

	State Standards	National Standards	LHS Expectations for Student Learning/Benchmarks	Essential Skills/Concepts to be Targeted	Common Assessment Evidence
Physical Education 3 & 4 Junior and Senior students 5 classes/week 1 semester	Physical Activity and Fitness PreK–12 STANDARD 2: Physical Activity and Fitness Students will, by repeated practice, acquire and refine a variety of manipulative, locomotor, and non-locomotor movement skills, and will utilize principles of training and conditioning, will learn biomechanics and exercise physiology, and will apply the concept of wellness to their lives. Through the study of Motor Skill Development students will 2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance	National Standards for Physical Education Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. A physically educated person: Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3: Participates regularly in physical activity.	Lowell High School Students will read for understanding Lowell High School Students will write effectively and creatively Lowell High School Students will communicate purposefully Lowell High School Students will problem solve skillfully Lowell High School Students will use technology and media knowledgeably and responsibly	Muscular Strength Muscular Endurance Flexibility Cardiovascular Endurance Body Composition Coordination Citizenship Sportsmanship Safety Body – Brain connection Lifetime Participation	Required: Meeting unit goals and objectives Participation/Effort Teacher Observation Written Assessments

	2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams 2.3 Perform rhythm routines, including dancing, to demonstrate fundamental movement skills Through the study of Fitness students will 2.4 Identify physical and psychological changes that result from participation in a variety of physical activities 2.5 Explain the benefits of physical fitness to good health and increased active lifestyle	Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.			
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	2.6 Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances) Through the study of Personal and Social Competency students will 2.7 Demonstrate responsible personal and social conduct used in physical activity settings Through the study of Motor Skill Development students will 2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others 2.9 Demonstrate developmentally appropriate basic manipulative and advanced specialized physical skills, including throwing and catching different objects with both				
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	accuracy and force, hand and foot dribbling while preventing an opponent from challenging, and accurate striking proficiency 2.10 Perform a rhythm routine that combines traveling, rolling, balancing, and weight transfer into smooth flowing sequences with intentional changes in direction, speed, and flow Through the study of Fitness students will 2.11 Apply basic principles of training and appropriate guidelines of exercise to improve immediate and long-term physical fitness 2.12 Participate in activities that promote physical fitness, decrease sedentary lifestyle, and relieve mental and emotional tension				
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	2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness Through the study of Personal and Social Competency students will 2.14 Apply advanced movement concepts and beginning game strategies to guide and improve individual and team performance 2.15 Demonstrate strategies for inclusion of all students in physical activity settings related to strength and speed <i>In teams, students identify and try various ways for players of different abilities to participate fully</i> 2.16 Describe the purpose and benefits of sports, games, and dance in modern society				
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