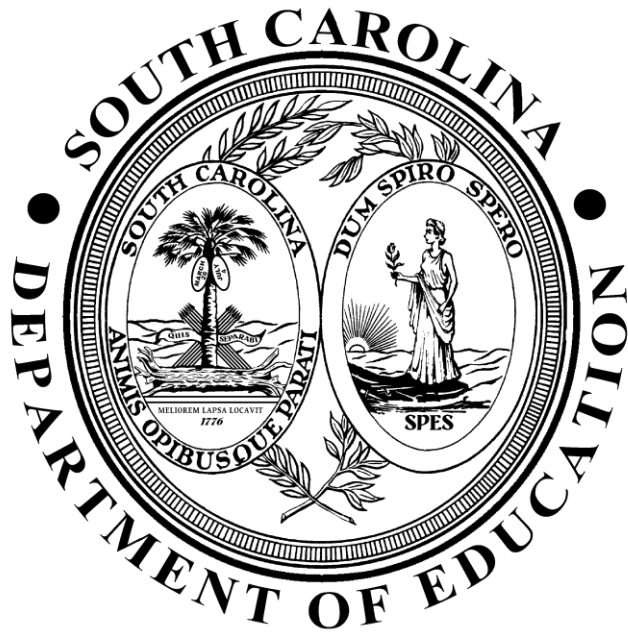


STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

ELLEN E. WEAVER
STATE SUPERINTENDENT OF EDUCATION



*Unit Resources for 2021 South Carolina
College and Career Ready Standards for
Physical Education*

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Contents

Contents.....	1
Acknowledgments.....	3
Introduction	4
Proficiency Levels.....	5
Acquisition Levels	5
Proficiency Level Guidance – Secondary	6
High School Task Progressions	7
1.1 Lifetime Activities including individual, partner, team sports	7
1.2 Dance & Rhythms	8
1.3 Fitness Activities	9
2.1 Movement concepts, principles, knowledge.....	10
2.2 Movement concepts and principles	11
2.3 Health-Related Fitness.....	12
2.4 Fitness Planning	13
2.5 Strategies and Tactics	14
3.1 Physical Activity Knowledge.....	15
3.2 Understanding Community Resources	16
3.3 Fitness Standards.....	17
3.4 Fitness Goals and Planning.....	18
3.5 Risks and Safety Factors.....	19
3.6 Physical Activity Participation.....	20
3.7 Nutrition.....	21
3.8 Stress Management.....	22
4.1 Personal Responsibility	23
4.2 Rules & Etiquette	24
4.4 Working w/others.....	25
4.6 Safety	26
5.1 Enjoyment Promotion.....	27
5.2 Challenges.....	28
5.3 Social Interaction.....	29
Sample Assessments	30
High School Assessments.....	31
Fitness.....	31

Rubrics.....	38
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Introduction

This document was created by South Carolina Teachers for South Carolina Teachers. These resources were developed through a year-long process that included many discussions, exchanging of ideas, ponderings, and collegiality.

The purpose of the Unit Resources for *2021 South Carolina College and Career Ready Standards for Physical Education* is to provide suggested tasks to assist teachers with planning instruction. While some of the suggested tasks present a specific activity or sport, all the tasks were designed to be adaptable to the myriad of situations present in physical education classrooms across the state. All suggested tasks can be modified as necessary to best fit the situation of each individual teacher. It must also be noted that the suggested tasks are not an exhaustive list and should not be used as such.

Tasks are provided for performance indicators designated by the writing team to be the most critical indicators for students to gain proficiency in, therefore, not all indicators are addressed in this document.

Proficiency Levels

The South Carolina College and Career Ready Standards for Physical Education 2021 outline the standard and indicator proficiency progression rather than the specific grade level. Teachers have the opportunity to identify and differentiate learning for all learners based on the students' proficiency range. The standards document describes the learning goals a learner should demonstrate at three levels of proficiency. All performance indicators in the standards document begin with "I can..." so that learners are at the center of all physical education programs, can self-assess, and can use evidence to demonstrate progress in proficiency. The three proficiency levels used are novice, intermediate, and advanced.

The novice, intermediate, and advanced proficiency levels are a continuum that describes the distinct levels of the demonstrated skills, abilities, and knowledge for a student to master. The novice proficiency level represents foundational skills, abilities, and knowledge to be built upon. The intermediate proficiency level represents a deeper understanding and application of skills, abilities, and knowledge. The advanced proficiency level represents a level of understanding and application of skills, abilities, and knowledge that goes beyond direct instruction, and includes student ownership of the learning.

In order to best serve students within a traditional K-12 school setting, teachers need to be provided with guidance as to which proficiency level(s) are the desired outcome, or learning goal, for each grade level.

Acquisition Levels

In order to better understand the continuum in which skills are learned within a proficiency level, this document adds three acquisition levels. The first acquisition level is for learners that are at the beginning of their learning within a proficiency level. This level is called emerging. Learners that have progressed from the emerging level but have not yet mastered the current proficiency level are in the second acquisition level known as spiraling. The third and final acquisition level is must-know. Students at this acquisition level are able to demonstrate mastery of the performance indicator within a proficiency level. Since there are three proficiency levels and three acquisition levels it is possible for a performance indicator to have nine options as students progress towards the advanced proficiency expectation.

The nine options are:

- Novice – Emerging (1)
- Novice – Spiraling (2)
- Novice – Must-know (3)
- Intermediate – Emerging (1)
- Intermediate – Spiraling (2)
- Intermediate – Must-know (3)
- Advanced – Emerging (1)
- Advanced – Spiraling (2)
- Advanced – Must-know (3)

Proficiency Level Guidance – Secondary

Indicator	9
1.1	I-3
1.2	N-3
1.3	A-3
2.1	I-3
2.2	A-3
2.3	A-3
2.4	A-3
2.5	A-3
3.1	A-3
3.2	N-3
3.3	A-3
3.4	A-3
3.5	N-3
3.6	I-3
3.7	I-3
3.8	I-3
4.1	I-3
4.2	A-3
4.3	I-3
4.4	I-3
4.5	I-3
4.6	I-3
5.1	I-3
5.2	N-3
5.3	N-3

- N = Novice Proficiency Level
- I = Intermediate Proficiency Level
- A = Advanced Proficiency Level
- 1 = Emerging Acquisition Level
- 2 = Spiraling Acquisition Level
- 3 = Must-know Acquisition Level

High School Task Progressions

1.1 Lifetime Activities including individual, partner, team sports

Novice	Intermediate	Advanced
HS.N.1.1: Demonstrate the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork.	HS.I.1.1: Apply the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork.	HS.A.1.1: Develop and implement a plan to improve and refine activity-specific movement skills in 1 or more lifetime activities.

