



## Physical Education Standards

GRADE: K

### Strand: MOVEMENT COMPETENCY

Standard 1: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

#### Access Point for Students with Significant Cognitive Disabilities

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
PE.K.M.1.In.a Perform locomotor skills to travel in personal and general space. <u>Date Adopted or Revised:</u> 12/08	PE.K.M.1.Su.a Perform locomotor skills to travel in general space. <u>Date Adopted or Revised:</u> 12/08	PE.K.M.1.Pa.a Perform guided locomotor skills. <u>Date Adopted or Revised:</u> 12/08
PE.K.M.1.In.b Strike a stationary, modified object with a body part. <u>Date Adopted or Revised:</u> 12/08	PE.K.M.1.Su.b Swing and make contact with a modified object with a body part. <u>Date Adopted or Revised:</u> 12/08	PE.K.M.1.Pa.b Swing at a stationary, modified object with a body part. <u>Date Adopted or Revised:</u> 12/08
PE.K.M.1.In.c Balance a lightweight object on a paddle. <u>Date Adopted or Revised:</u> 12/08	PE.K.M.1.Su.c Balance a modified lightweight object on a paddle. <u>Date Adopted or Revised:</u> 12/08	PE.K.M.1.Pa.c Balance a modified lightweight object on a modified paddle. <u>Date Adopted or Revised:</u> 12/08
PE.K.M.1.In.d Strike a modified object using a modified implement. <u>Date Adopted or Revised:</u> 12/08	PE.K.M.1.Su.d Swing and make contact with a modified object using a modified implement. <u>Date Adopted or Revised:</u> 12/08	PE.K.M.1.Pa.d Swing at a modified object using a modified implement. <u>Date Adopted or Revised:</u> 12/08
PE.K.M.1.In.e Release and catch a large playground ball. <u>Date Adopted or Revised:</u> 12/08	PE.K.M.1.Su.e Use two hands to trap a large playground ball. <u>Date Adopted or Revised:</u> 12/08	PE.K.M.1.Pa.e Hold and release modified objects with arms or hands. <u>Date Adopted or Revised:</u> 12/08
PE.K.M.1.In.f Participate in a variety of		

<p>modified introductory water skills, such as water entry, put face in water, and supported with feet off bottom.</p>		
<p><u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.K.M.1.Su.f Participate in a variety of selected modified introductory water skills.</p>	<p>PE.K.M.1.Pa.f Participate in a variety of guided modified introductory water skills.</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.K.M.1.In.g Catch a variety of self-tossed modified objects.</p>	<p>PE.K.M.1.Su.g Use two hands to trap modified objects.</p>	<p>PE.K.M.1.Pa.g Hold modified objects with arms or hands.</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.K.M.1.In.h Roll and throw a variety of modified objects using an underhand motion.</p>	<p>PE.K.M.1.Su.h Roll and throw a variety of modified objects.</p>	<p>PE.K.M.1.Pa.h Roll modified objects.</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.K.M.1.In.i Throw a variety of objects using an overhand motion.</p>	<p>PE.K.M.1.Su.i Throw a variety of modified objects.</p>	<p>PE.K.M.1.Pa.i Swing arm and release modified objects from hand.</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.K.M.1.In.j Perform a creative movement sequence with use of one movement concept.</p>	<p>PE.K.M.1.Su.j Perform a creative movement sequence.</p>	<p>PE.K.M.1.Pa.j Perform a guided movement.</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.K.M.1.In.k Balance on a body part.</p>	<p>PE.K.M.1.Su.k Balance on two points of contact.</p>	<p>PE.K.M.1.Pa.k Balance body to remain stationary.</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.K.M.1.In.l Perform more than one rolling action.</p>	<p>PE.K.M.1.Su.l Perform a log roll.</p>	<p>PE.K.M.1.Pa.l Perform a partial log roll, such as rolling to one side or from front to back.</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.K.M.1.In.m Move in a variety of ways in relation to moving objects, such as chasing, fleeing, and dodging.</p>	<p>PE.K.M.1.Su.m Imitate ways to move, such as chasing and fleeing.</p>	<p>PE.K.M.1.Pa.m Move from one place to another.</p>
<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>

## Strand: COGNITIVE ABILITIES

Standard 1: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

### Access Point for Students with Significant Cognitive Disabilities

<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
PE.K.C.1.In.a Recognize more than two locomotor skills, such as walk, run, skip, leap, jump, and gallop. <u><i>Date Adopted or Revised:</i></u> 12/08	PE.K.C.1.Su.a Recognize more than one locomotor skill, such as walk, run, skip, leap, jump, and gallop. <u><i>Date Adopted or Revised:</i></u> 12/08	PE.K.C.1.Pa.a Associate movement with a locomotor skill, such as walk, run, skip, leap, jump, or gallop. <u><i>Date Adopted or Revised:</i></u> 12/08
PE.K.C.1.In.b Recognize that physical activities have safety rules. <u><i>Date Adopted or Revised:</i></u> 12/08	PE.K.C.1.Su.b Recognize that a physical activity has safety rules. <u><i>Date Adopted or Revised:</i></u> 12/08	PE.K.C.1.Pa.b Recognize a safety rule. <u><i>Date Adopted or Revised:</i></u> 12/08
PE.K.C.1.In.c Recognize technology used during physical activity. <u><i>Date Adopted or Revised:</i></u> 12/08	PE.K.C.1.Su.c Recognize a technology used during physical activity. <u><i>Date Adopted or Revised:</i></u> 12/08	PE.K.C.1.Pa.c Associate a technology with a physical activity. <u><i>Date Adopted or Revised:</i></u> 12/08
PE.K.C.1.In.d Recognize the dangers of entering a body of water without supervision. <u><i>Date Adopted or Revised:</i></u> 12/08	PE.K.C.1.Su.d Associate bodies of water with danger and the need for supervision. <u><i>Date Adopted or Revised:</i></u> 12/08	PE.K.C.1.Pa.d Associate bodies of water with danger. <u><i>Date Adopted or Revised:</i></u> 12/08
PE.K.C.1.In.e Associate a dominant hand and foot with throwing or striking. <u><i>Date Adopted or Revised:</i></u> 12/08	PE.K.C.1.Su.e Associate a dominant hand or foot with throwing or striking. <u><i>Date Adopted or Revised:</i></u> 12/08	PE.K.C.1.Pa.e Recognize a hand or foot. <u><i>Date Adopted or Revised:</i></u> 12/08
PE.K.C.1.In.f Repeat cues for movement patterns or skills. <u><i>Date Adopted or Revised:</i></u> 12/08	PE.K.C.1.Su.f Repeat a cue for one movement pattern or skill. <u><i>Date Adopted or Revised:</i></u> 12/08	PE.K.C.1.Pa.f Associate a cue with a movement pattern or skill. <u><i>Date Adopted or Revised:</i></u> 12/08
PE.K.C.1.In.g Recognize personal and general space. <u><i>Date Adopted or Revised:</i></u> 12/08	PE.K.C.1.Su.g Recognize location in general space. <u><i>Date Adopted or Revised:</i></u> 12/08	PE.K.C.1.Pa.g Associate location with general space. <u><i>Date Adopted or Revised:</i></u> 12/08
PE.K.C.1.In.h Recognize a movement concept, such as	PE.K.C.1.Su.h Recognize a directional movement, such as up,	PE.K.C.1.Pa.h Associate movement with a direction. <u><i>Date Adopted or Revised:</i></u> 12/08

direction, pathway, or level. <u>Date Adopted or Revised:</u> 12/08	down, over, or under. <u>Date Adopted or Revised:</u> 12/08	PE.K.C.1.Pa.i Recognize a body part. <u>Date Adopted or Revised:</u> 12/08
PE.K.C.1.In.i Recognize body parts, such as head, hands, feet, arms, and legs. <u>Date Adopted or Revised:</u> 12/08	PE.K.C.1.Su.i Recognize selected body parts, such as head, hands, and feet. <u>Date Adopted or Revised:</u> 12/08	

<b>Strand: LIFETIME FITNESS</b>		
Standard 1: Participate regularly in physical activity.		
Access Point for Students with Significant Cognitive Disabilities		
<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
PE.K.L.1.In.a Participate in moderate physical activity on a daily basis. <u>Date Adopted or Revised:</u> 12/08	PE.K.L.1.Su.a Participate in moderate modified physical activity on a daily basis. <u>Date Adopted or Revised:</u> 12/08	PE.K.L.1.Pa.a Participate in modified physical activity on a daily basis. <u>Date Adopted or Revised:</u> 12/08
PE.K.L.1.In.b Recognize opportunities for involvement in physical activities both during and after the school day. <u>Date Adopted or Revised:</u> 12/08	PE.K.L.1.Su.b Recognize opportunities for involvement in modified physical activities both during and after the school day. <u>Date Adopted or Revised:</u> 12/08	PE.K.L.1.Pa.b Associate selected modified physical activities with experiences during and after the school day. <u>Date Adopted or Revised:</u> 12/08
PE.K.L.1.In.c Identify a physical activity goal. <u>Date Adopted or Revised:</u> 12/08	PE.K.L.1.Su.c Recognize a physical activity goal. <u>Date Adopted or Revised:</u> 12/08	PE.K.L.1.Pa.c Associate a goal with completion of a selected physical activity. <u>Date Adopted or Revised:</u> 12/08
PE.K.L.1.In.d Ask others, such as parents, siblings, and friends to participate in physical activities with them. <u>Date Adopted or Revised:</u> 12/08	PE.K.L.1.Su.d Welcome others, such as parents, siblings, and friends to participate in physical activities with them. <u>Date Adopted or Revised:</u> 12/08	PE.K.L.1.Pa.d Allow others, such as parents, siblings, and friends to participate in physical activities with them. <u>Date Adopted or Revised:</u> 12/08
PE.K.L.1.In.e Recognize that selected physical activities are good for you. <u>Date Adopted or Revised:</u> 12/08	PE.K.L.1.Su.e Recognize that a physical activity is good for you. <u>Date Adopted or Revised:</u> 12/08	PE.K.L.1.Pa.e Associate physical activity with feeling well. <u>Date Adopted or Revised:</u> 12/08

<p>PE.K.L.1.In.f Repeat the search used before crossing a road, such as look left, look right, and look left again. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.K.L.1.Su.f Repeat a model of the search with associated movements used before crossing a road, such as look left, look right, and look left again. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.K.L.1.Pa.f Perform a search using guided movements before crossing a road, such as look left, look right, and look left again. <u>Date Adopted or Revised:</u> 12/08</p>
---	--	--

Standard 2: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.K.L.2.In.a Recognize that muscles help you move in physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.K.L.2.Su.a Associate muscles with movement of the body in physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.K.L.2.Pa.a Associate movement with physical activity. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.K.L.2.In.b Recognize a physiological sign of physical activity, such as increased heart rate and faster breathing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.K.L.2.Su.b Associate physical activity with increased heart rate or breathing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.K.L.2.Pa.b Associate physical activity with physical change. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.K.L.2.In.c Recognize a physiological sign of physical activity, such as increased heart rate and faster breathing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.K.L.2.Su.c Associate physical activity with increased heart rate or breathing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.K.L.2.Pa.c Associate physical activity with physical change. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.K.L.2.In.d Participate in a variety of activities that increase breathing and heart rate. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.K.L.2.Su.d Participate in selected activities that increase breathing and heart rate. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.K.L.2.Pa.d Participate safely in an activity that increases breathing and heart rate. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.K.L.2.In.e Recognize characteristics of flexibility. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.K.L.2.Su.e Recognize a characteristic of flexibility. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.K.L.2.Pa.e Associate flexibility with movement. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.K.L.2.In.f Identify healthy and unhealthy food choices. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.K.L.2.Su.f Recognize healthy and unhealthy food choices. <u>Date Adopted or Revised:</u></p>	<p>PE.K.L.2.Pa.f Recognize a healthy food. <u>Date Adopted or Revised:</u> 12/08</p>

	12/08	
--	-------	--

**Strand: RESPONSIBLE BEHAVIORS AND VALUES**

Standard 1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

**Access Point for Students with Significant Cognitive Disabilities**

<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>
PE.K.R.1.In.a Show respect for others during play. <u>Date Adopted or Revised:</u> 12/08	PE.K.R.1.Su.a Show respect for others during selected play activities. <u>Date Adopted or Revised:</u> 12/08	PE.K.R.1.Pa.a Show respect when others are present. <u>Date Adopted or Revised:</u> 12/08
PE.K.R.1.In.b Practice assigned skills until the teacher signals the end of practice. <u>Date Adopted or Revised:</u> 12/08	PE.K.R.1.Su.b Practice until the teacher signals the end of practice. <u>Date Adopted or Revised:</u> 12/08	PE.K.R.1.Pa.b Practice and recognize the teacher's signal to end practice. <u>Date Adopted or Revised:</u> 12/08
PE.K.R.1.In.c Use equipment for its intended purpose. <u>Date Adopted or Revised:</u> 12/08	PE.K.R.1.Su.c Use the appropriate equipment for a physical activity. <u>Date Adopted or Revised:</u> 12/08	PE.K.R.1.Pa.c Associate the equipment with a physical activity. <u>Date Adopted or Revised:</u> 12/08
PE.K.R.1.In.d Identify sharing as a way to work with others. <u>Date Adopted or Revised:</u> 12/08	PE.K.R.1.Su.d Recognize sharing as a way to work with others. <u>Date Adopted or Revised:</u> 12/08	PE.K.R.1.Pa.d Associate sharing with working with others. <u>Date Adopted or Revised:</u> 12/08

Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Access Point for Students with Significant Cognitive Disabilities**

<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>
PE.K.R.2.In.a Recognize physical activities that are enjoyable. <u>Date Adopted or Revised:</u> 12/08	PE.K.R.2.Su.a Recognize a physical activity that is enjoyable. <u>Date Adopted or Revised:</u> 12/08	PE.K.R.2.Pa.a Associate physical activity with enjoyment. <u>Date Adopted or Revised:</u> 12/08
PE.K.R.2.In.b Willingly try new motor movements.	PE.K.R.2.Su.b Willingly try selected new motor movements.	PE.K.R.2.Pa.b Try guided motor movements.

<u>Date Adopted or Revised:</u> 12/08  PE.K.R.2.In.c Continue to participate when not successful. <u>Date Adopted or Revised:</u> 12/08  PE.K.R.2.In.d Enjoy playing alone and with others. <u>Date Adopted or Revised:</u> 12/08	<u>Date Adopted or Revised:</u> 12/08  PE.K.R.2.Su.c Continue to try when not successful. <u>Date Adopted or Revised:</u> 12/08  PE.K.R.2.Su.d Enjoy playing alone or with others. <u>Date Adopted or Revised:</u> 12/08	<u>Date Adopted or Revised:</u> 12/08  PE.K.R.2.Pa.c Continue to attend when not successful. <u>Date Adopted or Revised:</u> 12/08  PE.K.R.2.Pa.d Enjoy playing in guided activities. <u>Date Adopted or Revised:</u> 12/08
--	---	--

## GRADE: 1

### Strand: MOVEMENT COMPETENCY

Standard 1: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

#### Access Point for Students with Significant Cognitive Disabilities

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
PE.1.M.1.In.a Perform locomotor skills to travel in personal and general space. <u>Date Adopted or Revised:</u> 12/08	PE.1.M.1.Su.a Perform locomotor skills to travel in general space. <u>Date Adopted or Revised:</u> 12/08	PE.1.M.1.Pa.a Perform guided locomotor skills. <u>Date Adopted or Revised:</u> 12/08
PE.1.M.1.In.b Strike a modified object upward using a body part. <u>Date Adopted or Revised:</u> 12/08	PE.1.M.1.Su.b Swing upward and make contact with a modified object using a body part. <u>Date Adopted or Revised:</u> 12/08	PE.1.M.1.Pa.b Swing upward at a modified object with a body part. <u>Date Adopted or Revised:</u> 12/08
PE.1.M.1.In.c Strike a lightweight object upward more than one time using a paddle. <u>Date Adopted or Revised:</u> 12/08	PE.1.M.1.Su.c Strike a lightweight object upward using a modified paddle. <u>Date Adopted or Revised:</u> 12/08	PE.1.M.1.Pa.c Swing upward to make contact with a stationary object using a modified paddle. <u>Date Adopted or Revised:</u> 12/08
PE.1.M.1.In.d Strike a modified stationary object using a modified long-handled implement so that the object travels a short distance. <u>Date Adopted or Revised:</u> 12/08	PE.1.M.1.Su.d Strike a modified stationary object using a modified long-handled implement. <u>Date Adopted or Revised:</u> 12/08	PE.1.M.1.Pa.d Swing at a stationary modified object using a modified long-handled implement. <u>Date Adopted or Revised:</u>

<p>PE.1.M.1.In.e Dribble an object with hands or feet in general space. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.M.1.Su.e Throw or kick an object. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08 PE.1.M.1.Pa.e Push a ball with hands or feet. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.1.M.1.In.f Use a variety of basic water skills, such as prone float and recover, back float with assistance, and move forward and backward with assistance. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.M.1.Su.f Use a variety of modified basic water skills. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.M.1.Pa.f Perform a variety of guided modified basic water skills. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.1.M.1.In.g Move in more than one direction to catch self-tossed modified objects. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.M.1.Su.g Move in a direction to trap modified objects with both hands. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.M.1.Pa.g Trap a rolled modified object with both hands. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.1.M.1.In.h Use an underhand throwing motion for accuracy. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.M.1.Su.h Perform an underhand throwing motion using modified objects. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.M.1.Pa.h Perform a guided tossing motion. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.1.M.1.In.i Use an overhand throwing motion for distance. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.M.1.Su.i Perform an overhand throwing motion using modified objects. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.M.1.Pa.i Perform a guided tossing motion. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.1.M.1.In.j Perform a self-designed creative movement/dance sequence with a clear beginning shape and use of one movement concept. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.M.1.Su.j Perform a self-designed creative movement/dance sequence with use of one movement concept. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.M.1.Pa.j Perform a guided movement/dance sequence. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.1.M.1.In.k Demonstrate a sequence of a balance and a roll. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.M.1.Su.k Perform a balance and a roll consecutively. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.M.1.Pa.k Perform a guided balance and a roll. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.1.M.1.In.l Perform a transfer of body weight to the hands. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.M.1.Su.l Imitate a transfer of body weight to the hands. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.M.1.Pa.l Use hands to push against resistance. <u>Date Adopted or Revised:</u> 12/08</p>
		<p>PE.1.M.1.Pa.m Initiate movements to avoid others. <u>Date Adopted or Revised:</u></p>



