

2021 Maine Learning Results: Physical Education

Strand	Physical Education
Standard PE. 1 - Motor Skills and Movement Patterns	
Standard PE. 2 - Concepts and Strategies	
Standard PE. 3 – Fitness Education	
Standard PE. 4 - Responsible Personal and Social Behavior	
Standard PE. 5 - Recognition of the Value of Physical Activity	

Standard 1	<u>Motor Skills and Movement Patterns</u>: Physically literate students demonstrate competency in a variety of motor skills and movement patterns.
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Adolescence		
Grades 9-Diploma		
Performance Expectations	Level 1	Level 2
1.1 Movement and Rhythm	Creates movement combinations in rhythmic activities with an emphasis on keeping to the beat.	Performs movement combinations in rhythmic activities with an emphasis on keeping to the beat.
1.2 Game and Sport Skills	Applies basic and/or advanced skills to participate proficiently in at least three individual, dual, or team games, sports or physical activities.	Refines basic and/or advanced skills to participate proficiently in at least three individual, dual, or team games, sports or physical activities.
1.2 Lifetime Activities	Demonstrates competency and/or refines activity-specific movement skills in a variety of lifetime activities.	Refines activity-specific movement skills in a variety of lifetime activities.

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Standard 2	Concepts and Strategies: Physically literate students apply knowledge of concepts, principles, strategies and tactics related to movement and performance.
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Adolescence		
Grades 9- Diploma		
Performance Expectations	Level 1	Level 2
2.1 Movement Concepts	Applies complex movement concepts to refine learned skills and acquire new, advanced skills	Integrates increasing complex, content-specific knowledge (biomechanics) with movement skills.
2.2 Strategies and Tactics	Applies/integrates appropriate game strategies and tactics during game play and activities.	Creates and applies multiple offensive and defensive strategies for game play and activity.
Standard 3	Fitness Education: Physically literate students demonstrate the knowledge and skills to plan, execute, self-monitor, achieve, and maintain a health-enhancing level of physical activity and/or fitness.	

Adolescence		
Grades 9- Diploma		
Performance Expectations	Level 1	Level 2
3.1 Health-Related Fitness and Exercise.	Executes with proper form and technique a wide variety of exercises in each of the health-related fitness components addressing all major muscle groups. Engages in cardiorespiratory activities.	Analyzes one's personal preferences and/or choices of exercise and exercise tools for the benefits, risk, safety, accessibility, adherence, and enjoyment. Develops and maintains a fitness portfolio that includes assessments, goals, activities, and a tracking system for personal improvement.

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3.2 Skill-Related Fitness and Training	Participates and examines exercise programs that train each of the skill-related fitness components.	Designs or implements a training plan that incorporates one or more training principles.
3.3 Training Principles for Fitness and Sport	Applies training principles to health-related fitness exercise plan or a sport skill or sport fitness improvement plan.	Evaluates performance data and applies training principles to revise health-related fitness or sport skill/fitness plan to improve performance.
3.4 Health-related and/or sport fitness or training plan	Creates, implements, monitors (log), reassess, and revises a personal health-related and/or sport fitness plan for home, community, and school.	Creates, monitors (log), and revises one or more personal health-related and/or sport fitness plan implemented by one or more peers.
3.5 Fitness, Sport, and Technology	Investigates and uses available technology tools, applications, and connections on social media as tools for supporting a healthy, active lifestyle and/or to self-monitor exercise and/or physical activity.	Investigates and uses available technology tools, applications, and connections on social media as tools for supporting a healthy, active lifestyle and/or to self-monitor exercise and/or physical activity.
3.6 Physical Activity, Community	Evaluates one or more recreation or sport activities that can be pursued in the local community and evaluates the activity and/or activities based on benefits, social support networks, and participation requirements.	Evaluates one or more recreation or sport activities that can be pursued in the local community and evaluates the activity and/or activities based on benefits, social support networks, and participation requirements
Standard 4	<u>Responsible Personal and Social Behavior:</u> Physically literate students exhibit responsible personal and social behavior that respects self and others.	

Adolescence		
Grades 9 - Diploma		
Performance Expectations	Level 1	Level 2
4.1 Personal Responsibility	Demonstrates personal responsibility in all physical education activities.	Implements leadership skills to promote responsibility in self and others.

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4.2 Cooperative Skills	<p>Apply appropriate communication and cooperative skills including problem solving and resolving conflict in a variety of physical activities and team or group situations.</p> <p>Compares factors in different cultures and/or social settings that influence the choice of physical activity.</p>	<p>Selects the most appropriate ways of responding and mediation to settle conflicts.</p> <p>Explains the influence of physical activity on cultural competence and the development of self-awareness</p>
4.3 Rules, Etiquette, and Safety	Uses safe practices when engaging in physical education activities.	Uses safe practices when engaging in physical education activities.

Standard 5	Recognition of the Value of Physical Activity: Physically literate students recognize the value of physical activity for health, enjoyment, challenge, self-expression, and /or social interaction.
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Adolescence		
Grade 9 - Diploma		
	Level 1	Level 2
5.1 Health	Analyze the health benefits of physical activity.	Analyzes the health benefits of a self-selected physical activity.
5.2 Challenge	Choose an appropriate level of challenge to experience success in a physical activity	Choose an appropriate level of challenge to experience success in a self-selected physical activity
5.3 Self-expression and Enjoyment	Participate in a self-selected physical activity for self-expression and enjoyment	Participates in a self-selected physical activity for self-expression and enjoyment
5.4 Social Interaction	Identifies opportunities for social interaction in a self-selected physical activity	Evaluates opportunities for social interaction and social support in a self-selected physical activity.