Level	Suggested Task
N-1	Students will demonstrate offense and defense in a game of team handball.
N-2	Students will demonstrate at least 2 offensive and defensive skills/tactics in a game of team handball.
N-3	Students will demonstrate at least 3 offensive and defensive skills/tactics in a game of team handball.
I-1	Students will apply fouls and scoring in a game of team handball.
I-2	Students will referee fouls and scoring in a game of team handball.
I-3	Students will self-referee fouls and scoring in a game of team handball.
A-1	Students will create a play sequence (set play) using at least 3 offensive skills/tactics.
A-2	Students will create at least 3 play sequences (set plays) using at least 3 offensive skills/tactics.
A-3	Students will implement at least 2 play sequences (set plays) during game play.

1.2 Dance & Rhythms

Novice	Intermediate	Advanced
HS.N.1.2: Execute command of rhythm, patterns and timing by creating a movement sequence to music as an individual or in a group in dance or rhythmic activities.	HS.I.1.2: Demonstrate dance forms used in cultural and social occasions or demonstrates competency in 1 form of dance. Example: modern, hip hop, line dance, tap.	HS.A.1.2: Demonstrate a form of dance by choreographing a dance or by giving a performance.

Level	Suggested Task
N-1	Students will create and perform an 8-count dance sequence by themselves or with a group.
N-2	Students will create and perform a 16-count dance sequence by themselves or with a group.
N-3	Students will create and perform a 24 or more count dance sequence by themselves or with a group.
I-1	Students will complete a cultural/social dance while staying on count 70% of the time with a group.
I-2	Students will complete a cultural/social dance while staying on count 80% of the time with a group.
I-3	Students will complete a cultural/social dance while staying on count at least 90% of the time with a group.
A-1	Students will choreograph <i>or</i> perform a dance of their choice.
A-2	Students will choreograph <i>and</i> perform a dance of their choice.
A-3	Students will choreograph, perform, and teach a dance of their choice.

1.3 Fitness Activities

Novice	Intermediate	Advanced
HS.N.1.3: Apply the basic skills and tactics in one or more specialized skills in health-related fitness activities	<p>HS.I.1.3.A: Demonstrate competency in one or more specialized skills in health-related fitness activities. Example: Pilates, resistance training, running, fitness walking, Zumba, aquatics, circuit training).</p> <p>HS.I.1.3.B: Demonstrate competency in specialized skills in each of the health-related fitness components: muscular strength, muscular endurance, flexibility, cardiorespiratory fitness.</p>	HS.A.1.3: Improve on activity-specific skill in one or more activities. Example: group exercise, circuit training, resistance training, Yoga, Pilates, martial arts, running, aquatics.

Level	Suggested Task
N-1	Students will correctly demonstrate health-related fitness skills through a warm-up routine 60-75% of the time.
N-2	Students will correctly demonstrate health-related fitness skills through a warm-up routine 76-85% of the time.
N-3	Students will correctly demonstrate health-related fitness skills through a warm-up routine at least 85% of the time.
I-1	Students will demonstrate competency in 1 health-related fitness component through specialized skills in a health-related fitness activity.
I-2	Students will demonstrate competency in 2-3 health-related fitness components through specialized skills in a health-related fitness activity.
I-3	Students will demonstrate competency in all 4 health-related fitness components through specialized skills in a health-related fitness activity.
A-1	Students will show improvement of a skill in 1 activity using a pre-/post- demonstration of the skill.
A-2	Students will show improvement of a skill in 2 activities using a pre-/post- demonstration of the skill.
A-3	Students will show improvement of a skill in 3 activities using a pre-/post- demonstration of the skill.

2.1 Movement concepts, principles, knowledge

Novice	Intermediate	Advanced
HS.N.2.1: Identify the critical elements and learning cues of skills performed.	HS.I.2.1: Apply the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately.	HS.A.2.1: Identify and discuss the historical and cultural roles (perspective-taking, empathy, appreciating diversity, respect for others) of games, sports and dance in a society.

Level	Suggested Task
N-1	Students will name cues for a specific performed skill with 25% accuracy.
N-2	Students will name all of the critical elements and learning cues when performing a specific skill with 50% accuracy.
N-3	Students will describe critical elements and learning cues when completing a peer assessment of a specific skill with 75% accuracy.
I-1	Students will appropriately apply 1 term for a type of exercise or physical activity.
I-2	Students will appropriately apply 2-3 terms for a type of exercise or physical activity.
I-3	Students will appropriately apply 4 or more terms for a type of exercise or physical activity and/or multiple types of exercise.
A-1	Students will identify 2-3 aspects of the history of the given unit of focus.
A-2	Students will investigate 2-3 cultural and historical roles of the given unit of focus.
A-3	Students will discuss and share 2-3 cultural and historical roles the unit of focus has had on current society.

2.2 Movement concepts and principles

Novice	Intermediate	Advanced
HS.N.2.2: Describe prior knowledge of movement concepts into new learning experiences in the physical-activity setting.	HS.I.2.2: Use movement and concepts, (force, motion, and rotation) to analyze and improve performance of self and/or others.	HS.A.2.2: Use principles associated with self-selected activities to develop a plan for improved performance.

Level	Suggested Task
N-1	Students will demonstrate prior knowledge of strategies and tactics with 25% accuracy.
N-2	Students will apply prior knowledge of strategies and tactics in game play at least 50% of the time.
N-3	Students will apply prior knowledge of strategies and tactics in game play 75% of the time.
I-1	Students will independently apply one task-appropriate concept for an exercise or physical activity.
I-2	Students will independently apply 2-3 task-appropriate concepts for an exercise or physical activity.
I-3	Students will use appropriate coaching cues to help peers improve their performance with the appropriate type of exercise or physical activity with 80% accuracy.
A-1	Students will select the appropriate type of exercise or physical activity based on FITT principles.
A-2	Students will apply FITT principles to reach Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) Goals in Health and Fitness 70% of the time.
A-3	Students will apply FITT principles to reach SMART Goals in Health and Fitness 90% of the time.