<p>PE.1.M.1.In.m Move to avoid or catch others. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.1.M.1.In.n Jump and land safely using a take-off and landing pattern using at least one piece of equipment, such as hoops, stationary ropes, and boxes. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.M.1.Su.m Move to avoid others. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.1.M.1.Su.n Leap and land safely using at least one piece of equipment. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>PE.1.M.1.Pa.n Step and land safely over or on a piece of equipment. <u>Date Adopted or Revised:</u> 12/08</p>
---	---	---

## Strand: COGNITIVE ABILITIES

Standard 1: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

### Access Point for Students with Significant Cognitive Disabilities

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.1.C.1.In.a Identify a characteristic of a variety of locomotor skills. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.C.1.Su.a Recognize a characteristic of a locomotor skill. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.C.1.Pa.a Recognize a locomotor skill. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.1.C.1.In.b Recognize safety rules and procedures for selected physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.C.1.Su.b Recognize safety rules for selected physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.C.1.Pa.b Recognize a safety rule for selected physical activities. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.1.C.1.In.c Recognize that technology can be used to enhance physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.C.1.Su.c Recognize a technology that can be used to enhance physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.C.1.Pa.c Recognize a technology used during physical activity. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.1.C.1.In.d Recognize the rules for safe water activities and the importance of a lifeguard. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.C.1.Su.d Recognize a rule for safe water activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.C.1.Pa.d Associate bodies of water with danger and the need for supervision. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.1.C.1.In.e Recognize examples of warm-up and cool-down exercises. <u>Date Adopted or Revised:</u></p>	<p>PE.1.C.1.Su.e Recognize examples of warm-up or cool-down exercises. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.C.1.Pa.e Recognize an example of a warm-up or cool-down exercise. <u>Date Adopted or Revised:</u></p>

<p>12/08</p> <p>PE.1.C.1.In.f Recognize own dominant hand and foot. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.1.C.1.In.g Identify the meaning of practice. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.1.C.1.In.h Identify skill cues that are used to improve performances. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.1.C.1.In.i Recognize movement concepts, such as directions, pathways, and levels. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.C.1.Su.f Recognize own dominant hand or foot. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.1.C.1.Su.g Recognize the meaning of practice. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.1.C.1.Su.h Recognize skill cues that are used to improve performances. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.1.C.1.Su.i Recognize directional movements, such as up, down, over, and under. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>PE.1.C.1.Pa.f Associate own hand or foot with throwing or striking. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.1.C.1.Pa.g Associate practice with repeated movement. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.1.C.1.Pa.h Recognize a skill cue that is used to improve performance. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.1.C.1.Pa.i Associate direction with movement, such as up, down, over, or under. <u>Date Adopted or Revised:</u> 12/08</p>
--	---	---

**Strand: LIFETIME FITNESS**

Standard 1: Participate regularly in physical activity.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.1.L.1.In.a Participate in moderate physical activity on a daily basis. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.L.1.Su.a Participate in moderate modified physical activity on a daily basis. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.L.1.Pa.a Participate in modified physical activity on a daily basis. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.1.L.1.In.b Demonstrate involvement in selected physical activities both during and after the school day. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.L.1.Su.b Demonstrate involvement in modified physical activities both during and after the school day. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.L.1.Pa.b Demonstrate involvement in selected modified physical activities both during and after the school day. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.1.L.1.In.c Select physical activity goals. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.L.1.Su.c Select a physical activity goal. <u>Date Adopted or Revised:</u></p>	<p>PE.1.L.1.Pa.c Select a physical activity for a goal. <u>Date Adopted or Revised:</u> 12/08</p>

<p>PE.1.L.1.In.d Recognize selected opportunities for involvement in physical activities after the school day. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.1.L.1.In.e Recognize selected health benefits of physical activity. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.1.L.1.In.f Recognize edges, pedestrians, vehicles, and traffic. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>PE.1.L.1.Su.d Recognize an opportunity for involvement in physical activities after the school day. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.1.L.1.Su.e Recognize a health benefit of physical activity. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.1.L.1.Su.f Recognize edges, vehicles, and traffic. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.L.1.Pa.d Associate involvement in physical activities with experiences after the school day. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.1.L.1.Pa.e Associate physical activity with health. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.1.L.1.Pa.f Recognize the edge of the road. <u>Date Adopted or Revised:</u> 12/08</p>
--	--	---

Standard 2: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.1.L.2.In.a Identify the benefit of strengthening muscles. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.L.2.Su.a Recognize the benefit of strengthening muscles. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.L.2.Pa.a Associate fitness with strength. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.1.L.2.In.b Recognize characteristics of health-related fitness. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.L.2.Su.b Recognize a characteristic of health-related fitness. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.L.2.Pa.b Associate health with physical activity. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.1.L.2.In.c Recognize the physiological signs of physical activity, such as increased heart rate and faster breathing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.L.2.Su.c Recognize a physiological sign of physical activity, such as increased heart rate and faster breathing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.L.2.Pa.c Associate physical activity with increased heart rate or breathing. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.1.L.2.In.d Identify changes in heart rate after physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.L.2.Su.d Recognize changes in heart rate after physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.L.2.Pa.d Associate increased heart rate or breathing with physical activity. <u>Date Adopted or Revised:</u> 12/08</p>

<p>PE.1.L.2.In.e Identify changes in heart rate after physical activity. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.1.L.2.In.f Identify the cardiorespiratory benefit of regular participation in physical activity. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.1.L.2.In.g Demonstrate a safe way to flex and extend a muscle. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.1.L.2.In.h Identify more than one food group. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.L.2.Su.e Recognize changes in heart rate after physical activity. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.1.L.2.Su.f Recognize the cardiorespiratory benefit of regular participation in physical activity. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.1.L.2.Su.g Imitate a model to flex and extend a muscle. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.1.L.2.Su.h Recognize more than one food group. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>PE.1.L.2.Pa.e Associate increased heart rate or breathing with physical activity. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.1.L.2.Pa.f Associate participation in physical activity with health benefits. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.1.L.2.Pa.g Perform a guided flex and extension of a muscle. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.1.L.2.Pa.h Recognize more than one kind of food. <u>Date Adopted or Revised:</u> 12/08</p>
--	--	--

## Strand: RESPONSIBLE BEHAVIORS AND VALUES

Standard 1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

### Access Point for Students with Significant Cognitive Disabilities

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.1.R.1.In.a Choose a variety of playmates. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.R.1.Su.a Identify a variety of playmates. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.R.1.Pa.a Play when others are present. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.1.R.1.In.b Identify benefits that accompany cooperation or sharing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.R.1.Su.b Recognize benefits that accompany cooperation or sharing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.R.1.Pa.b Associate sharing with positive feelings. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.1.R.1.In.c Follow directions during a group activity.</p>	<p>PE.1.R.1.Su.c Follow directions</p>	<p>PE.1.R.1.Pa.c Follow directions during a guided activity.</p>

<p><u>Date Adopted or Revised:</u> 12/08</p> <p>PE.1.R.1.In.d Use equipment and space safely and properly in selected physical activities. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.1.R.1.In.e Display consideration of others on the playground. <u>Date Adopted or Revised:</u> 12/08</p>	<p>during an activity. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.1.R.1.Su.d Use equipment and space safely and properly in a physical activity. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.1.R.1.Su.e Exhibit respect for others on the playground. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>PE.1.R.1.Pa.d Use equipment and space safely and properly in a guided physical activity. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.1.R.1.Pa.e Exhibit respect for others in selected activities on the playground. <u>Date Adopted or Revised:</u> 12/08</p>
--	--	--

Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.1.R.2.In.a Recognize feelings resulting from participation in physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.R.2.Su.a Recognize a feeling resulting from participation in physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.R.2.Pa.a Associate a feeling with participation in physical activity. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.1.R.2.In.b Recognize favorite physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.R.2.Su.b Recognize a favorite physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.R.2.Pa.b Associate a physical activity with own preference. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.1.R.2.In.c Enjoy learning new movement skills. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.R.2.Su.c Express a willingness to try new movement skills. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.1.R.2.Pa.c Try new guided movement skills. <u>Date Adopted or Revised:</u> 12/08</p>

**GRADE: 2**

**Strand: MOVEMENT COMPETENCY**

Standard 1: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational

gymnastics and dance, aquatics).

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.2.M.1.In.a Perform locomotor skills in a variety of movement settings, including rhythms/dance. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.M.1.Su.a Perform selected locomotor skills in a variety of movement settings, including rhythms/dance. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.M.1.Pa.a Perform guided locomotor skills in a variety of movement settings, including rhythms/dance. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.2.M.1.In.b Strike an object using body parts both upward and downward. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.M.1.Su.b Swing upward and downward with a body part and make contact with a modified object. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.M.1.Pa.b Swing upward and downward at a modified object using a body part. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.2.M.1.In.c Strike an object more than one time both upward and downward using a paddle. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.M.1.Su.c Strike a modified object both upward and downward using a modified paddle. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.M.1.Pa.c Swing upward at a modified object using a modified paddle. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.2.M.1.In.d Strike a stationary object using a long-handled implement so the object moves a short distance. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.M.1.Su.d Strike a stationary object using a modified long-handled implement so the object moves a short distance. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.M.1.Pa.d Strike a stationary modified object using a modified long-handled implement. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.2.M.1.In.e Dribble with hands or feet around stationary objects. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.M.1.Su.e Dribble with hands or feet. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.M.1.Pa.e Release and trap a rebounding object with hands or feet. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.2.M.1.In.f Perform a fundamental aquatics skill, such as prone float with flutter kick and back float recover to standing position. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.M.1.Su.f Perform a modified fundamental aquatics skill. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.M.1.Pa.f Perform a guided modified fundamental aquatic skill. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.2.M.1.In.g Move in more than one direction to catch modified objects softly tossed by a stationary partner. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.M.1.Su.g Move in a direction to trap modified objects softly tossed by a stationary partner. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.M.1.Pa.g Trap softly-tossed modified objects with both hands. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.2.M.1.In.h Use an overhand throwing motion for accuracy at modified targets. <u>Date Adopted or Revised:</u></p>	<p>PE.2.M.1.Su.h Perform an overhand throwing motion at modified targets. <u>Date Adopted or Revised:</u></p>	<p>PE.2.M.1.Pa.h Toss modified objects at modified targets. <u>Date Adopted or Revised:</u> 12/08</p>

<p>12/08</p> <p>PE.2.M.1.In.i Perform one folk or line dance. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.2.M.1.In.j Demonstrate a sequence of a balance, a roll, and a different balance. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.2.M.1.In.k Perform one guided skill that requires the transfer of weight to hands. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.2.M.1.In.l Move to avoid or catch others while maneuvering around obstacles. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>PE.2.M.1.Su.i Imitate a pattern of steps associated with a folk or line dance. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.2.M.1.Su.j Perform a balance, a roll, and a balance consecutively. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.2.M.1.Su.k Perform a transfer of body weight to the hands. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.2.M.1.Su.l Move to avoid obstacles. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.M.1.Pa.i Perform a guided movement associated with folk or line dance. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.2.M.1.Pa.j Perform a balance and a roll. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.2.M.1.Pa.k Imitate a transfer of body weight to the hands. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.2.M.1.Pa.l Imitate movements to avoid obstacles. <u>Date Adopted or Revised:</u> 12/08</p>
--	--	---

## Strand: COGNITIVE ABILITIES

Standard 1: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

### Access Point for Students with Significant Cognitive Disabilities

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.2.C.1.In.a Identify characteristics of locomotor skills. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.C.1.Su.a Recognize characteristics of locomotor skills. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.C.1.Pa.a Recognize more than one locomotor skill. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.2.C.1.In.b Identify safety rules and procedures for selected physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.C.1.Su.b Recognize safety rules and procedures for selected physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.C.1.Pa.b Recognize a safety rule and procedure for selected physical activities. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.2.C.1.In.c Identify technologies that</p>	<p>PE.2.C.1.Su.c Recognize technologies that can be used to enhance experiences</p>	<p>PE.2.C.1.Pa.c Recognize a</p>

<p>can be used to enhance experiences in physical education. <u>Date Adopted or Revised:</u> 12/08</p>	<p>in physical education. <u>Date Adopted or Revised:</u> 12/08</p>	<p>technology that can be used to enhance physical activity. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.2.C.1.In.d Identify the importance of wearing a life jacket (personal flotation device) when on a boat or near water. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.C.1.Su.d Recognize the importance of wearing a life jacket (personal flotation device) when on a boat or near water. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.C.1.Pa.d Associate a life jacket (personal flotation device) with a body of water. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.2.C.1.In.e Identify that warm-up and cool-down activities are important. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.C.1.Su.e Recognize that warm-up and cool-down activities are important. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.C.1.Pa.e Recognize a warm-up and a cool-down exercise. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.2.C.1.In.f Identify the difference between offense and defense. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.C.1.Su.f Recognize the difference between offense and defense, such as keeping possession vs. taking possession of an object. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.C.1.Pa.f Recognize taking possession of an object (defense). <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.2.C.1.In.g Identify that practice improves performance of movement skills. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.C.1.Su.g Recognize that practice improves performance of movement skills. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.C.1.Pa.g Associate practice with improved performance. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.2.C.1.In.h Identify and use teacher feedback to improve performance. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.C.1.Su.h Recognize and use teacher feedback to improve performance. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.C.1.Pa.h Respond to teacher feedback to improve performance. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.2.C.1.In.i Identify movement concepts, such as directions, pathways, and levels. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.C.1.Su.i Recognize movement concepts, such as directions, pathways, and levels. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.C.1.Pa.i Recognize a directional movement, such as up, down, over, or under. <u>Date Adopted or Revised:</u> 12/08</p>

## Strand: LIFETIME FITNESS

Standard 1: Participate regularly in physical activity.

Access Point for Students with Significant Cognitive Disabilities



<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
PE.2.L.1.In.a Participate in moderate physical activity on a daily basis. <u>Date Adopted or Revised:</u> 12/08	PE.2.L.1.Su.a Participate in moderate modified physical activity on a daily basis. <u>Date Adopted or Revised:</u> 12/08	PE.2.L.1.Pa.a Participate in modified physical activity on a daily basis. <u>Date Adopted or Revised:</u> 12/08
PE.2.L.1.In.b Demonstrate involvement in selected physical activities both during and after the school day. <u>Date Adopted or Revised:</u> 12/08	PE.2.L.1.Su.b Demonstrate involvement in modified physical activities both during and after the school day. <u>Date Adopted or Revised:</u> 12/08	PE.2.L.1.Pa.b Demonstrate involvement in selected modified physical activities both during and after the school day. <u>Date Adopted or Revised:</u> 12/08
PE.2.L.1.In.c Select and meet physical activity goals. <u>Date Adopted or Revised:</u> 12/08	PE.2.L.1.Su.c Select and meet a physical activity goal. <u>Date Adopted or Revised:</u> 12/08	PE.2.L.1.Pa.c Select and complete a physical activity. <u>Date Adopted or Revised:</u> 12/08
PE.2.L.1.In.d Identify how opportunities for participation in physical activities change over the seasons. <u>Date Adopted or Revised:</u> 12/08	PE.2.L.1.Su.d Recognize that opportunities for participation in physical activities change during the year. <u>Date Adopted or Revised:</u> 12/08	PE.2.L.1.Pa.d Associate a physical activity with a season. <u>Date Adopted or Revised:</u> 12/08
PE.2.L.1.In.e Identify healthful benefits that result from regular participation in physical activity. <u>Date Adopted or Revised:</u> 12/08	PE.2.L.1.Su.e Recognize healthful benefits that result from regular participation in physical activity. <u>Date Adopted or Revised:</u> 12/08	PE.2.L.1.Pa.e Recognize a healthful benefit that results from regular participation in physical activity. <u>Date Adopted or Revised:</u> 12/08
PE.2.L.1.In.f Recognize the proper crossing sequence, such as stop at the edge, look left, look right, look left again, and keep looking. <u>Date Adopted or Revised:</u> 12/08	PE.2.L.1.Su.f Imitate a person using the proper crossing sequence, such as stop at the edge, look left, look right, look left again, and keep looking. <u>Date Adopted or Revised:</u> 12/08	PE.2.L.1.Pa.f Participate in a guided crossing sequence, such as stop at the edge, look left, look right, look left again, and keep looking. <u>Date Adopted or Revised:</u> 12/08

Standard 2: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
PE.2.L.2.In.a Recognize how strength and endurance are involved in physical	PE.2.L.2.Su.a Recognize how strength is involved in physical activities.	PE.2.L.2.Pa.a Recognize how strength helps

<p>activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>	<p>performance. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.2.L.2.In.b Recognize selected components of health-related physical fitness, such as cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, or body composition. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.L.2.Su.b Recognize a component of health-related physical fitness, such as cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, or body composition. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.L.2.Pa.b Associate strength with health-related physical fitness. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.2.L.2.In.c Recognize the physiological signs of moderate physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.L.2.Su.c Recognize a physiological sign of moderate physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.L.2.Pa.c Associate moderate physical activity with increased heart rate. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.2.L.2.In.d Participate in modified informal physical fitness assessment. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.L.2.Su.d Participate in selected modified informal physical fitness assessment. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.L.2.Pa.d Participate with assistance in modified informal physical fitness assessment. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.2.L.2.In.e Recognize that technology can aid physical fitness. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.L.2.Su.e Recognize a use of technology in physical fitness. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.L.2.Pa.e Associate a technology with physical fitness. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.2.L.2.In.f Recognize selected principles of physical fitness, such as frequency, intensity, or time. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.L.2.Su.f Recognize a principle of physical fitness, such as frequency, intensity, or time. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.L.2.Pa.f Associate the frequency of practice with physical fitness. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.2.L.2.In.g Recognize that a strong heart pumps more blood. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.L.2.Su.g Recognize that a heart pumps blood. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.L.2.Pa.g Recognize that the heart beats. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.2.L.2.In.h Engage in physical activity that causes an increased heart rate and heavy breathing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.L.2.Su.h Participate in physical activity that causes an increased heart rate and heavy breathing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.L.2.Pa.h Participate safely in selected physical activity that increases breathing and heart rate. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.2.L.2.In.i Perform selected stretching exercises. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.L.2.Su.i Perform a stretching exercise. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.L.2.Pa.i Stretch a</p>

<p>PE.2.L.2.In.j Recognize selected body types. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.2.L.2.In.k Identify food in food groups. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.L.2.Su.j Recognize that bodies differ. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.2.L.2.Su.k Recognize food in food groups. <u>Date Adopted or Revised:</u> 12/08</p>	<p>muscle. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.2.L.2.Pa.j Recognize the human body. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.2.L.2.Pa.k Recognize different kinds of foods. <u>Date Adopted or Revised:</u> 12/08</p>
--	--	--

