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| **Course: Physical Education: Strand: Dual/Individual Sports** |
| **Learning Goal 1:** * **Goal 1:** Individual and partner execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
 |
| **Score 4** | **The student:*** *makes an inference beyond what was explicitly taught.*
* *applies learned content or skill in a novel way.*

***No major errors or omissions regarding the score 4 content*** |
| **Score 3** | **The student is able to:*** Self-initiate behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
* Demonstrate an understanding of rules, technique and sportsmanship during competitive game playing.

***No major errors or omissions regarding the score 3 content*** |
| **Score 2** | **The student can recognize or recall specific vocabulary or basic content, such as:****Content: Recognize or recall specific terminology such as:** o Sport specific rules concerning: scoring, service, faults, and court dimensions,* Sport-specific Etiquette, Sportsmanship, Strategy

***No major errors or omissions regarding the score 2 content*** |
| **Score 1** | With help, partial success at score 2 content and score 3 content |
| **Score 0** | Even with help, no success |

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| **Course: Physical Education Strand: Dual/Individual Sports** |
| **Learning Goal 2:** **Goal 2:** All students will apply skill-related fitness concepts and skills to demonstrate the relationship between effective and efficient movement and a healthy, active lifestyle. |
| **Score 4** | **The student:*** *makes an inference beyond what was explicitly taught.*
* *applies learned content or skill in a novel way.*

***No major errors or omissions regarding the score 4 content*** |
| **Score 3** | **The student is able to:** * Demonstrate basic physical sport-specific skills during game play.
* Utilize a variety of mental and physical strategies and adapt to game play situations.
* Describe the correlation between proper technique and game success.
* Demonstrate healthy, positive social interaction with partner and opponent.

***No major errors or omissions regarding the score 3 content*** |
| **Score 2** | **Skills:** **The student will demonstrate basic skills or process, such as:** * Proper footwork, handgrip, hand-eye coordination, and equipment manipulation
* Hitting a variety of shots (drop, clear, smash)
* Coordination with partner during game play.

demonstrating skills for sport activities in isolation *(e.g., can demonstrate proper footwork but not apply it in context)* ***No major errors or omissions regarding the score 2 content*** |
| **Score 1** | With help, partial success at score 2 content and score 3 content |
| **Score 0** | Even with help, no success |

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| **Course: PE Strand: Team Sports/Group Activities** |
| **Learning Goal:** * **Goal 1:** Demonstrate the individual’s role in team sport/activity including: use of tactical strategies, positive mental attitudes, competent skill levels, and teamwork.
 |
| **Score 4** | **The student:*** *makes an inference beyond what was explicitly taught.*
* *applies learned content or skill in a novel way.*

***No major errors or omissions regarding the score 4 content*** |
| **Score 3** | **The student is able to:*** Self-initiate behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
* Demonstrate an understanding of rules, technique and sportsmanship during competitive game playing.

***No major errors or omissions regarding the score 3 content*** |
| **Score 2** | **The student will recognize or recall specific vocabulary or basic content, such as:*** Sport-specific rules concerning: court/field dimensions, etiquette, scoring, positions,
* Sport-specific etiquette, sportsmanship and strategy

***No major errors or omissions regarding the score 2 content*** |
| **Score 1** | With help, partial success at score 2 content and score 3 content |
| **Score 0** | Even with help, no success |

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| **Course: PE Strand: Team Sports/Group Activities** |
| **Learning Goal:** * **Goal 2:** All students will apply skill-related fitness concepts and skills to demonstrate the relationship between effective and efficient movement and a healthy, active lifestyle.
 |
| **Score 4** | **The student:*** *makes an inference beyond what was explicitly taught.*
* *applies learned content or skill in a novel way.*

***No major errors or omissions regarding the score 4 content*** |
| **Score 3** | **The student is able to:*** Demonstrate basic physical skills during game play.
* Utilize a variety of basic strategies and adapt to game play situations.
* Describe the correlation between proper skill and teamwork to game success.
* Demonstrate healthy, and positive social interaction with team and opponent.

***No major errors or omissions regarding the score 3 content*** |
| **Score 2** | **The student will recognize or recall specific vocabulary or basic content, such as:*** Sport-specific rules concerning: court/field dimensions, scoring, positions, etc.
* Sport-specific etiquette, sportsmanship and strategy

***No major errors or omissions regarding the score 2 content*** |
| **Score 1** | With help, partial success at score 2 content and score 3 content |
| **Score 0** | Even with help, no success |

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| **Course: PE Strand: Fitness** |
| **Learning Goal:** **Goal 1:** All students will apply health-related concepts and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. |
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| **Score 4** | **The student:*** *makes an inference beyond what was explicitly taught.*
* *applies learned content or skill in a novel way.*

***No major errors or omissions regarding the score 4 content*** |
| **Score 3** | **The student:** * Student will take personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.
* Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principals.
* Compare and contrast the impact of health-related fitness components as a measure of fitness and health.

***No major errors or omissions regarding the score 3 content*** |
| **Score 2** | **The student will recognize or recall specific vocabulary or basic content, such as:*** **Types and components of fitness, Activity-specific terms, movements and benefits of, etc.**
* **F.I.T.T. Principles**
* **Skill-related fitness components**

***No major errors or omissions regarding the score 2 content*** |
| **Score 1** | With help, partial success at score 2 content and score 3 content |
| **Score 0** | Even with help, no success |

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| **Course: PE Strand: Fitness** |
| **Learning Goal:** **Goal 2:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. |
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| **Score 4** | **The student:*** *makes an inference beyond what was explicitly taught.*
* *applies learned content or skill in a novel way.*

***No major errors or omissions regarding the score 4 content*** |
| **Score 3** | **The student:** * Demonstrate proper form and sequence of activity-specific movements. (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
* Show physical skills necessary to safely and effectively benefit from specific fitness activities.

***No major errors or omissions regarding the score 3 content*** |
| **Score 2** | **The student will recognize or recall basic content, such as:*** Activity-specific poses, exercises, movements, etc.
* Benefits of specific-activities in relation to a healthy lifestyle.

***No major errors or omissions regarding the score 2 content*** |
| **Score 1** | With help, partial success at score 2 content and score 3 content |
| **Score 0** | Even with help, no success |