2.3 Health-Related Fitness

Novice	Intermediate	Advanced
HS.N.2.3: Describe prior knowledge of movement concepts into new learning experiences in the physical-activity setting.	HS.I.2.3: Use technology to collect, analyze, and assess his or her own health-related physical fitness data through a fitness assessment.	HS.A.2.3: Use technology to apply advanced fitness training knowledge to the planning of an extended personal physical fitness program.

Level	Suggested Task
N-1	Students will demonstrate prior knowledge (PK) of strategies and tactics with 25% accuracy.
N-2	Students will apply PK of strategies and tactics in game play at least 50% of the time.
N-3	Students will apply PK of strategies and tactics in game play 75% of the time.
I-1	Students will collect their own health-related physical fitness data through a fitness assessment 80% of the time.
I-2	Students will analyze their own health-related physical fitness data through a fitness assessment with a goal of 10% improvement in at least one focus area.
I-3	Students will assess their own health-related physical fitness data through a fitness assessment with a goal of 20% improvement in two or more areas of focus.
A-1	Students will apply advanced fitness training knowledge to the planning of an extended personal physical fitness program with 60% accuracy.
A-2	Students will apply advanced fitness training knowledge to the planning of an extended personal physical fitness program with 75% accuracy.
A-3	Students will apply advanced fitness training knowledge to the planning of an extended personal physical fitness program with 90% accuracy.

2.4 Fitness Planning

Novice	Intermediate	Advanced
HS.N.2.4: Identify the relationship between the five components of health-related fitness and the FITT (frequency, intensity, type, and time) principle.	HS.I.2.4: Design a long-term personal fitness plan based on FITT (frequency, intensity, type, and time) training principles to improve or maintain health-related physical fitness that includes methods evaluation and reflection.	HS.A.2.4: Design and implement a long-term fitness plan based on FITT (frequency, intensity, type, and time) training principles to improve or maintain health-related physical fitness.

Level	Suggested Task
N-1	Students will identify the relationship between the FITT principles and 1-2 components of health-related fitness.
N-2	Students will identify the relationship between the FITT principles and 3-4 components of health-related fitness.
N-3	Students will identify the relationship between the FITT principles and the 5 components of health-related fitness.
I-1	Students will implement a long-term personalized fitness plan based on their relationships between the FITT principles and the 5 components of health-related fitness.
I-2	Students will evaluate their long-term personalized fitness plan based on maintenance improvement.
I-3	Students will reflect on their long-term personalized fitness plan based on personal reflection and physical fitness maintenance improvement.
A-1	Students will design a long-term personalized fitness plan based on their relationships between the FITT principles and 1-2 components of health-related fitness.
A-2	Students will design a long-term personalized fitness plan based on their relationships between the FITT principles and 3-4 components of health-related fitness.
A-3	Students will design a long-term personalized fitness plan based on their relationships between the FITT principles and 5 components of health-related fitness.

2.5 Strategies and Tactics

Novice	Intermediate	Advanced
HS.N.2.5: Identify various game strategies and tactics within the game and explain how to use them effectively in modified situations.	HS.I.2.5: Develop strategies and tactics effectively during game play in net/wall and/or target games.	HS.A.2.5: Utilize strategies and tactics of selected activities for successful participation.

Level	Suggested Task
N-1	Students will identify various game strategies and tactics within the game with 80% accuracy.
N-2	Students will explain how various game strategies and tactics within the game are used effectively in modified situations with 80% accuracy.
N-3	Students will apply various game strategies and tactics within the game in modified situations with 80% accuracy.
I-1	Students will develop various strategies and tactics in net/wall and/or target games with 75% accuracy.
I-2	Students will develop various strategies and tactics in net/wall and/or target games with 80% accuracy.
I-3	Students will develop various strategies and tactics in net/wall and/or target games with 90% accuracy.
A-1	Students will utilize various strategies and tactics in net/wall and/or target games with 75% accuracy.
A-2	Students will utilize various strategies and tactics in net/wall and/or target games with 80% accuracy.
A-3	Students will utilize various strategies and tactics in net/wall and/or target games with 90% accuracy.

3.1 Physical Activity Knowledge

Novice	Intermediate	Advanced
HS.N.3.1: Apply strategies in monitoring daily participation to promote physical activity.	HS.I.3.1: Adjust pacing to keep heart rate in the target zone, using available technology (e.g., heart rate monitor), to self-monitor aerobic intensity.	HS.A.3.1: Apply technology (such as wearable devices, mobile device apps, and/or social media tools) to support physical activity and lifetime fitness habits.

Level	Suggested Task
N-1	Student will name a strategy in monitoring daily participation.
N-2	Students will actively monitor daily participation through journaling each day for a week.
N-3	Students will monitor their daily participation using a strategy of their choice that they can use on their own outside of school as well.
I-1	Student will calculate their own heart rates at different points of activity
I-2	Students will notice when their heart rate changes during a given exercise and monitor when they are moving to a different heart rate zone.
I-3	Students will modify their activity level in order to maintain their target hear rate when performing an aerobic exercise.
A-1	Students will be able to apply 1 technology to support physical activity and lifetime fitness habits.
A-2	Students will be able to apply 2 pieces of technology to support physical activity and lifetime fitness habits.
A-3	Students will be able to apply 3 or more pieces of technology to support physical activity and lifetime fitness habits.

3.2 Understanding Community Resources

Novice	Intermediate	Advanced
HS.N.3.2: Describe various ways to locate community resources for health-enhancing activities.	<p>HS.I.3.2.A: Identify community resources to support varied opportunities for participating in physical activity outside of physical education class. Examples: researching community resources and presenting the information to class.</p> <p>HS.I.3.2.B: Identify the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings.</p>	<p>HS.A.3.2.A: Develop and maintains a fitness portfolio. Examples: assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement.</p> <p>HS.A.3.2.B: Analyze personal and community resources to explore career options related to physical activity and fitness.</p>

Level	Suggested Task
N-1	Students will name and describe 1 way to locate resources in their community.
N-2	Students will name and describe at least 2 ways to locate resources in their community.
N-3	Students will name and describe at least 3 ways to locate resources in their community.
I-1	Students will each find 1 resource to help find physical activity outside of PE class.
I-2	Students will find 2 resources to help locate physical activity opportunities outside of class, and present that information their group.
I-3	Students will work in groups, find 5 resources to help locate physical activity opportunities outside of class, and present that information to the class.
A-1	Students will create a plan for what to include in their personal fitness portfolio.
A-2	Students will enter data into their fitness portfolio.
A-3	Students will maintain their fitness portfolio over a given period of time and include all data collected during PE and outside of PE.