## Strand: RESPONSIBLE BEHAVIORS AND VALUES

Standard 1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

### Access Point for Students with Significant Cognitive Disabilities

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.2.R.1.In.a Play with others regardless of personal differences, such as gender, skill level or ethnicity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.R.1.Su.a Participate in play with a variety of other students. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.R.1.Pa.a Participate in guided play with others. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.2.R.1.In.b Identify feelings resulting from challenges, successes, and failures in physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.R.1.Su.b Recognize feelings resulting from challenges, successes, and failures in physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.R.1.Pa.b Recognize a feeling resulting from challenges, successes, and failures in physical activity. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.2.R.1.In.c Ask others if they need help. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.R.1.Su.c Offer help to others. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.R.1.Pa.c Offer help to others when asked. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.2.R.1.In.d Handle equipment safely by putting it away when not in use in selected physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.R.1.Su.d Handle equipment safely by putting it away when not in use in a physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.2.R.1.Pa.d Handle equipment safely by putting it away when not in use in a guided physical activity. <u>Date Adopted or Revised:</u> 12/08</p>
	<p>PE.2.R.1.Su.e Identify what has been done.</p>	<p>PE.2.R.1.Pa.e Indicate that the work is done.</p>

PE.2.R.1.In.e Describe what has been done accurately. <u>Date Adopted or Revised:</u> 12/08	<u>Date Adopted or Revised:</u> 12/08	<u>Date Adopted or Revised:</u> 12/08
PE.2.R.1.In.f Cooperate with others to resolve conflict. <u>Date Adopted or Revised:</u> 12/08	PE.2.R.1.Su.f Ask for help to work things out with others. <u>Date Adopted or Revised:</u> 12/08	PE.2.R.1.Pa.f Continue in activity after a conflict has been resolved. <u>Date Adopted or Revised:</u> 12/08

Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
PE.2.R.2.In.a Use a physical activity, such as a creative dance, to express feeling. <u>Date Adopted or Revised:</u> 12/08	PE.2.R.2.Su.a Use a physical activity, such as a creative dance, to express a selected feeling. <u>Date Adopted or Revised:</u> 12/08	PE.2.R.2.Pa.a Express a feeling while physically active. <u>Date Adopted or Revised:</u> 12/08
PE.2.R.2.In.b Identify the relationship between skill competence and enjoyment. <u>Date Adopted or Revised:</u> 12/08	PE.2.R.2.Su.b Recognize the relationship between doing something well and enjoyment. <u>Date Adopted or Revised:</u> 12/08	PE.2.R.2.Pa.b Associate activities that are done well with enjoyment. <u>Date Adopted or Revised:</u> 12/08
PE.2.R.2.In.c Begin to function as a member of a group. <u>Date Adopted or Revised:</u> 12/08	PE.2.R.2.Su.c Work in a group. <u>Date Adopted or Revised:</u> 12/08	PE.2.R.2.Pa.c Work when others are present. <u>Date Adopted or Revised:</u> 12/08

## GRADE: 3

**Strand: MOVEMENT COMPETENCY**

Standard 1: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
--------------------	------------------	----------------------

<p>PE.3.M.1.In.a Perform locomotor skills in a variety of movement settings, such as sequences, dances, and games. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.3.M.1.Su.a Perform selected locomotor skills in a variety of movement settings, such as sequences, dances, and games. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.3.M.1.Pa.a Imitate locomotor skills in a variety of movement settings, such as sequences, dances, and games. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.3.M.1.In.b Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.3.M.1.Su.b Strike a stationary object from a stationary position using body parts so that the object travels. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.3.M.1.Pa.b Strike a stationary modified object from a stationary position using body parts. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.3.M.1.In.c Strike an object more than once using a paddle demonstrating a forehand pattern. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.3.M.1.Su.c Strike a modified object more than one time with a lateral movement using a paddle. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.3.M.1.Pa.c Swing at a modified object with a lateral movement using a paddle. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.3.M.1.In.d Strike a modified moving object using a long-handled implement. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.3.M.1.Su.d Strike a modified moving object using a modified long-handled implement. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.3.M.1.Pa.d Swing at a modified moving object with a modified long-handled implement. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.3.M.1.In.e Control the ball while dribbling with hands or feet. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.3.M.1.Su.e Dribble an object in a specified direction with hands or feet. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.3.M.1.Pa.e Throw or kick an object. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.3.M.1.In.f Perform a basic swim skill such as flutter kick, alternating arm movements, and treading water. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.3.M.1.Su.f Perform a guided basic swim skill. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.3.M.1.Pa.f Perform a guided modified basic swim skill. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.3.M.1.In.g Move in different directions to catch modified objects of different sizes thrown by a stationary partner. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.3.M.1.Su.g Move in different directions to trap modified objects of different sizes thrown by a stationary partner. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.3.M.1.Pa.g Trap softly tossed modified objects of different sizes with both hands. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.3.M.1.In.h Throw balls of various sizes and weights to a stationary partner using an overhand motion. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.3.M.1.Su.h Toss balls of various sizes and weights to a stationary partner. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.3.M.1.Pa.h Toss modified objects to a stationary partner. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.3.M.1.In.i Perform a teacher-designed sequence using a manipulative, such as</p>	<p>PE.3.M.1.Su.i Perform a teacher-designed sequence using a manipulative, such as</p>	<p>PE.3.M.1.Pa.i Perform a guided</p>

<p>tinikling, lumni sticks, or jumping rope. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.M.1.In.j Perform one dance, such as square, contra, step, or social. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.M.1.In.k Perform a basic gymnastics sequence with a clear beginning; one movement element, such as balances, rolling actions, changes in speed/direction, or skills requiring weight on hands; and an ending. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.M.1.In.l Jump a self-turned rope. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.3.M.1.Su.i Imitate a teacher-designed movement sequence using a manipulative such as tinikling, lumni sticks, or jumping rope. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.M.1.Su.j Imitate a pattern of steps associated with a dance, such as square, contra, step, or social. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.M.1.Su.k Perform a basic gymnastics sequence with a beginning, a rolling action, and an ending. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.M.1.Su.l Jump a turning rope. <u>Date Adopted or Revised:</u> 12/08</p>	<p>teacher-designed sequence using a manipulative, such as tinikling, lumni sticks, or jumping rope. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.M.1.Pa.j Perform a guided movement associated with a dance, such as square, contra, step, or social. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.M.1.Pa.k Perform a guided basic gymnastics sequence with a beginning, a rolling action, and an ending. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.M.1.Pa.l Leap and land safely using at least one piece of equipment. <u>Date Adopted or Revised:</u> 12/08</p>
---	--	---

**Strand: COGNITIVE ABILITIES**

Standard 1: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.3.C.1.In.a Identify purposeful movements, such as timing, flow, sequencing, and rhythm. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.3.C.1.Su.a Recognize a purposeful movement, such as timing, flow, sequencing, or rhythm. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.3.C.1.Pa.a Recognize the sequence in purposeful movement, such forward and backward. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.3.C.1.In.b Identify the importance of safety rules and procedures in physical activities. <u>Date Adopted or Revised:</u></p>	<p>PE.3.C.1.Su.b Recognize the importance of safety rules and procedures in physical activities. <u>Date Adopted or Revised:</u></p>	<p>PE.3.C.1.Pa.b Recognize the importance of safety rules and procedures for selected physical activities.</p>

12/08  PE.3.C.1.In.c Identify that technology can be used to assess performance, such as pedometers, heart-rate monitors, and video. <u>Date Adopted or Revised:</u> 12/08  PE.3.C.1.In.d Identify items that can be used for assisting in a water-related emergency. <u>Date Adopted or Revised:</u> 12/08  PE.3.C.1.In.e Recognize reasons for warm-up and cool-down. <u>Date Adopted or Revised:</u> 12/08  PE.3.C.1.In.f Recognize a basic offensive and defensive tactic. <u>Date Adopted or Revised:</u> 12/08  PE.3.C.1.In.g Identify how practice improves performance of movement skills. <u>Date Adopted or Revised:</u> 12/08  PE.3.C.1.In.h Interpret peer performance and offer feedback. <u>Date Adopted or Revised:</u> 12/08	12/08  PE.3.C.1.Su.c Recognize that technology that can be used to assess performance, such as pedometers, heart-rate monitors, and video. <u>Date Adopted or Revised:</u> 12/08  PE.3.C.1.Su.d Recognize items that can be used for assisting in a water-related emergency. <u>Date Adopted or Revised:</u> 12/08  PE.3.C.1.Su.e Recognize reasons for warm-up or cool-down. <u>Date Adopted or Revised:</u> 12/08  PE.3.C.1.Su.f Identify the difference between offense and defense. <u>Date Adopted or Revised:</u> 12/08  PE.3.C.1.Su.g Recognize how practice improves performance of movement skills. <u>Date Adopted or Revised:</u> 12/08  PE.3.C.1.Su.h Examine peer performance and offer feedback. <u>Date Adopted or Revised:</u> 12/08	<u>Date Adopted or Revised:</u> 12/08  PE.3.C.1.Pa.c Associate technology with assessing physical performance. <u>Date Adopted or Revised:</u> 12/08  PE.3.C.1.Pa.d Recognize an item that can be used for assisting in a water-related emergency. <u>Date Adopted or Revised:</u> 12/08  PE.3.C.1.Pa.e Recognize a reason for warm-up or cool-down. <u>Date Adopted or Revised:</u> 12/08  PE.3.C.1.Pa.f Recognize the difference between offense and defense, such as keeping possession vs. taking possession of an object. <u>Date Adopted or Revised:</u> 12/08  PE.3.C.1.Pa.g Recognize the practice of movement skills. <u>Date Adopted or Revised:</u> 12/08  PE.3.C.1.Pa.h Recognize peer performance and offer feedback. <u>Date Adopted or Revised:</u> 12/08
--	--	---

<b>Strand: LIFETIME FITNESS</b>		
Standard 1: Participate regularly in physical activity.		
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
PE.3.L.1.In.a Participate in moderate physical activity on a daily basis.	PE.3.L.1.Su.a Participate in moderate modified physical activity	PE.3.L.1.Pa.a Participate in modified physical activity on a daily basis.

<p><u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.1.In.b Demonstrate involvement in selected physical activities both during and after the school day. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.1.In.c Recognize lifestyle changes, such as taking stairs, cycling, and walking that can be made to increase the level of physical activity. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.1.In.d Recognize opportunities for involvement in the school and community for regular participation in physical activities. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.1.In.e Keep a personal record of participation in physical activity over a period of time, such as a week. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.1.In.f Identify the correct way to fit a bicycle helmet. <u>Date Adopted or Revised:</u> 12/08</p>	<p>on a daily basis. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.1.Su.b Demonstrate involvement in modified physical activities both during and after the school day. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.1.Su.c Recognize a lifestyle change, such as taking stairs, cycling, or walking that can be made to increase the level of physical activity. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.1.Su.d Recognize selected opportunities for involvement in the school and community for regular participation in physical activities. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.1.Su.e Record personal participation in physical activity over a period of time, such as a day or week. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.1.Su.f Recognize the correct way to fit a bicycle helmet. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.1.Pa.b Demonstrate involvement in selected modified physical activities both during and after the school day. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.1.Pa.c Recognize an activity, such as taking stairs, cycling, or walking that can be made to increase the level of physical activity. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.1.Pa.d Recognize an opportunity for involvement in the school or community for regular participation in physical activities. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.1.Pa.e Indicate personal participation in physical activity over a period of time, such as a day. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.1.Pa.f Recognize a person wearing a bicycle helmet correctly. <u>Date Adopted or Revised:</u> 12/08</p>
---	--	---

Standard 2: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Access Point for Students with Significant Cognitive Disabilities**

<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>PE.3.L.2.In.a Identify how muscular strength and endurance enhance performance in physical activities. <u>Date Adopted or Revised:</u></p>	<p>PE.3.L.2.Su.a Recognize how muscular strength and endurance enhance performance in physical activities.</p>	<p>PE.3.L.2.Pa.a Recognize how endurance helps performance. <u>Date Adopted or Revised:</u> 12/08</p>



<p>12/08</p> <p>PE.3.L.2.In.b Match selected physical fitness assessment events to the associated fitness component. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.2.In.c Identify the effect of physical activity on the heart and lungs. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.2.In.d Participate in modified formal and informal physical fitness assessment. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.2.In.e Recognize ways that technology can assist in the pursuit of physical fitness. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.2.In.f Recognize the principles of physical fitness, such as frequency, intensity, or time. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.2.In.g Engage in physical activity that promotes cardiorespiratory endurance. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.2.In.h Associate results of fitness testing with ability to perform various activities. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.2.In.i Identify how to safely stretch a muscle. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.2.Su.b Match a physical fitness assessment event to the associated fitness component. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.2.Su.c Recognize the effect of physical activity on the heart and lungs. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.2.Su.d Participate in selected modified formal and informal physical fitness assessment. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.2.Su.e Recognize a way that technology can assist in the pursuit of physical fitness. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.2.Su.f Recognize selected principles of physical fitness, such as frequency, intensity, or time. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.2.Su.g Participate in modified physical activity that promotes cardiorespiratory endurance. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.2.Su.h Associate results of selected fitness testing with ability to perform various activities. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.2.Su.i Recognize how to safely stretch a muscle. <u>Date Adopted or Revised:</u></p>	<p>PE.3.L.2.Pa.b Recognize a physical fitness assessment event. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.2.Pa.c Associate physical activity with its effect on the body. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.2.Pa.d Participate with assistance in modified formal and informal physical fitness assessment. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.2.Pa.e Recognize a technology used in physical fitness. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.2.Pa.f Associate the intensity of practice with physical fitness. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.2.Pa.g Participate safely in guided physical activity that promotes cardiorespiratory endurance. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.2.Pa.h Associate fitness testing with performance. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.2.Pa.i Recognize a safe stretch of a muscle. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.2.Pa.j Recognize that bodies</p>
---	---	---

<p>PE.3.L.2.In.j Recognize different body types. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.2.In.k Recognize individual strengths and weaknesses based on results of formal fitness test. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.2.In.l Locate nutrition facts on a food label. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>PE.3.L.2.Su.j Recognize selected body types. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.2.Su.k Recognize an area of strength and weakness based on results of formal fitness test. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.2.Su.l Recognize food labels have food information. <u>Date Adopted or Revised:</u> 12/08</p>	<p>differ. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.2.Pa.k Recognize an area of strength after completing a fitness test. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.3.L.2.Pa.l Associate food label with food information. <u>Date Adopted or Revised:</u> 12/08</p>
---	---	---

**Strand: RESPONSIBLE BEHAVIORS AND VALUES**

Standard 1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.3.R.1.In.a Work with peers of differing skill levels. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.3.R.1.Su.a Interact with peers of differing skill levels. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.3.R.1.Pa.a Interact with peers. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.3.R.1.In.b Try new activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.3.R.1.Su.b Try a new activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.3.R.1.Pa.b Try an activity. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.3.R.1.In.c Identify possible consequences for own behavior. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.3.R.1.Su.c Accept praise or correction for own behavior. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.3.R.1.Pa.c Acknowledge a good choice related to own behavior. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.3.R.1.In.d Cooperate with others by sharing and taking turns. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.3.R.1.Su.d Cooperate with others by sharing. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.3.R.1.Pa.d Take turns in guided activities. <u>Date Adopted or Revised:</u> 12/08</p>

PE.3.R.1.In.e Show respect for peers from a different cultural background. <u>Date Adopted or Revised:</u> 12/08	PE.3.R.1.Su.e Show respect for a peer from a different cultural background. <u>Date Adopted or Revised:</u> 12/08	PE.3.R.1.Pa.e Show respect for peers. <u>Date Adopted or Revised:</u> 12/08
--	---	---

Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
PE.3.R.2.In.a Select challenging, physically active experiences. <u>Date Adopted or Revised:</u> 12/08	PE.3.R.2.Su.a Select a challenging, physically active experience. <u>Date Adopted or Revised:</u> 12/08	PE.3.R.2.Pa.a Select a physically active experience. <u>Date Adopted or Revised:</u> 12/08
PE.3.R.2.In.b Celebrate own accomplishments. <u>Date Adopted or Revised:</u> 12/08	PE.3.R.2.Su.b Enjoy own accomplishments. <u>Date Adopted or Revised:</u> 12/08	PE.3.R.2.Pa.b Recognize own accomplishments. <u>Date Adopted or Revised:</u> 12/08
PE.3.R.2.In.c Choose to participate in selected group physical activities. <u>Date Adopted or Revised:</u> 12/08	PE.3.R.2.Su.c Choose to participate in a group physical activity. <u>Date Adopted or Revised:</u> 12/08	PE.3.R.2.Pa.c Choose to participate in a guided group activity. <u>Date Adopted or Revised:</u> 12/08
PE.3.R.2.In.d Recognize the value of a good performance of others. <u>Date Adopted or Revised:</u> 12/08	PE.3.R.2.Su.d Recognize the good performance of others. <u>Date Adopted or Revised:</u> 12/08	PE.3.R.2.Pa.d Recognize a good performance of others. <u>Date Adopted or Revised:</u> 12/08

**GRADE: 4**

**Strand: MOVEMENT COMPETENCY**

Standard 1: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.4.M.1.In.a Demonstrate movement concepts in the performance of locomotor skills in a variety of movement settings, such as sequences, dances, and games. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.M.1.Su.a Use selected movement concepts in the performance of locomotor skills in a variety of movement settings, such as sequences, dances, and games. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.M.1.Pa.a Imitate selected movement concepts in the performance of locomotor skills in a variety of movement settings such as sequences, dances, and games. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.4.M.1.In.b Strike a moving object from a stationary position using body parts so that the object travels in the intended direction. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.M.1.Su.b Strike a moving object from a stationary position using body parts so that the object travels. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.M.1.Pa.b Swing at a moving object from a stationary position using body parts. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.4.M.1.In.c Strike a modified object more than once using a paddle/racket demonstrating a forehand pattern. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.M.1.Su.c Strike a modified object more than once using a modified paddle/racket demonstrating a forehand pattern. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.M.1.Pa.c Swing at a modified object using a modified paddle/racket. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.4.M.1.In.d Strike both moving and stationary objects with long-handled implements so the objects travel. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.M.1.Su.d Strike both moving and stationary objects with long-handled implements. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.M.1.Pa.d Strike a modified moving object with a modified long-handled implement. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.4.M.1.In.e Dribble and pass to a stationary partner. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.M.1.Su.e Control the ball while dribbling (with hands or feet). <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.M.1.Pa.e Throw or kick a ball in a specified direction. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.4.M.1.In.f Perform a swim stroke, such as front crawl, backstroke, elementary back stroke, or modified breaststroke. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.M.1.Su.f Perform a guided swim stroke. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.M.1.Pa.f Perform a guided modified swim stroke. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.4.M.1.In.g Move in different directions to catch modified objects of different sizes thrown by a stationary partner from varying distances. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.M.1.Su.g Move in different directions to trap modified objects of different sizes thrown by a stationary partner from varying distances. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.M.1.Pa.g Trap modified objects of different sizes with both hands tossed from a distance. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.4.M.1.In.h Throw balls of various sizes and weights to a stationary partner using an overhand motion from a distance. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.M.1.Su.h Throw balls of various sizes and weights to a stationary partner using an overhand motion from a distance. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.M.1.Pa.h Toss modified objects from a distance. <u>Date Adopted or Revised:</u> 12/08</p>

