Ohio | State Board of Education

Academic Content Standards

K-12

Physical Education

Center for Curriculum and Assessment
Office of Curriculum and Instruction

State Board of Education of Ohio 2009-2010

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Special thanks to Sasheen Phillips, Director of the Office of Literacy and former Associate Director of the Office of Curriculum and Instruction, for her contribution to the academic content standards document.

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Ohio | State Board of Education

Physical Education

Foreword

We are excited to announce that the State Board of Education took another key step in reforming Ohio's education system June 8, 2009, when it unanimously adopted academic content standards in physical education. Clear standards delineate what students should know and be able to do in physical education. These standards will be an integral component of an aligned system that will ensure no child is left behind.

This enormous undertaking could not have occurred without the hard work and dedication of Ohio's educators and community members. The work on the physical education standards began with the seating of an advisory committee, which made preliminary decisions that guided the work of the writing team. Classroom teachers, higher education faculty, a member of business and a parent from across the state worked as a writing team to develop academic content standards. We especially extend our gratitude to all the men and women on the standards development team who gave their time, energy and expertise to create these standards.

The people of Ohio played a key role in the development of the academic content standards. The Office of Curriculum and Instruction at the Ohio Department of Education facilitated the standards writing process and aggressively engaged the public in reviewing drafts of the standards throughout the development process. Numerous Ohioans provided suggestions that were evaluated and incorporated, as appropriate, by the writing team into the final adopted standards. We thank all of the people who took the time to comment on the standards and to participate in the development process.

The standards adoption fulfills one of the requirements of Amended Substitute House Bill 119. This bill calls for the State Board of Education to adopt either the National Association of Sport and Physical Education (NASPE) or its own standards for physical education in grades K-12. In 2007, the State Board of Education adopted the NASPE standards and a plan to develop Ohio-specific benchmarks and indicators, now contained in this publication as Ohio's academic content standards in physical education.

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Physical Education

Table of Contents

Page

Overview 1

Philosophy and Guiding Assumptions 11

Structure and Format 16

Alignment of Benchmarks and Indicators by Standard 21

Grade Band Overview by Standard and Organizer 87

Alignment of Standards by Grade Band 116

Glossary 183

K-12 Physical Education

Overview

K-12 Physical Education

Ohio's physical education academic content standards provide clear, rigorous expectations for all students in kindergarten through 12th grade. Physical education is a critical component of a complete education. Beyond the physical benefits, quality physical education has been linked to cognitive, affective and quality of life benefits for students at elementary, middle and high school levels.

The six National Association for Sport and Physical Education (NASPE) standards were adopted by the State Board of Education in December 2007. These standards represent physical education content that all students should know and be able to do as they progress through a kindergarten through grade 12 program.

Content Standards:

Standard 1: Demonstrates competency in motor skill and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self expression and/or social interaction.

The six standards are interrelated and should be viewed holistically – each standard contributing to a comprehensive physical education program.

Success in meeting the expectations of physical education standards depends on students' opportunities to receive instruction on a regular basis and to engage in active participation in physical activity both inside and outside of an academic setting. Providing ample time to be physically active will contribute to overall wellbeing.

At the end of high school, all students should be equipped to sustain healthy, energetic lifestyles and engage in enjoyable, meaningful free-time pursuits.

The Development of Academic Content Standards

Amended Substitute House Bill 119, effective June 30, 2007, required the State Board of Education to adopt standards for physical education. It also required the Ohio Department of Education to hire a coordinator of physical education. The final part of this bill required all school districts, community schools and chartered nonpublic schools to report the number of minutes and classes per week of physical education for students in grades K-8 during the 2006-2007 and 2007-2008 school years.

The first step taken in the development of standards was to convene an advisory committee. The charge of the committee was to address critical and unique issues related to physical education, and develop consistency of language and a working framework for writing team members to use during the construction process. The members of the committee consisted of curriculum directors, university faculty, public educators and a physician.

The writing team consisted of representatives from a variety of regions throughout Ohio. This included kindergarten through grade 12 educators in both public and private education institutions. Along with K-12 educators and higher education faculty, business and parent representatives were on the committee.

As the writing team completed major drafts of the academic content standards, periods of public engagement and rigorous review were conducted. Focus group meetings and Web-based feedback allowed stakeholders to express their opinions. The writing team reviewed the public feedback and revised the standards accordingly. The academic content standards presented to the State Board of Education for adoption reflect the final recommendations produced through this writing process. The standards include benchmarks that serve as checkpoints at grade-bands and grade-level indicators of progress for kindergarten through grade 12.

Academic Content Standards
Timeline for Development

Physical Education	
November 2007	Intent to adopt National Association for Sport and Physical Education (NASPE)
December 2007	State Board adopts NASPE standard statements
January 2008	Selection of Advisory Committee of stakeholders
February 2008	Selection of Writing Team members
February-April 2008	Advisory Committee meetings
June-October 2008	Write draft grade-band benchmarks and grade-level indicators
October 2008	Prepare standards for focus groups and public engagement
November-December 2008	Focus groups and online public engagement of standards
January 2009	Revision of draft document using focus group and online feedback input
February-March 2009	Prepare document for State Board review
April-May 2009	Intent to adopt benchmarks and indicators
June 2009	State Board adopts benchmarks and indicators

Physical Education Advisory Committee and Writing Team

The Ohio Department of Education expresses appreciation and gratitude to the advisory committee and writing team that contributed expertise and time to the development of Ohio's physical education academic content standards. Many hours were devoted to thoughtful consideration of issues to ensure that the standards reflect best practices in physical education. Advisory committee and writing team members represent the many caring and concerned individuals across the state dedicated to their profession and to high-quality physical education for all Ohio students.

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The Physical Education Team thanks the following Department staff members for their contributions to the development of the Physical Education Academic Content Standards: Teresa Cole, Charlotte Dancy, Vicky Kelly and Jamie McClary in the Office of Curriculum and Instruction; Claire Ho in the Project Management Office; Lisa Simpson in the Office of Literacy; and Carol Kuhman in the Office of Communications.

Ohio's Physical Education Standards

National Association for Sport and Physical Education[1]

Standard 1: Demonstrates competency in motor skill and movement patterns needed to perform a variety of physical activities.

The intent of this standard is development of the physical skills needed to enjoy participation in physical activities. Mastering movement fundamentals establishes a foundation to facilitate continued motor skill acquisition and gives students the capacity for successful and advanced levels of performance to further the likelihood of participation on a daily basis. In the primary years, students develop maturity and versatility in the use of fundamental motor skills (e.g., running, skipping, throwing, striking) that are further refined, combined, and varied during the middle school years. These motor skills, now having evolved into specialized skills (e.g., a specific dance step, chest pass, catching with a glove, or the use of a specific tactic), are used in increasingly complex movement environments through the middle school years. On the basis of interest and ability, high school students select a few activities for regular participation within which more advanced skills are mastered. In preparation for adulthood, students acquire the skills to participate in a wide variety of leisure and work-related physical actives.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

The intent of this standard is facilitation of learners' ability to use cognitive information to understand and enhance motor skill acquisition and performance. It enhances the ability to use the mind to control or direct one's performance. This includes the application of concepts from disciplines such as motor learning and development, sport psychology and sociology, and biomechanics and exercise physiology. It includes, for example, increasing force production through the summation of forces, knowing the effects of anxiety on performance, and understanding the principle of specificity of training.

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[1] *Moving into the Future: National Standards for Physical Education*, 2nd Edition (2004) reprinted with permission from the National Association for Sport and Physical Education (NASPE), 1900 Association Drive, Reston, VA 20191-1599.

Knowledge of these concepts and principles and of how to apply them enhances the likelihood of independent learning and therefore more regular and effective participation in physical activity. In the lower elementary grades, emphasis is placed on establishing a movement vocabulary and applying introductory concepts. Through the upper elementary and middle school years, an emphasis is placed on applying and generalizing these concepts to real-life physical activity situations. In high school, emphasis is placed on students' independently and routinely using a wide variety of increasingly complex concepts. By graduation, the student has developed sufficient knowledge and ability to independently use his/her knowledge to acquire new skills while continuing to refine existing ones.

Standard 3: Participates regularly in physical activity.

The intent of this standard is establishment of patterns of regular participation in meaningful physical activity. This standard connects what is done in the physical education class with the lives of students outside of the classroom. Although participation within the physical education class is important, what the student does outside the physical education class is critical to developing an active, healthy lifestyle that has the potential to help prevent a variety of health problems among future generations of adults. Students make use of the skills and knowledge learned in physical education class as they engage in regular physical activity outside of the physical education class. They demonstrate effective self-management skills that enable them to participate in physical activity on a regular basis. Voluntary participation often develops from the initial enjoyment that is derived from the activity coupled with the requisite skills needed for participation. As students develop an awareness of the relationships between activity and its immediate and identifiable effects on the body, regular participation in physical activity enhances the physical and psychological health of the body, social opportunities and relationships, and quality of life. Students are more likely to participate if they have opportunities to develop interests that are personally meaningful to them. Young children learn to enjoy physical activity yet also learn that a certain level of personal commitment and earnest work is required to reap the benefits from their participation. They partake in developmentally appropriate activities that help them develop movement competence and should be encouraged to participate in moderate to vigorous physical activity and unstructured play. As students get older, the structure of activity tends to increase and the opportunities for participation in different types of activity increase outside of the physical education class. Attainment of this standard encourages participation commensurate with contemporary recommendations regarding the type of activity as well as the frequency, duration, and intensity of participation believed to support and sustain good health.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

The intent of this standard is development of students' knowledge, skills, and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Students develop higher levels of basic fitness and physical competence as needed for many work situations and active leisure participation. Health-related fitness components included cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. Expectations for improvement of students' fitness levels should be established on a personal basis, taking into account variation in entry levels and the long-term goal of achieving health-related levels of fitness based on criterion-referenced standards. Students progress in their ability to participate in moderate to vigorous physical activities that address each component of health-related fitness. Moreover, students become more skilled in their ability to plan, perform, and monitor physical activities appropriate for developing physical fitness. For elementary children, the emphasis is on an awareness of fitness components and having fun while participating in health-enhancing activities that promote physical fitness. Middle school students gradually acquire a greater understanding of the fitness components, the ways each is developed and maintained, and the importance of each in overall fitness. Secondary students are able to design and develop an appropriate personal fitness program that enables them to achieve health-related levels of fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

The intent of this standard is achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interactions. Key to this standard is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, age, race, and socioeconomic status. Achievement of this standard in the lower elementary grades begins with recognition of classroom rules, procedures, and safety. In the upper elementary levels, children learn to work independently, with a partner, and in small groups. Throughout elementary school, students begin to recognize individual similarities and differences and participate cooperatively in physical activity. In middle school, adolescents identify the purpose of rules and procedures and become involved in decision-making processes to establish the rules and procedures that guide specific activity situations. They participate cooperatively in physical activity with persons of diverse characteristics and backgrounds. High school students initiate responsible behavior, function independently and responsibly, and positively influence the behavior of others in physical activity settings. They participate with all people, avoid and resolve conflicts, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. High school students begin to understand how adult work and family roles and responsibilities affect their decisions about physical activity and how physical activity, preferences, and opportunities change over time.

Standard 6: Values physical activity for health, enjoyment, challenge, self expression, and/or social interaction.

The intent of this standard is development of an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity provides opportunities for self-expression and social interaction and can be enjoyable, challenging, and fun. These benefits develop self-confidence and promote a positive self-image, thereby enticing people to continue participation in activity throughout the life span. Elementary children derive pleasure from movement sensations and experience challenge and joy as they sense a growing competence in movement ability. At the middle school level, participation in physical activity provides important opportunities for challenge, social interaction, and group membership, as well as opportunities for continued personal growth in physical skills and their applied settings. Participation at the high school level continues to provide enjoyment and challenge as well as opportunities for self-expression and social interaction. As a result of these intrinsic benefits of participation, students will begin to actively pursue life-long physical activities that meet their own needs.

K-12 Physical Education

Philosophy and Guiding Principles

Philosophy and Guiding Principles

Ohio's Physical Education content standards serve as a basis for what all students should know, value, and be able to do by the time they have graduated from high school. These standards, benchmarks and grade-level indicators are intended to provide Ohio educators with a set of common expectations from which to develop Physical Education curriculum.

Philosophy of Ohio's Physical Education Academic Content Standards

Physical education teaches students the importance and value of a physically activity lifestyle. There are a variety of benefits gained through physical education. Personal health, social skills, self-esteem, motor skills and knowledge base are areas that can be positively impacted. The philosophy of the physical education academic content standards is to ensure all Ohio students understand and use the acquired knowledge from physical education and apply it to daily life to:

- Develop the ability to make informed and reasoned decisions to live a healthful lifestyle;
- Cultivate a true appreciation for the content;
- Prepare to be physically active members of a diverse society;
- Be equipped with the knowledge and skills to be physically active over the course of the lifespan;
- Value physical activity and its contribution to a healthful lifestyle;
- Foster joy in movement, an enthusiasm for physical activity and the development of skilled performance;
- Pursue a lifetime of healthful physical activity;
- Encourage adoption of appropriate behaviors that will lead to healthy, active lifestyles.

Guiding Principles for Ohio's Physical Education Academic Content Standards

Ohio's physical education academic content standards:

- Align with national (NASPE) physical education standards and reflect evidence-based research;
- Represent a state and national consensus on what constitutes appropriate K-12 physical education learning outcomes;

- Guide the development of kindergarten through 12 district physical education curricula and instructional programs;
- Set high expectations for teachers to develop instructional materials that enable all students to achieve the standards;
- Set high expectations for student learning in the psychomotor, cognitive and affective domains;
- Reflect an essential and unique contribution to the overall education of students;
- Serve as the foundational concepts and skills needed for a healthful lifestyle;
- Set high expectations for physical education proficiency for all students;
- Model important progression across grade-levels through well-articulated benchmarks and grade-level indicators with a student centered approach;
- Provide opportunities to learn with meaningful content and be developmentally fitting with proper instruction by qualified and licensed teachers;
- Incorporate current and suitable practices;
- Provide opportunities for physical education teachers to integrate content with other subject matter to contribute to an interdisciplinary school curriculum;
- Connect what is done in the physical education class with the lives of students outside the classroom;
- Represent content that provides quality instruction in physical education;
- Provide culturally pertinent opportunities;
- Incorporate the appropriate use of multimedia technology to facilitate learning for all students;
- Serve as the basis for district and classroom assessments.

Background

In 2007, Senate Bill 118 was introduced to address reforms in physical education. Three parts of SB118 were included in the state's FY08-09 operating budget (House Bill 119). Amended Substitute House Bill 119 required:

- The State Board of Education to adopt either the latest National Association of Sport and Physical Education (NASPE) standards or its own standards for physical education in grades K-12 by December 31, 2007;
- The Ohio Department of Education (ODE) to employ a full-time physical education coordinator by October 31, 2007;
- All school districts, community school and chartered nonpublic school to report the number of minutes and classes per week of physical education for students in grades K-8 during the 2006-2007 and scheduled for 2007-2008 school year by October 31, 2007.

PHYSICAL EDUCATION STANDARDS

In December 2007, the State Board of Education adopted the NASPE standards and a plan to develop Ohio-specific benchmarks and indicators.

Notes for the Reader

This document serves a guide for teachers, administrators, parents and other stakeholders in the process of curriculum design. Its intent is to provide the basis for identifying and sequencing K-12 learning outcomes in Physical Education, across all standards. The reader should note several points:

1. The amount of content covered in the benchmarks and indicators assumes a daily physical education program. Where this is not the case, teachers and curriculum designers must make decisions about content to be included and excluded from physical education programs.
2. A glossary is provided to ensure consistent interpretation of terms.
3. Relative to specific standards:
    a. Fitness content is confined to standard 4, though the writing team acknowledges that it could also quite appropriately be included in standards 1 and/or 2.
    b. There is repetition of outcomes in standard 1 across grade levels at the high school level. This recognizes that as students reach their ceilings of ability, they might seek to apply skills across a broad range of activities depending on preference.

Physical Education for All

The Ohio Department of Education believes that Ohio's academic content standards are for all students. Clearly defined standards delineate what all children, college- and career-bound, should know and be able to do as they progress through the grade levels. Well-defined standards ensure that parents, teachers and administrators will be able to monitor students' development. Students, as stakeholders in their own learning, will be capable of tracking their own learning.

No individual or group should be excluded from the opportunity to learn, and all students are presumed capable of learning. Every Ohio student, regardless of race, gender, ethnicity, socioeconomic status, limited English proficiency, learning or physical disability or giftedness, shall have access to a challenging, standards-based curriculum.

The knowledge and skills defined in Ohio academic content standards are within the reach of all students. Students, however, develop at different rates. All children learn and experience success given time and opportunity, but the degree to which the standards are met and the time it takes to reach the standards will vary from student to student.

Students with disabilities shall have Individual Education Plans aligned with the standards. Students with disabilities are first and foremost students of the regular curriculum, yet they may require specific supports and interventions to progress in the curriculum. These adaptations are not intended to compromise the content standards. Rather, adaptations provide students with disabilities the opportunity to maximize their strengths, compensate for their learning difficulties and participate and progress in the standards-based curriculum.

Students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so. Students who are gifted may require special services or activities to fully develop their intellectual, creative, artistic and academic capabilities or to excel in a specific content area. Again, the point of departure is the standards-based curriculum.

Students with limited English proficiency (LEP) also may need specific supports and adaptive instructional delivery to achieve Ohio's academic content standards. An instructional delivery plan for a student with LEP needs to take into account the student's level of English language proficiency as well as his or her cultural experiences.