3.3 Fitness Standards

Novice	Intermediate	Advanced
HS.N.3.3: Strive to achieve the specific age- and gender-specific health-related fitness standards while participating in a health-related fitness assessment.	HS.I.3.3: Maintain age and gender specific health related physical fitness standards defined by a health-related fitness assessment, or improve personal results.	HS.A.3.3: Apply rates of perceived exertion and pacing to improve upon the age- and gender-specific health-related physical fitness standards.

Level	Suggested Task
N-1	Students will distinguish between health-related and skill-related fitness components and identify the 5 components of a health-related fitness assessment.
N-2	Students will complete 5 components of a health-related fitness assessment using correct technique and following proper protocol.
N-3	Students identify the areas in which they were able to achieve the health-related standard for their age and gender.
I-1	Students meet the health-related fitness standard for their age and gender in 2 component areas of a health-related fitness assessment.
I-2	Students meet the health-related fitness standard for their age and gender in cardio and 2 other component areas of a health-related fitness assessment.
I-3	Students meet the health-related fitness standard for their age and gender in cardio and 3 other component areas of a health-related fitness assessment.
A-1	Students will be able to define rates of perceived exertion in exit slip.
A-2	Students will be able to define the rates of perceived exertion and the importance of listening to their bodies as they exercise in an exit slip.
A-3	Students will be able to apply rates of perceived exertion as they are participating in activities within their fitness plans.

3.4 Fitness Goals and Planning

Novice	Intermediate	Advanced
HS.N.3.4: Identify personal health-related fitness goals and implement a plan to achieve and/or maintain personal fitness.	HS.I.3.4: Use technology to collect, analyze, and assess his or her own health-related physical fitness data.	HS.A.3.4: Use technology to collect, analyze, assess his or her own health-related physical fitness data and create a plan to improve the results.

Level	Suggested Task
N-1	Students will complete SMART goals for each fitness component.
N-2	Students will complete SMART goals for each fitness component and reflect on their progress on a consistent basis
N-3	Students will complete SMART goals for each fitness component and will use their reflections to revise their goals on a consistent basis.
I-1	Students will track their progress in 1 of their health-related fitness assessment and create goals using the FITT principles to guide continued improvement using technology of choice.
I-2	Students will track their progress in 2-3 of their health-related fitness assessment and create goals using the FITT principles to guide continued improvement using technology of choice.
I-3	Students will track their progress in 4 or more of their health-related fitness assessment and create goals using the FITT principles to guide continued improvement using technology of choice.
A-1	Students will map out their fitness data over the duration of the unit.
A-2	Students will map out their fitness data over the duration of the unit and make actionable adjustments based on that data.
A-3	Students will use an activity tracker to record and adjust their workouts based on their progress towards achieving their goals effectively 70% of the time.

3.5 Risks and Safety Factors

Novice	Intermediate	Advanced
HS.N.3.5: Identify risks and safety factors that might affect physical activity preferences throughout the life cycle.	HS.I.3.5: Evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle. Example: influences of teenagers vs. senior citizens.	HS.A.3.5: Analyze the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings.

Level	Suggested Task
N-1	Students can identify 1 risk or safety factor that might affect physical activity preferences.
N-2	Students can identify 2-3 risks and safety factors that may affect physical activity preferences.
N-3	Students can name 4 or more risks and safety factors that may affect physical activity preferences and assign them to different parts of the life cycle.
I-1	Students will evaluate 1 risk or safety factor that might affect physical activity preferences.
I-2	Students will evaluate 2-3 risks and safety factors that may affect physical activity preferences.
I-3	Students will evaluate 4 or more risks and safety factors that may affect physical activity preferences and assign them to different parts of the life cycle.
A-1	Students will list the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in college or career settings.
A-2	Students research the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in college or career settings (e.g., interview college students or adults in their lives).
A-3	Students will analyze the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in college or career settings.

3.6 Physical Activity Participation

Novice	Intermediate	Advanced
HS.N.3.6: Regularly participate in health-related fitness activities outside of physical education class.	HS.I.3.6: Participate several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. Examples: Jog/walk for 30 minutes, play a sport for the school or rec dept, plays basketball with friends after school.	HS.A.3.6: Create a plan, train for and participate in a community event with a focus on physical activity. Examples: 5K, triathlon, tournament, dance performance, cycling event.

Level	Suggested Task
N-1	Students will research health-related fitness activity opportunities outside of the PE class.
N-2	Students will participate in 1 health-related physical fitness activity outside of class.
N-3	Students will participate in regular health-related physical fitness activities outside of the PE class.
I-1	Students will list lifetime activities that they currently do or would like to do outside of PE class.
I-2	Students will self-select and complete 1 lifetime activity outside of school.
I-3	Students will participate and track their lifetime activity outside of class for 1 week and share with the group.
A-1	Students will create a plan and train for a community event focusing on physical activity.
A-2	Students will create a plan and train for a community event focusing on physical activity and participate in the event.
A-3	Students will work together to create, train for, and participate in their own community event focusing on physical activity.

3.7 Nutrition

Novice	Intermediate	Advanced
HS.N.3.7: Develop strategies for balancing healthy food, snacks, and water intake specific to daily physical activity.	HS.I.3.7: Design and implement a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. Example: meeting carbohydrate, protein and fat requirements to sustain physical activity.	HS.A.3.7: Create a snack plan for before, during and after exercise that addresses nutrition needs for each phase. Example: listing snacks that would help fuel/recover the individual before and after exercise.

Level	Suggested Task
N-1	Students will research and discuss strategies for balancing healthy food, snacks and water intake.
N-2	Students will research and discuss strategies for balancing healthy food, snacks and water intake while taking into consideration different levels of daily physical activity.
N-3	Students will develop strategies for balancing healthy food, snacks and water intake while taking into consideration different levels of daily physical activity, as well as their own personal lives and goals.
I-1	Students will design their own personal nutrition plan, taking into consideration their likes and dislikes, accessibility, energy levels and activity levels.
I-2	Students will implement their nutrition plan and track and assess it over a 1-day period.
I-3	Students will implement their nutrition plan and track and assess it over a 7-day period.
A-1	Students will create a snack plan for each phase of an exercise.
A-2	Students will implement a snack plan that will help them fuel and/or recover for their own individual physical activity (e.g., soccer practice, dance class, etc.).
A-3	Students will implement and reflect on their snack plan to promote fuel and/or recovery from their own individual physical activity (e.g., soccer practice, dance class, etc.).