<p>PE.4.M.1.In.i Perform a teacher-designed sequence with or without manipulatives, such as tinkling, lumni sticks, or jumping rope, while demonstrating purposeful movements and smooth transitions. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.M.1.In.j Perform more than one dance, such as square, contra, step, or social. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.M.1.In.k Perform a basic gymnastics sequence with a clear beginning; one movement element, such as balances, rolling actions, changes in speed/direction, or skills requiring weight on hands; and an ending with correct technique. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.M.1.In.l Run and jump over a low or medium level obstacle. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.M.1.Su.h Throw a ball in the direction of a stationary partner from varying distances. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.M.1.Su.i Perform a teacher-designed sequence with or without manipulatives, such as tinkling, lumni sticks, or jumping rope, demonstrating purposeful movements. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.M.1.Su.j Imitate a pattern of steps associated with a variety of dances. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.M.1.Su.k Perform a basic gymnastics sequence with a beginning, more than one rolling action, and an ending. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.M.1.Su.l Walk and jump over a low level obstacle. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.M.1.Pa.i Imitate a teacher-designed movement sequence with or without manipulatives, demonstrating purposeful movements. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.M.1.Pa.j Perform a guided movement associated with more than one dance, such as square, contra, step, or social. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.M.1.Pa.k Perform a basic gymnastics sequence with a beginning, a rolling action, and an ending. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.M.1.Pa.l Jump over a low level obstacle. <u>Date Adopted or Revised:</u> 12/08</p>
--	--	--

<b>Strand: COGNITIVE ABILITIES</b>		
Standard 1: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.		
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.4.C.1.In.a Identify the importance of purposeful movements, such as timing, flow, sequencing, and rhythm, in a variety of movement settings including performing movement routines. <u>Date Adopted or Revised:</u></p>	<p>PE.4.C.1.Su.a Recognize the importance of purposeful movements, such as timing, flow, sequencing, or rhythm, in a variety of movement settings including performing movement routines. <u>Date Adopted or Revised:</u></p>	<p>PE.4.C.1.Pa.a Recognize sequence and rhythm in purposeful movement in a variety of movement settings including performing guided movement routines. <u>Date Adopted or Revised:</u></p>

<p>12/08</p> <p>PE.4.C.1.In.b Identify the importance of safety in all physical activities. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.C.1.In.c Use selected technology, such as pedometers, heart-rate monitors, and video, to gather information about performance. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.C.1.In.d Identify the importance of protecting parts of the body from the harmful rays of the sun. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.C.1.In.e Recognize proper warm-up and cool-down techniques and the reasons for using them. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.C.1.In.f Recognize basic offensive and defensive tactics for modified invasion and net activities. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.C.1.In.g Recognize errors in personal movement patterns. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.C.1.In.h Identify skills and sports that use similar movement patterns. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>PE.4.C.1.Su.b Recognize the importance of safety in all physical activities. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.C.1.Su.c Use a technology, such as pedometers, heart-rate monitors, and video, to gather information about performance. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.C.1.Su.d Recognize the importance of protecting parts of the body from the harmful rays of the sun. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.C.1.Su.e Recognize a proper warm-up and cool-down technique and the reason for using them. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.C.1.Su.f Recognize a basic offensive or defensive tactic for modified invasion and net activities. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.C.1.Su.g Recognize an error in personal movement patterns. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.C.1.Su.h Identify skills that use similar movement patterns. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>PE.4.C.1.Pa.b Recognize the importance of safety in selected physical activities. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.C.1.Pa.c Recognize a technology, such as video, pedometers or heart-rate monitors, used to assess performance. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.C.1.Pa.d Recognize that the sun can be harmful. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.C.1.Pa.e Recognize a proper warm-up or cool-down technique and the reason for using it. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.C.1.Pa.f Recognize a defensive tactic, such as raising arms and hands in front of face. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.C.1.Pa.g Recognize an error in a selected personal movement pattern. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.C.1.Pa.h Recognize skills that use similar movement patterns. <u>Date Adopted or Revised:</u> 12/08</p>
--	--	---

**Strand: LIFETIME FITNESS**

Standard 1: Participate regularly in physical activity.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.4.L.1.In.a Participate in moderate physical activity on a daily basis. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.L.1.Su.a Participate in moderate modified physical activity on a daily basis. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.L.1.Pa.a Participate in modified physical activity on a daily basis. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.4.L.1.In.b Demonstrate involvement in selected physical activities both during and after the school day. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.L.1.Su.b Demonstrate involvement in modified physical activities both during and after the school day. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.L.1.Pa.b Demonstrate involvement in selected modified physical activities both during and after the school day. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.4.L.1.In.c Use one lifestyle behavior to increase physical activity, such as taking stairs, cycling, rollerblading, or walking. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.L.1.Su.c Perform one lifestyle behavior to increase physical activity, such as taking stairs, cycling, rollerblading, or walking. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.L.1.Pa.c Perform one guided lifestyle behavior to increase physical activity, such as taking stairs, cycling, rollerblading, or walking. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.4.L.1.In.d Use technology to identify selected opportunities for participation in physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.L.1.Su.d Use selected technology to recognize selected opportunities for participation in physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.L.1.Pa.d Use a technology to recognize a selected opportunity for participation in physical activities. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.4.L.1.In.e Identify one's personal level of physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.L.1.Su.e Recognize one's personal level of physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.L.1.Pa.e Recognize one's personal physical activity. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.4.L.1.In.f Identify a consequence of not wearing a bicycle helmet. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.L.1.Su.f Recognize a consequence of not wearing a bicycle helmet. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.L.1.Pa.f Associate a bicycle helmet with safety. <u>Date Adopted or Revised:</u> 12/08</p>

Standard 2: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.4.L.2.In.a Identify the part of the body being strengthened during physical activities, such as arm muscles or leg muscles. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.L.2.Su.a Recognize the part of the body being strengthened during physical activities, such as arm muscles or leg muscles. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.L.2.Pa.a Associate a physical activity with strengthening a part of the body. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.4.L.2.In.b Recognize activities related to each component of physical fitness. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.L.2.Su.b Recognize an activity related to selected components of physical fitness. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.L.2.Pa.b Recognize an activity related to physical fitness. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.4.L.2.In.c Recognize that exercise is used to improve personal fitness. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.L.2.Su.c Recognize that exercise affects personal fitness. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.L.2.Pa.c Associate exercise with personal fitness. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.4.L.2.In.d Participate in modified formal and informal physical fitness assessment. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.L.2.Su.d Participate in selected modified formal and informal physical fitness assessment. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.L.2.Pa.d Participate, with assistance, in modified formal and informal physical fitness assessment. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.4.L.2.In.e Identify ways that technology can assist in the pursuit of physical fitness. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.L.2.Su.e Recognize ways that technology can assist in the pursuit of physical fitness. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.L.2.Pa.e Recognize a way that technology can assist in the pursuit of physical fitness. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.4.L.2.In.f Identify principles of physical fitness, such as frequency, intensity, or time. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.L.2.Su.f Recognize the principles of physical fitness, such as frequency, intensity, or time. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.L.2.Pa.f Recognize a principle of physical fitness such as frequency, intensity, or time. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.4.L.2.In.g Maintain an elevated heart rate for a short period of time during an aerobic activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.L.2.Su.g Achieve a target heart rate during an aerobic activity <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.L.2.Pa.g Increase heart rate during an aerobic activity. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.4.L.2.In.h Participate in selected modified physical activities for the purpose of improving physical fitness. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.L.2.Su.h Participate in a selected modified physical activity for the purpose of improving physical fitness. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.L.2.Pa.h Participate in guided modified physical activities for the purpose of improving physical fitness. <u>Date Adopted or Revised:</u> 12/08</p>



<p>PE.4.L.2.In.i Recognize that specific stretches reduce the chance of injury. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.L.2.In.j Recognize a benefit of maintaining a healthy body composition. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.L.2.In.k Select strategies for improving selected fitness components. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.L.2.In.l Select short- and long-term fitness goals. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.L.2.In.m Identify a single serving size, such as one-half cup cooked pasta, one cup dry cereal, one cup milk, or one tablespoon peanut butter. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.L.2.Su.i Recognize that stretches reduce chances of injury. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.L.2.Su.j Recognize a characteristic of a healthy body composition. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.L.2.Su.k Identify strategies for improving selected fitness components. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.L.2.Su.l Identify short- and long-term fitness goals. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.L.2.Su.m Recognize a single serving size, such as one-half cup cooked pasta, one cup dry cereal, one cup milk, or one tablespoon peanut butter. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.L.2.Pa.i Associate stretching with safety. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.L.2.Pa.j Associate health with body composition. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.L.2.Pa.k Recognize a strategy for improving selected fitness components. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.L.2.Pa.l Recognize a fitness goal. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.4.L.2.Pa.m Associate serving size with amount of food. <u>Date Adopted or Revised:</u> 12/08</p>
--	--	--

## Strand: RESPONSIBLE BEHAVIORS AND VALUES

Standard 1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

### Access Point for Students with Significant Cognitive Disabilities

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.4.R.1.In.a Recognize the impact of individual differences, such as age, gender, culture, or skill level, in physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.R.1.Su.a Recognize the impact of individual differences, such as age, gender, or skill level, in physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.4.R.1.Pa.a Recognize an individual difference in physical activities. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.4.R.1.In.b Encourage others and refrain from put-down statements.</p>	<p>PE.4.R.1.Su.b Encourage and be kind to others.</p>	<p>PE.4.R.1.Pa.b Communicate encouragement to others. <u>Date Adopted or Revised:</u></p>

<u>Date Adopted or Revised:</u> 12/08  PE.4.R.1.In.c Demonstrate caring for all students through verbal and non-verbal encouragement and assistance. <u>Date Adopted or Revised:</u> 12/08	<u>Date Adopted or Revised:</u> 12/08  PE.4.R.1.Su.c Use verbal and non-verbal communication to provide encouragement and assistance for all students. <u>Date Adopted or Revised:</u> 12/08	12/08  PE.4.R.1.Pa.c Use verbal or non-verbal communication to provide encouragement or assistance for all students. <u>Date Adopted or Revised:</u> 12/08
---	---	--

Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
PE.4.R.2.In.a Recognize that physical activity is an opportunity for positive social interaction. <u>Date Adopted or Revised:</u> 12/08	PE.4.R.2.Su.a Recognize that physical activity with others can be a positive experience. <u>Date Adopted or Revised:</u> 12/08	PE.4.R.2.Pa.a Associate physical activity with a positive social experience. <u>Date Adopted or Revised:</u> 12/08
PE.4.R.2.In.b Choose to practice selected skills for which improvement is needed. <u>Date Adopted or Revised:</u> 12/08	PE.4.R.2.Su.b Choose to practice a skill for which improvement is needed. <u>Date Adopted or Revised:</u> 12/08	PE.4.R.2.Pa.b Practice a skill for which improvement is needed. <u>Date Adopted or Revised:</u> 12/08
PE.4.R.2.In.c Recognize that enjoyment can come from skill competence. <u>Date Adopted or Revised:</u> 12/08	PE.4.R.2.Su.c Recognize that people enjoy physical activities they do well. <u>Date Adopted or Revised:</u> 12/08	PE.4.R.2.Pa.c Recognize that physical activity is enjoyable. <u>Date Adopted or Revised:</u> 12/08

**GRADE: 5**

**Strand: MOVEMENT COMPETENCY**

Standard 1: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
--------------------	------------------	----------------------

<p>PE.5.M.1.In.a Demonstrate locomotor skills while applying appropriate movement concepts in a variety of settings, such as sequences, dances, and games. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.M.1.Su.a Use locomotor skills while applying selected movement concepts in a variety of settings, such as sequences, dances, and games. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.M.1.Pa.a Perform locomotor skills exhibiting selected movement concepts in a variety of settings, such as sequences, dances, and games. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.5.M.1.In.b Approach and strike a moving object with body parts so that the object travels in the intended direction. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.M.1.Su.b Approach and strike a moving object with body parts so that the object travels. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.M.1.Pa.b Strike a moving object from a stationary position using body parts. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.5.M.1.In.c Strike an object more than one time with a partner using a paddle/racquet. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.M.1.Su.c Strike a modified object more than one time to a partner using a paddle/racket. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.M.1.Pa.c Strike a modified object to a partner using a modified paddle/racket. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.5.M.1.In.d Strike both moving and stationary objects with long-handled implements so the objects travel in the intended direction. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.M.1.Su.d Strike both moving and stationary objects with long-handled implements so the objects travel. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.M.1.Pa.d Strike both moving and stationary modified objects with a modified long-handled implement so the objects travel. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.5.M.1.In.e Use dribbling skills in modified games. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.M.1.Su.e Perform dribbling skills in various activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.5.M.1.In.f Demonstrate more than one swim stroke, such as front crawl, backstroke, breaststroke, sidestroke, or butterfly. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.M.1.Su.f Perform a swim stroke. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.M.1.Pa.e Throw or kick a ball to a stationary partner. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.5.M.1.In.g Catch a variety of objects while traveling. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.M.1.Su.g Catch a variety of modified objects while traveling. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.M.1.Pa.f Perform a modified swim stroke. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.5.M.1.In.h Throw a pass overhand to a moving partner using a variety of objects. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.M.1.Su.h Throw a pass to a moving partner. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.M.1.Pa.g Move to trap modified objects tossed by a stationary partner. <u>Date Adopted or Revised:</u> 12/08</p>
	<p>PE.5.M.1.Su.i Perform a self-designed sequence with or without manipulatives, such as tinikling, lumni sticks, or jumping rope, demonstrating clear</p>	<p>PE.5.M.1.Pa.h Toss modified objects to a recipient</p>

<p>PE.5.M.1.In.i Perform a self-designed sequence with or without manipulatives, such as tinikling, lumni sticks, or jumping rope, demonstrating clear shapes, purposeful movements, and smooth transitions. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.5.M.1.In.j Perform a variety of dances, such as square, contra, step, or social, accurately. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.5.M.1.In.k Perform a basic gymnastics sequence with a clear beginning; two movement elements, such as balances, rolling actions, changes in speed/direction, or skills requiring weight on hands; and an ending with correct technique and smooth transitions. <u>Date Adopted or Revised:</u> 12/08</p>	<p>shapes and purposeful movements. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.5.M.1.Su.j Perform a variety of dances, such as square, contra, step, or social. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.5.M.1.Su.k Perform a basic gymnastics sequence with a clear beginning; one movement element, such as balances, rolling actions, changes in speed/direction, or skills requiring weight on hands; and an ending with correct technique. <u>Date Adopted or Revised:</u> 12/08</p>	<p>(partner). <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.5.M.1.Pa.i Perform a movement sequence with or without manipulatives, demonstrating purposeful movements. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.5.M.1.Pa.j Perform a guided movement associated with a variety of dances. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.5.M.1.Pa.k Perform a basic gymnastics sequence with a beginning, more than one rolling action, and an ending. <u>Date Adopted or Revised:</u> 12/08</p>
--	---	---

## Strand: COGNITIVE ABILITIES

Standard 1: Identifies, analyzes and evaluates movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.