All children shall be provided adjustments when necessary to address their individual needs. Identifying and nurturing their talents will enable all students to reach the standards. The Department encourages school districts to align their programs with the standards to ensure that all of Ohio's students reach their full potential.

K-12 Physical Education

Structure and Format

Academic Content Standards Framework
Physical Education K-12

Academic Content Standards

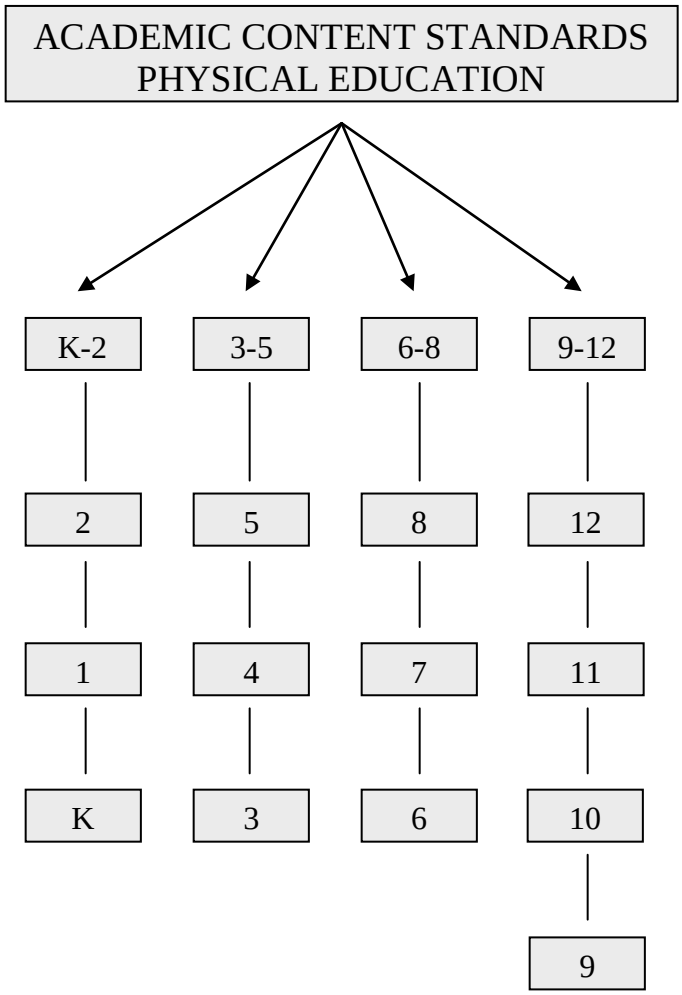
- What all students should know and be able to do
- The overarching goals and themes

Benchmarks

- Key Checkpoints that monitor progress toward the academic content standards
- Identified by grade-level bands (K-2, 3-5, 6-8, 9-12)

Grade-Level Indicators

- What all students should know and be able to do at each grade level
- Checkpoints that monitor progress toward the benchmarks



How to Read the Benchmarks and Indicators by Standard Alignment

This section of the document is organized by standard. Each standard is followed by a grade band. The benchmarks that monitor student progress are next, followed by the supporting indicators for that grade-level.

Standard

Grade-level Band

Standard 4
Achieves and maintains a health-enhancing level of physical fitness.

Grades K-2

Benchmark

Benchmark A: Demonstrate and develop health-related fitness.

Organizer

Kindergarten Fitness

1. Perform fitness-related activities using appropriate principles and practices
2. Demonstrate sufficient fitness to sustain moderate to vigorous physical activity.

Grade-level Indicator

Grade One Fitness

1. Perform fitness-related activities using appropriate principles and practices.
2. Demonstrate sufficient fitness to sustain moderate to vigorous physical activity.

Grade Two Fitness

1. Perform fitness-related activities using appropriate principles and practices.
2. Demonstrate sufficient fitness to sustain moderate to vigorous physical activity.

How to Read the Overview

The grade-level indicators represent specific statements of what all students should know and be able to do at each grade level, monitoring progress toward the benchmarks and standards. The indicators in each grade band build toward the benchmarks at the end of each grade band. Each table of the physical education academic content standards is organized around keywords that helps define specific indicators and benchmarks related to an important aspect of the standard.

Standard

Grade-level Band

Organizer

Benchmark

Grade-level Indicator

Physical Education Grade Band Overview by Standard and Organizers

Content Standard 4: Achieves and maintains a health-enhancing level of physical fitness

Grade Band: K-2 **Organizers:** Fitness, Effects of Physical Activity

Benchmarks

Kindergarten	Grade One	Grade Two	By end of K-2 program, students will:
1. Perform fitness-related activities using appropriate principles and practices 2. Demonstrate sufficient fitness to sustain moderate to vigorous physical activity.	1. Perform fitness-related activities using appropriate principles and practices 2. Demonstrate sufficient fitness to sustain moderate to vigorous physical activity.	1. Perform fitness-related activities using appropriate principles and practices 2. Demonstrate sufficient fitness to sustain moderate to vigorous physical activity.	A. Demonstrate and develop health-related fitness.
1. Explore activities that contribute to a healthy lifestyle. 2. Name activities that increase heart rate. 3. Recognize changes in the body that result from participation in moderate and vigorous physical activity (e.g., faster heart rate, perspiration, changes in breathing.	1. Recognize activities that affect heart rate, flexibility and muscle strength. 2. Identify ways to stretch muscles in various parts of the body. 3. Identify how different physical activities (running, stretching, balancing) affect the body (increased heart rate, increased respiration and perspiration, fatigued muscles).	1. Distinguish between exercise that improve heart fitness, flexibility and muscle strength. 2. Identify the importance of pacing to sustain moderate to vigorous activity for longer periods of time. 3. Recognize the importance of muscular strength to support body weight. 4. Recognize the health-related fitness consists of several different components (e.g., strength, flexibility, endurance).	B. Understand the principles, components and practices of health-related fitness.

How to Read the Benchmarks and Indicators by Grade Band Alignment

This section of the document is organized by grade bands. Each grade band includes the six standards followed by benchmarks and indicators. The grade bands are K-2, 3-5, 6-8 and 9-12.

Grade-level Band

Grades K-2

Standard

Standard 4
Achieves and maintains a health-enhancing level of physical fitness.

Benchmark

Benchmark A: Demonstrate and develop health-related fitness.

Organizer

Kindergarten Fitness

1. Perform fitness-related activities using appropriate principles and practices.
2. Demonstrate sufficient fitness to sustain moderate to vigorous physical activity.

Grade One Fitness

1. Perform fitness-related activities using appropriate principles and practices.
2. Demonstrate sufficient fitness to sustain moderate to vigorous physical activity.

Grade-level Indicator

Grade Two Fitness

1. Perform fitness-related activities using appropriate principles and practices.
2. Demonstrate sufficient fitness to sustain moderate to vigorous physical activity.

K-12 Physical Education

Alignment of Benchmarks and Indicators by Standard

PHYSICAL EDUCATION STANDARDS

Standard 1
Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2
Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Standard 3
Participates regularly in physical activity.

Standard 4
Achieves and maintains a health-enhancing level of physical fitness.

Standard 5
Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

Standard 6
Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

PHYSICAL EDUCATION STANDARDS

Standard 1
Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grades K-2

Benchmark A: Demonstrate locomotor and non-locomotor skills in a variety of ways.

Kindergarten

Non-locomotor

Locomotor Skills

1. Use locomotor skills in exploratory and controlled settings.
2. Use non-locomotor skills (e.g., bend, twist, turn, sway, stretch) in exploratory and controlled settings.
3. Balance using a variety of body parts (e.g., 1/2/3/4 point balances) and body shapes (e.g., wide, narrow, twisted).
4. Transfer weight by rocking and rolling.
5. Move in time with a changing beat (e.g., music, drum, clap, stomp).

Grade One

Non-locomotor

Locomotor Skills

1. Demonstrate the ability to perform locomotor skills (e.g., walk, run, gallop, slide, skip, hop, jump, leap) while changing pathway, direction and/or speed.
2. Use non-locomotor skills in exploratory and controlled settings and in response to verbal and non-verbal (e.g., mirroring or matching a partner) stimuli.
3. Balance in a variety of ways using equipment (e.g., balance ball or board) and/or apparatus (e.g., beam or box).
4. Perform a variety of different rocking skills (e.g., forward/backward, side/side) and rolling skills (e.g., log, egg, parachute, circle, shoulder).
5. Move to a rhythmic beat or pattern.

Grade Two

Non-locomotor

Locomotor Skills

1. Perform combinations of locomotor, weight transfer and balance skills.
2. Perform locomotor skills using critical elements correctly.
3. Combine non-locomotor and locomotor skills in a movement pattern.
4. Move on, over, under and around equipment/apparatus with purpose, control and balance.
5. Perform combinations of rolling and balance skills.
6. Perform rhythmic dance steps and sequences.

PHYSICAL EDUCATION STANDARDS

Standard 1
Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grades K-2

Benchmark B: Demonstrate developing control of fundamental manipulative skills.

Kindergarten

Manipulative Skills

1. Throw objects in a variety of ways in self and general space.
2. Catch a bounced ball.
3. Use different body parts to strike a lightweight object (such as a balloon) and keep it in the air.
4. Kick a stationary ball.
5. Dribble objects in a variety of ways in self and general space.
6. Roll a ball underhand.

Grade One

Manipulative Skills

1. Throw using variations in time/force.
2. Catch a self-tossed object with hands or an implement.
3. Strike a ball using different body parts.
4. Kick a ball while running, without hesitating or stopping prior to kick.
5. Dribble an object with hands and feet through self and general space.
6. Roll a ball to a specified target.

Grade Two

Manipulative Skills

1. Throw a variety of objects demonstrating a side orientation.
2. Catch objects coming from different directions, heights, speed, etc.
3. Strike a variety of objects with the hand or an implement, attempting to control force/direction.
4. Kick a rolled or moving ball.
5. Dribble a ball with hands and feet using variations in time/force.
6. Roll a ball or object to a moving target.

PHYSICAL EDUCATION STANDARDS

Standard 1
Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grades 3-5

Benchmark A: Combine locomotor and non-locomotor skills into movement patterns.

Grade Three

Combined Skills

1. Perform a sequence of movements (e.g., dance, gymnastics, jump rope) with a beginning, middle and end.
2. Balance on a variety of objects that are either static or dynamic.

Grade Four

Combined Skills

1. Perform a sequence of 5-7 movements (e.g., dance, gymnastics, jump rope) with smooth transitions between those movements.
2. Balance on a variety of objects that are either static or dynamic.

Grade Five

Combined Skills

1. Design and perform a sequence of 5-7 movements (e.g., dance, gymnastics, jump rope) with smooth transitions between those movements.
2. Balance on a variety of objects that are either static or dynamic.

Standard 1
Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grades 3-5

Benchmark B: Apply the critical elements of fundamental manipulative skills in a variety of physical activities.

Grade Three

Application of Skills

1. Throw overhand with force using appropriate critical elements (e.g., side to target, step with opposite foot, rotate trunk, bend elbow, extend and follow through).
2. Catch a variety of objects in dynamic conditions using the critical elements (e.g., eyes on object, move into line, hands ready, hands catch, absorb force or “give”).
3. Strike an object with a short-handled implement using the critical elements (e.g., sideways to target, eyes on object, bat or racket, back and up or down, step with opposite foot, trunk and hip rotation, swing through the ball).
4. Kick a ball to a target using the critical elements (e.g., long stride to the ball, support foot next to the ball or toe to the target, contact the center of the ball or bottom if the goal is height, use the inside of the foot for accuracy or laces if the goal is power, follow through to the target).
5. Dribble and maintain control while moving through space using the critical elements (e.g., hand dribble cues – use the finger pads, elbow extends and retracts, contact at waist level or below, eyes up).
6. Roll a ball (one-handed underhand) to hit various targets using the critical elements (e.g., eyes on the target, arm back, step with opposition, release at front foot, roll through to target).

Grade Four

Application of Skills

1. Throw overhand with varying degrees of force using appropriate critical elements to reach different distances.
2. Catch (two-handed) during a game or game-like situation using the critical elements.
3. Strike an object with a long-handled implement using the critical elements.
4. Kick a ball to a moving target using the critical elements.
5. Punt a ball using the critical elements (e.g., hold ball in two hands at waist level, take a long stride, drop the ball onto the foot, point the toe, make contact with the laces, kick through the ball).
6. Dribble with control while moving through space to avoid stationary objects using the critical elements (e.g., hand dribble cues: use the finger pads, elbow extends and retracts, contact at waist level or below, eyes up – foot dribble cues: push the ball ahead with force depending on space available, use inside and/or outside of the foot – stick dribble cues: hands apart on the stick for control, push the ball ahead with force depending on space available).
7. Roll a ball to strike targets in different directions and locations using the critical elements.

Grade Five

Application of Skills

1. Throw overhand to reach a medium-sized target with sufficient force using appropriate critical elements.
2. Catch with an implement (e.g., glove, scoop) using the critical elements.
3. Strike an object with an implement in a game or game-like situation using the critical elements.
4. Receive a kick, dribble and then kick a ball to a target using the critical elements (e.g., move into line with the ball, receiving foot to the ball, move the ball in the direction of the dribble, keep the ball close in the dribble, pass to your target).
5. Punt using the critical elements to reach a sufficient distance.
6. Dribble under control during a game or game-like situation using the critical elements.
7. Send (e.g., pass, roll) an object to strike a moving target at different directions and locations.

PHYSICAL EDUCATION STANDARDS

Standard 1
Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grades 6-8

Benchmark A: Demonstrate movement skills and patterns in a variety of physical activities.

Grade Six

Specialized Skills and Movement Patterns

1. Design and demonstrate a routine that includes variety of movement patterns (e.g., dance, gymnastics) with smooth transitions between movement patterns.
2. Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of physical activities (e.g., fitness, track and field, martial arts, outdoor activities, aquatics, cycling, rollerblading).
3. Perform simple dance sequences.

Grade Seven

Specialized Skills and Movement Patterns

1. Design and demonstrate a routine that includes a variety of movement patterns individually and with a partner or small group (e.g., dance gymnastics).
2. Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of physical activities (e.g., fitness, track and field, martial arts) in a controlled setting.
3. Perform basic folk/square/line-dance sequences to music.

Grade Eight

Specialized Skills and Movement Patterns

1. Design and demonstrate a routine that combines complex movement patterns (e.g., traveling, rolling, balance, weight transfer) into a smooth, flowing sequence individually and with a partner or group.
2. Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of physical activities (e.g., fitness, track and field, martial arts).
3. Perform a variety of simple dance sequences individually and with a partner or small group.

PHYSICAL EDUCATION STANDARDS

Standard 1
Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grades 6-8

Benchmark B: Demonstrate critical elements of specialized manipulative skills in a variety of settings.

Grade Six

Application of Specialized Manipulative Skills

1. Send, receive, dribble and shoot in game-like practice using appropriate critical elements.
2. Strike an object (with hand or implement) in game-like practice using appropriate critical elements.
3. Strike and field an object (with foot, hand or implement) in game-like practice.
4. Send an object to a target in game-like practice using appropriate critical elements.

Grade Seven

Application of Specialized Manipulative Skills

1. Send, receive, dribble and shoot using appropriate critical elements in practice and small-sided invasion games.
2. Strike an object (with hand or implement) using appropriate critical elements in controlled practice and singles/small-sided net/wall games.
3. Strike and field an object (with foot, hand or implement) using appropriate critical elements in controlled practice and small-sided striking/fielding games.
4. Send an object to a target in controlled practice and individual/small-sided games.

Grade Eight

Application of Specialized Manipulative Skills

1. Send, receive, dribble and shoot in practice and apply these skills to invasion games to achieve successful game-related outcomes.
2. Strike an object (with hand or implement) in controlled practice and apply these skills to net/wall games to achieve successful game-related outcomes.
3. Strike and field an object (with foot, hand or implement) in controlled practice and apply these skills to striking/fielding games to achieve successful game-related outcomes.
4. Send an object to a target in controlled practice and apply these skills to target games to achieve successful game-related outcomes.

Standard 1
Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grades 9-12

Benchmark A: Demonstrate combined movement skills and patterns in authentic settings.

Grade Nine

Combined Movement Skills and Patterns

1. Design and demonstrate a routine that combines complex movement patterns (e.g., traveling, rolling, balance, weight transfer) into a smooth, flowing sequence individually and with a partner or group in a performance setting.
2. Demonstrate consistency in performing specialized skills in health-related fitness activities (e.g., resistance training, yoga, kickboxing, fitness walking).
3. Demonstrate consistency in performing specialized skills in a variety of movement forms (e.g., aquatics, outdoor/recreational activities, and track and field).
4. Perform a variety of complex dance routines in small and large groups.

Grade Ten

Combined Movement Skills and Patterns

1. Design and demonstrate a routine that combines complex movement patterns into a smooth, flowing sequence individually and with a partner or group in a performance setting.
2. Demonstrate consistency in performing specialized skills in a variety of movement forms.
3. Perform a variety of complex dance routines in small and large groups.

Grade Eleven

Combined Movement Skills and Patterns

1. Demonstrate competent performance of specialized skills in health-related fitness activities (e.g., resistance training, yoga, kickboxing, fitness walking).
2. Demonstrate competent performance of specialized skills in select movement forms (e.g., aquatics, outdoor activities, track and field, gymnastics).
3. Demonstrate competent performance of basic and advanced skills within current and traditional dance genres (e.g., line, hip-hop, aerobic, square, jazz, tap, modern, ballet, interpretive).

Grade Twelve

Combined Movement Skills and Patterns

1. Demonstrate competent performance of specialized skills in health-related fitness activities.
2. Demonstrate competent performance of specialized skills in select movement forms.
3. Demonstrate competent performance of basic and advanced skills within current and traditional dance genres.

