

Movement Skills and Patterns:

Students must be able to move efficiently and effectively in a variety of movement activities.

Skills	
Standard 1: Skills and Movement Patterns	PE 1
Lifetime Activities	Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).
Dance and Rhythms	Demonstrates competency in dance forms used in cultural and social occasions (e.g., weddings, parties), or demonstrates competency in 1 form of dance (e.g., ballet, mod- ern, hip hop, tap).
Fitness Activities	Demonstrates competency in 1 or more specialized skills in health-related fitness activities.

Knowledge:

Educating students to understand physical competence, health-related fitness and healthful behaviors is critical to their development and long-term success as healthy and productive citizens.

Knowledge	
Standard 2:	PE 1
Knowledge	Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net and wall games, target games, aquatics and/or outdoor pursuits appropriately.
Concepts and Principles	Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.
Knowledge Concept and Principles	Creates a plan to improve performance in a self-selected skill.
Dance	Identifies examples of social and technical dance form.
Physical Activity	Discusses the benefits of a physically active lifestyle as it relates to college or career productivity. Evaluates the validity of claims made by commercial products and programs pertaining to a healthy active

	<p>lifestyle.</p> <p>Discusses safety issues and safety protocol for physical activity in a variety of settings and environments across the lifespan.</p>
Fitness	<p>Evaluates the validity of claims made by commercial products and programs pertaining to fitness.</p> <p>Designs a fitness program, including all components of health-related fitness, for a college student and/or an employee in the learner's chosen field of work.</p> <p>Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion).</p> <p>Calculates target heart rate and applies this information to a personal fitness plan.</p>

Participation:

Students must develop positive personal and social behaviors and responsibilities through demonstrations of sportsmanship, teamwork, cooperation and conflict resolution skills. Understanding one's overall physical health and fitness status provides the basis for personal responsibility for lifetime health and physical literacy

Attitudes	
Standard 3:	PE 1
Health	Analyzes the health benefits of a self-selected physical activity.
Personal Responsibility	Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.
Challenge	Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
Self-expression and enjoyment	Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.
Social Interactions/Working	Identifies the opportunity for social support in a self selected physical activity or dance.

With others	Uses communication skills and strategies that promote team or group dynamics. Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in group.
Rules and Etiquette	Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.
Safety	Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

Physical Activity Promotion:

Student participation in a variety of leisure/ recreational or competitive physical activities will support healthier lifestyles and improve fitness levels

Physical Activity Promotion	
Standard 4:	PE 1
Engages in Physical Activity	Tracks and analyzes physical activity for three weeks.
Physical Activity Environments	Evaluates — according to their benefits, social support net-work and participation requirements — activities that can be pursued in the local environment. Persuade community leaders about the importance of ensuring there are safe, accessible, and affordable physical activity opportunities, products, and services to improve the health of oneself and others.
Assessment and Program Planning	Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings.
Motivation	Creates a “Meaningful Physical Activity” statement to articulate the meaning of physical activity as a part of an active lifestyle.
Advocacy	Collaborate with others to advocate for improving personal, family, and community physical activity. Encourage school and community environments to promote the physical activity of others. Adapt physical activity health messages and communication techniques for a specific target audience.

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