### Access Point for Students with Significant Cognitive Disabilities

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.5.C.1.In.a Identify and demonstrate purposeful movements, such as timing, flow, sequencing, and rhythm, in a variety of movement settings including performing movement routines. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.C.1.Su.a Recognize and use purposeful movements, such as timing, flow, sequencing, and rhythm, in a variety of movement settings including performing movement routines. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.C.1.Pa.a Recognize and use sequence and rhythm in purposeful movement in a variety of movement settings including performing guided movement routines. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.5.C.1.In.b Combine skills and rules into a new game. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.C.1.Su.b Identify skills and rules of a new game. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.C.1.Pa.b Recognize the rules in a game or activity. <u>Date Adopted or Revised:</u> 12/08</p>

<p>PE.5.C.1.In.c Identify and use feedback gathered from the use of technology to enhance performance, such as pedometers, heart-rate monitors, and video. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.C.1.Su.c Recognize and use feedback gathered from the use of technology to enhance performance, such as pedometers, heart-rate monitors, and video. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.C.1.Pa.c Recognize and use feedback gathered from the use of a selected technology to enhance performance, such as pedometers, heart-rate monitors, or video. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.5.C.1.In.d Identify the different basic water rescue techniques, such as Reach, Throw, Row, or Don't Go. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.C.1.Su.d Recognize the different basic water rescue techniques, such as Reach, Throw, Row, or Don't Go. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.C.1.Pa.d Recognize items used in water rescue, such as pole, towel, or flotation device. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.5.C.1.In.e Identify basic practice principles that enhance performance. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.C.1.Su.e Recognize basic practice principles that enhance performance. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.C.1.Pa.e Recognize a basic practice principle that enhances performance. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.5.C.1.In.f Identify basic offensive and defensive tactics for modified invasion and net activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.C.1.Su.f Recognize basic offensive and defensive tactics for modified invasion and net activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.C.1.Pa.f Recognize basic offensive or defensive tactics. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.5.C.1.In.g Identify and correct errors in personal movement patterns. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.C.1.Su.g Recognize and correct errors in personal movement patterns. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.C.1.Pa.g Recognize and correct an error in selected personal movement patterns. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.5.C.1.In.h Identify skills and sports that use similar patterns or concepts. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.C.1.Su.h Identify skills that use similar patterns or concepts. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.C.1.Pa.h Recognize skills that use similar patterns or concepts. <u>Date Adopted or Revised:</u> 12/08</p>

<b>Strand: LIFETIME FITNESS</b>		
<b>Standard 1: Participate regularly in physical activity.</b>		
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
PE.5.L.1.In.a Participate in	PE.5.L.1.Su.a Participate in moderate	PE.5.L.1.Pa.a Participate in modified

<p>moderate physical activity on a daily basis. <u>Date Adopted or Revised:</u> 12/08</p>	<p>modified physical activity on a daily basis. <u>Date Adopted or Revised:</u> 12/08</p>	<p>physical activity on a daily basis. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.5.L.1.In.b Demonstrate involvement in selected physical activities both during and after the school day. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.L.1.Su.b Demonstrate involvement in modified physical activities both during and after the school day. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.L.1.Pa.b Demonstrate involvement in selected modified physical activities both during and after the school day. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.5.L.1.In.c Use lifestyle behaviors to increase physical activity, such as taking stairs, cycling, rollerblading, and walking. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.L.1.Su.c Perform lifestyle behaviors to increase physical activity, such as taking stairs, cycling, rollerblading, and walking. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.L.1.Pa.c Recognize one lifestyle behavior to increase physical activity, such as taking stairs, cycling, rollerblading, or walking. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.5.L.1.In.d Use technology and information literacy to identify selected opportunities for participation in physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.L.1.Su.d Use selected technology and information literacy to recognize selected opportunities for participation in physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.L.1.Pa.d Use a technology or information literacy to recognize a selected opportunity for participation in physical activities. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.5.L.1.In.e Create a plan to increase the amount of time spent in physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.L.1.Su.e Select a plan to increase the amount of time spent in physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.L.1.Pa.e Recognize a plan to increase the amount of time spent in physical activity. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.5.L.1.In.f Identify the importance of being visible and communicating when cycling. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.L.1.Su.f Recognize the importance of being visible and communicating when cycling. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.L.1.Pa.f Recognize the importance of being visible when cycling. <u>Date Adopted or Revised:</u> 12/08</p>

Standard 2: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Access Point for Students with Significant Cognitive Disabilities**

<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>PE.5.L.2.In.a Identify muscular strength and muscular endurance. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.L.2.Su.a Recognize muscular strength and muscular endurance. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.L.2.Pa.a Recognize muscular strength or muscular endurance. <u>Date Adopted or Revised:</u> 12/08</p>

<p>PE.5.L.2.In.b Participate in activities that develop and maintain selected components of physical fitness. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.L.2.Su.b Participate in activities that develop and maintain a component of physical fitness. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.L.2.Pa.b Participate in a guided activity that develops and maintains a component of physical fitness. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.5.L.2.In.c Examine personal physical fitness assessment results and use strategies to enhance performance. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.L.2.Su.c Identify personal physical fitness assessment results and use strategies to enhance performance. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.L.2.Pa.c Recognize a personal physical fitness assessment result and use a guided strategy to enhance performance. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.5.L.2.In.d Describe how technology can assist in the pursuit of physical fitness. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.L.2.Su.d Identify a way that technology can assist in the pursuit of physical fitness. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.L.2.Pa.d Recognize ways that technology can assist in the pursuit of physical fitness. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.5.L.2.In.e Use principles of physical fitness, such as frequency, intensity, and time. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.L.2.Su.e Use selected principles of physical fitness, such as frequency, intensity, or time. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.L.2.Pa.e Use a selected principle of physical fitness, such as frequency, intensity, or time. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.5.L.2.In.f Recognize the heart rate intensity that enhances cardiorespiratory endurance. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.L.2.Su.f Recognize that heart rate intensity affects cardiorespiratory endurance. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.L.2.Pa.f Associate heart rate intensity with physical fitness. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.5.L.2.In.g Regularly participate in modified physical activity for the purpose of improving physical fitness. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.L.2.Su.g Regularly participate in selected modified physical activity for the purpose of improving physical fitness. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.L.2.Pa.g Regularly participate in guided modified physical activity for the purpose of improving physical fitness. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.5.L.2.In.h Identify selected stretching exercises to increase flexibility and reduce the chance of injury. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.L.2.Su.h Recognize selected stretching exercises to perform prior to physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.5.L.2.Pa.h Associate a stretching exercise with flexibility. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.5.L.2.In.i Identify the benefits of maintaining a healthy body</p>	<p>PE.5.L.2.Su.i Recognize a benefit of maintaining a healthy body composition.</p>	<p>PE.5.L.2.Pa.i Recognize a characteristic of a healthy body composition. <u>Date Adopted or Revised:</u> 12/08</p>

composition. <u>Date Adopted or Revised:</u> 12/08	<u>Date Adopted or Revised:</u> 12/08	
PE.5.L.2.In.j Examine progress in achieving short- and long-term fitness goals. <u>Date Adopted or Revised:</u> 12/08	PE.5.L.2.Su.j Identify progress in achieving short- and long-term fitness goals. <u>Date Adopted or Revised:</u> 12/08	PE.5.L.2.Pa.j Recognize progress in achieving fitness goals. <u>Date Adopted or Revised:</u> 12/08
PE.5.L.2.In.k Describe the consequences of a low level of physical fitness on the ability to perform various activities. <u>Date Adopted or Revised:</u> 12/08	PE.5.L.2.Su.k Identify consequences of a low level of physical fitness on the ability to perform various activities. <u>Date Adopted or Revised:</u> 12/08	PE.5.L.2.Pa.k Recognize a consequence of a low level of physical fitness on the ability to perform various activities. <u>Date Adopted or Revised:</u> 12/08
PE.5.L.2.In.l Identify food for a balanced meal. <u>Date Adopted or Revised:</u> 12/08	PE.5.L.2.Su.l Recognize food for a balanced meal. <u>Date Adopted or Revised:</u> 12/08	PE.5.L.2.Pa.l Recognize food in a balanced meal. <u>Date Adopted or Revised:</u> 12/08

## Strand: RESPONSIBLE BEHAVIORS AND VALUES

Standard 1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

### Access Point for Students with Significant Cognitive Disabilities

<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>
PE.5.R.1.In.a Recognize selected positive attributes that individuals of varying gender, age, disability, race, culture, and skill level bring to physical activities. <u>Date Adopted or Revised:</u> 12/08	PE.5.R.1.Su.a Recognize a positive attribute that individuals of varying gender, age, disability, race, culture, and skill level bring to physical activities. <u>Date Adopted or Revised:</u> 12/08	PE.5.R.1.Pa.a Recognize a positive attribute in another person in physical activities. <u>Date Adopted or Revised:</u> 12/08
PE.5.R.1.In.b Arrange equipment safely and appropriately for practice. <u>Date Adopted or Revised:</u> 12/08	PE.5.R.1.Su.b Arrange equipment safely for practice. <u>Date Adopted or Revised:</u> 12/08	PE.5.R.1.Pa.b Select equipment to begin an activity. <u>Date Adopted or Revised:</u> 12/08
PE.5.R.1.In.c Work with a partner to improve performance. <u>Date Adopted or Revised:</u> 12/08	PE.5.R.1.Su.c Work with a partner. <u>Date Adopted or Revised:</u> 12/08	PE.5.R.1.Pa.c Work with a partner in a guided activity. <u>Date Adopted or Revised:</u> 12/08



PE.5.R.1.In.d Recognize similar and different activity choices of peers. <u>Date Adopted or Revised:</u> 12/08	PE.5.R.1.Su.d Recognize different activity choices made by peers. <u>Date Adopted or Revised:</u> 12/08	PE.5.R.1.Pa.d Recognize activity choices of others. <u>Date Adopted or Revised:</u> 12/08
--	---	---

Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
PE.5.R.2.In.a Recognize that participation in physical activity can be challenging, pleasurable, and fun. <u>Date Adopted or Revised:</u> 12/08	PE.5.R.2.Su.a Recognize that participation in physical activity can be fun and pleasurable. <u>Date Adopted or Revised:</u> 12/08	PE.5.R.2.Pa.a Recognize that participation in physical activity can be fun. <u>Date Adopted or Revised:</u> 12/08
PE.5.R.2.In.b Identify benefits of physical activity. <u>Date Adopted or Revised:</u> 12/08	PE.5.R.2.Su.b Recognize benefits of physical activity. <u>Date Adopted or Revised:</u> 12/08	PE.5.R.2.Pa.b Recognize a benefit of physical activity. <u>Date Adopted or Revised:</u> 12/08
PE.5.R.2.In.c Identify selected enjoyable physical activities. <u>Date Adopted or Revised:</u> 12/08	PE.5.R.2.Su.c Recognize selected enjoyable physical activities. <u>Date Adopted or Revised:</u> 12/08	PE.5.R.2.Pa.c Recognize an enjoyable physical activity. <u>Date Adopted or Revised:</u> 12/08

**GRADE: 6**

**Strand: MOVEMENT COMPETENCY**

Standard 1: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (Fitness/Wellness, Educational Gymnastics/Educational Dance).

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
PE.6.M.1.In.a Use basic movements designed to improve and maintain physical conditioning, cardiorespiratory endurance, flexibility, and proper body composition. <u>Date Adopted or Revised:</u>	PE.6.M.1.Su.a Perform basic movements designed to improve and maintain physical conditioning, cardiorespiratory endurance, flexibility, and proper body composition. <u>Date Adopted or Revised:</u>	PE.6.M.1.Pa.a Imitate movements designed to improve and maintain physical conditioning, cardiorespiratory endurance, flexibility, and proper body composition. <u>Date Adopted or Revised:</u> 12/08

<p>12/08</p> <p>PE.6.M.1.In.b Perform at least two different activities that achieve target heart rate. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>PE.6.M.1.Su.b Imitate at least two different activities that achieve a recommended target heart rate. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.M.1.Pa.b Perform a guided activity that safely increases heart rate. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.6.M.1.In.c Demonstrate the principles of training (overload, specificity, and progression) and conditioning (frequency, intensity, time, and type) for selected physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.M.1.Su.c Demonstrate selected principles of training (overload, specificity, and progression) and conditioning (frequency, intensity, time, and type) for selected physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.M.1.Pa.c Demonstrate selected principles of training (overload, specificity, and progression) and conditioning (frequency, intensity, time, and type) for selected modified physical activities. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.6.M.1.In.d Perform at least two activities having value for cardiorespiratory fitness. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.M.1.Su.d Imitate at least two activities having value for cardiorespiratory fitness. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.M.1.Pa.d Perform a guided activity having value for cardiorespiratory fitness. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.6.M.1.In.e Perform basic movements with a variety of equipment that leads to an improved or maintained physical condition. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.M.1.Su.e Perform a basic movement using a variety of equipment that leads to an improved or maintained physical condition. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.M.1.Pa.e Perform guided movements using equipment that leads to an improved or maintained physical condition. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.6.M.1.In.f Perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.M.1.Su.f Perform a sequence of tumbling and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.M.1.Pa.f Perform a guided sequence of rhythmic patterns involving traveling, rolling, balancing, or transferring weight. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.6.M.1.In.g Perform a routine to a rhythm with a partner or a group incorporating more than one gymnastic action and various forms of locomotion. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.M.1.Su.g Perform a routine to a rhythm with a partner or a group incorporating one gymnastic action and various forms of locomotion. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.M.1.Pa.g Perform a guided routine to a rhythm with a partner or group incorporating balances, rolling actions, and locomotion. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.6.M.1.In.h Perform basic dance sequences accurately from a variety of dances. <u>Date Adopted or Revised:</u></p>	<p>PE.6.M.1.Su.h Perform basic dance sequences from a variety of dances. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.M.1.Pa.h Perform guided movements associated with a variety of dance sequences. <u>Date Adopted or Revised:</u> 12/08</p>

<p>12/08</p> <p>PE.6.M.1.In.i Perform a rhythmic movement sequence while working with a partner or group. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.M.1.In.j Perform different group dance and rhythm sequences that incorporate equipment. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.M.1.In.k Demonstrate proper warm-up and cool-down techniques. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.M.1.In.l Use proper selected safety practices, such as sunscreen use, hydration, and selection of clothing. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.M.1.In.m Use technology to develop, enhance, and maintain motor skill performance. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.M.1.Su.i Imitate a rhythmic movement sequence while working with a partner or group. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.M.1.Su.j Imitate different group dance and rhythm sequences that incorporate equipment. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.M.1.Su.k Use selected warm-up and cool-down techniques. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.M.1.Su.l Perform proper selected safety practices, such as sunscreen use, hydration, and selection of clothing. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.M.1.Su.m Use technology to develop and maintain motor skill performance. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.M.1.Pa.i Perform a guided rhythmic movement sequence while working with a partner or group. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.M.1.Pa.j Perform a guided group dance and rhythm sequence that incorporates equipment. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.M.1.Pa.k Perform guided warm-up and cool-down techniques. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.M.1.Pa.l Perform guided selected safety practices, such as sunscreen use, hydration, and selection of clothing. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.M.1.Pa.m Use technology to develop motor skill performance. <u>Date Adopted or Revised:</u> 12/08</p>
--	---	--

**Strand: COGNITIVE ABILITIES**

Standard 1: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.6.C.1.In.a Recognize at least two movements or activities that lead to improvement in the health-related components of fitness. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.C.1.Su.a Recognize at least one movement or activity that leads to improvement in the health-related components of fitness. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.C.1.Pa.a Associate movement with improvement in health-related components of fitness. <u>Date Adopted or Revised:</u> 12/08</p>

<p>PE.6.C.1.In.b Identify safety procedures that should be followed when engaging in activities to improve cardiorespiratory endurance, muscular fitness, muscular endurance, flexibility, and body composition. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.C.1.Su.b Recognize safety procedures that should be followed when engaging in activities to improve cardiorespiratory endurance, physical conditioning, flexibility, and body composition. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.C.1.Pa.b Recognize a safety practice that should be followed when engaging in health-related physical fitness. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.6.C.1.In.c Identify at least two symptoms of heat illnesses caused by excessive fluid loss. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.C.1.Su.c Identify that heat illness results from excessive fluid loss. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.C.1.Pa.c Recognize that heat illness results from excessive fluid loss. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.6.C.1.In.d Identify how each of the health-related fitness components, such as cardiorespiratory endurance, physical conditioning, flexibility, and body composition are improved by training. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.C.1.Su.d Recognize how each of the health-related fitness components, such as cardiorespiratory endurance, physical conditioning, flexibility, and body composition are improved by training. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.C.1.Pa.d Associate exercise or training with improvement in health-related fitness. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.6.C.1.In.e Identify long-term benefits of regular physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.C.1.Su.e Recognize long-term benefits of regular physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.C.1.Pa.e Recognize that regular physical activity has health benefits. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.6.C.1.In.f Identify the training principles of overload, progression, and specificity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.C.1.Su.f Recognize the training principles of overload, progression, and specificity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.C.1.Pa.f Recognize a training principle, such as overload, progression, or specificity. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.6.C.1.In.g Identify aerobic and anaerobic activities, such as running and weight lifting. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.C.1.Su.g Recognize aerobic and anaerobic activities, such as running and weight lifting. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.C.1.Pa.g Recognize an aerobic activity, such as running. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.6.C.1.In.h Prepare a log noting the food intake, calories consumed, and physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.C.1.Su.h Prepare a log noting the food intake and physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.C.1.Pa.h Recognize food intake and physical activities. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.6.C.1.In.i Identify components of</p>	<p>PE.6.C.1.Su.i Recognize components of skill-related fitness (speed,</p>	<p>PE.6.C.1.Pa.i Recognize a component of skill-related fitness (speed, coordination,</p>

<p>skill-related fitness (speed, coordination, balance, power, and agility). <u>Date Adopted or Revised:</u> 12/08</p>	<p>coordination, balance, power, and agility). <u>Date Adopted or Revised:</u> 12/08</p>	<p>balance, power, or agility). <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.6.C.1.In.j Identify personal target heart rate zone and describe how to adjust intensity level to stay within the desired range. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.C.1.Su.j Recognize personal target heart rate zone and identify how to adjust intensity level to stay within the desired range. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.C.1.Pa.j Recognize personal heart rate. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.6.C.1.In.k Identify methods of monitoring intensity level during aerobic activity, such as talk test, rate of perceived exertion, and heart rate/pulse. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.C.1.Su.k Recognize methods of monitoring intensity level during aerobic activity, such as talk test, rate of perceived exertion, and heart rate/pulse. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.C.1.Pa.k Recognize a method of monitoring aerobic activity, such as talk test or heart rate/pulse. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.6.C.1.In.l Identify the effects of physical activity on heart rate during exercise, recovery phase, and while the body is at rest. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.C.1.Su.l Recognize the effects of physical activity on heart rate during exercise, recovery phase, and while the body is at rest. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.C.1.Pa.l Recognize the relationship between physical activity and heart rate. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.6.C.1.In.m Identify information as true or false as it relates to consumer physical fitness products and programs, such as weight loss pills, food labels, and exercise equipment. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.C.1.Su.m Recognize information as true or false as it relates to consumer physical fitness products and programs, such as weight loss pills, food labels, and exercise equipment. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.C.1.Pa.m Recognize information related to a consumer physical fitness product, such as weight loss pills, food labels, or exercise equipment. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.6.C.1.In.n Identify terminology and etiquette in educational gymnastics or dance. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.C.1.Su.n Recognize basic terminology and etiquette in educational gymnastics or dance. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.C.1.Pa.n Recognize basic etiquette in educational gymnastics or dance. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.6.C.1.In.o Identify basic dance or gymnastic sequences. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.C.1.Su.o Recognize basic dance or gymnastic sequences. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.C.1.Pa.o Recognize a basic dance or gymnastic sequence. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.6.C.1.In.p Identify the mechanical principles used in the performance of skills in gymnastics or dance. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.C.1.Su.p Recognize the mechanical principles used in the performance of skills in gymnastics or dance.</p>	<p>PE.6.C.1.Pa.p Recognize a mechanical principle used in movement. <u>Date Adopted or Revised:</u> 12/08</p>

<p>PE.6.C.1.In.q Identify the risks and safety procedures in gymnastics and dance. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.C.1.In.r Identify music appropriate for dance or gymnastics movements. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.C.1.In.s Identify that improvisation is used to create movements for dance. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.C.1.In.t Identify appropriate warm-up and cool-down techniques and the reasons for using them. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.C.1.In.u Recognize the precautions to be taken when exercising in extreme weather and/or environmental conditions. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.C.1.In.v Assess basic movement patterns in performances of others. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.C.1.Su.q Recognize the risks and safety procedures in gymnastics and dance. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.C.1.Su.r Recognize music appropriate for dance or gymnastics movements. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.C.1.Su.s Recognize that improvisation is used to create movements for dance. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.C.1.Su.t Recognize appropriate warm-up and cool-down techniques and the reasons for using them. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.C.1.Su.u Recognize a precaution to be taken when exercising in a variety of weather conditions or environmental conditions. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.C.1.Su.v Identify basic movement patterns in performances of others. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.C.1.Pa.q Recognize a safety procedure in gymnastics and dance. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.C.1.Pa.r Associate music with dance or gymnastics movements. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.C.1.Pa.s Recognize that movements can be created. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.C.1.Pa.t Recognize an appropriate warm-up and cool-down technique and the reason for using it. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.C.1.Pa.u Recognize precautions to be taken when exercising. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.C.1.Pa.v Recognize and correct an error in selected personal movement patterns. <u>Date Adopted or Revised:</u> 12/08</p>
--	--	--