Standard 1
Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grades 9-12

Benchmark B: Demonstrate specialized manipulative skills in a variety of settings.

Grade Nine

Specialized Skill Performance

1. Demonstrate competent skill performance by maintaining possession, scoring and defending scoring in small-sided and/or full-sided invasion games (e.g., soccer, basketball, hockey, team handball, rugby and lacrosse).
2. Demonstrate competent skill performance by scoring and defending scoring in small-sided and/or full-sided net-wall games (e.g., badminton, volleyball, tennis, racquetball, pickleball, squash).
3. Demonstrate competent skill performance by scoring (e.g., base running, batting) and defending scoring (e.g., pitching, fielding) in small-sided and/or full-sided striking and fielding games (e.g., softball, cricket, rounders, baseball).
4. Demonstrate competent skill performance by scoring and preventing scoring in target games with and without an opponent (e.g., golf, archery, bowling, shuffleboard, croquet, bocce, baggo).

Grade Ten

Specialized Skill Performance

1. Demonstrate competent skill performance by maintaining possession, scoring and defending scoring in small-sided and full-sided invasion games.
2. Demonstrate competent skill performance by scoring and defending scoring in small-sided and/or full-sided net-wall games.
3. Demonstrate competent skill performance by scoring (e.g., base running, batting) and defending scoring in small-sided and/or full-sided striking and fielding games.
4. Demonstrate competent skill performance by scoring and preventing scoring in target games with and without an opponent.

Grade Eleven

Specialized Skill Performance

1. Demonstrate competent performance of basic and advanced skills by maintaining possession, scoring and defending scoring in invasion games within authentic settings.
2. Demonstrate competent performance of basic and advanced skills by scoring and defending scoring in net/wall games within authentic settings.
3. Demonstrate competent performance of basic and advanced skills by scoring and defending scoring in striking and fielding games within authentic settings.
4. Demonstrate competent performance of basic and advanced skills by scoring and preventing scoring in target games within authentic settings.

Grade Twelve

Specialized Skill Performance

1. Demonstrate competent performance of basic and advanced skills by maintaining possession, scoring and defending scoring in invasion games within authentic settings.
2. Demonstrate competent performance of basic and advanced skills by scoring and defending scoring in net/wall games within authentic settings.
3. Demonstrate competent performance of basic and advanced skills by scoring and defending scoring in striking and fielding games within authentic settings.
4. Demonstrate competent performance of basic and advanced skills by scoring and preventing scoring in target games within authentic settings.

Standard 2
Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Grades K-2

Benchmark A: Demonstrate knowledge of movement concepts related to body, space, effort and relationships.

Kindergarten

Movement Concepts

1. Establish a movement vocabulary through exploration of body, space, effort and relationships.
2. Distinguish between different degrees of effort (e.g., strong, weak, fast, slow, bound, free).
3. Identify body parts and move them in a variety of ways.

Grade One

Movement Concepts

1. Demonstrate knowledge of movement vocabulary related to space (e.g., self, general, directions, levels and pathways).
2. Demonstrate an understanding of relationships (lead, follow, over, under) in a variety of physical activities.
3. Identify personal effort that varies the quality of movement (e.g., speed up, slow down).

Grade Two

Movement Concepts

1. Use movement vocabulary to describe a pattern (e.g., levels: high, medium, low).
2. Apply movement concepts to modify performance (e.g., use more body parts, keep the object closer).
3. Apply different degrees of effort to accomplish a task (e.g., adjust speed).

Standard 2
Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Grades K-2

Benchmark B: Demonstrate knowledge of critical elements of fundamental motor skills.

Kindergarten *Knowledge of Critical Elements*	1. Differentiate among locomotor skills. 2. Differentiate among non-locomotor skills.
Grade One *Knowledge of Critical Elements*	1. Differentiate among manipulative skills. 2. Repeat “cue words” for fundamental motor skills and apply them to improve performance.
Grade Two *Knowledge of Critical Elements*	1. Differentiate among manipulative skills. 2. Identify critical elements which lead to successful performance of locomotor, non-locomotor and manipulative skills.

Standard 2
Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Grades 3-5

Benchmark A: Demonstrate and apply basic tactics and principles of movement.

Grade Three

Movement Concepts

1. Modify movement to meet the demands of a task (e.g., throw with more or less force to reach a target or teammate).
2. Explain how the characteristics of an object (e.g., size, material, weight) affect performance of manipulative skills.
3. Identify the most stable and unstable positions from 2-, 3-, 4-point balance positions.

Strategies and Tactics

4. Demonstrate understanding of boundaries.
5. Recognize offensive and defensive situations.
6. Start and restart activity in appropriate ways.

Grade Four

Movement Concepts

1. Explain the importance of weight transfer in object propulsion skills (throw, strike).
2. Describe and demonstrate the correct movement or movement qualities based on the characteristics of the task (e.g., size of object, distance to target, goal, speed or time to complete movement) and/or environment (space, number of players).
3. Explain the importance of balance in effective movement performance.

Strategies and Tactics

4. Demonstrate basic understanding of spacing in a dynamic environment (e.g., partner or small group dance spacing, proximity to the ball or teammate in small-sided games).
5. Demonstrate understanding of tactics needed to score (e.g., ball possession, attack, moving an opponent).

Grade Five

Movement Concepts

1. Identify similar patterns/concepts across related activities (e.g., striking with a bat, tennis forehand).
2. Analyze and modify a movement based on the characteristics of the task (e.g., size of object, distance to target, goal, speed or time to complete movement) and/or environment (space, number of players) in a dynamic or changing environment.
3. Use knowledge of balance to affect movement performance.

Strategies and Tactics

4. Demonstrate basic understanding of positioning in simple game settings (e.g., maintain or return to base position, positioning relative to a goal or opponent).
5. Demonstrate basic decision-making capabilities in simple performance settings (e.g., what skill should I use?).

Standard 2
Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Grades 3-5

Benchmark B: Demonstrate knowledge of critical elements for more complex motor skills.

Grade Three

Principles and Critical Elements

1. Describe the critical elements of the manipulative skills (e.g., throw, catch, kick, strike).
2. Explain how appropriate practice improves performance.

Grade Four

Principles and Critical Elements

1. Use knowledge of critical elements to analyze skill performance to determine strengths and weaknesses of motor skills.
2. Explain how appropriate practice can improve performance of a movement or skill.

Grade Five

Principles and Critical Elements

1. Use knowledge of critical elements to analyze and provide feedback on motor-skill performance of others.
2. Use the principles of practice (e.g., part-practice, variable practice, simplifying the environment, identifying key cues,) to develop a plan to improve performance for a movement skill.

Standard 2
Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Grades 6-8

Benchmark A: Apply tactical concepts and performance principles in physical activities.

Grade Six

Tactics and Principles

1. Demonstrate understanding of basic tactics related to off-the-ball movements while participating in game-like settings (e.g., when and where should I move?).
2. Demonstrate basic decision-making capabilities in a variety of physical activities (e.g., when and where do I execute?).
3. Describe and explain elements of performance principles as they relate to movement (e.g., the effects of different body positions on rotation in gymnastics).

Grade Seven

Tactics and Principles

1. Demonstrate transfer of performance principles across activities to aid learning (e.g., sending principles: throw/tennis serve/volley serve).
2. Demonstrate understanding of basic tactics related to defending space while participating in game and sport activities (e.g., when, where and how do I move?).
3. Explain similarities of skill application and movement patterns across activities (e.g., sending, receiving and movement).

Grade Eight

Tactics and Principles

1. Demonstrate developing understanding of tactics related to decision-making (e.g., shoot, pass, dribble hierarchy) in game and sport activities.
2. Demonstrate developing understanding of tactics related to creating space (e.g., moving opponents and/or the ball) in game and sport activities.

Standard 2
Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Grades 6-8

Benchmark B: Demonstrate knowledge of critical elements and biomechanical principles for specialized skills.

Grade Six

Principles and Critical Elements

1. Demonstrate understanding of movement principles through knowledge of critical elements (key points) of specialized locomotor and non-locomotor skills/movements.
2. Describe and explain critical elements of specific sport skills (e.g., shooting hand under the ball) and movement skills (e.g., tuck the chin on the chest as you roll).

Grade Seven

Principles and Critical Elements

1. Demonstrate understanding of movement principles through knowledge of critical elements (key points) of specialized manipulative skills and movements.
2. Describe and explain critical elements required for the application of specific sport and movement skills in controlled settings (e.g., practice settings).

Grade Eight

Principles and Critical Elements

1. Demonstrate understanding of movement principles through knowledge of critical elements (key points) of combined (locomotor, non-locomotor and manipulative) skills and movements.
2. Describe and explain critical elements required for the application of specific sport and movement skills in a dynamic environment (e.g., games).
3. Detect and correct errors in personal performance based on knowledge of results (e.g., analysis of contact and release point in sport skill execution).
4. Detect and correct errors based on knowledge of results and biomechanical principles (e.g., analysis of contact and release point in sport skill execution).

Standard 2
Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Grades 9-12

Benchmark A: Apply knowledge of tactical concepts and strategies in authentic settings.

Grade Nine

Strategies and Tactics

1. Describe and apply tactics to participate successfully in games across multiple categories of movement forms.
2. Describe effective strategies for successful performance in multiple categories of movement forms.
3. Transfer knowledge of previously learned tactics and strategies to participate in similar but different movement forms.

Grade Ten

Strategies and Tactics

1. Describe and apply tactics to participate successfully in games across multiple categories of movement forms.
2. Describe effective strategies for successful performance in multiple categories of movement forms.
3. Transfer knowledge of previously learned tactics and strategies to participate in similar but different movement forms.

Grade Eleven

Strategies and Tactics

1. Describe and apply tactics to participate successfully in games across multiple categories of movement forms.
2. Describe effective strategies for successful performance in multiple categories of movement forms.
3. Transfer knowledge of previously learned tactics and strategies to participate in similar but different movement forms.

Grade Twelve

Strategies and Tactics

1. Describe and apply tactics to participate successfully in games across multiple categories of movement forms.
2. Describe effective strategies for successful performance in multiple categories of movement forms.
3. Transfer knowledge of previously learned tactics and strategies to participate in similar but different movement forms.

Standard 2
Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Grades 9-12

Benchmark B: Apply biomechanical principles to performance in authentic settings.

Grade Nine

Principles and Critical Elements

1. Apply critical elements and biomechanical principles (e.g., stability, rotation, linear and angular motion) to perform increasingly complex movement forms.
2. Analyze and evaluate performance of self and others across multiple movement forms.
3. Use information from a variety of sources to design a plan to improve performance.

Grade Ten

Principles and Critical Elements

1. Apply critical elements and biomechanical principles (e.g., stability, rotation, linear and angular motion) to perform increasingly complex movement forms.
2. Analyze and evaluate performance of self and others across multiple movement forms.
3. Use information from a variety of sources to design a plan to improve performance.

Grade Eleven

Principles and Critical Elements

1. Apply critical elements and biomechanical principles (e.g., stability, rotation, linear and angular motion) to perform increasingly complex movement forms.
2. Analyze and evaluate performance of self and others across multiple movement forms.
3. Use information from a variety of sources to design a plan to improve performance.

Grade Twelve

Principles and Critical Elements

1. Apply critical elements and biomechanical principles (e.g., stability, rotation, linear and angular motion) to perform increasingly complex movement forms.
2. Analyze and evaluate performance of self and others across multiple movement forms.
3. Use information from a variety of sources to design a plan to improve performance.

Standard 3
Participates regularly in physical activity.

Grades K-2

Benchmark A: Engage in regular physical activity inside and outside of school to meet national recommendations for daily physical activity.

Kindergarten

Participate

1. Identify interests connected with participation in physical activity.
2. Identify opportunities for increased physical activity outside of school (e.g., taking the stairs, walking the dog, riding a bike).
3. Identify a playground activity that could be performed during leisure time.
4. Participate in a variety of locomotor and non-locomotor skills inside and outside of school on a regular basis.
5. Exhibit satisfaction from regular participation in physical activity inside and outside of school.

Grade One

Participate

1. Identify opportunities for increased physical activity (e.g., taking the stairs, walking the dog, riding a bike).
2. Identify several playground activities that could be performed during leisure time.
3. Participate in a variety of moderate to vigorous play activities on a regular basis.
4. Explore enjoyable activities which require moderate to vigorous physical activity.
5. Understand that physical activity has both temporary and lasting effects on the body.

Grade Two

Participate

1. Identify several moderate to vigorous playground activities.
2. Choose to participate in a variety of physical activities on a regular basis inside and outside of school to improve health.
3. Recognize that participation in physical activity is a conscious choice.
4. Discuss positive feelings that are associated with physical activity.

Standard 3
Participates regularly in physical activity.

Grades K-2

Benchmark B: Recall participation in physical activities both in and outside of school.

Kindergarten
Monitor

1. Explore activities of daily participation inside and outside of school.
2. Describe two favorite physical activities.

Grade One
Monitor

1. Identify activities of daily participation inside and outside of school.
2. Distinguish between active and inactive physical activity.

Grade Two
Monitor

1. Compare and contrast activities of daily participation inside and outside of school.
2. Share physical activities done in and out of school.

Standard 3
Participates regularly in physical activity.

Grades 3-5

Benchmark A: Engage in regular physical activity inside and outside of school to meet national recommendations for daily physical activity.

Grade Three

Participate

1. Meet the minimum daily expectations for physical activity inside and outside of school.
2. Identify activities within school that contribute to a physically active lifestyle.
3. Meet/exceed recommendations for physical activity time each week.

Grade Four

Participate

1. Participate in self-selected activities to meet the minimum daily expectations for physical activity.
2. Identify activities outside of school that could contribute to a physically active lifestyle.
3. Meet/exceed recommendations for physical activity time each week.

Grade Five

Participate

1. Participate in self-selected activities to meet the minimum daily expectations for physical activity.
2. Identify local resources for participation in physical activity (e.g., parks, recreational facilities, playing fields, walking trails, cycling routes).
3. Meet/exceed recommendations for physical activity time each week.

Standard 3
Participates regularly in physical activity.

Grades 3-5

Benchmark B: Self-monitor levels of physical activity using information from different sources.

Grade Three

Monitor and Plan

1. Track amount of daily physical activity using a log or calendar.
2. Meet/exceed recommendations for physical activity time each week.
3. Plan to increase activity time inside and outside of school.
4. Plan to use local resources in the community to increase physical activity time.

Grade Four

Monitor and Plan

1. Track amount of weekly physical activity using assessment tools (e.g., journal, log, pedometer, stopwatch).
2. Meet/exceed recommendations for physical activity time each week.
3. Plan to increase physical activity time inside and outside of school.
4. Plan to use local resources in the community to increase physical activity time.

Grade Five

Monitor and Plan

1. Track amount of weekly physical activity using assessment tools (e.g., journal, log, pedometer, stopwatch).
2. Plan to increase physical activity time inside and outside of school.
3. Plan to use local resources in the community to increase physical activity time.

Standard 3
Participates regularly in physical activity.

Grades 6-8

Benchmark A: Engage in regular physical activity inside and outside of school to meet national recommendations for daily physical activity.

Grade Six

Participate

1. Participate in moderate to vigorous self-selected activities to meet the minimum daily expectations for physical activity.
2. Develop awareness of the opportunities inside and outside of school for participation in a broad range of activities that may meet personal needs and interests.
3. Develop a list of available school and community activities.

Grade Seven

Participate

1. Spend a portion of each day participating in physical activity inside or outside of class.
2. Identify community resources for physical activity to meet personal needs.
3. Participate in various physical activities that are part of the school or community.

Grade Eight

Participate

1. Participate in a variety of moderate or vigorous physical activities to meet national recommendations for physical activity.
2. Spend a portion of each day participating in physical activity inside or outside of school.
3. Develop and refine physical activity choices inside and outside of school.
4. Select areas of interest from school and community resources that can fulfill physical activity needs.

Standard 3
Participates regularly in physical activity.

Grades 6-8

Benchmark B: Create and monitor a personal plan for physical activity.

Grade Six

Plan

Monitor

1. Establish personal physical activity goals to meet the minimum daily expectations for physical activity inside and outside of school.
2. Organize time to meet/exceed national recommendations for physical activity at least five days during the week.
3. Track progress toward daily physical activity goals using assessment tools (e.g., log, planner, pedometer, stopwatch).

Grade Seven

Plan

Monitor

1. Establish personal physical activity goals to meet the minimum daily expectations for physical activity.
2. Organize time to meet/exceed national recommendations for physical activity at least five days during the week.
3. Monitor physical activity to assess achievement of national daily recommendations for physical activity.

Grade Eight

Plan

Monitor

1. Set realistic goals utilizing assessment tools (e.g., log, pedometer, heart rate monitor).
2. Develop a time-management schedule that emphasizes physical activity and active recreational activities.
3. Monitor progress toward physical activity goals and plan for continued physical activity.

Standard 3
Participates regularly in physical activity.

Grades 9-12

Benchmark A: Identify and engage in regular physical activities inside and outside of school to meet daily national recommendations for daily physical activity.

Grade Nine

Identify and Participate

1. Participate in moderate to vigorous physical activities.
2. Participate in a variety of physical activities outside of school (e.g., exergaming, rock climbing, dance, martial arts) for maintaining or enhancing a healthy, active lifestyle.
3. Participate in and report on at least two available fitness and/or recreational opportunities in the community.