3.8 Stress Management

Novice	Intermediate	Advanced
HS.N.3.8: Identify stress-management strategies to reduce stress.	HS.I.3.8: Assess personal stress-management and demonstrate strategies to reduce stress. Example: mental imagery, relaxation techniques, deep breathing.	HS.A.3.8: Apply stress-management strategies to reduce stress.

Level	Suggested Task
N-1	Students will name at least 1 stress-management strategy to reduce stress.
N-2	Students will name at least 2-3 stress-management strategies to reduce stress.
N-3	Students will name at least 4 stress-management strategies to reduce stress.
I-1	Students will name stress-management strategies that they personally enjoy and use.
I-2	Students will assess which stress-management strategies are helpful for them in different situations.
I-3	Students will journal stressful situation and assign a stress management technique which they demonstrated to reduce stress.
A-1	Students will apply a new stress-management technique that they have not tried before to reduce stress.
A-2	Students will apply 2-3 different stress-management techniques to reduce stress.
A-3	Students will apply 4-5 different stress-management techniques to reduce stress.

4.1 Personal Responsibility

Novice	Intermediate	Advanced
HS.N.4.1: Apply interpersonal skills to work cooperatively within a group to establish and achieve group goals in competitive as well as cooperative physical activity settings.	<p>HS.I.4.1.A: Employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed.</p> <p>HS.I.4.1.B: Take responsibility for engaging in daily physical activity and regular participation in lifetime fitness pursuits.</p>	<p>HS.A.4.1.A: Accept differences between personal characteristics, the idealized body images and elite performance levels portrayed in various media.</p> <p>HS.A.4.1.B: Demonstrates the ability to engage in leadership roles in various physical activity settings to help facilitate successful participation.</p>

Level	Suggested Task
N-1	Students will share 1 way to motivate classmates during adventure activities, game play, and/or team building activities.
N-2	Students will describe 1 way that they were able to encourage and positively motivate a classmate during adventure activities, game play, or team building activities.
N-3	Students will describe 3 or more ways that they were able to encourage and positively motivate classmates during adventure activities, game play, and/or team building activities.
I-1	Students will identify 3 activities that they can participate in outside of PE that would be beneficial to their health and fitness level.
I-2	Students will report the activities that they participated in outside of PE, explain their importance, and set/reset 2 or more personal fitness goals.
I-3	Students will list 3 or more activities that they participated in outside of PE, explain their importance, and modify goals based on physical activity patterns.
A-1	Students will explain the importance of leadership roles needed in physical activities and share 1 strategy for facilitating successful participation.
A-2	Students will describe 2 ways that social media can have an effect on body image and answer prompts addressing self-awareness.
A-3	Students will describe ways that social media can have an effect on self-image and why this impact their participation in leadership roles.

4.2 Rules & Etiquette

Novice	Intermediate	Advanced
HS.N.4.2: Apply the skills needed to resolve potential conflicts in physical activity settings. Example: Show self-control by accepting a controversial decision of an official.	HS.I.4.2: Exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. Example: spirit of the game, following rules.	HS.A.4.2: Examine and adhere to moral and ethical conduct in specific competitive situations by displaying positive disposition.

Level	Suggested Task
N-1	Students will list 1 strategy to use when resolving conflicts during physical activity.
N-2	The student will display skills needed to resolve conflicts during game play or physical activity <i>most</i> of the time.
N-3	The student will display skills needed to resolve conflicts during game play or physical activity as observed <i>all</i> of the time.
I-1	Students will list the etiquette actions to use while participating and/or observing various physical activities.
I-2	Students will display actions that reflect proper etiquette and respect for others <i>most</i> of the time.
I-3	Students will display actions that reflect proper etiquette and respect for others <i>all</i> of the time.
A-1	Students will work towards positive interactions at least 60% -79% of the time with the opposing team or opponents including: fair play, proper language, and winning/losing appropriately.
A-2	Students will demonstrate positive interactions at least 80% of the time with the opposing team/opponents including: fair play, proper language, and winning/losing appropriately.
A-3	Students will use intentionality to demonstrate positive interactions at least 81% of the time with the opposing team/opponents including: fair play, proper language, and winning/losing appropriately.

4.4 Working w/others

Novice	Intermediate	Advanced
HS.N.4.4: Recognize effective communication skills and strategies that promote respect and conflict resolution when working with others during physical activity.	HS.I.4.4: Use effective communication skills and strategies that promote respect and conflict resolution when working with others during physical activity.	HS.A.4.4: Assume a leadership role in a physical activity setting to help advocate successful participation. Examples: conflict resolution skills, decision making, proposing rules/modifications.

Level	Suggested Task
N-1	Students will share at least 1 phrase or strategy to use when resolving conflicts during physical activity.
N-2	Students will share 2-3 phrases or strategies to use when resolving conflicts during physical activity.
N-3	Students will share 4 or more phrases or strategies to use when resolving conflicts during physical activity.
I-1	Students will resolve conflicts with teacher intervention during physical activity.
I-2	Students will resolve conflicts <i>or</i> encourage respect during a physical activity with teacher prompting.
I-3	Students will resolve conflicts <i>or</i> encourage respect during a physical activity without teacher prompting.
A-1	Students will demonstrate leadership by encouraging, motivating, and actively including all team members or partners less than 70% of the time.
A-2	Student will demonstrate leadership by encouraging, motivating, and actively including all team members or partners at least 71-85% of the time.
A-3	Students will demonstrate leadership by encouraging, motivating, and actively including all team members or partners at least 86% of the time.

4.6 Safety

Novice	Intermediate	Advanced
HS.N.4.6: Identify best practices for participating safely in physical activity, exercise and dance.	HS.I.4.6: Apply best practices for participating safely in physical activity, exercise and dance. Example: injury prevention, hydration, use of equipment/rules, sun protection.	HS.A.4.6: Communicate and articulate the difference between inherent risk and unsafe behavior.