<b>Strand: LIFETIME FITNESS</b>		
Standard 1: Participate regularly in physical activity.		
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>

<p>PE.6.L.1.In.a Participate in moderate physical activity on a daily basis. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.L.1.Su.a Participate in moderate modified physical activity on a daily basis. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.L.1.Pa.a Participate in modified physical activity on a daily basis. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.6.L.1.In.b Participate in a variety of basic fitness, wellness, gymnastics, or dance activities that promote cardiorespiratory endurance, physical conditioning, flexibility, and body composition. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.L.1.Su.b Participate in a variety of selected, basic fitness, wellness, gymnastics, or dance activities that promote cardiorespiratory endurance, physical conditioning, flexibility, and body composition. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.L.1.Pa.b Participate in a variety of selected, modified fitness, wellness, gymnastics, or dance activities that promote cardiorespiratory endurance, physical conditioning, flexibility, and body composition. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.6.L.1.In.c Recognize the in-school and community opportunities for participation in a variety of physical activities that promote fitness, wellness, gymnastics, or dance. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.L.1.Su.c Recognize selected in-school and community opportunities for participation in a variety of physical activities that promote fitness, wellness, gymnastics, or dance. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.L.1.Pa.c Recognize a school or a community opportunity for participation in physical activities that promote fitness, wellness, gymnastics, or dance. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.6.L.1.In.d Participate in a variety of basic fitness, wellness, gymnastics, or dance activities that promote management of stress. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.L.1.Su.d Participate in a variety of selected, basic fitness, wellness, gymnastics, or dance activities that promote management of stress. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.L.1.Pa.d Participate in a variety of selected, modified fitness, wellness, gymnastics, or dance activities that promote management of stress. <u>Date Adopted or Revised:</u> 12/08</p>

Standard 2: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.6.L.2.In.a Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by implementing and assessing a personal fitness program in collaboration with a teacher. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.L.2.Su.a Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by implementing a personal fitness program in collaboration with a teacher. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.L.2.Pa.a Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by actively participating in a personal fitness program in collaboration with a teacher. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.6.L.2.In.b Select goals and identify strategies for a personal physical activity plan. <u>Date Adopted or Revised:</u></p>	<p>PE.6.L.2.Su.b Select goals and recognize strategies for a personal physical activity plan. <u>Date Adopted or Revised:</u></p>	<p>PE.6.L.2.Pa.b Select a goal for a personal physical activity plan. <u>Date Adopted or Revised:</u> 12/08</p>

<p>12/08</p> <p>PE.6.L.2.In.c Use a variety of resources, including available technology, to design and assess their personal physical activity plan. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.L.2.In.d Identify a variety of physical activities in developing a personal fitness program. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.L.2.In.e Recognize selected health-related problems associated with inadequate levels of cardiorespiratory endurance and flexibility. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>PE.6.L.2.Su.c Use a variety of resources, including available technology, to assess a personal activity plan. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.L.2.Su.d Identify a variety of selected physical activities in developing a personal fitness program. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.L.2.Su.e Recognize a health-related problem associated with inadequate levels of physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.L.2.Pa.c Use resources, including available technology, to recognize the effect of a personal activity plan. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.L.2.Pa.d Recognize a variety of physical activities in developing a personal fitness program. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.L.2.Pa.e Recognize a consequence of inadequate levels of physical activity. <u>Date Adopted or Revised:</u> 12/08</p>
--	---	--

## Strand: RESPONSIBLE BEHAVIORS AND VALUES

Standard 1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

### Access Point for Students with Significant Cognitive Disabilities

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.6.R.1.In.a Recognize that peer pressure can have different effects. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.R.1.Su.a Recognize examples of positive and negative relationships with peers. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.R.1.Pa.a Recognize an example of a positive relationship with peers. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.6.R.1.In.b Show acceptance and respect for persons of diverse backgrounds and abilities in physical activity settings. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.R.1.Su.b Show acceptance and respect for persons of diverse backgrounds and abilities in selected physical activity settings. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.R.1.Pa.b Participate cooperatively with persons of diverse backgrounds and abilities in selected physical activity settings. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.6.R.1.In.c Use responsible behaviors during physical activities, such as control emotions, respect opponents and officials, and accept both victory and defeat.</p>	<p>PE.6.R.1.Su.c Use responsible behaviors during physical activities, such as control emotions and respect opponents and officials.</p>	<p>PE.6.R.1.Pa.c Use responsible behaviors during physical activities, such as control emotions.</p>



<p><u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.R.1.In.d Recognize appropriate personal and social behaviors that apply to specific physical activities. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.R.1.In.e Use appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.R.1.Su.d Recognize appropriate personal behavior that applies to specific physical activities. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.R.1.Su.e Use appropriate etiquette, respect for facilities, and safe behaviors while participating in a variety of physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.R.1.Pa.d Recognize appropriate behaviors that apply to selected physical activities. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.6.R.1.Pa.e Use safe behaviors while participating in a variety of physical activities. <u>Date Adopted or Revised:</u> 12/08</p>
--	---	--

Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.6.R.2.In.a Recognize an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.R.2.Su.a Recognize an opportunity for participation in a physical activity that occurs outside of the school setting that contributes to personal enjoyment. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.R.2.Pa.a Associate a physical activity that occurs outside of the school setting with personal enjoyment. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.6.R.2.In.b Recognize selected potential benefits of participation in a variety of physical activities, such as physical, mental, emotional, and social benefits. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.R.2.Su.b Recognize a selected potential benefit of participation in a variety of physical activities, such as a physical, mental, emotional, or social benefit. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.R.2.Pa.b Recognize that participation in a variety of physical activities has benefits. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.6.R.2.In.c Identify games, sports, or physical activities from other cultures. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.R.2.Su.c Recognize games, sports, or physical activities from other cultures. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.6.R.2.Pa.c Recognize a game, sport, or physical activity from another culture. <u>Date Adopted or Revised:</u> 12/08</p>

# GRADE: 7

## Strand: MOVEMENT COMPETENCY

Standard 1: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories. (Team Sports, Outdoor Pursuits/Aquatics).

### Access Point for Students with Significant Cognitive Disabilities

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.7.M.1.In.a Participate in a modified version of team sports demonstrating a combination of manipulative skills, such as throwing, catching, kicking, punting, trapping, dribbling, volleying, and striking. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.7.M.1.Su.a Participate in a modified version of team sports using basic manipulative skills, such as throwing, catching, kicking, punting, trapping, dribbling, volleying, and striking. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.7.M.1.Pa.a Participate in a modified version of team sports using guided manipulative skills. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.7.M.1.In.b Use basic offensive and defensive strategies while playing a modified version of a variety of selected sports and activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.7.M.1.Su.b Use basic offensive and defensive strategies while playing a modified version of a sport and activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.7.M.1.Pa.b Use guided offensive and defensive movements while playing a modified version of a sport or activity. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.7.M.1.In.c Demonstrate appropriate relationships between the body and an opponent in simulated parts of game situations, such as staying between opponent and goal and moving between opponent and the ball. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.7.M.1.Su.c Use appropriate relationships between the body and an opponent in simulated game situations, such as staying between opponent and goal and moving between opponent and the ball. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.7.M.1.Pa.c Imitate appropriate relationships between the body and an opponent in guided and simulated game situations, such as staying between opponent and goal and moving between opponent and the ball. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.7.M.1.In.d Perform introductory skills in outdoor pursuits, such as archery, backpacking, orienteering, hiking, canoeing, fishing, or rope courses. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.7.M.1.Su.d Imitate introductory skills in outdoor pursuits, such as archery, backpacking, orienteering, hiking, canoeing, fishing, or rope courses. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.7.M.1.Pa.d Perform guided introductory skills in modified outdoor pursuits, such as archery, backpacking, orienteering, hiking, canoeing, fishing, or rope courses. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.7.M.1.In.e Participate in aquatics activities to improve or maintain health-related fitness, such as water aerobics, water polo, or survival swimming. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.7.M.1.Su.e Participate in modified aquatics activities to improve or maintain health-related fitness. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.7.M.1.Pa.e Participate in guided modified aquatics activities to improve or maintain health-related fitness. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.7.M.1.In.f Perform selected critical</p>	<p>PE.7.M.1.Su.f Perform guided</p>	<p>PE.7.M.1.Pa.f Perform guided skills related to modified sports or outdoor pursuit activities.</p>

<p>elements in specialized skills related to sports or outdoor pursuit activities, such as overhand throw for distance/force, bumping a volleyball, steering a canoe, batting, or correct stance in archery. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.7.M.1.In.g Use selected equipment and appropriate safety procedures for participation in a variety of sports or activities. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.7.M.1.In.h Apply technology to develop, monitor, and improve individual basic skill performance, such as videotaping. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.7.M.1.In.i Demonstrate more than one principle of biomechanics necessary for safe and successful performance in a variety of activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>critical elements in specialized skills related to sports or outdoor pursuit activities. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.7.M.1.Su.g Use selected equipment and appropriate safety procedures for participation in a variety of modified sports or activities. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.7.M.1.Su.h Apply technology to monitor and improve individual basic skill performance, such as videotaping. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.7.M.1.Su.i Demonstrate one principle of biomechanics necessary for safe and successful performance in an activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>PE.7.M.1.Pa.g Use selected equipment and appropriate safety procedures for participation in a variety of guided sports or activities. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.7.M.1.Pa.h Apply technology to improve individual skill performance, such as videotaping. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.7.M.1.Pa.i Perform safe and successful movements in activities. <u>Date Adopted or Revised:</u> 12/08</p>
---	---	---

## Strand: COGNITIVE ABILITIES

Standard 1: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

### Access Point for Students with Significant Cognitive Disabilities

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.7.C.1.In.a Recognize basic rules for team sports, such as setting up to start, consequences for violating rules, and keeping accurate score. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.7.C.1.Su.a Recognize basic rules for selected team sports, such as setting up to start, consequences for violating rules, and keeping accurate score. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.7.C.1.Pa.a Recognize a basic rule for selected team sports. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.7.C.1.In.b Use feedback on skill patterns of self and partner to detect and correct mechanical errors.</p>	<p>PE.7.C.1.Su.b Use feedback on skill patterns of self or partner to correct</p>	<p>PE.7.C.1.Pa.b Use feedback to correct mechanical errors. <u>Date Adopted or Revised:</u> 12/08</p>

<p><u>Date Adopted or Revised:</u> 12/08</p> <p>PE.7.C.1.In.c Recognize the critical elements for successful performance of a variety of sport skills. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.7.C.1.In.d Identify specific safety procedures and equipment necessary for a variety of sports and physical activities. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.7.C.1.In.e Describe basic offensive and defensive strategies in modified games and activities and team sports. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.7.C.1.In.f Identify movement skills used in different physical activities, such as slow-pitch softball and volleyball underhand serve. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.7.C.1.In.g Identify different types of safety equipment and practice relating to water activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>mechanical errors. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.7.C.1.Su.c Recognize selected critical elements for successful performance of a variety of sport skills. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.7.C.1.Su.d Recognize specific safety procedures and equipment necessary for a variety of sports and physical activities. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.7.C.1.Su.e Identify basic offensive and defensive strategies in modified games and activities and team sports. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.7.C.1.Su.f Recognize movement skills used in different physical activities, such as slow-pitch softball and volleyball underhand serve. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.7.C.1.Su.g Recognize different types of safety equipment relating to water activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.7.C.1.Pa.c Associate selected critical elements with successful performance of a sport skill. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.7.C.1.Pa.d Recognize a specific safety procedure and equipment necessary for a sport or physical activity. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.7.C.1.Pa.e Recognize basic offensive and defensive tactics in modified games and activities and team sports. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.7.C.1.Pa.f Recognize a movement skill used in physical activities, such as slow-pitch softball or volleyball underhand serve. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.7.C.1.Pa.g Recognize a type of safety equipment relating to water activities. <u>Date Adopted or Revised:</u> 12/08</p>
---	---	---

<b>Strand: LIFETIME FITNESS</b>		
Standard 1: Participate regularly in physical activity.		
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<p><b><i>Independent</i></b></p> <p>PE.7.L.1.In.a Participate in moderate physical activity on a daily basis. <u>Date Adopted or Revised:</u> 12/08</p>	<p><b><i>Supported</i></b></p> <p>PE.7.L.1.Su.a Participate in moderate modified physical activity on a daily basis. <u>Date Adopted or Revised:</u> 12/08</p>	<p><b><i>Participatory</i></b></p> <p>PE.7.L.1.Pa.a Participate in modified physical activity on a daily basis. <u>Date Adopted or Revised:</u> 12/08</p>

<p>PE.7.L.1.In.b Participate in a variety of basic team sports, outdoor pursuits, or aquatics activities that promote cardiorespiratory endurance, physical conditioning, flexibility, and body composition. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.7.L.1.Su.b Participate in a variety of selected basic team sports, outdoor pursuits, or aquatics activities that promote cardiorespiratory endurance, physical conditioning, flexibility, and body composition. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.7.L.1.Pa.b Participate in a variety of selected, modified team sports, outdoor pursuits, or aquatics activities that promote cardiorespiratory endurance, physical conditioning, flexibility, and body composition. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.7.L.1.In.c Recognize the in-school and community opportunities for participation in team sports, outdoor pursuits, and aquatics. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.7.L.1.Su.c Recognize selected in-school and community opportunities for participation in team sports, outdoor pursuits, and aquatics. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.7.L.1.Pa.c Recognize a school or a community opportunity for participation in team sports, outdoor pursuits, or aquatics. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.7.L.1.In.d Participate in a variety of basic team sports, outdoor pursuits, and aquatics activities that promote effective stress management. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.7.L.1.Su.d Participate in a variety of selected basic team sports, outdoor pursuits, and aquatics activities that promote effective stress management. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.7.L.1.Pa.d Participate in a variety of modified team sports, outdoor pursuits, and aquatics activities that promote effective stress management. <u>Date Adopted or Revised:</u> 12/08</p>

Standard 2: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.7.L.2.In.a Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by implementing and assessing a personal fitness program in collaboration with a teacher. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.7.L.2.Su.a Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by implementing a personal fitness program in collaboration with a teacher. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.7.L.2.Pa.a Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by actively participating in a personal fitness program in collaboration with a teacher. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.7.L.2.In.b Select goals and identify strategies for a personal physical activity plan. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.7.L.2.Su.b Select goals and recognize strategies for a personal physical activity plan. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.7.L.2.Pa.b Select a goal for a personal physical activity plan. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.7.L.2.In.c Use a variety of resources, including available</p>	<p>PE.7.L.2.Su.c Use a variety of resources, including available</p>	<p>PE.7.L.2.Pa.c Use resources, including available technology, to recognize the effect of a personal</p>

<p>technology, to design and assess their personal physical activity plan. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.7.L.2.In.d Identify a variety of physical activities when developing a personal fitness program. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.7.L.2.In.e Recognize selected health-related problems associated with inadequate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. <u>Date Adopted or Revised:</u> 12/08</p>	<p>technology, to assess a personal activity plan. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.7.L.2.Su.d Identify a variety of selected physical activities when developing a personal fitness program. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.7.L.2.Su.e Recognize selected health-related problems associated with inadequate levels of cardiorespiratory endurance and flexibility. <u>Date Adopted or Revised:</u> 12/08</p>	<p>activity plan. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.7.L.2.Pa.d Recognize a variety of physical activities when developing a personal fitness program. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.7.L.2.Pa.e Recognize consequences of inadequate levels of physical activity. <u>Date Adopted or Revised:</u> 12/08</p>
---	--	--

## Strand: RESPONSIBLE BEHAVIORS AND VALUES

Standard 1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

### Access Point for Students with Significant Cognitive Disabilities

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.7.R.1.In.a Recognize situations in which peer pressure could negatively impact one's own behavior choices. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.7.R.1.In.b Show acceptance and respect for persons of diverse backgrounds and abilities in physical activity settings. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.7.R.1.In.c Use responsible behaviors during physical activities, such as control emotions, respect opponents and officials, and accept both victory and defeat. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.7.R.1.Su.a Recognize a situation in which peer pressure could negatively impact one's own behavior choices. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.7.R.1.Su.b Show acceptance and respect for persons of diverse backgrounds and abilities in selected physical activity settings. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.7.R.1.Su.c Use responsible behaviors during physical activities, such as control emotions and respect opponents and officials. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.7.R.1.Pa.a Associate a situation in which peer pressure could negatively impact behavior with one's own choices. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.7.R.1.Pa.b Participate cooperatively with persons of diverse backgrounds and abilities in selected physical activity settings. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.7.R.1.Pa.c Use responsible behaviors during physical activities, such as control emotions. <u>Date Adopted or Revised:</u> 12/08</p>

<p>PE.7.R.1.In.d Recognize appropriate personal, social, and ethical behaviors that apply to specific physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.7.R.1.Su.d Recognize appropriate personal and ethical behaviors that apply to specific physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.7.R.1.Pa.d Recognize appropriate personal behavior that applies to selected physical activities. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.7.R.1.In.e Use appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.7.R.1.Su.e Use appropriate etiquette, respect for facilities, and safe behaviors while participating in a variety of physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.7.R.1.Pa.e Use responsible behaviors during physical activities, such as control emotions and respect opponents and officials. <u>Date Adopted or Revised:</u> 12/08</p>

Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.7.R.2.In.a Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.7.R.2.Su.a Recognize an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.7.R.2.Pa.a Recognize an opportunity for participation in a physical activity that occurs outside of the school setting that contributes to personal enjoyment. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.7.R.2.In.b Identify selected potential benefits of participation in a variety of physical activities, such as physical, mental, emotional, and social benefits. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.7.R.2.Su.b Identify selected potential benefits of participation in a variety of physical activities, such as physical, mental, emotional, and social benefits. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.7.R.2.Pa.b Recognize a selected benefit of participation in a variety of physical activities, such as a physical, mental, emotional, or social benefit. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.7.R.2.In.c Describe games, sports, or physical activities from other cultures. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.7.R.2.Su.c Identify selected games, sports, or physical activities from other cultures. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.7.R.2.Pa.c Recognize selected games, sports, or physical activities from other cultures. <u>Date Adopted or Revised:</u> 12/08</p>

## Strand: MOVEMENT COMPETENCY

Standard 1: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (Individual/Dual Sports, Alternative/Extreme Sports).

