity and quality of life.
B. Incorporates opportunities for self-expression and social interaction.		
6:4:B3	Describes the positive feelings that result from physical activity participation alone and with others.	<ul style="list-style-type: none"> I can describe positive feelings that result from physical activity participation individually and with others.