Level	Suggested Task
N-1	Students will identify 2 safety rules for participation in the given physical activity for the unit.
N-2	Students will identify 3 - 4 safety rules for participation in the given physical activity for the unit.
N-3	Students will identify a complete set of safety rules for participation in the given physical activity for the unit.
I-1	Students will follow at least 1 safety rule or practice while participating in physical activities.
I-2	Students will follow most safety rules or practices while participating in physical activities.
I-3	Students will follow all safety rules or practices while participating in physical activities.
A-1	Students will identify an inherent risk and unsafe behavior for a specific physical activity.
A-2	Students will identify inherent risks for certain physical activities and identify unsafe behaviors that may occur in certain activities.
A-3	Students will identify inherent risks for certain physical activities and identify unsafe behaviors and outcomes that may occur in certain activities.

5.1 Enjoyment Promotion

Novice	Intermediate	Advanced
<p>HS.N.5.1.A: Recognize how physical activity provides personal meaning and enjoyment.</p> <p>HS.N.5.1.B: Recognize the benefits of health-enhancing physical activities that provide challenge, enjoyment, and social interaction.</p>	<p>HS.I.5.1.A: Identify connections between fitness and overall physical and mental health.</p> <p>HS.I.5.1.B: Identify personalized physical activities that are enjoyable.</p>	<p>HS.A.5.1: Substantiate the relationship between engaging in regular physical activity and positive outcomes related to cognition and/or academic readiness.</p>

Level	Suggested Task
N-1	Students will identify 1 way physical activity provides personal meaning or enjoyment <i>or</i> identify at least 1 benefit from fitness, collaboration, or cooperative activity.
N-2	Students will identify 1 way physical activity provides personal meaning or enjoyment <i>and</i> identify at least 1 benefit from fitness, collaboration, or cooperative activity.
N-3	Students will identify 2-3 ways physical activity provides personal meaning or enjoyment <i>and</i> identify at least 3 benefits from fitness, collaboration, or cooperative activity.
I-1	Students will identify at least 1 way fitness affects overall physical <i>and</i> mental health and list at least 1 physical activity that they find enjoyable.
I-2	Students will identify at least 3 ways fitness affects overall physical <i>and</i> mental health and list at least 3 physical activities that they find enjoyable.
I-3	Students will identify at least 5 ways fitness affects overall physical <i>and</i> mental health and list at least 5 physical activities that they find enjoyable.
A-1	Students will explain how regular physical activity impacts cognition <i>or</i> academic readiness.
A-2	Students will explain how 1-2 regular physical activities impact cognition <i>and</i> academic readiness.
A-3	Students will track their own physical activity through journaling and record how it affects their cognitive and academic readiness.

5.2 Challenges

Novice	Intermediate	Advanced
HS.N.5.2: Recognize individual challenges in self and others by coping in a positive way, such as extending effort, asking/offering for help or feedback, and/or modifying the tasks.	HS.I.5.2: Utilize strategies to cope in a positive way to challenges in self and others by coping in a positive way, such as extending effort, asking/offering for help or feedback, and/or modifying the tasks.	HS.A.5.2: Analyze the level of challenge of a self-selected physical activity. Example: Safely challenge or push yourself in a physical activity- down-hill skiing; look at harder runs and think through if you feel you can accomplish that run.

Level	Suggested Task
N-1	Students will identify 1 challenge they experienced or saw during class activities.
N-2	Students will identify 1 challenge they experienced <i>and</i> 1 they saw during class activities.
N-3	Students will identify at least 1 challenge they experienced <i>and</i> 1 they saw during class activities and provide possible solutions to the challenges.
I-1	Students will demonstrate at least 1 positive coping strategy to deal with challenges experienced in class tasks.
I-2	Students will demonstrate at least 2 positive coping strategies to deal with challenges experienced in class tasks.
I-3	Students will demonstrate at least 2 positive coping strategies to deal with challenges experienced in class tasks <i>and</i> assist others in using a coping strategy.
A-1	Students will be able to analyze their skill level of a chosen skill and determine how they can safely work to complete that skill.
A-2	Students will present a beginning- and end-of-unit analysis of their skills.
A-3	Students will present a beginning and end of unit analysis of their skills and develop next steps for further challenge or skill development.

5.3 Social Interaction

Novice	Intermediate	Advanced
HS.N.5.3: Recognize an enjoyable activity that promotes social interaction or self-expression.	HS.I.5.3: Select and participate in physical activities or dance that meet the need for self-expression and enjoyment.	HS.A.5.3: Articulate the personal growth experiences of engaging in a novel (new and different than what is known) physical activity. Example: rock climbing, orienteering, fitness classes.

Level	Suggested Task
N-1	Students will identify at least 1 enjoyable activity that promotes social interaction or self-expression.
N-2	Students will identify at least 2 enjoyable activities that promote social interaction or self-expression.
N-3	Students will identify at least 2 enjoyable activities that promote social interaction and 2 activities that promote self-expression.
I-1	Students will participate in at least 1 activity or dance of their choice for self-expression and enjoyment.
I-2	Students will participate with peers in at least 2 activities or dances of their choice for self-expression and enjoyment.
I-3	Students will teach 1 activity or dance of their choice for self-expression and enjoyment to another peer or small group.
A-1	Students will be able to write a firsthand account detailing their personal growth from a novel physical activity experience.
A-2	Students will be able to present their personal growth journey from a novel physical activity experience.
A-3	Students will be able to compare and contrast their personal growth journeys through 2 or more novel physical activity experiences.

Sample Assessments

This section provides several sample assessments. These assessments were designed to be adaptable for a wide range of tasks and skills while ensuring data is collected in alignment with the intent of the grade level performance indicators. These assessments are intended to provide teachers and students with information to plan, modify and implement tasks that best suit the individual student. These assessments are examples of what a teacher could do but are not intended to be a requirement nor an exhaustive list.