### Access Point for Students with Significant Cognitive Disabilities

<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>PE.8.M.1.In.a Demonstrate motor skills for a variety of individual/dual and extreme/alternative sports. <u><i>Date Adopted or Revised:</i></u> 12/08</p>	<p>PE.8.M.1.Su.a Use basic motor skills for a variety of modified individual/dual and extreme/alternative sports. <u><i>Date Adopted or Revised:</i></u> 12/08</p>	<p>PE.8.M.1.Pa.a Perform movement skills for a variety of modified individual/dual or extreme/alternative sports. <u><i>Date Adopted or Revised:</i></u> 12/08</p>
<p>PE.8.M.1.In.b Demonstrate selected critical elements when striking with an object or implement. <u><i>Date Adopted or Revised:</i></u> 12/08</p>	<p>PE.8.M.1.Su.b Use selected critical elements when striking with a modified object or implement. <u><i>Date Adopted or Revised:</i></u> 12/08</p>	<p>PE.8.M.1.Pa.b Perform a striking movement with a modified object or implement. <u><i>Date Adopted or Revised:</i></u> 12/08</p>
<p>PE.8.M.1.In.c Demonstrate body management for successful participation in modified games and activities. <u><i>Date Adopted or Revised:</i></u> 12/08</p>	<p>PE.8.M.1.Su.c Demonstrate body management for successful participation in selected modified games and activities. <u><i>Date Adopted or Revised:</i></u> 12/08</p>	<p>PE.8.M.1.Pa.c Demonstrate body management for successful participation in a selected modified game or activity. <u><i>Date Adopted or Revised:</i></u> 12/08</p>
<p>PE.8.M.1.In.d Demonstrate principles of biomechanics necessary for safe and successful performance in activities. <u><i>Date Adopted or Revised:</i></u> 12/08</p>	<p>PE.8.M.1.Su.d Demonstrate at least one principle of biomechanics necessary for safe and successful performance in a variety of activities. <u><i>Date Adopted or Revised:</i></u> 12/08</p>	<p>PE.8.M.1.Pa.d Demonstrate safe and successful movements in activities. <u><i>Date Adopted or Revised:</i></u> 12/08</p>
<p>PE.8.M.1.In.e Use appropriate speed and generation of force when running sprints or distance, throwing, jumping, striking, or kicking. <u><i>Date Adopted or Revised:</i></u> 12/08</p>	<p>PE.8.M.1.Su.e Perform actions with appropriate speed and force when running, throwing, jumping, striking, or kicking. <u><i>Date Adopted or Revised:</i></u> 12/08</p>	<p>PE.8.M.1.Pa.e Perform selected actions with appropriate speed and force when running, throwing, jumping, striking, or kicking. <u><i>Date Adopted or Revised:</i></u> 12/08</p>
<p>PE.8.M.1.In.f Demonstrate offensive and defensive strategies and use guided transition strategies. <u><i>Date Adopted or Revised:</i></u> 12/08</p>	<p>PE.8.M.1.Su.f Demonstrate modified offensive and defensive strategies and use guided transition strategies. <u><i>Date Adopted or Revised:</i></u> 12/08</p>	<p>PE.8.M.1.Pa.f Perform modified offensive and defensive movements and guided transition strategies. <u><i>Date Adopted or Revised:</i></u> 12/08</p>
<p>PE.8.M.1.In.g Demonstrate skill-related components of balance,</p>	<p>PE.8.M.1.Su.g Demonstrate skill-</p>	<p>PE.8.M.1.Pa.g Demonstrate a selected skill-related component of balance, reaction time, agility, power,</p>



<p>reaction time, agility, coordination, power, and speed to enhance performance levels. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.8.M.1.In.h Apply technology to develop, monitor, and improve individual motor skills. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.8.M.1.In.i Select and utilize basic safety equipment. <u>Date Adopted or Revised:</u> 12/08</p>	<p>related components of balance, reaction time, agility, power, and speed to enhance performance levels. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.8.M.1.Su.h Apply technology to monitor and improve individual motor skills. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.8.M.1.Su.i Utilize basic safety equipment. <u>Date Adopted or Revised:</u> 12/08</p>	<p>or speed to enhance performance levels. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.8.M.1.Pa.h Apply technology to improve individual movement skills. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.8.M.1.Pa.i Utilize selected safety equipment. <u>Date Adopted or Revised:</u> 12/08</p>
--	--	---

## Strand: COGNITIVE ABILITIES

Standard 1: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

### Access Point for Students with Significant Cognitive Disabilities

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.8.C.1.In.a Recognize basic rules for individual/dual sports, such as setting up to start, consequences for violating rules, and keeping accurate score. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.8.C.1.In.b Provide feedback on skill patterns of self or partner to detect and correct mechanical errors. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.8.C.1.In.c Recognize the critical elements for successful performance in a variety of sport skills or physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.8.C.1.Su.a Recognize basic rules for selected individual/dual sports, such as setting up to start, consequences for violating rules, and keeping accurate score. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.8.C.1.Su.b Use feedback on skill patterns of both self and partner to correct mechanical errors. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.8.C.1.Su.c Recognize selected critical elements for successful performance in a variety of sport skills or physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.8.C.1.Pa.a Recognize a basic rule for selected individual/dual sports. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.8.C.1.Pa.b Use feedback on skill patterns of self to correct mechanical errors. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.8.C.1.Pa.c Associate selected critical elements with successful performance of a sport skill and physical activity. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.8.C.1.Pa.d Recognize a specific</p>

<p>PE.8.C.1.In.d Identify specific safety procedures and equipment necessary for a variety of sports and physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.8.C.1.Su.d Recognize specific safety procedures and equipment necessary for a variety of sports and physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>safety procedure and equipment necessary for a sport or physical activity. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.8.C.1.In.e Describe basic offensive and defensive strategies in individual/dual and alternative/extreme sports activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.8.C.1.Su.e Identify basic offensive and defensive strategies in individual/dual and alternative/extreme sports activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.8.C.1.Pa.e Recognize basic offensive and defensive tactics in modified individual/dual and alternative/extreme sports activities. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.8.C.1.In.f Identify movement skills and strategies used in different physical activities, such as volleyball or tennis serve, surfing, and skate boarding. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.8.C.1.Su.f Recognize movement skills and strategies used in different physical activities, such as volleyball or tennis serve, surfing, and skate boarding. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.8.C.1.Pa.f Recognize a movement skill and strategy used in physical activities, such as volleyball or tennis serve, surfing, and skate boarding. <u>Date Adopted or Revised:</u> 12/08</p>

**Strand: LIFETIME FITNESS**

**Standard 1: Participate regularly in physical activity.**

**Access Point for Students with Significant Cognitive Disabilities**

<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>PE.8.L.1.In.a Participate in moderate physical activity on a daily basis. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.8.L.1.Su.a Participate in moderate modified physical activity on a daily basis. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.8.L.1.Pa.a Participate in modified physical activity on a daily basis. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.8.L.1.In.b Participate in a variety of basic individual/dual and alternative/extreme sports activities that promote cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.8.L.1.Su.b Participate in a variety of selected, basic individual/dual and alternative/extreme sports activities that promote cardiorespiratory endurance, physical conditioning, flexibility, and body composition. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.8.L.1.Pa.b Participate in a variety of selected, modified individual/dual and alternative/extreme sports activities that promote cardiorespiratory endurance, physical conditioning, flexibility, and body composition. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.8.L.1.In.c Recognize the in-school and community opportunities for participation in individual/dual and alternative/extreme sports.</p>	<p>PE.8.L.1.Su.c Recognize selected in-school and community opportunities for participation in individual/dual and alternative/extreme sports.</p>	<p>PE.8.L.1.Pa.c Recognize a school or a community opportunity for participation in individual/dual or alternative/extreme sports.</p>

<p><u>Date Adopted or Revised:</u> 12/08</p> <p>PE.8.L.1.In.d Participate in a variety of basic individual/dual and alternative/extreme sports activities that promote effective stress management.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>PE.8.L.1.Su.d Participate in a variety of selected, basic individual/dual and alternative/extreme sports activities that promote effective stress management.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p> <p>PE.8.L.1.Pa.d Participate in a variety of selected, modified individual/dual and alternative/extreme sports activities that promote effective stress management.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>
--	--	---

Standard 2: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.8.L.2.In.a Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by implementing and assessing a personal fitness program in collaboration with a teacher.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.8.L.2.Su.a Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by implementing a personal fitness program in collaboration with a teacher.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.8.L.2.Pa.a Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by actively participating in a personal fitness program in collaboration with a teacher.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.8.L.2.In.b Select goals and identify strategies for a personal physical activity plan.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.8.L.2.Su.b Select goals and recognize strategies for a personal physical activity plan.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.8.L.2.Pa.b Select a goal for a personal physical activity plan.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.8.L.2.In.c Use a variety of resources, including available technology, to design and assess their personal physical activity plan.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.8.L.2.Su.c Use a variety of resources, including available technology, to assess a personal activity plan.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.8.L.2.Pa.c Use resources, including available technology, to recognize the effect of a personal activity plan.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.8.L.2.In.d Identify a variety of physical activities in developing a personal fitness program.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.8.L.2.Su.d Identify a variety of selected physical activities in developing a personal fitness program.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.8.L.2.Pa.d Recognize a variety of physical activities in developing a personal fitness program.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.8.L.2.In.e Identify health-related problems associated with inadequate levels of cardiorespiratory</p>	<p>PE.8.L.2.Su.e Recognize health-related problems associated with</p>	<p>PE.8.L.2.Pa.e Recognize a health-related problem associated with inadequate levels of physical activity.</p> <p><u>Date Adopted or Revised:</u></p>

<p>endurance, muscular strength and endurance, flexibility, and body composition. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.8.L.2.In.f Identify the training principles, such as frequency, intensity, time, type (F.I.T.T), overload, and specificity, appropriate for enhancing cardiorespiratory endurance, muscular strength and endurance, and flexibility. <u>Date Adopted or Revised:</u> 12/08</p>	<p>inadequate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.8.L.2.Su.f Recognize selected training principles, such as frequency, intensity, time, type (F.I.T.T), overload, and specificity, appropriate for enhancing cardiorespiratory endurance, muscular strength and endurance, and flexibility. <u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>PE.8.L.2.Pa.f Associate selected training principles, such as frequency, intensity, time, type (F.I.T.T), overload, and specificity, with enhancing cardiorespiratory endurance, muscular strength and endurance, and flexibility. <u>Date Adopted or Revised:</u> 12/08</p>
--	---	--

**Strand: RESPONSIBLE BEHAVIORS AND VALUES**

Standard 1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.8.R.1.In.a Act independently of peer pressure in selected school situations. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.8.R.1.Su.a Act independently of peer pressure in a selected school situation. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.8.R.1.Pa.a Make appropriate behavior choices for selected situations in school. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.8.R.1.In.b Identify strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.8.R.1.Su.b Recognize strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.8.R.1.Pa.b Participate cooperatively with persons of diverse backgrounds and abilities in a variety of physical activities. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.8.R.1.In.c Use responsible behaviors during physical activities, such as control emotions, resolve conflicts, respect opponents and officials, and accept both victory and defeat. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.8.R.1.Su.c Use responsible behaviors during physical activities, such as control emotions, respect opponents and officials, and accept both victory and defeat. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.8.R.1.Pa.c Use responsible behaviors during physical activities, such as control emotions and respect opponents and officials. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.8.R.1.In.d Use appropriate personal, social, and ethical behaviors while participating in a variety of physical</p>	<p>PE.8.R.1.Su.d Use appropriate personal and ethical behaviors while</p>	<p>PE.8.R.1.Pa.d Use appropriate personal behaviors while participating in a variety of</p>

<p>activities. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.8.R.1.In.e Use appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>participating in a variety of physical activities. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.8.R.1.Su.e Use appropriate etiquette, respect for facilities, and safe behaviors while participating in a variety of physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>physical activities. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.8.R.1.Pa.e Use appropriate etiquette and safe behaviors while participating in a variety of physical activities. <u>Date Adopted or Revised:</u> 12/08</p>
---	---	--

Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.8.R.2.In.a Describe opportunities for participation in physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.8.R.2.Su.a Identify opportunities for participation in physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.8.R.2.Pa.a Recognize opportunities for participation in physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.8.R.2.In.b Identify potential benefits of participation in a variety of physical activities, such as physical, mental, emotional, and social benefits. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.8.R.2.Su.b Identify selected potential benefit of participation in a variety of physical activities, such as physical, mental, emotional, and social benefits. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.8.R.2.Pa.b Recognize selected benefits of participation in a variety of physical activities, such as physical, mental, emotional, and social benefits. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.8.R.2.In.c Identify similarities in games, sports, or physical activities according to cultures. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.8.R.2.Su.c Recognize similarities in games, sports, or physical activities from other cultures. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.8.R.2.Pa.c Recognize a game, sport, or physical activity that is the same in another other culture. <u>Date Adopted or Revised:</u> 12/08</p>

GRADE: 912

**Strand: MOVEMENT COMPETENCY**

Standard 1: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (aquatics, dance, extreme sports, fitness education, gymnastics, individual/dual sports, outdoor pursuits, self-defense, team sports).

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.912.M.1.In.a Use critical elements of basic skills relating to aquatics, such as swim strokes, use of mask and fins, and use of emergency safety equipment. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Su.a Perform critical elements of basic skills related to aquatics, such as swim strokes, use of mask and fins, and use of emergency safety equipment. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Pa.a Perform modified basic skills related to aquatics. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.M.1.In.b Use a combination of motor skills related to aquatics, such as rhythmic breathing, coordinated movements, and body alignment while entering the water. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Su.b Use motor skills related to aquatics, such as rhythmic breathing, coordinated movements, or body alignment while entering the water. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Pa.b Perform motor skills related to aquatics, such as rhythmic breathing, coordinated movements, or body alignment while entering the water. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.M.1.In.c Perform a basic water rescue with equipment without entering the water. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Su.c Participate in a basic water rescue with equipment without entering the water. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Pa.c Recognize equipment used in a basic water rescue. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.M.1.In.d Perform more than one swim stroke to improve efficiency, power, and cardiorespiratory endurance in a variety of aquatics settings, such as pool, lake, or open water. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Su.d Perform a swim stroke to improve efficiency, power, and cardiorespiratory endurance in a variety of aquatics settings, such as pool, lake, or open water. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Pa.d Perform a modified swim stroke to improve efficiency, power, and cardiorespiratory endurance in an aquatics setting. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.M.1.In.e Demonstrate strategies for self-improvement based on individual strengths and needs. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Su.e Use strategies for self-improvement based on individual strengths and needs. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Pa.e Perform a guided activity for self-improvement based on individual strengths and needs. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.M.1.In.f Select music with correct beat and tempo and develop dance movements. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Su.f Use music with correct beat and tempo and develop dance movements. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Pa.g Perform movements associated with a variety of dance sequences. <u>Date Adopted or Revised:</u> 12/08</p>
	<p>PE.912.M.1.Su.g Perform a variety of dance sequences, such as from</p>	<p>PE.912.M.1.Pa.h Perform a movement</p>

<p>PE.912.M.1.In.g Perform dance sequences from a variety of dances, such as hip-hop, social, step, and line, accurately and with correct technique. <u>Date Adopted or Revised:</u> 12/08</p>	<p>hip-hop, social, step, and line, accurately. <u>Date Adopted or Revised:</u> 12/08</p>	<p>sequence while working with a group. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.M.1.In.h Create and perform a creative movement sequence with a group. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Su.h Perform a creative movement sequence while working with a group. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Pa.i Perform rhythmic movements in dance. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.M.1.In.i Demonstrate basic skills and rhythmic movements in dance, such as line, hip-hop, country, and folk. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Su.i Use rhythmic movements in dance, such as line, hip-hop, country, and folk. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Pa.j Imitate basic skills of modified extreme sports in simulation and real-life applications. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.M.1.In.j Demonstrate basic skills of extreme sports in simulation and real-life applications. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Su.j Perform basic skills of modified extreme sports in simulation and real-life applications. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Pa.k Demonstrate competency in one or more skills required for one modified extreme sports activity. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.M.1.In.k Demonstrate competency in one extreme sports activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Su.k Demonstrate competency in one modified extreme sports activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Pa.l Perform basic movements using a variety of equipment that leads to improved or maintained muscular strength and endurance. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.M.1.In.l Select and perform basic movements using a variety of equipment that leads to improved or maintained muscular strength and endurance. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Su.l Identify and perform basic movements using a variety of equipment that leads to improved or maintained muscular strength and endurance. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Pa.m Perform a cardiorespiratory enhancing workout. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.M.1.In.m Identify correct exercises and perform a cardiorespiratory enhancing workout. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Su.m Recognize correct exercises and perform a cardiorespiratory enhancing workout. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Pa.n Use selected technology to develop health and skill-related fitness levels. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.M.1.In.n Use selected</p>	<p>PE.912.M.1.Su.n Use selected technology to develop and maintain health and skill-related fitness levels. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Pa.o Perform an activity specific warm-up and cool-down technique. <u>Date Adopted or Revised:</u> 12/08</p>
		<p>PE.912.M.1.Pa.p Use selected principles of training (overload, specificity, or</p>

<p>technology to develop, enhance, and maintain health and skill-related fitness levels. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Su.o Recognize and use activity specific warm-up and cool-down techniques. <u>Date Adopted or Revised:</u> 12/08</p>	<p>progression) and conditioning (frequency, intensity, time, and type) to accommodate individual needs and strengths for selected modified physical activities. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.M.1.In.o Identify and use sports/activity specific warm-up and cool-down techniques. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Su.p Use selected principles of training (overload, specificity, or progression) and conditioning (frequency, intensity, time, and type) to accommodate individual needs and strengths. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Pa.q Perform guided basic emergency response procedures. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.M.1.In.p Use the principles of training (overload, specificity, and progression) and conditioning (frequency, intensity, time, and type) to accommodate individual needs and strengths. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Su.q Imitate basic cardiopulmonary resuscitation procedures. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Pa.r Perform guided basic gymnastics skills safely and with a level of control. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.M.1.In.q Perform basic cardiopulmonary resuscitation procedures. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Su.r Perform a variety of basic gymnastics skills safely and with a level of control. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Pa.s Use strength and flexibility to perform guided movements in basic gymnastics. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.M.1.In.r Demonstrate a variety of basic gymnastics skills safely and with a level of control. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Su.s Use strength and flexibility to perform technical movements in basic gymnastics. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Pa.t Perform a guided basic gymnastics sequence alone, with a partner, or in a small group. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.M.1.In.s Use correct body alignment, strength, and flexibility to perform technical movements in gymnastics. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Su.t Demonstrate combinations of basic gymnastics sequences alone, with a partner, or in a small group. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Pa.u Perform guided basic dance skills and rhythmic movements related to educational gymnastics. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.M.1.In.t Demonstrate combinations of basic gymnastics sequences with smooth transitions alone, with a partner, or in a small group. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Su.u Use basic dance skills and rhythmic movements related to educational gymnastics. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Pa.v Perform combinations of guided basic motor skills for a variety of modified individual and dual sports. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.M.1.In.u Demonstrate the relationship between basic dance</p>	<p>PE.912.M.1.Su.v Use combinations</p>	<p>PE.912.M.1.Pa.w Perform a striking motion with an object or implement. <u>Date Adopted or Revised:</u> 12/08</p>



