

Secondary PE Department Philosophy Statement

The Waukee Physical Education program seeks to empower all students to participate in regular, lifelong physical activity to create a foundation for a healthy, productive, and fulfilling life.

	Progress Report Statements	Associated Essential Objectives
1	Motor Skills and Movement Patterns	<p>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns</p> <ul style="list-style-type: none"> ● S1:A1.8 Demonstrates correct technique for <i>basic</i> skills in at least 2 self-selected individual-performance activities (S1.M24.8) ● S1:D1.8 Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play (S1.M2.8) ● S1:D2.8 Catches using an implement in a dynamic, environment or modified game play (S1.M3.8) ● S1:D3.8 Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (floor, field, ice) (S1.M4.8) ● S1:D4.8 Throws a lead pass to a moving partner off a dribble or pass (S1.M5.8) ● S1:D5.8 Executes at least 2 of the following to create open space during modified game play: pivots, fakes, jab steps, screens (S1.M5.8) ● S1:D6.8 Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes (S1.M7.8) ● S1:D7.8 Dribbles with dominant and non-dominant hands using a change of speed and direction in a small-sided game play (S1.M8.8) ● S1:D8.8 Foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play (S1.M9.8) ● S1:D9.8 Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse (S1.M10.8) ● S1:D10.8 Drop-steps in the direction of the pass during player-to-player defense (S1.M11.8) ● S1:E1.8 Executes consistently (at least 70 percent of the time) a legal underhand serve for distance and accuracy for net and wall games such as badminton, volleyball or pickleball (S1.M12.8) ● S1:E2.8 Strikes with a mature overhand pattern in a modified net/wall game such as volleyball, handball, badminton or tennis (S1.M13.8) ● S1:E3.8 Demonstrates the mature form of forehand and backhand swings with a short- or long-handled implement with power and accuracy in net games such as pickleball, tennis, badminton or paddle ball (S1.M14.8) ● S1:E4.8 Transfers weight with correct timing using low to high striking pattern with a long-handled implement on the forehand and backhand sides (S1.M15.8) ● S1:E5.8 Forehand- and backhand-volleys with a mature form and control using a short-handled implement during modified game play (S1.M16.8) ● S1:E6.8 Two-hand-volleys with control in a small-sided game (S1.M17.8) ● S1:F1.8 Performs consistently (70% or more of the time) a mature throwing pattern, with accuracy and control, for target games such as bowling, bocce or horseshoes (S1.M18.8)
2	Strategies and Tactics	<p>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance</p>

		<ul style="list-style-type: none"> ● S2.A1.8 Opens and closes space during small-sided game play by combining locomotor movements with movement concepts (S2.M1.8) ● S2.A2.8 Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go (S2.M2.8) ● S2.A4.8 Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to them (third-party perspective) ● S2.A5.8 Reduces open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection (S2.M5.8) ● S2.A6.8 Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on an advantage (S2.M6.8) ● S2.B1.8 Creates open space in net/wall games with either a long- or short-handled implement by varying force or direction or by moving opponent from side to side and/or forward and back (S2.M7.8) ● S2.B2.8 Varies placement, force and timing of return to prevent anticipation by opponent (S2.M8.8) ● S2.C1.8 Varies the speed, force, and trajectory of the shot based on location of the object in relation to the target (S2.M9.8) ● S2.E1.8 Describes and applies mechanical advantage(s) for a variety of movement patterns (S2.M12.8)
3	Personal Fitness Knowledge and Skills	<p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness AND</p> <ul style="list-style-type: none"> ● S3:A1.8 Identifies the five components of health-related fitness and explains the connections between fitness and overall physical and mental health (S3.M1.8) ● S3:C2.8 Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level (S3.M8.8) ● S3:C3.8 Employs a variety of appropriate static-stretching techniques for all major muscle groups (S3.M9.8) <p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <ul style="list-style-type: none"> ● S4:A1.8 Accepts responsibility for improving one's own levels of physical activity and fitness (S4.M1.8) ● S4:A2.8 Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school (S4.M2.8)
4	Responsible Personal and Social Behavior	<p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others</p> <ul style="list-style-type: none"> ● S4:C1.8 Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts (S4.M4.8) ● S4:C2.8 Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play (S4.M5.8) ● S4:D1.8 Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity (S4.M7.8) <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction</p> <ul style="list-style-type: none"> ● S5:D1.8 Demonstrates respect for self by asking for help and helping others in various physical activities (S5.M6.8)