High School Assessments

Fitness

Complete a personal fitness portfolio that includes:

- 1: a Fitness Testing Assessment Report (Pre and Post) Collected at the beginning and end of the unit.
- 2: setting a SMART goal for 4 health-related fitness components, including cardio.
- 3: a personal fitness plan for 4 health-related fitness components.
- 4: an activity log to monitor progress.
 - Include an introduction with:
 - 3 activities that you could participate in outside of school that would be beneficial to your health.
 - 3 or more activities that you participated in this past week that would be beneficial to your health.
 - The levels or rates of perceived exertion and why it is important to listen to your body.
 - Include a Skill Analysis:
 - Choose a fitness activity (ex. Bench press, Pilates, cycling run, etc.) that you will use to build strength, endurance, and/or flexibility.
 - Apply the FITT Principle to improve performance results. How did you safely challenge or push yourself in the activity to get to the next level?
- 5: researching and summarizing 3 community events that could address health-related fitness.
- 6: training for and participate in a community event that would address a health-related fitness component (e.g., 5k, cycling event, dance performance, etc.);
 - **Extra Credit:** Working with one or more classmates, create a community event that focuses on physical activity that other students can train for and participate in.
- 7: a list of 4 or more community resources or facilities that are available for your use as you implement your fitness plan.

8: a reassessment to determine if the goal has been achieved;

9: a reflection that includes information concerning:

- The Success of your plan and changes that would improve the effectiveness.
- The technology that was used to support your fitness plan.
- Any relationship you witnessed connecting active living and positive outcomes.
- How regular physical activity impacted your academic performance.
- How physical activity impacted your mental health.
- 3 examples of how physical activity provided enjoyment, social interaction, challenges and/or personal meaning.

Criteria for Competence

1. All parts of the portfolio are included (i.e., fitness scores, goal setting, improvement plan and record of activity, re-assessment, and reflection).
2. Most information in each section is accurate, appropriate, and complete.
3. Record of activity has the potential to meet the goals as stated.

Critical Aspects of Performance

Critical to this project are the match between present scores, what the student chooses as goals, the plan they design to reach those goals, and the reflection as to why goals were or were not met.

Directions to Student

You will be asked to develop a personal fitness program to increase a health-related fitness component that is important to you. You will need to set a reasonable and achievable goal that you are willing to work on until your goal is achieved. You will develop a plan to achieve your goal and a record of what you have done to achieve those goals. You will first self-assess your current health-related fitness levels. Based on those scores, you will decide the health-related fitness component you want to improve. I will help you set a

SMART goal and create a plan before you begin. Then you will begin keeping a record of what you do to achieve that goal over a specified period of time.

Directions for Teacher

The teacher needs to allocate time for self-testing at the beginning of the unit/year/semester. Students cannot set goals or develop a plan until they have been taught how to develop the health-related components of fitness. Make sure students set achievable goals. Allow time to repeat the self-test of fitness at the end of the unit. The portfolio can become part of a unit of instruction or be implemented throughout the semester or year as one part of a comprehensive physical education program.

SC State Standards Addressed

HS.N.1.3, HS.I.1.3.A, HS.I.1.3.B, HS.A.1.3, HS.N.2.2, HS.I.2.2, HS.A.2.2, HS.N.2.3, HS.I.2.3, HS.A.2.3, HS.N.2.4, HS.I.2.4, HS.A.2.4, HS.N.3.1, HS.I.3.1, HS.A.3.1, HS.N.3.2, HS.I.3.2.A, HS.I.3.2.B, HS.A.3.2.A, HS.A.3.2.B, HS.N.3.3, HS.I.3.3, HS.A.3.3, HS.N.3.4, HS.I.3.4, HS.A.3.4

Fitness Portfolio

Part 1: Assess Fitness Level

You will complete five health-related fitness tests. You will complete a pre-assessment for each component of health-related fitness and then a post-assessment. The post-assessment should follow a minimum of three weeks (6 weeks preferred) of regular participation in activities designed to improve the health-related component of fitness assessed. More specifically, you should follow an activity plan using the frequency, intensity, time and type (FITT) formula for each component of health-related fitness.

Health-Related Fitness Component	Fitness Assessment	Scores	Healthy Fitness Zone? (for your age and gender)
Aerobic capacity or cardiorespiratory endurance			
Muscular strength and endurance – Upper body			
Muscular strength and endurance – Lower body and abdominals			
Flexibility			

Part 2: Write a SMART Personal Fitness Goal

After evaluating your fitness level use the SMART criteria below to set a personal fitness goal for improvement for two health related fitness components (One should be cardio)

There are four kinds of goals:

1. Short-term goal = a goal that can be completed in one week and up to a month
2. Long-term goal = a goal that can be completed in several months
3. Process goal = a goal that focuses on behavior (e.g., I will walk to school three days this week)
4. Product goal = a goal that focuses on results or outcomes (e.g., I want to increase my vertical jump by 3inches)

Process goals are best when developing short-term goals and product goals are best when developing long-term goals. If you create short-term product goals, you set yourself up for failure because you typically need more time to make physical changes to your body. For instance, walking to school three days a week is short term because I can start doing that immediately and accomplish that goal. However, wanting to increase my vertical jump by 3 inches will not happen immediately, physiological changes must take place over time for this to happen. Process goals often are the steps to achieve a product goal. If my product goal is to reduce my mile time by 30 seconds a process goal that will assist with achieving that is to run a mile at least 3 days a week.

Specific - Your goal should be specific and detailed based on what you want to achieve.

Measurable - You should be able to assess or evaluate your goals to determine if you have been successful.

Achievable - Your goals should push you past your comfort zone but should still be attainable. Identifying whether your goal is a process goal or product goal is important when determining how attainable that goal is for you.

Relevant/Realistic - Your goals should be important to you and the outcome should impact your life in some way. What positive changes do you want for your physical health?

Write your goal here:

Fitness Goal #1 (Cardio)

Fitness Goal #2

Health-Related Fitness Component	Goal
Cardiorespiratory Endurance	

Example:

Health-Related Fitness Component	Goal
Cardiorespiratory Endurance	Goal 1: Improve my PACER test results by 5 laps within 4 weeks (product goal)

Health-Related Fitness Component	Goal
Muscular Strength and Endurance (upper body)	Goal 2: Complete 5 more push ups after 3-weeks of upper body muscle fitness activity (product goal).
Muscular Strength and Endurance (abdominals & lower body)	Goal 3: Perform 10-20 sit-ups every morning for the next two weeks (process goal that can increase abdominal endurance)
Flexibility	Goal 4: Improve my sit-and-reach score by 1 inch in the post-test (product goal)
Body Composition	Goal 5: Eliminate all sugary-sweetened drinks from my diet for two weeks (process goal).