Grade Ten

Identify and Participate

1. Participate in moderate to vigorous physical activities.
2. Participate in a variety of physical activities (e.g., yoga, orienteering, cycling, skating, hiking, kayaking) for maintaining or enhancing a healthy, active lifestyle.
3. Participate in and report on at least two available fitness and/or recreational organizations in the community that meet personal needs and interests.
4. Report on at least two available fitness and/or recreational opportunities in the community, focusing on access, affordability, quality of facility, staffing, etc.

Grade Eleven

Identify and Participate

1. Participate in self-selected physical activity and keep logs of factors that influence ability to participate (e.g., time, cost, facilities used, equipment required, personnel involved).
2. Research and report on local, state and national resources for participation in physical activity outside of physical education class (e.g., recreational/fitness facilities, dance studios, martial arts clubs, walking or cycling paths).
3. Analyze and compare health and fitness benefits for participation in physical activity at two or more local, state and national resources (e.g., parks/wilderness areas, natural resources, fitness/recreational facilities).
4. Analyze and compare at least two physical activity resources for participation, focusing on personal needs/interests, access and affordability (e.g., exergames, media).

Grade Twelve

Identify and Participate

1. Participate in one or more local, state, national or international fitness or recreational resources (e.g., recreational/fitness facilities, dance studios, martial arts clubs, parks/wilderness areas, natural resources).
2. Participate in self-selected physical activity and keep logs of factors that influence ability to participate (e.g., time, cost, facilities used, equipment required, personnel involved).
3. Research and visit at least two different available physical activity and/or recreational opportunities in the state or region.
4. Analyze and compare health and fitness benefits for participation in physical activity at two or more of the physical activity and/or recreational opportunities in the state or region that were visited.
5. Analyze and compare at least two physical activity resources for participation, focusing on personal needs/interests, access and affordability (e.g., exergames, media).

Standard 3
Participates regularly in physical activity.

Grades 9-12

Benchmark B Create and monitor a personal plan for physical activity.

Grade Nine

Monitor

Evaluate

1. Evaluate personal needs and set realistic goals for improving physical activity participation.
2. Develop a schedule that accommodates participation in a variety of moderate to vigorous physical activity most days of the week.
3. Monitor physical activity and intensity levels using technology (e.g., pedometer, heart rate monitor and/or physical activity log).
4. Document participation in a variety of physical activities for one month.

Grade Ten

Monitor

Evaluate

1. Monitor physical activity and intensity levels using technology (e.g., pedometer, heart rate monitor, physical activity log).
2. Develop a schedule that accommodates participation in a variety of moderate to vigorous physical activity most days of the week.
3. Keep a daily record of physical activity participation to evaluate progress in achieving personal goals.
4. Document participation in a variety of physical activities for one month.

Grade Eleven

Monitor

Evaluate

1. Use technology (e.g., heart rate monitor, stopwatch, fitness software) to determine appropriate levels of intensity and progressively adjust level of intensity as fitness level improves.
2. Document participation in physical activity in addition to physical education class to achieve personal goals.
3. Develop a schedule that accommodates participation in moderate to vigorous physical activity most days of the week.
4. Document and evaluate participation in physical activity for one month.

Grade Twelve

Monitor

Evaluate

1. Use technology (e.g., heart rate monitor, stopwatch, fitness software) to determine appropriate levels of intensity and progressively adjust level of intensity as fitness level improves.
2. Document participation in physical activity in addition to physical education class to achieve personal goals.
3. Develop a schedule that accommodates participation in moderate to vigorous physical activity most days of the week.
4. Document and evaluate participation in physical activity for one month.

Standard 4
Achieves and maintains a health-enhancing level of physical fitness.

Grades K-2

Benchmark A: Demonstrate and develop health-related fitness.

Kindergarten
Fitness

1. Perform fitness-related activities using appropriate principles and practices.
2. Demonstrate sufficient fitness to sustain moderate to vigorous physical activity.

Grade One
Fitness

1. Perform fitness-related activities using appropriate principles and practices.
2. Demonstrate sufficient fitness to sustain moderate to vigorous physical activity.

Grade Two
Fitness

1. Perform fitness-related activities using appropriate principles and practices.
2. Demonstrate sufficient fitness to sustain moderate to vigorous physical activity.

Standard 4
Achieves and maintains a health-enhancing level of physical fitness.

Grades K-2

Benchmark B: Understand the principles, components and practices of health-related physical fitness.

Kindergarten

Effects of Physical Activity

1. Explore activities that contribute to a healthy lifestyle.
2. Name activities that increase heart rate.
3. Recognize changes in the body that result from participation in moderate and vigorous physical activity (e.g., faster heart rate, perspiration, changes in breathing).

Grade One

Effects of Physical Activity

1. Recognize activities that affect heart rate, flexibility and muscle strength.
2. Identify ways to stretch muscles in various parts of the body.
3. Identify how different physical activities (running, stretching, balancing) affect the body (e.g., increased heart rate, increased respiration and perspiration, fatigued muscles).

Grade Two

Effects of Physical Activity

1. Distinguish between exercises that improve endurance, flexibility and muscle strength.
2. Identify the importance of pacing to sustain moderate to vigorous activity for longer periods of time.
3. Recognize the importance of muscular strength to support body weight.
4. Recognize that health-related fitness consists of several different components (e.g., strength, flexibility, endurance).

Standard 4
Achieves and maintains a health-enhancing level of physical fitness.

Grades 3-5

Benchmark A: Meet or exceed criterion-referenced health-related physical fitness standards.

Grade Three	1. Perform fitness activities using appropriate principles and practices.
Fitness	2. Meet criterion-referenced standards for the components of health-related fitness.
Grade Four	1. Perform fitness activities using appropriate principles and practices.
Fitness	2. Meet criterion-referenced standards for the components of health-related fitness.
Grade Five	1. Perform fitness activities using appropriate principles and practices.
Fitness	2. Meet criterion-referenced standards for the components of health-related fitness.

Standard 4
Achieves and maintains a health-enhancing level of physical fitness.

Grades 3-5

Benchmark B: Understand the principles, components and practices of health-related physical fitness.

Grade Three

Components and Principles

1. Identify the healthy fitness level (e.g., zone, criteria) for a fitness assessment.
2. Recognize when to increase or decrease intensity during an activity based on internal or external feedback.
3. Understand the overall benefits of a healthy, active lifestyle.
4. Define the components of health-related fitness (body composition, cardiovascular endurance, flexibility, muscular endurance, muscular strength).
5. Know parts of a physical activity session/workout (e.g., warm-up, main activity, cool-down).
6. Monitor heart rate at rest, during physical activity and during cool down.

Grade Four

Components and Principles

1. Relate performance on fitness assessment with criteria for health-related fitness.
2. Identify activities or exercises that might improve or maintain a component of health-related fitness.
3. Define and describe the role of each health-related fitness component (body composition, cardiovascular endurance, flexibility, muscular endurance, muscular strength) in a healthy lifestyle (e.g., why be flexible, why have muscular strength?).
4. Recognize and recall the components of the Frequency, Intensity, Time and Type (FITT) principle.
5. Compare and contrast the difference between resting, active and cool-down heart rates.

Grade Five

Components and Principles

1. Relate performance on fitness assessment with criteria for health-related fitness.
2. Identify activities or exercises that might improve or maintain a component of health-related fitness.
3. Understand the components of the FITT principle.
4. Describe feelings in the body that result from varying frequency, intensity, time and type of physical activity.
5. Understand the components of health-related fitness and identify activities that have potential to develop each component.
6. Identify and perform activities to complete each part (e.g., warm-up, main activity, cool-down) of a physical activity or workout.
7. Recognize the principles of target heart rate.

Standard 4
Achieves and maintains a health-enhancing level of physical fitness.

Grades 6-8

Benchmark A: Meet or exceed criterion-referenced health-related physical fitness standards.

Grade Six

Fitness

1. Perform fitness activities using appropriate principles and practices.
2. Meet criterion-referenced standards for the components of health-related fitness.

Grade Seven

Fitness

1. Perform fitness activities using appropriate principles and practices.
2. Meet criterion-referenced standards for the components of health-related fitness.

Grade Eight

Fitness

1. Perform fitness activities using appropriate principles and practices.
2. Meet criterion-referenced standards for the components of health-related fitness.

Standard 4
Achieves and maintains a health-enhancing level of physical fitness.

Grades 6-8

Benchmark B: Understand the principles, components and practices of health-related physical fitness.

Grade Six

Components, Principles and Practices

1. Identify areas of improvement from fitness test results and identify and develop a plan to improve areas of deficit.
2. Use various forms of technology to monitor physical activity (e.g., heart monitor, pedometer).
3. Understand the components of health-related fitness (body composition, cardiovascular endurance, flexibility, muscular endurance, muscular strength) and participate in specific fitness activities to benefit these components.
4. Give multiple examples of physical activities that meet basic requirements for each health-related component.
5. Recognize the principles of target heart rate.
6. Describe feelings in the body that result from varying frequency, intensity, time and type of physical activity.
7. Apply FITT principle when participating in a physical activity.
8. Identify principles of training such as specificity, overload and progression.

Grade Seven

Components, Principles and Practices

1. Evaluate results of fitness test and develop a plan to improve a fitness component.
2. Determine health-related fitness activities designed to improve or maintain body composition, cardiovascular endurance, flexibility, muscular endurance, muscular strength both inside and outside of school.
3. Understand principles of training (i.e., specificity, overload, progression).
4. Apply FITT principle when participating in a physical activity.
5. Apply principles of target heart rate to physical activity.

Grade Eight

Components, Principles and Practices

1. Evaluate results of fitness test and develop a comprehensive program to improve fitness.
2. Apply health-related fitness activities designed to improve or maintain body composition, cardiovascular endurance, flexibility, muscular endurance, muscular strength both inside and outside of school.
3. Apply principles of training (e.g., specificity, overload, progression) to maintain or improve health-related fitness.
4. Apply FITT principle when participating in a physical activity.
5. Apply principles of target heart rate to physical activity.

Standard 4
Achieves and maintains a health-enhancing level of physical fitness.

Grades 9-12

Benchmark A: Meet or exceed criterion-referenced health-related physical fitness standards.

Grade Nine

Fitness

1. Perform fitness activities using appropriate principles and practices.
2. Meet criterion-referenced standards for the components of health-related fitness.

Grade Ten

Fitness

1. Perform fitness activities using appropriate principles and practices.
2. Meet criterion-referenced standards for the components of health-related fitness.

Grade Eleven

Fitness

1. Perform fitness activities using appropriate principles and practices.
2. Meet criterion-referenced standards for the components of health-related fitness.

Grade Twelve

Fitness

1. Perform fitness activities using appropriate principles and practices.
2. Meet criterion-referenced standards for the components of health-related fitness.

Standard 4
Achieves and maintains a health-enhancing level of physical fitness.

Grades 9-12

Benchmark B: Understand the principles, components and practices of health-related physical fitness.

Grade Nine

Components, Principles and Practices

1. Evaluate a fitness self-assessment and develop and implement a one-month personal physical fitness plan.
2. Demonstrate and report on the components of health-related fitness within a personal physical activity program.
3. Construct a timeline for improvement to accompany personal fitness plan.
4. Define and determine target training zone and apply it to fitness and physical activities.
5. Apply principles of training to monitor and adjust activity levels to meet personal fitness needs.

Grade Ten

Components, Principles and Practices

1. Evaluate a fitness self-assessment and develop an appropriate conditioning program for lifetime participation.
2. Refine and report the components of health-related fitness within a personal physical activity program.
3. Construct a timeline for improvement to accompany personal fitness plan.
4. Define and determine target training zone within a personal physical activity program and work to improve.
5. Analyze and apply the components of fitness to a personal physical activity program (body composition, cardiovascular endurance, flexibility, muscular endurance, muscular strength).

Grade Eleven

Components, Principles and Practices

1. Evaluate a fitness self-assessment and develop a physical fitness plan that accommodates changes in age, growth and development to enhance personal health and performance in future leisure and workplace activities.
2. Create a personal physical activity fitness program recognizing all components utilized in a balanced manner.
3. Develop and maintain a personal fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).
4. Apply the overload, specificity, progression and FITT principles to a personal fitness program.
5. Include scientific principles and concepts as strategies for improvement of personal fitness (methods of stretching, types of muscular contractions).

Grade Twelve

Components, Principles and Practices

1. Evaluate a fitness self-assessment and develop a physical fitness plan that accommodates changes in age, growth and development to enhance personal health and performance in future leisure and workplace activities.
2. Create a personal physical activity fitness program recognizing all components utilized in a balanced manner.
3. Develop and maintain a personal fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).
4. Apply the overload, specificity, progression and FITT principles to a personal fitness program.
5. Include scientific principles and concepts as strategies for improvement of personal fitness (methods of stretching, types of muscular contractions).

Standard 5
Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

Grades K-2

Benchmark A: Know and follow procedures and safe practices.

Kindergarten
Safety

1. Respond positively to reminders of appropriate safety procedures.
2. Follow directions and handle equipment safely.
3. Work independently and safely in self and shared space.
4. Explain rules related to safety and activity-specific procedures.

Grade One
Safety

1. Respond positively to reminders of appropriate safety procedures.
2. Follow directions and handle equipment safely.
3. Mount, move on and dismount large apparatus safely.
4. Explain rules related to safety and activity-specific procedures.

Grade Two
Safety

1. Respond positively to reminders of appropriate safety procedures.
2. Follow directions and handle equipment safely.
3. Mount, move on and dismount large apparatus safely.
4. Explain rules related to safety and activity-specific procedures.

Standard 5
Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

Grades K-2

Benchmark B: Demonstrate responsible behavior in physical activity settings.

Kindergarten

Cooperation

1. Follow instructions and class procedures while participating in physical education activities.
2. Demonstrate cooperation and consideration of others in partner and group physical activities.
3. Demonstrate willingness to work with a variety of partners in physical education activities.

Grade One

Cooperation

1. Follow instructions and class procedures while participating in physical education activities.
2. Describe examples of cooperation and sharing in a variety of physical activities.
3. Demonstrate consideration of others with varying skill or fitness levels while participating in physical education activities.

Grade Two

Cooperation

1. Follow instructions and class procedures while participating in physical activities.
2. Demonstrate cooperation with others when resolving conflicts.
3. Take turns using equipment or performing a task.
4. Interact positively with others in partner and small group activities without regard to individual differences.

Standard 5
Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

Grades 3-5

Benchmark A: Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity settings.

Grade Three

Safety

1. Follow rules and safe practices in class activities.
2. Identify equipment-specific safety rules and follow them.
3. Recognize characteristics of the equipment and environment that affect safe play.

Grade Four

Personal Responsibility

Safety

1. Follow rules and safe practices in class activities.
2. Adjust performance to characteristics of the environment to ensure safe play (e.g., space, equipment, others).

Grade Five

Personal Responsibility

Safety

1. Adhere to class and activity-specific rules and safe practices.
2. Adjust performance to characteristics of the environment to ensure safe play (e.g., space, equipment, others).

Standard 5
Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

Grades 3-5

Benchmark B: Interact and communicate positively with others.

Grade Three

Cooperation

Respect

1. Work cooperatively with a partner in the development of an activity, dance sequence or game.
2. Cooperate with a partner or small group by taking turns and sharing equipment.
3. Demonstrate acceptance of skill and ability of others through verbal and non-verbal behavior.
4. Demonstrate cooperation with others when resolving conflict.

Grade Four

Cooperation

Respect

1. Listen, discuss options and develop a plan to accomplish a partner or group task or to improve play.
2. Participate with a group in cooperative problem-solving activities.
3. Demonstrate cooperation with and respect for peers different from oneself.
4. Demonstrate cooperation with others when resolving conflict.

Grade Five

Cooperation

Respect

1. Lead, follow and support group members to improve play in cooperative and competitive settings.
2. Evaluate personal behavior to ensure positive effects on others.
3. Demonstrate respectful and responsible behavior toward peers different from oneself.
4. Demonstrate cooperation with others when resolving conflict.

Standard 5
Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

Grades 6-8

Benchmark A: Develop and apply rules, safe practices and procedures in physical activity settings.

Grade Six

Safety

Personal Responsibility

1. Make a conscious decision about playing within the rules, procedures and etiquette of a game or activity.
2. Acknowledge and apply rules to game situations to ensure personal and group safety.

Grade Seven

Safety

Personal Responsibility

1. Make a conscious decision about playing within the rules, procedures and etiquette of a game or activity.
2. Acknowledge and apply rules to game situations to ensure personal and group safety.

Grade Eight

Safety

Personal Responsibility

1. Work cooperatively with peers of differing skill to promote a safe school environment.
2. Recognize causes and demonstrate possible solutions to issues related to a safe school environment and physical activity setting.

Standard 5
Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

Grades 6-8

Benchmark B: Communicate effectively with others to promote respect and conflict resolution in physical activity settings.

Grade Six

Communication

Respect

1. Offer positive suggestions to facilitate group progress in physical activities.
2. Demonstrate cooperation with peers of different gender, race and ability in physical activity settings.
3. Show consideration of the rights and feelings of others when resolving conflict.
4. Accept decisions made by the designated official and return to activity.

Grade Seven

Communication

Respect

1. Offer positive suggestions or constructive feedback to facilitate group progress.
2. Demonstrate cooperation with peers of different gender, race and ability in physical activity settings.
3. Resolve conflict with sensitivity to the rights and feelings of others.
4. Accept and respect decisions made by the designated official.

Grade Eight

Communication

Respect

1. Provide support or positive suggestions to facilitate group progress or success.
2. Demonstrate and encourage respect for individual similarities and differences through positive interaction.
3. Resolve conflict with sensitivity to the rights and feelings of others.
4. Accept and respect decisions made by the designated official.

Standard 5
Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

Grades 9-12

Benchmark A: Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures and etiquette in physical activity settings.