<p>elements and rhythmic movements related to educational gymnastics. <u>Date Adopted or Revised:</u> 12/08</p>	<p>of basic motor skills for a variety of modified individual and dual sports. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Pa.x Use guided basic movement patterns in a modified game. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.M.1.In.v Demonstrate combinations of basic motor skills for a variety of individual and dual sports. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Su.w Use critical elements when striking with an object or implement, such as proper technique or form. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Pa.y Perform actions with appropriate speed or force when running, throwing, jumping, striking, or kicking. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.M.1.In.w Demonstrate critical elements when striking with an object or implement, such as proper technique or form. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Su.x Use basic movement patterns in a modified game. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Pa.z Recognize and perform selected basic offensive, defensive, and guided transition strategies. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.M.1.In.x Demonstrate a combination of basic movement patterns in a game setting. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Su.y Use appropriate speed and generation of force when running sprints or distance, throwing, jumping, striking, or kicking. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Pa.aa Perform guided skills in a variety of modified outdoor pursuit activities. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.M.1.In.y Demonstrate appropriate speed and generation of force when running sprints or distance, throwing, jumping, and striking. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Su.z Identify and demonstrate basic offensive, defensive, and transition strategies to reflect a higher order of thinking. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Pa.ab Use guided basic strategies and tactics in a variety of modified outdoor pursuits. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.M.1.In.z Examine and demonstrate offensive, defensive, and transition strategies to reflect a higher order of thinking. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Su.aa Perform basic skills in a variety of modified outdoor pursuit activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Pa.ac Perform guided basic self-defense movement skills, such as moves and makes contact with an object or person. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.M.1.In.aa Perform skills in a variety of outdoor pursuit activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Su.ab Perform strategies and tactics in a variety of modified outdoor pursuits. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Pa.ad Perform simple self-defense movement patterns. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.M.1.In.ab Demonstrate strategies and tactics in a variety of outdoor pursuits. <u>Date Adopted or Revised:</u></p>	<p>PE.912.M.1.Su.ac Perform basic self-defense movement skills. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Pa.ae Perform selected basic offensive and defensive positions. <u>Date Adopted or Revised:</u> 12/08</p>

<p>12/08</p> <p>PE.912.M.1.In.ac Demonstrate basic self-defense movement skills. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.912.M.1.In.ad Combine and use simple self-defense movement patterns. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.912.M.1.In.ae Demonstrate offensive, defensive, and transition strategies. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.912.M.1.In.af Demonstrate sport-specific skills in a variety of game settings. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.912.M.1.In.ag Practice motor activities in order to improve performance. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.912.M.1.In.ah Use selected mechanical principles, such as balance, force, or leverage, as they apply to specific course activities. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.912.M.1.In.ai Identify proper equipment and demonstrate all safety procedures for participation. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Su.ad Use simple self-defense movement patterns. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.912.M.1.Su.ae Perform basic offensive and defensive positions and guided transition strategies. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.912.M.1.Su.af Use basic sport-specific skills in a variety of modified game settings. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.912.M.1.Su.ag Practice basic motor activities in order to improve performance. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.912.M.1.Su.ah Use a mechanical principle, such as balance, force, or leverage, as it applies to selected course activities. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.912.M.1.Su.ai Recognize proper equipment and demonstrates all safety procedures for participation. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.M.1.Pa.af Perform basic sport-specific skills in a variety of selected modified game settings. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.912.M.1.Pa.ag Practice modified movement (motor) activities in order to improve performance. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.912.M.1.Pa.ah Use a mechanical principle, such as balance, force, or leverage, as it applies to selected, modified course activities. <u>Date Adopted or Revised:</u> 12/08</p> <p>PE.912.M.1.Pa.ai Perform all safety procedures for participation. <u>Date Adopted or Revised:</u> 12/08</p>
---	--	--

## Strand: COGNITIVE ABILITIES

Standard 1: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

### Access Point for Students with Significant Cognitive Disabilities

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.912.C.1.In.a Identify the critical elements of a basic water rescue. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Su.a Recognize the critical elements of a basic water rescue. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Pa.a Recognize a basic water rescue. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.C.1.In.b Identify and use terminology and etiquette in dance. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Su.b Recognize and use basic terminology and etiquette in dance. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Pa.b Recognize basic terminology and use basic etiquette in dance. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.C.1.In.c Examine through observation the movement performance of self and others. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Su.c Identify through observation the movement performance of self and others. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Pa.c Recognize through observation the movement performance of self or others. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.C.1.In.d Design dance sequences alone, with a partner, or in a small group. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Su.d Create basic dance sequences alone, with a partner, or in a small group. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Pa.d Combine basic dance sequences alone, with a partner, or in a small group. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.C.1.In.e Describe the relationship between music and dance. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Su.e Recognize a relationship between music and dance. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Pa.e Associate tempo or rhythm with dance movements. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.C.1.In.f Describe the health-related benefits of various physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Su.f Identify the health-related benefits of various physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Pa.f Recognize the health-related benefits of various physical activities. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.C.1.In.g Examine the effectiveness of specific warm-up and cool-down activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Su.g Identify the effectiveness of specific warm-up and cool-down activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Pa.g Recognize the effect of a specific warm-up or cool-down activity. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.C.1.In.h Identify the three</p>		

<p>stages (types) of heat illnesses and the symptoms associated with fluid loss, such as heat cramps, heat exhaustion, and heat stroke. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Su.h Identify symptoms of heat illnesses associated with fluid loss, such as heat cramps, heat exhaustion, and heat stroke. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Pa.h Recognize a symptom of heat illnesses associated with fluid loss, such as heat cramps, heat exhaustion, or heat stroke. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.C.1.In.i Describe the precautions to be taken when exercising in extreme weather and environmental conditions. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Su.i Identify precautions to be taken when exercising in a variety of weather conditions or environmental conditions. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Pa.i Recognize a precaution to be taken when exercising in selected environmental conditions. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.C.1.In.j Describe long-term benefits of participation in regular physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Su.j Identify long-term benefits of participation in regular physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Pa.j Recognize a long-term benefit of participation in regular physical activity. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.C.1.In.k Describe how each of the health-related fitness components, such as physical conditioning, flexibility, cardiorespiratory endurance, and body composition, are improved through the application of training principles. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Su.k Identify how health-related fitness components such as physical conditioning, flexibility, cardiorespiratory endurance, and body composition, are improved through the application of training principles. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Pa.k Recognize that exercise and training improves health-related fitness. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.C.1.In.l Describe the differences between aerobic and anaerobic activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Su.l Identify the differences between aerobic and anaerobic activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Pa.l Recognize selected aerobic and anaerobic activities. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.C.1.In.m Document food intake, calories consumed, and energy expended through physical activity and examine the results. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Su.m Document food intake and physical activity and identify the results. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Pa.m Document food intake and physical activity and recognize results. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.C.1.In.n Identify differences in the skill-related components of fitness, such as speed, coordination, balance, power, agility, and reaction time, in various physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Su.n Recognize differences in the skill-related components of fitness, such as speed, coordination, balance, power, agility, and reaction time, in various physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Pa.n Recognize more than one skill-related components of fitness, such as speed, coordination, balance, power, agility, or reaction time, in various physical activities. <u>Date Adopted or Revised:</u> 12/08</p>

<p>PE.912.C.1.In.o Identify individual target heart rate and how to adjust intensity level to stay within the desired range. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Su.o Recognize individual target heart rate and how to adjust intensity level to stay within the desired range. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Pa.o Recognize the relationship between intensity level of physical activity and heart rate. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.C.1.In.p Describe methods of monitoring levels of intensity during aerobic activity, such as talk test, rate of perceived exertion, and heart rate/pulse. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Su.p Identify methods of monitoring levels of intensity during aerobic activity, such as talk test, rate of perceived exertion, and heart rate/pulse. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Pa.p Recognize selected methods of monitoring levels of intensity during aerobic activity, such as talk test and heart rate/pulse. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.C.1.In.q Examine physiological effects of exercise, such as breathing, resting heart rate, heart size, and blood pressure, during and after physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Su.q Identify physiological effects of exercise, such as breathing, resting heart rate, and blood pressure, during and after physical activity. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Pa.q Recognize a physiological effect of exercise, such as breathing or resting heart rate, during and after physical activity. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.C.1.In.r Categorize information as true or false as it relates to consumer physical fitness products and programs, such as weight loss pills, food labels, and exercise equipment. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Su.r Identify information as true or false as it relates to consumer physical fitness products and programs, such as weight loss pills, food labels, and exercise equipment. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Pa.r Recognize information as it relates to a selected consumer physical fitness product, such as weight loss pills, food labels, or exercise equipment. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.C.1.In.s Design gymnastic sequences alone, with a partner, or with a small group. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Su.s Create gymnastics sequences alone, with a partner, or with a small group. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Pa.s Combine basic gymnastic sequences alone, with a partner, or with a small group. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.C.1.In.t Identify various ways physical conflict can be resolved appropriately. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Su.t Recognize ways physical conflict can be resolved appropriately. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Pa.t Recognize a way physical conflict can be resolved appropriately. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.C.1.In.u Diagram and explain offensive, defensive, and transition strategies. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Su.u Identify the difference between basic offensive, defensive, and transition strategies. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Pa.u Recognize the difference between a basic offensive, defensive, or transition strategy. <u>Date Adopted or Revised:</u> 12/08</p>

<p>PE.912.C.1.In.v Describe the skill-related components of balance, reaction time, agility, coordination, power, and speed skills, and how they enhance performance levels. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Su.v Identify the skill-related components that enhance performance, such as balance, reaction time, agility, coordination, power, and speed skills. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Pa.v Recognize a skill-related component that enhances performance, such as balance, reaction time, agility, coordination, power, or speed skills. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.C.1.In.w Use appropriate technology to assess, monitor, and improve performance. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Su.w Use appropriate technology to monitor and improve performance. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Pa.w Use a selected technology to monitor or improve performance. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.C.1.In.x Examine the mechanical principles, such as balance, force, or leverage, as they apply to specific course activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Su.x Identify selected mechanical principles, such as balance, force, or leverage, as they apply to specific course activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Pa.x Recognize a mechanical principle, such as balance, force, or leverage, as it applies to specific course activities. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.C.1.In.y Describe the safety procedures, rules, and equipment associated with specific course activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Su.y Identify the safety procedures, rules, and equipment associated with specific course activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Pa.y Recognize the safety procedures, rules, and equipment associated with specific course activities. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.C.1.In.z Analyze skill patterns of self and partner to detect and correct mechanical errors. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Su.z Identify skill patterns of both self and partner to detect and correct mechanical errors. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Pa.z Recognize skill patterns of self to correct mechanical errors. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.C.1.In.aa Examine how movement skills from one physical activity can be transferred and used in other physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Su.aa Identify how movement skills from one physical activity can be transferred and used in other physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Pa.aa Recognize that movement skills from one physical activity can be used in other physical activities. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.C.1.In.ab Describe and use the rules associated with specific course activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Su.ab Identify and use the rules associated with specific course activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.C.1.Pa.ab Recognize and use rules associated with specific course activities. <u>Date Adopted or Revised:</u> 12/08</p>

**Strand: LIFETIME FITNESS**

Standard 1: Participate regularly in physical activity.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.912.L.1.In.a Participate in a variety of moderate to vigorous physical activities beyond physical education five or more days of the week. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.L.1.Su.a Participate in a variety of moderate to vigorous modified physical activities beyond physical education five or more days of the week. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.L.1.Pa.a Participate in a variety of modified physical activities beyond physical education five or more days of the week. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.L.1.In.b Participate in a variety of basic activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.L.1.Su.b Participate in a variety of selected basic activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.L.1.Pa.b Participate in a variety of selected modified activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.L.1.In.c Participate in a variety of basic activities that promote effective stress management. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.L.1.Su.c Participate in a variety of selected basic activities that promote effective stress management. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.L.1.Pa.c Participate in a variety of selected modified activities that promote effective stress management. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.L.1.In.d Participate independently in a variety of basic physical activities in school and the community. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.L.1.Su.d Participate in a variety of selected basic physical activities in school and the community. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.L.1.Pa.d Participate in selected modified physical activities in school and the community. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.L.1.In.e Participate regularly in basic health-enhancing activities outside the physical education class setting. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.L.1.Su.e Participate regularly in selected, basic health-enhancing activities outside the physical education class setting. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.L.1.Pa.e Participate regularly in selected, modified health-enhancing activities outside the physical education class setting. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.L.1.In.f Identify risk and safety factors that can affect physical activity throughout life. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.L.1.Su.f Recognize risk and safety factors that can affect physical activity for many years. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.L.1.Pa.f Recognize a risk and a safety factor that can affect physical activity. <u>Date Adopted or Revised:</u> 12/08</p>

--	--	--

Standard 2: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.912.L.2.In.a Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by implementing, assessing, and modifying a personal fitness program. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.L.2.Su.a Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by implementing and modifying a personal fitness program in collaboration with a teacher. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.L.2.Pa.a Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by actively participating in and modifying a personal fitness program in collaboration with a teacher. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.L.2.In.b Select goals, identify strategies, and create a timeline for a personal physical activity plan. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.L.2.Su.b Select goals, recognize strategies, and create a timeline for a personal physical activity plan. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.L.2.Pa.b Select a goal and timeline for a personal physical activity plan. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.L.2.In.c Use a variety of resources, including available technology, to design and assess their personal physical activity plan. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.L.2.Su.c Use a variety of resources, including available technology, to assess a personal activity plan. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.L.2.Pa.c Use resources, including available technology, to recognize the effect of a personal activity plan. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.L.2.In.d Use the principles of training (overload, specificity, and progression) and conditioning (frequency, intensity, time, and type) in accordance with personal goals. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.L.2.Su.d Use selected principles of training (overload, specificity, and progression) and conditioning (frequency, intensity, time, and type) in accordance with personal goals. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.L.2.Pa.d Use a selected principle of training (overload, specificity, or progression) and conditioning (frequency, intensity, time, and type) in accordance with personal goals. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.L.2.In.e Examine the use of a variety of physical activities in developing a personal fitness program. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.L.2.Su.e Identify the use of a variety of physical activities in developing a personal fitness program. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.L.2.Pa.e Recognize the use of a variety of physical activities in developing a personal fitness program. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.L.2.In.f Examine health-related problems associated with</p>	<p>PE.912.L.2.Su.f Identify health-related problems associated with</p>	<p>PE.912.L.2.Pa.f Recognize health-related problems associated with inadequate levels of physical activity.</p>



<p>inadequate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. <u>Date Adopted or Revised:</u> 12/08</p>	<p>inadequate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. <u>Date Adopted or Revised:</u> 12/08</p>	<p><u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.L.2.In.g Examine how to make changes in an individual wellness plan as lifestyle changes occur. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.L.2.Su.g Identify how to make changes in an individual wellness plan as lifestyle changes occur. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.L.2.Pa.g Recognize changes in an individual wellness plan as lifestyle changes occur. <u>Date Adopted or Revised:</u> 12/08</p>

<b>Strand: RESPONSIBLE BEHAVIORS AND VALUES</b>		
<b>Standard 1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.</b>		
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.912.R.1.In.a Act independently of peer pressure in selected in- and out-of-school situations. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.R.1.Su.a Act independently of peer pressure in a selected in- and out-of-school situation. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.R.1.Pa.a Make appropriate behavior choices in a selected situation in and out of school. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.R.1.In.b Identify strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.R.1.Su.b Recognize strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.R.1.Pa.b Participate cooperatively with persons of diverse backgrounds and abilities in a variety of physical activities. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.R.1.In.c Use responsible behaviors during physical activities, such as control emotions, resolve conflicts, respect opponents and officials, and accept both victory and defeat. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.R.1.Su.c Use responsible behaviors during selected physical activities, such as control emotions, respect opponents and officials, and accept both victory and defeat. <u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.R.1.Pa.c Use selected responsible behaviors during selected physical activities, such as control emotions and respect opponents and officials. <u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.R.1.In.d Use appropriate personal, social, and ethical behavior while participating in a variety of physical activities.</p>	<p>PE.912.R.1.Su.d Use appropriate personal and ethical behavior while participating in a variety of physical activities. <u>Date Adopted or Revised:</u></p>	<p>PE.912.R.1.Pa.d Use appropriate personal behavior while participating in a variety of physical activities. <u>Date Adopted or Revised:</u> 12/08</p>

<p><u>Date Adopted or Revised:</u> 12/08</p> <p>PE.912.R.1.In.e Identify appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>12/08</p> <p>PE.912.R.1.Su.e Use appropriate etiquette, respect for facilities, and safe behaviors while participating in a variety of physical activities.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.R.1.Pa.e Use appropriate etiquette and safe behaviors while participating in a variety of physical activities.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>
---	---	---

Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.912.R.2.In.a Participate in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.R.2.Su.a Participate in selected physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.R.2.Pa.a Participate in modified physical activities outside of the school setting that contribute to personal enjoyment and maintenance of a healthy lifestyle.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.R.2.In.b Describe physical activities from which physical, mental, emotional, and social benefits can be derived.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.R.2.Su.b Identify physical activities from which physical, mental, emotional, and social benefits can be derived.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.R.2.Pa.b Associate physical activities with selected benefits, such as physical, mental, emotional, or social.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>
<p>PE.912.R.2.In.c Identify the role of games, sports, or physical activities in other cultures.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.R.2.Su.c Recognize the role of games, sports, or physical activities in other cultures.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>	<p>PE.912.R.2.Pa.c Recognize a benefit of games, sports, or physical activities in other cultures.</p> <p><u>Date Adopted or Revised:</u> 12/08</p>



This report was generated by CPALMS - [www.floridastandards.org](http://www.floridastandards.org)