Rubrics

Skills Application Rubric

Standard	Emerging	Spiraling	Must Know
HS.N.1.1 Demonstrate the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork.	Students will demonstrate offense and defense in an activity of their choice.	Students will demonstrate at least 2 offensive and defensive skills/tactics in an activity of their choice.	Students will demonstrate at least 3 offensive and defensive skills/tactics in an activity of their choice.
HS.I.1.1 Apply the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork.	Students will referee fouls or scoring in 2 or more lifetime activities.	Students will referee scoring and fouls in 2 or more lifetime activities.	Students will self-referee fouls and scoring in 2 or more lifetime activities.
HS.N.3.1 Apply strategies in monitoring daily participation to promote physical activity.	Students will apply a strategy in monitoring daily participation.	Students will actively monitor with daily participation through journaling each day for a week.	Students will monitor their daily participation using a strategy of their choice, that they can use on their own outside of school as well.
HS.I.3.1 Adjust pacing to keep heart rate in the target zone, using available technology (e.g., heart rate monitor), to self-monitor aerobic intensity.	Students will calculate their heart rate 1 time during class.	Students will calculate their heart rate 2 times during class and make adjustments as needed.	Students will calculate their heart rate at least 3 times during class and make adjustments as needed.
HS.A.3.1 Apply technology (such as wearable devices, mobile device apps, and/or social media tools) to support physical activity and lifetime fitness habits.	Students will use 1 form of technology during their choice activity (e.g., phone, Chromebook, heart rate monitor, fitness tracker, and video).	Students incorporate 2 forms of technology during their choice activity (e.g., phone, Chromebook, heart rate monitor, fitness tracker, and video).	Students will incorporate 3+ forms of technology during their choice activity (e.g., phone, Chromebook, heart rate monitor, fitness tracker, and video).

Standard	Emerging	Spiraling	Must Know
HS.I.5.3 Select and participate in physical activities or dance that meet the need for self-expression and enjoyment.	Students will participate in at least 1 activity or dance of their choice for self-expression and enjoyment less than 60% of the time.	Student will participate with peers in 1 activity or dance of their choice for self-expression and enjoyment 61-80% of the time.	Students will participate with peers in 1 activity or dance of their choice for self-expression and enjoyment 81-100% of the time.

Teamwork Rubric

Standard	Emerging	Spiraling	Must Know
HS.N.4.2 Apply the skills needed to resolve potential conflicts in physical activity settings.	Students will apply 1 strategy to use for resolving conflicts during physical activity.	Students will apply 2-3 strategies to resolve conflicts during physical activity.	Students will apply 4 or more strategies to resolve conflicts during physical activity.
HS.I.4.2 Exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. Example: spirit of the game, following rules.	Students will be positive team members to the team less than 59% of the time by: encouraging, motivating, and actively including all team members/partners.	Students will be positive team members to the team 60% - 79% of the time by: encouraging, motivating, and actively including all team members/partners.	Students will be positive team members to the team at least 80% of the time by: encouraging, motivating, and actively including all team members/partners.
HS.I.4.3 Create strategies for including persons of diverse backgrounds and abilities in group physical-activity settings.	Students will create a modification of the group activity to include successful participation and inclusion for those with diverse backgrounds and abilities.	Students will create 2-3 modifications of the group activity to include successful participation and inclusion for those with diverse backgrounds and abilities.	Students will create 4 or more modifications of the group activity to include successful participation and inclusion for those with diverse backgrounds and abilities.
HS.A.4.3 Design and apply strategies for including persons of diverse backgrounds and abilities in group physical-activity	Students will design and apply a modification of the group activity to include successful participation and inclusion for	Students will design and apply 2 modifications of the group activities to include successful participation and inclusion for	Students will design and apply (3 or more) modifications of the group activities to include successful participation and

Standard	Emerging	Spiraling	Must Know
settings. Example: Invites less- skilled students to participate in a warm-up activity prior to class.	those with diverse backgrounds and abilities during the unit.	those with diverse backgrounds and abilities during the unit.	inclusion for those with diverse backgrounds and abilities during the unit.
HS.A.4.4 Assume a leadership role in a physical activity setting to help advocate successful participation. Examples: conflict resolution skills, decision making, proposing rules/modifications.	Students will demonstrate leadership throughout the unit: encouraging, motivating, and actively including all team members/partners less than 70% of the time.	Students will demonstrate leadership throughout the unit: encouraging, motivating, and actively including all team members/partners 71-85% of the time.	Students will demonstrate leadership throughout the unit: encouraging, motivating, and actively including all team members/partners at least 86% of the time.

Sportsmanship Rubric

Standard	Emerging	Spiraling	Must Know
HS.A.4.2 Examine and adhere to moral and ethical conduct in specific competitive situations by displaying positive disposition.	Students will work towards positive interactions at least 60 -79% of the time with the opposing team/opponents including: game etiquette, proper language, winning/losing appropriately.	Students will demonstrate positive interactions at least 80% of the time with the opposing team/opponents including: game etiquette, proper language, winning/losing appropriately.	Students will use intentionality to demonstrate positive interactions at least 81% of the time with the opposing team/opponents including game etiquette, proper language, winning/losing appropriately.
HS.N.4.3 Recognize the diverse characteristics of participants in physical activity. Example: Participates in activities with classmates of different backgrounds.	Students will participate with a diverse group of peers less than 50% of the time.	Students will participate with a diverse group of peers less than 51-75% of the time.	Students will participate with a diverse group of peers more than 75% of the time.
HS.N.5.1.A Recognize how physical activity provides personal meaning and enjoyment.	Students will identify 1 way physical activity provides personal meaning or enjoyment	Students will identify 1 way physical activity provides personal meaning or enjoyment	Students will identify 2-3 ways physical activity provides personal meaning or enjoyment

Standard	Emerging	Spiraling	Must Know
	<i>or</i> identify at least 1 benefit from fitness, collaboration or cooperative activity.	<i>and</i> identify at least 1 benefit from fitness, collaboration or cooperative activity.	<i>and</i> identify at least 3 benefits from fitness, collaboration or cooperative activity.
HS.I.5.2 Utilize strategies to cope in a positive way to challenges in self and others by coping in a positive way, such as extending effort, asking/offering for help or feedback, and/or modifying the tasks.	Students will demonstrate at least 1 positive coping strategy to deal with challenges experienced in class tasks.	Students will demonstrate at least 2 positive coping strategy to deal with challenges experienced in class tasks.	Students will demonstrate at least 2 positive coping strategy to deal with challenges experienced in class tasks <i>and</i> students will demonstrate value in playing, not winning or losing.