Grade Nine

Safety

Etiquette

1. Contribute to the development and maintenance of rules that provide for safe participation in physical activities.
2. Exhibit appropriate etiquette in a variety of cooperative and competitive physical activities.

Grade Ten

Safety

Etiquette

1. Contribute to the development and maintenance of rules that provide for safe participation in physical activities.
2. Exhibit appropriate etiquette in a variety of cooperative and competitive physical activities.
3. Identify unsafe practices and offer appropriate alternatives.

Grade Eleven

Safety

Etiquette

1. Contribute to the development and maintenance of rules that provide for safe participation in physical activities.
2. Encourage others to apply appropriate etiquette in a variety of authentic physical activity settings.
3. Recognize unsafe conditions in practice or play and take steps to correct them.

Grade Twelve

Safety

Etiquette

1. Contribute to the development and maintenance of rules that provide for safe participation in physical activities.
2. Demonstrate leadership in physical activity settings (e.g., officiate a game, make own calls, resolve conflicts).
3. Recognize unsafe conditions in an athletic venue and independently take steps to correct them.

Standard 5
Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

Grades 9-12

Benchmark B: Initiate responsible personal social behavior and positively influence the behavior of others in physical activity settings.

Grade Nine

Communication

Social Responsibility

1. Communicate effectively with others to promote respect and conflict resolution in cooperative and competitive physical activities.
2. Modify group activities or game expectations to accommodate individuals with lesser or greater skills or special needs.
3. Encourage appropriate etiquette and socially responsible behavior of participants and audience.
4. Accept decisions made by the designated official and respond to winning or losing with dignity and respect.

Grade Ten

Communication

Social Responsibility

1. Communicate effectively with others to promote respect and conflict resolution in cooperative and competitive physical activities.
2. Modify group activities or game expectations to accommodate individuals with lesser or greater skills or special needs.
3. Encourage appropriate etiquette and socially responsible behavior of participants and audience.
4. Accept decisions made by the designated official and respond to winning or losing with dignity and respect.

Grade Eleven

Communication

Social Responsibility

1. Communicate effectively with others to promote respect and conflict resolution in cooperative and competitive physical activities.
2. Modify group activities or game expectations to accommodate individuals with lesser or greater skills or special needs.
3. Encourage appropriate etiquette and socially responsible behavior of participants and audience.
4. Accept decisions made by the designated official and respond to winning or losing with dignity and respect.

Grade Twelve

Communication

Social Responsibility

1. Communicate effectively with others to promote respect and conflict resolution in cooperative and competitive physical activities.
2. Modify group activities or game expectations to accommodate individuals with lesser or greater skills or special needs.
3. Encourage appropriate etiquette and socially responsible behavior of participants and audience.
4. Accept decisions made by the designated official and respond to winning or losing with dignity and respect.

Standard 6
Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Grades K-2

Benchmark A: Enjoy participation in a variety of physical activities.

Kindergarten
Exploration

1. Try new movement tasks willingly.
2. Attempt to accomplish a movement task in a variety of ways.
3. Identify several physical activities that are enjoyable.
4. Enjoy the opportunity to be creative and express oneself through movement.

Grade One
Effort
Enjoyment

1. Try new movement tasks, skills and activities without hesitation.
2. Sustain effort to complete tasks.
3. Express pleasure from trying a new activity or learning a new skill.
4. Invite someone to participate in a favorite physical activity.
5. Identify positive feelings that result from participation in physical activity.

Grade Two
Self-Challenge

1. Continue to participate when not successful on the first try.
2. Practice to refine the performance of a movement pattern.
3. Encourage someone to try to perform a movement task, skill or sequence.
4. Enjoy participating with others to accomplish a movement challenge.
5. Identify positive feelings that result from participation in physical activity.

Standard 6
Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Grades K-2

Benchmark B: Discover that physical activities promote self-expression and positive social interaction.

Kindergarten

Self-Expression

1. Identify a new way to complete a movement task.
2. Use movement to express a feeling, tell a story or show effort.
3. Describe feelings that result from participation in physical activity.

Grade One

Self-Expression

Social Interaction

1. Explore different ways to accomplish a movement task.
2. Devise a plan to accomplish a movement challenge.
3. Express personal feelings about progress in learning a new skill.
4. Identify feelings that result from participation in physical activity, alone and with others.

Grade Two

Self-Expression

Social Interaction

1. Demonstrate and describe a new way to accomplish a movement task.
2. Express an idea, concept or emotion through movement.
3. Express personal feelings about progress made learning a new skill or improving a previously learned skill.
4. Enjoy participating with others to accomplish a movement challenge or achieve a physical activity goal.

Standard 6
Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Grades 3-5

Benchmark A: Appreciate physical activities that promote self challenge and enjoyment.

Grade Three

Self-Challenge

1. Identify positive feelings associated with participation in physical activity.
2. Select and practice physically challenging activities to improve a skill and/or to experience success.
3. Explain reasons for selecting a particular physical activity as a favorite.
4. Demonstrate enjoyment (e.g., smiling, positive reinforcement, high five) while participating with others during activity.

Grade Four

Self-Challenge

1. Select and practice physically challenging activities to improve a skill and/or to experience success.
2. Explain reasons for choosing to participate in selected physical activity.
3. Celebrate personal success and achievement, and that of others due to effort and practice.
4. Determine aspects of an activity that contribute to enjoyment in physical activity.
5. Describe physical activities that provide personal enjoyment.

Grade Five

Self-Challenge

1. Explain reasons for choosing to participate in a selected physical activity.
2. Select and practice physically challenging activities to improve a skill and/or to experience success.
3. Share feelings with others in class about personal success, challenges or failure during an activity.
4. Explain how practice increases the level of personal success that leads to increased enjoyment.
5. Celebrate personal success and achievement, and that of others, due to effort and practice.

Standard 6
Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Grades 3-5

Benchmark B: Appreciate physical activities that promote self-expression and social and group interaction.

Grade Three

Social Interaction

Self-Expression

1. Discuss personal feelings, thoughts or ideas that result from participation in physical activities with others (e.g., dance sequence, game).
2. Recognize that physical activity provides opportunities for social interaction.
3. Interact positively with partners or small groups in a variety of physical activity settings.

Grade Four

Social Interaction

Self-Expression

1. Participate in physical activities that allow for self-expression (e.g., create a dance sequence, a routine or game that reflects personal feelings, thoughts and ideas).
2. Identify multiple physical activities that provide opportunities for social interactions.
3. Interact positively with partners or small groups in a variety of physical activity settings.

Grade Five

Social Interaction

Self-Expression

1. Participate in physical activities that allow for self-expression (e.g., create a dance sequence, a routine or game that reflects personal feelings, thoughts and ideas).
2. Participate in a variety of physical activities that provide opportunities for social and group interaction.
3. Interact positively with partners or small groups through physical activities.

Standard 6
Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Grades 6-8

Benchmark A: Engage in challenging experiences that develop confidence and independence.

Grade Six
Self-Challenge
Personal Growth

1. Demonstrate perseverance when challenged by a new physical activity.
2. Attempt to improve attained skills through effort and practice.
3. Identify the physical, social and psychological benefits of participation in physical activities.

Grade Seven
Self-Challenge
Personal Growth

1. Seek personally challenging experiences in physical activity opportunities.
2. Adhere to a practice plan to become a more skilled performer.
3. Investigate and participate in a variety of physical activities to develop personal interest.

Grade Eight
Self-Challenge
Personal Growth

1. Assess personal ability and practice to become a more skilled performer.
2. Determine appropriate level of challenge for own ability and select tasks to maximize performance.
3. Participate regularly in physical activities of personal interest and enjoyment.
4. Encourage others to participate in physical activities that one finds enjoyable.

Standard 6
Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Grades 6-8

Benchmark B: Select physical activities that promote self-expression and provide opportunities for social and group interaction.

Grade Six

Social Interaction

Self-Expression

1. Participate in activities which allow students to set and achieve individual and team goals.
2. Participate in a variety of non-traditional activities of interest (e.g., initiatives, cooperative games, orienteering, rollerblading).
3. Describe the role participation in physical activities has in getting to know oneself and others.
4. Work positively toward outcomes in small group settings (e.g., solve an initiative, work on a cooperative task, modify a game or an activity through group discussions).
5. Resolve conflicts that arise with others without confrontation.

Grade Seven

Social Interaction

Self-Expression

1. Describe ways to use the body and movement to communicate ideas and feelings (e.g., demonstrate a rhythmic activity that conveys a particular feeling).
2. Recognize physical activity as a positive opportunity for social and group interaction.
3. Praise peer performance by showing appreciation of others.
4. Resolve conflicts that arise with others without confrontation.

Grade Eight

Social Interaction

Self-Expression

1. Describe how engaging in physical activity promotes awareness of self and others.
2. Identify and describe personal feelings resulting from participating in physical activity (e.g., journals, class discussions, activity calendars).
3. Engage in cooperative and competitive physical activities voluntarily and regularly.
4. Assume a variety of roles as a team member (e.g., leader, record keeper, equipment manager).
5. Invite peers to become group members in physical activities.

Standard 6
Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Grades 9-12

Benchmark A: Use physical activity to promote personal growth, goal setting and enjoyment.

Grade Nine

Self-Challenge

Personal Growth

1. Choose an appropriate level of challenge to experience success and desire to participate in physical activity for a lifetime.
2. Reflect on motivations and goals that determine physical activity participation.
3. Appreciate enjoyment, satisfaction and benefits of regular physical activity.
4. Participate in activities that provide enjoyment and challenge.

Grade Ten

Self-Challenge

Personal Growth

1. Choose an appropriate level of challenge to experience success and desire to participate in physical activity for a lifetime.
2. Reflect on motivations and goals that determine physical activity participation.
3. Articulate reasons one activity is more enjoyable than others.

Grade Eleven

Self-Challenge

Personal Growth

1. Reflect on motivations and goals that determine physical activity participation.
2. Choose an appropriate level of challenge to experience success and desire to participate in physical activity for a lifetime.
3. Participate in activities that provide enjoyment and challenge.

Grade Twelve

Self-Challenge

Personal Growth

Advocate for a Physically Active Lifestyle

1. Analyze the physical, social and psychological benefits of participation in physical activity.
2. Actively encourage others to pursue physical activities through their actions and positive experience.
3. Identify individual movement and health-related fitness skills requiring improvement.
4. Choose an appropriate level of challenge to experience success and desire to participate in physical activity for a lifetime.
5. Participate in and promote physical activity outside the formal educational environment for enjoyment.

Standard 6
Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Grades 9-12

Benchmark B: Pursue physical activities that promote self-expression and provide opportunities for social and group interaction.

Grade Nine

Social Interaction

Self-Expression

1. Describe participation factors that contribute to enjoyment and self-expression.
2. Participate in physical activities that allow for self-expression and enjoyment.
3. Understand that physical activity provides an opportunity for positive social interaction.

Grade Ten

Social Interaction

Self-Expression

1. Describe participation factors that contribute to enjoyment and self-expression.
2. Participate in physical activities that allow for self-expression and enjoyment.
3. Understand that physical activity provides an opportunity for positive social interaction.

Grade Eleven

Social Interaction

Self-Expression

1. Reflect on goals and needs related to lifetime participation in physical activity.
2. Actively pursue goals and needs related to lifetime participation in physical activity.
3. Select and pursue physical activities that provide opportunities for self-expression and enjoyment.
4. Recognize and participate in physical activities that provide a positive social atmosphere for interaction with others.

Grade Twelve

Social Interaction

Self-Expression

1. Actively pursue goals and needs related to lifetime participation in physical activity.
2. Identify participation factors in physical activities that contribute to personal enjoyment and self-expression.
3. Recognize that physical activities can provide a positive social atmosphere for interaction with others.

Grade Band Overview by Standard and Organizers

PHYSICAL EDUCATION STANDARDS

Standard 1
Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2
Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Standard 3
Participates regularly in physical activity.

Standard 4
Achieves and maintains a health-enhancing level of physical fitness.

Standard 5
Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

Standard 6
Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

PHYSICAL EDUCATION STANDARDS

Content Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Organizers: *Non-locomotor and Locomotor Skills; Manipulative Skills*

Kindergarten	Grade One	Grade Two	By end of K-2 program, students will:
1. Use locomotor skills in exploratory and controlled settings. 2. Use non-locomotor skills (e.g., bend, twist, turn, sway, stretch) in exploratory and controlled settings. 3. Balance using a variety of body parts (e.g., 1/2/3/4 point balances) and body shapes (e.g., wide, narrow, twisted). 4. Transfer weight by rocking and rolling. 5. Move in time with a changing beat (e.g., music, drum, clap, stomp).	1. Demonstrate the ability to perform locomotor skills (e.g., walk, run, gallop, slide, skip, hop, jump, leap) while changing pathway, direction and/or speed. 2. Use non-locomotor skills in exploratory and controlled settings and in response to verbal and non-verbal (e.g., mirroring or matching a partner) stimuli. 3. Balance in a variety of ways using equipment (e.g., balance ball or board) and/or apparatus (e.g., beam or box). 4. Perform a variety of different rocking (e.g., forward/backward, side/side) and rolling skills (e.g., log, egg, parachute, circle, shoulder). 5. Move to a rhythmic beat or pattern.	1. Perform combinations of locomotor, weight transfer and balance skills. 2. Perform locomotor skills using critical elements correctly. 3. Combine non-locomotor and locomotor skills in a movement pattern. 4. Move on, over, under and around equipment/apparatus with purpose, control and balance. 5. Perform combinations of rolling and balance skills. 6. Perform rhythmic dance steps and sequences.	A. Demonstrate locomotor and non-locomotor skills in a variety of ways.
1. Throw objects in a variety of ways in self and general space. 2. Catch a bounced ball. 3. Use different body parts to strike a lightweight object (such as a balloon) and keep it in the air. 4. Kick a stationary ball. 5. Dribble objects in a variety of ways in self and general space. 6. Roll a ball underhand.	1. Throw using variations in time/force. 2. Catch a self-tossed object with hands or an implement. 3. Strike a ball using different body parts. 4. Kick a ball while running, without hesitating or stopping prior to kick. 5. Dribble an object with hands and feet throughout self and general space. 6. Roll the ball to a specified target.	1. Throw a variety of objects demonstrating a side orientation. 2. Catch objects coming from different directions, heights, speed, etc. 3. Strike a variety of objects with the hand or an implement attempting to control force/direction. 4. Kick a rolled or moving ball. 5. Dribble a ball with hands and feet using variations in time/force. 6. Roll the ball or object to a moving target.	B. Demonstrate developing control of fundamental manipulative skills.

PHYSICAL EDUCATION STANDARDS

Content Standard 2: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Organizers: *Movement Concepts; Knowledge of Critical Elements*

Kindergarten	Grade One	Grade Two	By end of K-2 program, students will:
1. Establish a movement vocabulary through exploration of body, space, effort and relationships. 2. Distinguish between different degrees of effort (e.g., strong, weak, fast, slow, bound, free). 3. Identify body parts and move them in a variety of ways.	1. Demonstrate knowledge of movement vocabulary related to space (e.g., self, general, directions, levels and pathways). 2. Demonstrate an understanding of relationships (lead, follow, over, under) in a variety of physical activities. 3. Identify personal effort that varies the quality of movement (e.g., speed up, slow down).	1. Use movement vocabulary to describe a pattern (e.g., levels: high, medium, low). 2. Apply movement concepts to modify performance (e.g., use more body parts, keep the object closer). 3. Apply different degrees of effort to accomplish a task (e.g., adjust speed).	A. Demonstrate knowledge of movement concepts related to body, space, effort and relationships.
1. Differentiate among locomotor skills. 2. Differentiate among non-locomotor skills.	1. Differentiate among manipulative skills. 2. Repeat “cue words” for fundamental motor skills and apply them to improve performance.	1. Differentiate among manipulative skills. 2. Identify critical elements which lead to successful performance of locomotor, non-locomotor and manipulative skills.	B. Demonstrate knowledge of critical elements of fundamental motor skills.

Content Standard 3: Participates regularly in physical activity.

Organizers: *Participate; Monitor*

Kindergarten	Grade One	Grade Two	By end of K-2 program, students will:
1. Identify interests connected with participation in physical activity. 2. Identify opportunities for increased physical activity outside of school (e.g., taking the stairs, walking the dog, riding a bike). 3. Identify a playground activity that could be performed during leisure time. 4. Participate in a variety of locomotor and non-locomotor skills inside and outside of school on a regular basis. 5. Exhibit satisfaction from regular participation in physical activity inside and outside of school.	1. Identify opportunities for increased physical activity (e.g., taking the stairs, walking the dog, riding a bike). 2. Identify several playground activities that could be performed during leisure time. 3. Participate in a variety of moderate to vigorous play activities on a regular basis. 4. Explore enjoyable activities which require moderate to vigorous physical activity. 5. Understand that physical activity has both temporary and lasting effects on the body.	1. Identify several moderate to vigorous playground activities. 2. Choose to participate in a variety of physical activities on a regular basis inside and outside of school to improve health. 3. Recognize that participation in physical activity is a conscious choice. 4. Discuss positive feelings that are associated with physical activity.	A. Engage in regular physical activity inside and outside of school to meet national recommendations for daily physical activity.
1. Explores activities of daily participation inside and outside of school. 2. Describe two favorite activities.	1. Identify activities of daily participation inside and outside of school. 2. Distinguish between active and inactive physical activity.	1. Compare and contrast activities of daily participation inside and outside of school. 2. Share physical activities done in and out of school.	B. Recall participation and physical activities both in and outside of school.

