



1. [Plan for Growth & Improvement](#)
2. [Demonstrate Fitness & Strength Training Techniques](#)
3. [Responsible & Safe Interaction in the PE Setting](#)

1. Plan for Growth and Improvement

<p>EE</p>	<p>In-depth inferences and applications that meet and exceed secure expectations. The student might:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Design a hypothetical practice plan for an employee in the student’s chosen field of work or for a particular challenge <input type="checkbox"/> Use vocabulary to coach a peer’s technique on resistance training machines, free weights, and/or in strength and stretching/flexibility exercises
<p>Sc+</p>	<p>In addition to Sc performance, in-depth inferences and applications with partial success.</p>
<p> Sc</p>	<p>The student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use vocabulary to self-critique technique on resistance training machines, free weights, and/or in strength and stretching/flexibility exercises <input type="checkbox"/> Execute and self-monitor a practice plan to improve performance for a specific skill, including a consideration of fitness maintenance after the course ends <p>The student exhibits no major errors or omissions.</p>
<p>Dv+</p>	<p>No major errors or omissions regarding Dv content and partial success at Sc content.</p>
<p>Dv</p>	<p>The student will:</p> <p>Recognize or recall specific terminology, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Practice plan <input type="checkbox"/> Movement concepts (force, rotation, and anti-rotation) <input type="checkbox"/> Types of strength exercises (isometric, concentric, eccentric) <input type="checkbox"/> Types of stretching/flexibility exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) and examples of each <input type="checkbox"/> Skill-related fitness (Agility, balance, coordination, power, speed) <input type="checkbox"/> Health-related fitness (Cardiorespiratory fitness, body composition, flexibility, muscular strength and endurance) <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Self-monitor task motivation <input type="checkbox"/> Write a hypothetical practice plan <input type="checkbox"/> Watch a demonstration and identify types of exercises used <input type="checkbox"/> Explain the relationship of force and speed <input type="checkbox"/> Apply feedback from peers and teacher <p>However, the student exhibits major errors or omissions regarding the Sc content.</p>
<p>Bg+</p>	<p>Partial knowledge of the Dv content, but major errors or omissions regarding the Sc content.</p>
<p>Bg</p>	<p>With help, the student exhibits partial knowledge of the Dv content, but major errors or omissions regarding the Sc content.</p>
<p>Bg-</p>	<p>With help, partial understanding of Dv content, but no understanding of Sc content.</p>


*With help may include rephrasing questions, asking probing questions, and/or providing prompts or sentence starters.

2. Demonstrate Fitness & Strength Training Technique

EE	<p>In-depth inferences and applications that meet and exceed secure expectations. The student might: (complex content)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sustain appropriate technique throughout duration of an advanced work-out created with teacher discretion for student skill and safety (may include more reps, different movement skills, greater weight, etc) <input type="checkbox"/> Design and lead a class activity (warm-up, active recovery, band routine, cool-down) using a set of teacher-provided criteria
Sc+	In addition to Sc performance, in-depth inferences and applications with partial success.
 Sc	<p>The student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sustain appropriate technique throughout duration of warm-up, work-out, plyometric, AND cool-down <input type="checkbox"/> Improve and maintain level of performance in strength and stretching/flexibility exercises <input type="checkbox"/> Modify physical activity based on an analysis of barriers and challenges <p>The student exhibits no major errors or omissions.</p>
Dv+	No major errors or omissions regarding Dv content and partial success at Sc content.
Dv	<p>The student will:</p> <p>Recognize or recall specific terminology, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Names of equipment <input type="checkbox"/> Plyometric <input type="checkbox"/> Active recovery <input type="checkbox"/> Types of strength exercises (isometric, concentric, eccentric) <input type="checkbox"/> Types of stretching/flexibility exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) and examples of each <input type="checkbox"/> Skill-related fitness (Agility, balance, coordination, power, speed) <input type="checkbox"/> Health-related fitness (Cardiorespiratory fitness, body composition, flexibility, muscular strength and endurance) <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe appropriate technique on resistance training machines and with free weights <input type="checkbox"/> Describe how reps and weight impact fitness and training <input type="checkbox"/> Explain barriers and challenges that might require a modification of physical activity for individual or group safety <input type="checkbox"/> Apply feedback from peers and teacher <input type="checkbox"/> Explain how appropriate technique helps prevent injuries <p>However, the student exhibits major errors or omissions regarding the Sc content.</p>
Bg+	Partial knowledge of the Dv content, but major errors or omissions regarding the Sc content.
Bg	With help, the student exhibits partial knowledge of the Dv content, but major errors or omissions regarding the Sc content.
Bg-	With help, partial understanding of Dv content, but no understanding of Sc content.

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3. Responsible & Safe Interaction in the PE Setting

<p>EE</p>	<p>In-depth inferences and applications that meet and exceed secure expectations. The student might:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify possible safety hazards and create improvement solutions for safe and accessible layout and/or storage <input type="checkbox"/> Create an artifact that communicates responsible and safe interactions (safety procedures, weight room etiquette, positive team dynamics, etc) to facility users
<p>Sc+</p>	<p>In addition to Sc performance, in-depth inferences and applications with partial success.</p>
<p> Sc</p>	<p>The student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consistently communicate respectfully to encourage self and others <input type="checkbox"/> Exhibit proper weight room etiquette, including safe handling of equipment and clean-up routines <input type="checkbox"/> Frequently initiate helpful partner practices such as spotting or assisting with equipment access <p>The student exhibits no major errors or omissions.</p>
<p>Dv+</p>	<p>No major errors or omissions regarding Dv content and partial success at Sc content.</p>
<p>Dv</p>	<p>The student will:</p> <p>Recognize or recall specific terminology, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Names of equipment <input type="checkbox"/> Spotting <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe weight room etiquette, expectations, and procedures <input type="checkbox"/> Recognize when spotting peers is appropriate <input type="checkbox"/> Share equipment between peers <input type="checkbox"/> Proper cleaning of equipment after use <input type="checkbox"/> Identify examples of safe and unsafe weight room behaviors <input type="checkbox"/> Explain the impact of negative self-talk and of disrespectful communication with others <p>However, the student exhibits major errors or omissions regarding the Sc content.</p>
<p>Bg+</p>	<p>Partial knowledge of the Dv content, but major errors or omissions regarding the Sc content.</p>
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