Content Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Organizers: *Fitness; Effects of Physical Activity*

Kindergarten	Grade One	Grade Two	By end of K-2 program, students will:
1. Perform fitness-related activities using appropriate principles and practices. 2. Demonstrate sufficient fitness to sustain moderate to vigorous physical activity.	1. Perform fitness-related activities using appropriate principles and practices. 2. Demonstrate sufficient fitness to sustain moderate to vigorous physical activity.	1. Perform fitness-related activities using appropriate principles and practices. 2. Demonstrate sufficient fitness to sustain moderate to vigorous physical activity.	A. Demonstrate and develop health-related fitness.
1. Explore activities that contribute to a healthy lifestyle. 2. Name activities that increase heart rate. 3. Recognize changes in the body that result from participation in moderate and vigorous physical activity (e.g., faster heart rate, perspiration, changes in breathing).	1. Recognize activities that affect heart rate, flexibility and muscle strength. 2. Identify ways to stretch muscles in various parts of the body. 3. Identify how different physical activities (running, stretching, balancing) affect the body (e.g., increased heart rate, increased respiration and perspiration, fatigued muscles).	1. Distinguish between exercises that improve endurance, flexibility and muscle strength. 2. Identify the importance of pacing to sustain moderate to vigorous activity for longer periods of time. 3. Recognize the importance of muscular strength to support body weight. 4. Recognize that health-related fitness consists of several different components (e.g., strength, flexibility, endurance).	B. Understand the principles, components and practices of health-related physical fitness.

Content Standard 5: Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

Organizers: *Safety; Cooperation*

Kindergarten	Grade One	Grade Two	By end of K-2 program, students will:
1. Respond positively to reminders of appropriate safety procedures. 2. Follow directions and handle equipment safely. 3. Work independently and safely in self and shared space. 4. Explain rules related to safety and activity-specific procedures.	1. Respond positively to reminders of appropriate safety procedures. 2. Follow directions and handle equipment safely. 3. Mount, move on and dismount large apparatus safely. 4. Explain rules related to safety and activity-specific procedures.	1. Respond positively to reminders of appropriate safety procedures. 2. Follow directions and handle equipment safely. 3. Mount, move on and dismount large apparatus safely. 4. Explain rules related to safety and activity-specific procedures.	A. Know and follow procedures and safe practices.
1. Follow instructions and class procedures while participating in physical education activities. 2. Demonstrate cooperation and consideration of others in partner and group physical activities. 3. Demonstrate willingness to work with a variety of partners in physical education activities.	1. Follow instructions and class procedures while participating in physical education activities. 2. Describe examples of cooperation and sharing in a variety of physical activities. 3. Demonstrate consideration of others with varying skill or fitness levels while participating in physical education activities.	1. Follow instructions and class procedures while participating in physical activities. 2. Demonstrate cooperation with others when resolving conflicts. 3. Take turns using equipment or performing a task. 4. Interact positively with others in partner and small group activities without regard to individual differences.	B. Demonstrate responsible behavior in physical activity settings.

PHYSICAL EDUCATION STANDARDS

Content Standard 6: Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Organizers: *Exploration; Effort; Enjoyment; Self-Challenge; Self-Expression; Social Interaction*

Kindergarten	Grade One	Grade Two	By end of K-2 program, students will:
1. Try new movement tasks willingly. 2. Attempt to accomplish a movement task in a variety of ways. 3. Identify several physical activities that are enjoyable. 4. Enjoy the opportunity to be creative and express oneself through movement.	1. Try new movement tasks, skills and activities without hesitation. 2. Sustain effort to complete tasks. 3. Express pleasure from trying a new activity or learning a new skill. 4. Invite someone to participate in a favorite physical activity. 5. Identify positive feelings that result from participation in physical activity.	1. Continue to participate when not successful on the first try. 2. Practice to refine the performance of a movement pattern. 3. Encourage someone to try to perform a movement task, skill or sequence. 4. Enjoy participating with others to accomplish a movement challenge. 5. Identify positive feelings that result from participation in physical activity.	A. Enjoy participation in a variety of physical activities.
1. Identify a new way to complete a movement task. 2. Use movement to express a feeling, tell a story or show effort. 3. Describe feelings that result from participation in physical activity.	1. Explore different ways to accomplish a movement task. 2. Devise a plan to accomplish a movement challenge. 3. Express personal feelings about progress in learning a new skill. 4. Identify feelings that result from participation in physical activity, alone and with others.	1. Demonstrate and describe a new way to accomplish a movement task. 2. Express an idea, concept or emotion through movement. 3. Express personal feelings about progress made learning a new skill or improving a previously learned skill. 4. Enjoy participating with others to accomplish a movement challenge or achieve a physical activity goal.	B. Discover that physical activities promote self-expression and positive social interaction.

PHYSICAL EDUCATION STANDARDS

Content Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Organizers: *Combined Skills*

Grade Three	Grade Four	Grade Five	By end of 3-5 program, students will:
1. Perform a sequence of movements (e.g., dance, gymnastics, jump rope) with a beginning, middle and end. 2. Balance on a variety of objects that are either static or dynamic.	1. Perform a sequence of 5-7 movements (e.g., dance, gymnastics, jump rope) with smooth transitions between those movements. 2. Balance on a variety of objects that are either static or dynamic.	1. Design and perform a sequence of 5-7 movements (e.g., dance, gymnastics, jump rope) with smooth transitions between those movements. 2. Balance on a variety of objects that are either static or dynamic.	A. Combine locomotor and non-locomotor skills into movement patterns.

PHYSICAL EDUCATION STANDARDS

Content Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Organizers: *Application of Skills*

Grade Three	Grade Four	Grade Five	By end of 3-5 program, students will:
1. Throw overhand with force using appropriate critical elements (e.g., side to target, step with opposite foot, rotate trunk, elbow bend, extension and follow through). 2. Catch a variety of objects in dynamic conditions using the critical elements (e.g., eyes on object, move into line, hands ready, hands catch, absorb force or "give"). 3. Strike an object with a short-handled implement using the critical elements (e.g., sideways to target, eyes on object, bat or racket, back and up or down, step with opposite foot, trunk and hip rotation, swing through the ball). 4. Kick the ball to a target using the critical elements (e.g., long stride to the ball, support foot next to the ball or toe to the target, contact the center of the ball or bottom if the goal is height, use the inside of the foot for accuracy or laces if the goal is power, follow through to the target). 5. Dribble and maintain control while moving through space using the critical elements (e.g., hand dribble cues – use the finger pads, elbow extends and retracts, contact at waist level or below, eyes up). 6. Roll a ball (one-handed underhand) to hit various targets using the critical elements (e.g., eyes on the target, arm back, step with opposition, release at front foot, roll through to target).	1. Throw overhand with varying degrees of force using appropriate critical elements to reach different distances. 2. Catch (two-handed) during a game or game-like situation using the critical elements. 3. Strike an object with a long-handled implement using the critical elements. 4. Kick the ball to a moving target using the critical elements. 5. Punt a ball using the critical elements (e.g., hold ball in two hands at waist level, take a long stride, drop the ball onto the foot, point the toe, contact with the laces, kick through the ball). 6. Dribble with control while moving through space to avoid stationary objects using the critical elements (e.g., hand dribble cues; use the finger pads, elbow extends and retracts, contact at waist level or below, eyes up – foot dribble cues: push the ball ahead with force depending on space available, use inside and/or outside of the foot – stick dribble cues: hands apart on the stick for control, push the ball ahead with force depending on space available). 7. Roll a ball to strike targets at different directions and locations using the critical elements.	1. Throw overhand to reach a medium-sized target with sufficient force using appropriate critical elements. 2. Catch with an implement (e.g., glove, scoop) using the critical elements. 3. Strike an object with an implement in a game or game-like situation using the critical elements. 4. Receive a kick, dribble and then kick a ball to a target using the critical elements (e.g., move into line with the ball, receiving foot to the ball, move the ball in the direction of the dribble, keep the ball close in the dribble, pass to your target). 5. Punt using the critical elements to reach a sufficient distance. 6. Dribble under control during a game or game-like situation using the critical elements. 7. Send (e.g., pass, roll) an object to strike a moving target at different directions and locations.	B. Apply the critical elements of fundamental manipulative skills in a variety of physical activities.

Content Standard 2: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Organizers: *Movement Concepts; Strategies and Tactics; Principles and Critical Elements*

Grade Three	Grade Four	Grade Five	By end of 3-5 program, students will:
1. Modify movement to meet the demands of a task (e.g., throw with more or less force to reach a target or teammate). 2. Explain how the characteristics of an object (e.g., size, material, weight) affect performance of manipulative skills. 3. Identify the most stable and unstable positions from 2-, 3-, 4-point balance positions. 4. Demonstrate understanding of boundaries. 5. Recognize offensive and defensive situations. 6. Start and restart activity in appropriate ways.	1. Explain the importance of weight transfer in object propulsion skills (throw, strike). 2. Describe and demonstrate the correct movement or movement qualities based on the characteristics of the task (e.g., size of object, distance to target, goal, speed or time to complete movement) and/or environment (space, number of players). 3. Explain the importance of balance in effective movement performance. 4. Demonstrate basic understanding of spacing in a dynamic environment (e.g., partner or small group dance spacing, proximity to the ball or teammate in small-sided games). 5. Demonstrate understanding of tactics needed to score (e.g., ball possession, attack, moving an opponent).	1. Identify similar patterns/concepts across related activities (e.g., striking with a bat and tennis forehand). 2. Analyze and modify a movement based on the characteristics of the task (e.g., size of object, distance to target, goal, speed or time to complete movement) and/or environment (space, number of players) in a dynamic or changing environment. 3. Use knowledge of balance to impact movement performance. 4. Demonstrate basic understanding of positioning in simple game settings (e.g., maintain or return to base position, positioning relative to a goal or opponent). 5. Demonstrate basic decision-making capabilities in simple performance settings (e.g., what skill should I use?)	A. Demonstrate and apply basic tactics and principles of movement.
1. Describe the critical elements of the manipulative skills (e.g., throw, catch, kick, strike). 2. Explain how appropriate practice improves performance.	1. Use the knowledge of critical elements to analyze skill performance to determine strengths and weaknesses of motor skills. 2. Explain how appropriate practice can improve performance of a movement or skill.	1. Use knowledge of critical elements to analyze and provide feedback on motor-skill performance of others. 2. Use the principles of practice (e.g., part-practice, variable practice, simplifying the environment, identify key cues) to develop a plan to improve performance for a movement skill.	B. Demonstrate knowledge of critical elements for more complex motor skills.

Content Standard 3: Participates regularly in physical activity.

Organizers: *Participate; Monitor and Plan*

Grade Three	Grade Four	Grade Five	By end of 3-5 program, students will:
1. Meet the minimum daily expectations for physical activity inside and outside of school. 2. Identify activities within school that contribute to a physically active lifestyle. 3. Meet/exceed recommendations for physical activity time each week.	1. Participate in self-selected activities to meet the minimum daily expectations for physical activity. 2. Identify activities outside of school that could contribute to a physically active lifestyle. 3. Meet/exceed recommendations for physical activity time each week.	1. Participate in self-selected activities to meet the minimum daily expectations for physical activity. 2. Identify local resources for participation in physical activity (e.g., parks, recreational facilities, playing fields, walking trails, cycling routes). 3. Meet/exceed recommendations for physical activity time each week.	A. Engage in regular physical activity inside and outside of school to meet national recommendations for daily physical activity.
1. Track amount of daily physical activity using a log or calendar. 2. Meet/exceed recommendations for physical activity time each week. 3. Plan to increase activity time inside and outside of school. 4. Plan to use local resources in the community to increase physical activity time.	1. Track amount of weekly physical activity using assessment tools (e.g., journal, log, pedometer, stopwatch) 2. Meet/exceed recommendations for physical activity time each week. 3. Plan to increase activity time inside and outside of school. 4. Plan to use local resources in the community to increase physical activity time.	1. Track amount of weekly physical activity using assessment tools (e.g., journal, log, pedometer, stopwatch) 2. Plan to increase activity time inside and outside of school. 3. Plan to use local resources in the community to increase physical activity time.	B. Self-monitor levels of physical activity using information from different sources.

Content Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Organizers: *Fitness; Components and Principles*

Grade Three	Grade Four	Grade Five	By end of 3-5 program, students will:
1. Perform fitness activities using appropriate principles and practices. 2. Meet criterion-referenced standards for the components of health-related fitness.	1. Perform fitness activities using appropriate principles and practices. 2. Meet criterion-referenced standards for the components of health-related fitness.	1. Perform fitness activities using appropriate principles and practices. 2. Meet criterion-referenced standards for the components of health-related fitness.	A. Meet or exceed criterion-referenced health-related physical fitness standards.
1. Identify the healthy fitness level (e.g., zone, criteria) for a fitness assessment. 2. Recognize when to increase or decrease intensity during an activity based on internal or external feedback. 3. Understand the overall benefits of a healthy, active lifestyle. 4. Define the components of health-related fitness (e.g., body composition, cardiovascular endurance, flexibility, muscular endurance, muscular strength). 5. Know parts of a physical activity session/workout (e.g., warm-up, main activity, cool-down). 6. Monitor heart rate at rest, during physical activity and during cool down.	1. Relate performance on fitness assessment with criteria for health-related fitness. 2. Identify activities or exercises that might improve or maintain a component of health-related fitness. 3. Define and describe the role of each health-related fitness component (e.g., body composition, cardiovascular endurance, flexibility, muscular endurance, muscular strength) in a healthy lifestyle (e.g., why be flexible, why have muscular strength). 4. Recognize and recall the components of the Frequency, Intensity, Time and Type (FITT) principle. 5. Compare and contrast the difference between resting, active and cool-down heart rates.	1. Relate performance on fitness assessment with criteria for health-related fitness. 2. Identify activities or exercises that might improve or maintain a component of health-related fitness. 3. Understand the components of the FITT principle. 4. Describe feelings in the body that result from varying frequency, intensity, time and type of physical activity. 5. Understand the components of health-related fitness and identify activities that have potential to develop each component. 6. Identify and perform activities to complete each part (e.g., warm-up, main activity, cool-down) of a physical activity or workout. 7. Recognize the principles of target heart rate.	B. Understand the principles, components and practices of health-related physical fitness.

PHYSICAL EDUCATION STANDARDS

Content Standard 5: Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

Organizers: *Safety; Personal Responsibility; Cooperation; Respect*

Grade Three	Grade Four	Grade Five	By end of 3-5 program, students will:
1. Follow rules and safe practices in class activities. 2. Identify equipment-specific safety rules and follow them. 3. Recognize characteristics of the equipment and environment that affect safe play.	1. Follow rules and safe practices in class activities. 2. Adjust performance to characteristics of the environment to ensure safe play (e.g., space, equipment, others).	1. Adhere to class and activity-specific rules and safe practices. 2. Adjust performance to characteristics of the environment to ensure safe play (e.g., space, equipment, others).	A. Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity settings.
1. Work cooperatively with a partner in the development of an activity, dance sequence or game. 2. Cooperate with a partner or small group by taking turns and sharing equipment. 3. Demonstrate acceptance of skill and ability of others through verbal and non-verbal behavior. 4. Demonstrate cooperation with others when resolving conflict.	1. Listen, discuss options and develop a plan to accomplish a partner or group task or to improve play. 2. Participate with a group in cooperative problem-solving activities. 3. Demonstrate cooperation with and respect for peers different from oneself. 4. Demonstrate cooperation with others when resolving conflict.	1. Lead, follow and support group members to improve play in cooperative and competitive settings. 2. Evaluate personal behavior to ensure positive effects on others. 3. Demonstrate respectful and responsible behavior toward peers different from oneself. 4. Demonstrate cooperation with others when resolving conflict.	B. Interact and communicate positively with others.

Content Standard 6: Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Organizers: *Self-Challenge; Social Interaction; Self-Expression*

Grade Three	Grade Four	Grade Five	By end of 3-5 program, students will:
1. Identify positive feelings associated with participation in physical activity. 2. Select and practice physically challenging activities to improve a skill and/or to experience success. 3. Explain reasons for selecting a particular physical activity as a favorite. 4. Demonstrate enjoyment (e.g., smiling, positive reinforcement, high five) while participating with others during activity.	1. Select and practice physically challenging activities to improve a skill and/or to experience success. 2. Explain reasons for choosing to participate in selected physical activity. 3. Celebrate personal success and achievement, and that of others due to effort and practice. 4. Determine aspects of an activity that contribute to enjoyment in physical activity. 5. Describe physical activities that provide personal enjoyment.	1. Explain reasons for choosing to participate in a selected physical activity. 2. Select and practice physically challenging activities to improve a skill and/or to experience success. 3. Share feelings with others in class about personal success, challenges or failure during an activity. 4. Explain how practice increases the level of personal success that leads to increased enjoyment. 5. Celebrate personal success and achievement, and that of others, due to effort and practice.	A. Appreciate physical activities that promote self challenge and enjoyment.
1. Discuss personal feelings, thoughts or ideas that result from participation in physical activities with others (e.g., dance sequence, game). 2. Recognize that physical activity provides opportunities for social interaction. 3. Interact positively with partners or small groups in a variety of physical activity settings.	1. Participate in physical activities that allow for self-expression (e.g., create a dance sequence, a routine or game that reflects personal feelings, thoughts and ideas). 2. Identify multiple physical activities that provide opportunities for social interactions. 3. Interact positively with partners or small groups in a variety of physical activity settings.	1. Participate in physical activities that allow for self-expression (e.g., create a dance sequence, a routine or game that reflects personal feelings, thoughts and ideas). 2. Participate in a variety of physical activities that provide opportunities for social and group interaction. 3. Interact positively with partners or small groups through physical activities.	B. Appreciate physical activities that promote self-expression and social and group interaction.

PHYSICAL EDUCATION STANDARDS

Content Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Organizers: *Specialized Skills and Movement Patterns; Application of Specialized Manipulative Skills*

Grade Six	Grade Seven	Grade Eight	By end of 6-8 program, students will:
1. Design and demonstrate a routine that includes variety of movement patterns (e.g., dance, gymnastics) with smooth transitions between movement patterns. 2. Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of physical activities (e.g., fitness, track and field, martial arts, outdoor activities, aquatics, cycling, rollerblading). 3. Perform simple dance sequences.	1. Design and demonstrate a routine that includes a variety of movement patterns individually and with a partner or small group (e.g., dance, gymnastics). 2. Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of physical activities (e.g., fitness, track and field, martial arts) in a controlled setting. 3. Perform basic folk/square/line-dance sequences to music.	1. Design and demonstrate a routine that combines complex movement patterns (e.g., traveling, rolling, balance, weight transfer) into a smooth, flowing sequence individually and with a partner or group. 2. Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of physical activities (e.g., fitness, track and field, martial arts). 3. Perform a variety of simple dance sequences individually and with a partner or small group.	A. Demonstrate movement skills and patterns in a variety of activities.
1. Send, receive, dribble and shoot in game-like practice using appropriate critical elements. 2. Strike an object (with hand or implement) in game-like practice using appropriate critical elements. 3. Strike and field an object (with foot, hand or implement) in game-like practice. 4. Send an object to a target in game-like practice using appropriate critical elements.	1. Send, receive, dribble and shoot using appropriate critical elements in practice and small-sided invasion game settings. 2. Strike an object (with hand or implement) using appropriate critical elements in controlled practice and singles/small-sided net/wall games. 3. Strike and field an object (with foot, hand or implement) using appropriate critical elements in controlled practice and small-sided striking/fielding games. 4. Send an object to a target in controlled practice and individual small-sided games.	1. Send, receive, dribble and shoot in practice and apply these skills to invasion games to achieve successful game-related outcomes. 2. Strike an object (with hand or implement) in controlled practice and apply these skills to net/wall games to achieve successful game-related outcomes. 3. Strike and field an object (with foot, hand or implement) in controlled practice and apply these skills to striking/fielding games to achieve successful game-related outcomes. 4. Send an object to a target in controlled practice and apply these skills to target games to achieve successful game-related outcomes.	B. Demonstrate critical elements of specialized manipulative skills in a variety of settings.

Content Standard 2: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Organizers: *Tactics and Principles; Principles and Critical Elements*

Grade Six	Grade Seven	Grade Eight	By end of 6-8 program, students will:
1. Demonstrate understanding of basic tactics related to off-the-ball movements while participating in game-like settings (e.g., when and where should I move?). 2. Demonstrate basic decision-making capabilities in a variety of physical activities (e.g., when and where do I execute?). 3. Describe and explain elements of performance principles as they relate to movement (e.g., the effects of different body positions on rotation in gymnastics).	1. Demonstrate transfer of performance principles across activities to aid learning (e.g., sending principles: throw/tennis serve/volley serve). 2. Demonstrate understanding of basic tactics related to defending space while participating in game and sport activities (e.g., when, where and how do I move?). 3. Explain similarities of skill application and movement patterns across activities (e.g., sending, receiving and movement).	1. Demonstrate developing understanding of tactics related to decision-making (e.g., shoot, pass, dribble hierarchy) in game and sport activities. 2. Demonstrate developing understanding of tactics related to creating space (e.g., moving opponents and/or the ball) in game and sport activities.	A. Apply tactical concepts and performance principles in physical activities.
1. Demonstrate understanding of movement principles through knowledge of critical elements (key points) of specialized locomotor and non-locomotor skills/movements. 2. Describe and explain critical elements of specific sport skills (e.g., shooting hand under the ball) and movement skills (e.g., tuck the chin on the chest as you roll).	1. Demonstrate understanding of movement principles through knowledge of critical elements (key points) of specialized manipulative skills and movements. 2. Describe and explain critical elements required for the application of specific sport and movement skills in controlled settings (e.g., practice settings).	1. Demonstrate understanding of movement principles through knowledge of critical elements (key points) of combined (locomotor, non-locomotor and manipulative) skills and movements. 2. Describe and explain critical elements required for the application of specific sport and movement skills in a dynamic environment (e.g., games). 3. Detect and correct errors in personal performance based on knowledge of results (e.g., analysis of contact and release point in sport skill execution). 4. Detect and correct errors based on knowledge of results and biomechanical principles (e.g., analysis of contact and release point in sport skill execution).	B. Demonstrate knowledge of critical elements and biomechanical principles for specialized skills.

Content Standard 3: Participates regularly in physical activity.

Organizers: *Participate; Plan; Monitor*

Grade Six	Grade Seven	Grade Eight	By end of 6-8 program, students will:
1. Participate in moderate to vigorous self-selected activities to meet the minimum daily expectations for physical activity. 2. Develop awareness of the opportunities inside and outside of school for participation in a broad range of activities that may meet personal needs and interests. 3. Develop a list of available school and community activities.	1. Spend a portion of each day participating in physical activity inside or outside of class. **2.** Identify community resources for physical activity to meet personal needs. 3. Participate in various physical activities that are part of the school or community.	1. Participate in a variety of moderate or vigorous physical activities to meet national recommendations for physical activity. 2. Spend a portion of each day participating in physical activity inside or outside of school. 3. Develop and refine physical activity choices inside and outside of school. 4. Select areas of interest from school and community resources that can fulfill physical activity needs.	A. Engage in regular physical activity inside and outside of school to meet national recommendations for daily physical activity.
1. Establish personal physical activity goals to meet the minimum daily expectations for physical activity inside and outside of school. 2. Organize time to meet/exceed national recommendations for physical activity at least five days during the week. 3. Track progress toward daily physical activity goals using assessment tools (e.g., log, planner, pedometer, stopwatch).	1. Establish personal physical activity goals to meet the minimum daily expectations for physical activity. 2. Organize time to meet/exceed national recommendations for physical activity at least five days during the week. 3. Monitor physical activity to assess achievement of national daily recommendations for physical activity.	1. Set realistic goals utilizing assessment tools (e.g., log, pedometer, heart rate monitor). 2. Develop a time-management schedule that emphasizes physical activity and active recreational activities. 3. Monitor progress towards physical activity goals and plan for continuous physical activity.	B. Create and monitor a personal plan for physical activity

Content Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Organizers: *Fitness; Components, Principles and Practices*

Grade Six	Grade Seven	Grade Eight	By end of 6-8 program, students will:
1. Perform fitness activities using appropriate principles and practices. 2. Meet criterion-referenced standards for the components of health-related fitness.	1. Perform fitness activities using appropriate principles and practices. 2. Meet criterion-referenced standards for the components of health-related fitness.	1. Perform fitness activities using appropriate principles and practices. 2. Meet criterion-referenced standards for the components of health-related fitness.	A. Meet or exceed criterion-referenced health-related physical fitness standards.
1. Identify areas of improvement from fitness test results and identify and develop a plan to improve areas of deficit. 2. Use various forms of technology tools to monitor physical activity (e.g., heart monitor, pedometer). 3. Understand the components of health-related fitness (body composition, cardiovascular endurance, flexibility, muscular endurance, muscular strength) and participate in specific fitness activities to benefit these components. 4. Give multiple examples of physical activities that meet basic requirements for each health-related component. 5. Recognize the principles of target heart rate. 6. Describe feelings in the body that result from varying frequency, intensity, time and type of physical activity. 7. Apply FITT principle when participating in a physical activity. 8. Identify principles of training such as specificity, overload and progression.	1. Evaluate results of fitness test and develop a plan to improve a fitness component. 2. Determine health-related fitness activities designed to improve or maintain body composition, cardiovascular endurance, flexibility, muscular endurance, muscular strength both inside and outside of school. 3. Understand principles of training (i.e., specificity, overload, progression). 4. Apply FITT principle when participating in a physical activity. 5. Apply principles of target heart rate to physical activity.	1. Evaluate results of fitness test and develop a comprehensive program to improve fitness. 2. Apply health-related fitness activities designed to improve or maintain body composition, cardiovascular endurance, flexibility, muscular endurance, muscular strength both inside and outside of school. 3. Apply principles of training (e.g., specificity, overload, progression) to maintain or improve health-related fitness. 4. Apply FITT principle when participating in a physical activity. 5. Apply principles of target heart rate to physical activity.	B. Understand the principles, components and practices of health-related physical fitness.

Content Standard 5: Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

Organizers: *Safety; Personal Responsibility; Communication; Respect*

Grade Six	Grade Seven	Grade Eight	By end of 6-8 program, students will:
1. Make a conscious decision about playing within the rules, procedures and etiquette of a game or activity. 2. Acknowledge and apply rules to game situations to ensure personal and group safety.	1. Make a conscious decision about playing within the rules, procedures and etiquette of a game or activity. 2. Acknowledge and apply rules to game situations to ensure personal and group safety.	1. Work cooperatively with peers of differing skill to promote a safe school environment. 2. Recognize causes and demonstrate possible solutions to issues related to a safe school environment and physical activity setting.	A. Develop and apply rules, safe practices and procedures in physical activity settings.
1. Offer positive suggestions to facilitate group progress in physical activities. 2. Demonstrate cooperation with peers of different gender, race and ability in physical activity settings. 3. Show consideration of the rights and feelings of others when resolving conflict. 4. Accept decisions made by the designated official and return to activity.	1. Offer positive suggestions or constructive feedback to facilitate group progress. 2. Demonstrate cooperation with peers of different gender, race and ability in physical activity settings. 3. Resolve conflict with sensitivity to the rights and feelings of others. 4. Accept and respect decisions made by the designated official.	1. Provide support or positive suggestions to facilitate group progress or success. 2. Demonstrate and encourage respect for individual similarities and differences through positive interaction. 3. Resolve conflict with sensitivity to the rights and feelings of others. 4. Accept and respect decisions made by the designated official.	B. Communicate effectively with others to promote respect and conflict resolution in physical activity settings.

Content Standard 6: Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Organizers: *Self-Challenge; Personal Growth; Social Interaction; Self-Expression*

Grade Six	Grade Seven	Grade Eight	By end of 6-8 program, students will:
1. Demonstrate perseverance when challenged by a new physical activity. 2. Attempt to improve attained skills through effort and practice. 3. Identify the physical, social and psychological benefits of participation in physical activities.	1. Seek personally challenging experiences in physical activity opportunities. 2. Adhere to a practice plan to become a more skilled performer. 3. Investigate and participate in a variety of physical activities to develop personal interest.	1. Assess personal ability and practice to become a more skilled performer. 2. Determine appropriate level of challenge for own ability and select tasks to maximize performance. 3. Participate regularly in physical activities of personal interest and enjoyment. 4. Encourage others to participate in physical activities that one finds enjoyable.	A. Engage in challenging experiences that develop confidence and independence.
1. Participate in activities which allow students to set and achieve individual and team goals. 2. Participate in a variety of non-competitive activities of interest (e.g., initiatives, cooperative games, orienteering, rollerblading). 3. Describe the role participation in physical activities has in getting to know oneself and others. 4. Work positively toward outcomes in small group settings (e.g., solve an initiative, work on a cooperate task, modify a game or an activity though group discussions). 5. Resolve conflicts that arise with others without confrontation.	1. Describe ways to use the body and movement to communicate ideas and feelings (e.g., demonstrate rhythmic activity that conveys a particular feeling). 2. Recognize physical activity as a positive opportunity for social and group interaction. 3. Praise peer performance showing appreciation of others. 4. Resolve conflicts that arise with others without confrontation.	1. Describe how engaging in physical activity promotes awareness of self and others. 2. Identify and describe personal feelings resulting from participating in physical activity (e.g., journals, class discussions, activity calendars). 3. Engage in cooperative and competitive physical activities voluntarily and regularly. 4. Assume a variety of roles as a team member (e.g., leader, record keeper, equipment manager). 5. Invite peers to become group members in physical activities.	B. Select physical activities that promote self-expression and provide opportunities for social and group interaction.

PHYSICAL EDUCATION STANDARDS

Content Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Organizers: *Combined Movement Skills and Patterns*

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By end of 9-12 program, students will:
1. Design and demonstrate a routine that combines complex movement patterns (e.g., traveling, rolling, balance, weight transfer) into a smooth, flowing sequence individually and with a partner or group in a performance setting. 2. Demonstrate consistency in performing specialized skills in health-related fitness activities (e.g., resistance training, yoga, kickboxing, fitness walking). 3. Demonstrate consistency in performing specialized skills in a variety of movement forms (e.g., aquatics, outdoor/recreational activities and track and field). 4. Perform a variety of complex dance routines in small and large groups.	1. Design and demonstrate a routine that combines complex movement patterns into a smooth, flowing sequence individually and with a partner or group in a performance setting. 2. Demonstrate consistency in performing specialized skills in a variety of movement forms. 3. Perform a variety of complex dance routines in small and large groups.	1. Demonstrate competent performance of specialized skills in health-related fitness activities (e.g., resistance training, yoga, kickboxing, fitness walking). 2. Demonstrate competent performance of specialized skills in select movement forms (e.g., aquatics, outdoor activities, track and field, gymnastics). 3. Demonstrate competent performance of basic and advanced skills within current and traditional dance genres (e.g., line, hip-hop, aerobic, square, jazz, tap, modern, ballet, interpretive).	1. Demonstrate competent performance of specialized skills in health-related fitness activities. 2. Demonstrate competent performance of specialized skills in select movement forms. 3. Demonstrate competent performance of basic and advanced skills within current and traditional dance genres.	A. Demonstrate combined movement skills and patterns in authentic settings.

PHYSICAL EDUCATION STANDARDS

Content Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Organizers: *Specialized Skill Performance*

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By end of 9-12 program, students will:
1. Demonstrate competent skill performance by maintaining possession, scoring and defending scoring in small-sided and/or full-sided invasion games (e.g., soccer, basketball, hockey, team handball, rugby and lacrosse). 2. Demonstrate competent skill performance by scoring and defending scoring in small-sided and/or full-sided net games (e.g., badminton, volleyball, tennis, racquetball, pickleball, squash). 3. Demonstrate competent skill performance by scoring (e.g., base running, batting) and defending scoring (e.g., pitching, fielding) in small-sided and/or full-sided striking and fielding games (e.g., softball, cricket, rounders, baseball). 4. Demonstrate competent skill performance by scoring and preventing scoring in target games with and without an opponent (e.g., golf, archery, bowling, shuffleboard, croquet, bocce, baggo).	1. Demonstrate competent skill performance by maintaining possession, scoring and defending scoring in small-sided and full-sided invasion games. 2. Demonstrate competent skill performance by scoring and defending scoring in small-sided and/or full-sided net games. 3. Demonstrate competent skill performance by scoring (e.g., base running, batting) and defending scoring in small-sided and/or full-sided striking and fielding games. 4. Demonstrate competent skill performance by scoring and preventing scoring in target games with and without an opponent.	1. Demonstrate competent performance of basic and advanced skills by maintaining possession, scoring and defending scoring in invasion games within authentic settings. 2. Demonstrate competent performance of basic and advanced skills by scoring and defending scoring in net/wall games within authentic settings. 3. Demonstrate competent performance of basic and advanced skills by scoring and defending scoring in striking and fielding games within authentic settings. 4. Demonstrate competent performance of basic and advanced skills by scoring and preventing scoring in target games within authentic settings.	1. Demonstrate competent performance of basic and advanced skills by maintaining possession, scoring and defending scoring in invasion games within authentic settings. 2. Demonstrate competent performance of basic and advanced skills by scoring and defending scoring in net/wall games within authentic settings. 3. Demonstrate competent performance of basic and advanced skills by scoring and defending scoring in striking and fielding games within authentic settings. 4. Demonstrate competent performance of basic and advanced skills by scoring and preventing scoring in target games within authentic settings.	B. Demonstrate specialized manipulative skills in a variety of settings.

PHYSICAL EDUCATION STANDARDS

Content Standard 2: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Organizers: *Strategies and Tactics; Principles and Critical Elements*

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By end of 9-12 program, students will:
1. Describe and apply tactics to participate successfully in games across multiple categories of movement forms. 2. Describe effective strategies for successful performance in multiple categories of movement forms. 3. Transfer knowledge of previously learned tactics and strategies to participate in similar but different movement forms.	1. Describe and apply tactics to participate successfully in games across multiple categories of movement forms. 2. Describe effective strategies for successful performance in multiple categories of movement forms. 3. Transfer knowledge of previously learned tactics and strategies to participate in similar but different movement forms.	1. Describe and apply tactics to participate successfully in games across multiple categories of movement forms. 2. Describe effective strategies for successful performance in multiple categories of movement forms. 3. Transfer knowledge of previously learned tactics and strategies to participate in similar but different movement forms.	1. Describe and apply tactics to participate successfully in games across multiple categories of movement forms. 2. Describe effective strategies for successful performance in multiple categories of movement forms. 3. Transfer knowledge of previously learned tactics and strategies to participate in similar but different movement forms.	A. Apply knowledge of tactical concepts and strategies in authentic settings.
1. Apply critical elements and biomechanical principles (e.g., stability, rotation, linear and angular motion) to perform increasingly complex movement forms. 2. Analyze and evaluate performance of self and others across multiple movement forms. 3. Use information from a variety of sources to design a plan to improve performance.	1. Apply critical elements and biomechanical principles (e.g., stability, rotation, linear and angular motion) to perform increasingly complex movement forms. 2. Analyze and evaluate performance of self and others across multiple movement forms. 3. Use information from a variety of sources to design a plan to improve performance.	1. Apply critical elements and biomechanical principles (e.g., stability, rotation, linear and angular motion) to perform increasingly complex movement forms. 2. Analyze and evaluate performance of self and others across multiple movement forms. 3. Use information from a variety of sources to design a plan to improve performance.	1. Apply critical elements and biomechanical principles (e.g., stability, rotation, linear and angular motion) to perform increasingly complex movement forms. 2. Analyze and evaluate performance of self and others across multiple movement forms. 3. Use information from a variety of sources to design a plan to improve performance.	B. Apply biomechanical principles to performance in authentic settings.

Content Standard 3: Participates regularly in physical activity.

Organizers: *Identify and Participate*

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By end of 9-12 program, students will:
1. Participate in moderate to vigorous physical activities. 2. Participate in a variety of physical activities outside of school (exergaming, rock climbing, dance, martial arts) for maintaining or enhancing a healthy, active lifestyle. 3. Participate in and report on at least two available fitness and/or recreational opportunities in the community.	1. Participate in moderate to vigorous physical activities. 2. Participate in a variety of alternative physical activities (e.g., yoga, orienteering, cycling, skating, hiking, kayaking) for maintaining or enhancing a healthy, active lifestyle. 3. Participate in and report on at least two available fitness and/or recreational organizations in the community that meet personal needs and interests. 4. Report on at least two available fitness and/or recreational opportunities in the community focusing on access, affordability, quality of facility, staffing, etc.	1. Participate in self-selected activity and keep logs of factors that influence ability to participate (e.g., time, cost, facilities used, equipment required, personnel involved). 2. Research and report on local, state and national resources for participation in physical activity outside of physical education class (e.g., recreational/fitness facilities, dance studios, martial arts clubs, walking or cycling paths). 3. Analyze and compare health and fitness benefits for participation in physical activity at two or more local, state and national resources (e.g., parks/wilderness areas, natural resources, fitness/recreational facilities). 4. Analyze and compare at least two physical activity resources for participation focusing on personal needs/interests, access and affordability (e.g., exergames, media).	1. Participate in one or more local, state, national or international fitness or recreational resources (e.g., recreational/fitness facilities, dance studios, martial arts clubs, parks/wilderness areas, natural resources). 2. Participate in self-selected activity and keep logs of factors that influence ability to participate (e.g., time, cost, facilities used, equipment required, personnel involved). 3. Research and visit at least two different available physical activity and/or recreational opportunities in the state or region. 4. Analyze and compare health and fitness benefits for participation in physical activity at two or more of the physical activity and/or recreational opportunities in the state or region that were visited. 5. Analyze and compare at least two physical activity resources for participation, focusing on personal needs/interests, access and affordability (e.g., exergames, media).	A. Identify and engage in regular physical activities inside and outside of school to meet daily national recommendations for daily physical activity.

Content Standard 3: Participates regularly in physical activity.

Organizers: *Monitor; Evaluate*

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By end of 9-12 program, students will:
1. Evaluate personal needs and set realistic goals for improving physical activity participation. 2. Develop a schedule that accommodates participation in a variety of moderate to vigorous physical activity most days of the week. 3. Monitor physical activity and intensity levels using technology (e.g., pedometer, heart rate monitor and/or physical activity log). 4. Document participation in a variety of physical activities for one month.	1. Monitor physical activity and intensity levels using technology (e.g., pedometer, heart rate monitor, physical activity log). 2. Develop a schedule that accommodates participation in a variety of moderate to vigorous physical activity most days of the week. 3. Keep a daily record of physical activity participation to evaluate progress in achieving personal goals. 4. Document participation in a variety of physical activities for one month.	1. Use technology (e.g., heart rate monitor, stopwatch, fitness software) to determine appropriate levels of intensity and progressively adjust level of intensity as fitness level improves. 2. Document participation in physical activity in addition to physical education class to achieve personal goals. 3. Develop a schedule that accommodates participation in moderate to vigorous activity most days of the week. 4. Document and evaluate participation in physical activity for one month.	1. Use technology (e.g., heart rate monitor, stopwatch, fitness software) to determine appropriate levels of intensity and progressively adjust level of intensity as fitness level improves. 2. Document participation in physical activity in addition to physical education class to achieve personal goals. 3. Develop a schedule that accommodates participation in moderate to vigorous activity most days of the week. 4. Document and evaluate participation in physical activity for one month.	B. Create and monitor a personal plan for physical activity.

Content Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Organizers: *Fitness; Components, Principles and Practices*

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By end of 9-12 program, students will:
1. Perform fitness activities using appropriate principles and practices. 2. Meet criterion-referenced standards for the components of health-related fitness.	1. Perform fitness activities using appropriate principles and practices. 2. Meet criterion-referenced standards for the components of health-related fitness.	1. Perform fitness activities using appropriate principles and practices. 2. Meet criterion-referenced standards for the components of health-related fitness.	1. Perform fitness activities using appropriate principles and practices. 2. Meet criterion-referenced standards for the components of health-related fitness.	A. Meet or exceed criterion-referenced health-related physical fitness standards.
1. Evaluate a fitness self-assessment and develop and implement a one-month personal physical fitness plan. 2. Demonstrate and report the components of health-related fitness within a personal physical activity program. 3. Construct a timeline for improvement to accompany personal fitness plan. 4. Define and determine target training zone and apply it to fitness and physical activities. 5. Apply principles of training to monitor and adjust activity levels to meet personal fitness needs.	1. Evaluate a fitness self-assessment and develop an appropriate conditioning program for lifetime participation. 2. Refine and report the components of health-related fitness within a personal physical activity program. 3. Construct a timeline for improvement to accompany personal fitness plan. 4. Define and determine target training zone within a personal physical activity program and work to improve. 5. Analyze and apply the components of fitness to a personal physical activity program (e.g., body composition, cardiovascular endurance, flexibility, muscular endurance, muscular strength).	1. Evaluate a fitness self-assessment and develop a physical fitness plan that accommodates changes in age, growth and development to enhance personal health and performance in future leisure and workplace activities. 2. Create a personal physical activity fitness program recognizing all components utilized in a balanced manner. 3. Develop and maintain a personal fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). 4. Apply the overload, specificity, progression and FITT principles to a personal fitness program. 5. Include scientific principles and concepts as strategies for improvement of personal fitness (methods of stretching, types of muscular contractions).	1. Evaluate a fitness self-assessment and develop a physical fitness plan that accommodates changes in age, growth and development to enhance personal health and performance in future leisure and workplace activities. 2. Create a personal physical activity fitness program recognizing all components utilized in a balanced manner. 3. Develop and maintain a personal fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). 4. Apply the overload, specificity, progression and FITT principles to a personal fitness program. 5. Include scientific principles and concepts as strategies for improvement of personal fitness (methods of stretching, types of muscular contractions).	B. Understand the principles, components and practices of health-related physical fitness.

Content Standard 5: Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

Organizers: *Safety; Etiquette; Communication; Social Responsibility*

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By end of 9-12 program, students will:
1. Contribute to the development and maintenance of rules that provide for safe participation in physical activities. 2. Exhibit appropriate etiquette in a variety of cooperative and competitive physical activities.	1. Contribute to the development and maintenance of rules that provide for safe participation in physical activities. 2. Exhibit appropriate etiquette in a variety of cooperative and competitive physical activities. 3. Identify unsafe practices and offer appropriate alternatives.	1. Contribute to the development and maintenance of rules that provide for safe participation in physical activities. 2. Encourage others to apply appropriate etiquette in a variety of authentic physical activity settings. 3. Recognize unsafe conditions in practice or play and take steps to correct them.	1. Contribute to the development and maintenance of rules that provide for safe participation in physical activities. 2. Demonstrate leadership in physical activity settings (e.g., officiate a game, make own calls, resolve conflicts). 3. Recognize unsafe conditions in an athletic venue and independently take steps to correct them.	A. Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures and etiquette in physical activity settings.
1. Communicate effectively with others to promote respect and conflict resolution in cooperative and competitive physical activities. 2. Modify group activities or game expectations to accommodate individuals with lesser or greater skills or special needs. 3. Encourage appropriate etiquette and socially responsible behavior of participants and audience. 4. Accept decisions made by the designated official and respond to winning or losing with dignity and respect.	1. Communicate effectively with others to promote respect and conflict resolution in cooperative and competitive physical activities. 2. Modify group activities or game expectations to accommodate individuals with lesser or greater skills or special needs. 3. Encourage appropriate etiquette and socially responsible behavior of participants and audience. 4. Accept decisions made by the designated official and respond to winning or losing with dignity and respect.	1. Communicate effectively with others to promote respect and conflict resolution in cooperative and competitive physical activities. 2. Modify group activities or game expectations to accommodate individuals with lesser or greater skills or special needs. 3. Encourage appropriate etiquette and socially responsible behavior of participants and audience. 4. Accept decisions made by the designated official and respond to winning or losing with dignity and respect.	1. Communicate effectively with others to promote respect and conflict resolution in cooperative and competitive physical activities. 2. Modify group activities or game expectations to accommodate individuals with lesser or greater skills or special needs. 3. Encourage appropriate etiquette and socially responsible behavior of participants and audience. 4. Accept decisions made by the designated official and respond to winning or losing with dignity and respect.	B. Initiate responsible personal social behavior and positively influence the behavior of others in physical activity settings.

PHYSICAL EDUCATION STANDARDS

Content Standard 6: Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Organizers: *Self-Challenge; Personal Growth; Advocate for a Physically Active Lifestyle; Social Interaction; Self-Expression*

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By end of 9-12 program, students will:
1. Choose an appropriate level of challenge to experience success and desire to participate in physical activity for a lifetime. 2. Reflect on motivations and goals that determine physical activity participation. 3. Appreciate enjoyment, satisfaction and benefits of regular physical activity. 4. Participate in activities that provide enjoyment and challenge.	1. Choose an appropriate level of challenge to experience success and desire to participate in physical activity for a lifetime. 2. Reflect on motivations and goals that determine physical activity participation. 3. Articulate reasons one activity is more enjoyable than others.	1. Reflect on motivations and goals that determine physical activity participation. 2. Choose an appropriate level of challenge to experience success and desire to participate in physical activity for a lifetime. 3. Participate in activities that provide enjoyment and challenge.	1. Analyze the physical, social, psychological benefits of participation in physical activity. 2. Actively encourage others to pursue physical activities through their actions and positive experience 3. Identify individual movement and health-related skills requiring improvement. 4. Choose an appropriate level of challenge to experience success and desire to participate in physical activity for a lifetime. 5. Participate in and promote physical activity outside the formal educational environment for enjoyment.	A. Use physical activity to promote personal growth, goal setting and enjoyment.
1. Describe participation factors that contribute to enjoyment and self-expression. 2. Participate in physical activities that allow for self-expression and enjoyment. 3. Understand that physical activity provides an opportunity for positive social interaction.	1. Describe participation factors that contribute to enjoyment and self-expression 2. Participate in physical activities that allow for self-expression and enjoyment. 3. Understand that physical activity provides an opportunity for positive social interaction.	1. Reflect on goals and needs related to lifetime participation in physical activity. 2. Actively pursue goals and needs related to lifetime participation in physical activity. 3. Select and pursue physical activities that provide opportunities for self-expression and enjoyment. 4. Recognize and participate in physical activities that provide a positive social atmosphere for interaction with others.	1. Actively pursue goals and needs related to lifetime participation in physical activity. 2. Identify participation factors in physical activities that contribute to personal enjoyment and self-expression. 3. Recognize that physical activities can provide a positive social atmosphere for interaction with others.	B. Pursue physical activities that promote self-expression and provide opportunities for social and group interaction.

K-12 Physical Education

Alignment of Standards by Grade Band

PHYSICAL EDUCATION STANDARDS

Standard 1
Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2
Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Standard 3
Participates regularly in physical activity.

Standard 4
Achieves and maintains a health-enhancing level of physical fitness.

Standard 5
Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

Standard 6
Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

PHYSICAL EDUCATION STANDARDS

Grades K-2

Standard 1
Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Benchmark A: Demonstrate locomotor and non-locomotor skills in a variety of ways.

Kindergarten
Non-locomotor
Locomotor Skills

1. Use locomotor skills in exploratory and controlled settings.
2. Use non-locomotor skills (e.g., bend, twist, turn, sway, stretch) in exploratory and controlled settings.
3. Balance using a variety of body parts (e.g., 1/2/3/4 point balances) and body shapes (e.g., wide, narrow, twisted).
4. Transfer weight by rocking and rolling.
5. Move in time with a changing beat (e.g., music, drum, clap, stomp).

Grade One
Non-locomotor
Locomotor Skills

1. Demonstrate the ability to perform locomotor skills (e.g., walk, run, gallop, slide, skip, hop, jump, leap) while changing pathway, direction and/or speed.
2. Use non-locomotor skills in exploratory and controlled settings and in response to verbal and non-verbal (e.g., mirroring or matching a partner) stimuli.
3. Balance in a variety of ways using equipment (e.g., balance ball or board) and/or apparatus (e.g., beam or box).
4. Perform a variety of different rocking (e.g., forward/backward, side/side) and rolling skills (e.g., log, egg, parachute, circle, shoulder).
5. Move to a rhythmic beat or pattern.

Grade Two
Non-locomotor
Locomotor Skills

1. Perform combinations of locomotor, weight transfer and balance skills.
2. Perform locomotor skills using critical elements correctly.
3. Combine non-locomotor and locomotor skills in a movement pattern.
4. Move on, over, under and around equipment/apparatus with purpose, control and balance.
5. Perform combinations of rolling and balance skills.
6. Perform rhythmic dance steps and sequences.

PHYSICAL EDUCATION STANDARDS

Grades K-2

Standard 1
Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Benchmark B: Demonstrate developing control of fundamental manipulative skills.

Kindergarten

Manipulative Skills

1. Throw objects in a variety of ways in self and general space.
2. Catch a bounced ball.
3. Strike a light-weight object such as a balloon using different body parts while keeping it in the air.
4. Kick a stationary ball.
5. Dribble objects in a variety of ways in self and general space.
6. Roll a ball underhand.

Grade One

Manipulative Skills

1. Throw using variations in time/force.
2. Catch a self-tossed object with hands or an implement.
3. Strike a ball using different body parts.
4. Kick a ball while running without hesitation or stopping prior to the kick.
5. Dribble an object with hands and feet throughout self and general space.
6. Roll the ball to a specified target.

Grade Two

Manipulative Skills

1. Throw a variety of objects demonstrating a side orientation.
2. Catch objects coming from different directions, heights, speed, etc.
3. Strike a variety of objects with the hand or an implement attempting to control force/direction.
4. Kick a rolled or moving ball.
5. Dribble a ball with hands and feet using variations in time/force.
6. Roll the ball or object to a moving target.

PHYSICAL EDUCATION STANDARDS

Grades K-2

Standard 2
Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Benchmark A: Demonstrate knowledge of movement concepts related to body, space, effort and relationships.

Kindergarten

Movement Concepts

1. Establish a movement vocabulary through exploration of body, space, effort and relationships.
2. Distinguish between different degrees of effort (e.g., strong, weak, fast, slow, bound, free).
3. Use different body parts to strike a lightweight object (such as a balloon) and keep it in the air.

Grade One

Movement Concepts

1. Demonstrate knowledge of movement vocabulary related to space (e.g., self, general, directions, levels and pathways).
2. Demonstrate an understanding of relationships (lead, follow, over, under) in a variety of physical activities.
3. Identify personal effort that varies the quality of movement (e.g., speed up, slow down).

Grade Two

Movement Concepts

1. Use movement vocabulary to describe a pattern (e.g., levels: high, medium, low).
2. Apply movement concepts to modify performance (e.g., use more body parts, keep the object closer).
3. Apply different degrees of effort to accomplish a task (e.g., adjust speed).

PHYSICAL EDUCATION STANDARDS

Grades K-2

Standard 2
Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Benchmark B: Demonstrate knowledge of critical elements of fundamental motor skills.

Kindergarten *Knowledge of Critical Elements*	1. Differentiate among locomotor skills. 2. Differentiate among non-locomotor skills.
Grade One *Knowledge of Critical Elements*	1. Differentiate among manipulative skills. 2. Repeat “cue words” for fundamental motor skills and apply them to improve performance.
Grade Two *Knowledge of Critical Elements*	1. Differentiate among manipulative skills. 2. Identify critical elements which lead to successful performance of locomotor, non-locomotor and manipulative skills.

PHYSICAL EDUCATION STANDARDS

Grades K-2

Standard 3
Participates regularly in physical activity.

Benchmark A: Engage in regular physical activity inside and outside of school to meet national recommendations for daily physical activity.

Kindergarten

Participate

1. Identify interests connected with participation in physical activity.
2. Identify opportunities for increased physical activity outside of school (e.g., taking the stairs, walking the dog, riding a bike).
3. Identify a playground activity that could be performed during leisure time.
4. Participate in a variety of locomotor and non-locomotor skills inside and outside of school on a regular basis.
5. Exhibit satisfaction from regular participation in physical activity inside and outside of school.

Grade One

Participate

1. Identify opportunities for increased physical activity (e.g., taking the stairs, walking the dog, riding a bike).
2. Identify several playground activities that could be performed during leisure time.
3. Participate in a variety of moderate to vigorous play activities on a regular basis.
4. Explore enjoyable activities which require moderate to vigorous physical activity.
5. Understand that physical activity has both temporary and lasting effects on the body.

Grade Two

Participate

1. Identify several moderate to vigorous playground activities.
2. Choose to participate in a variety of physical activities on a regular basis inside and outside of school to improve health.
3. Recognize that participation in physical activity is a conscious choice.
4. Discuss positive feelings that are associated with physical activity.

PHYSICAL EDUCATION STANDARDS

Grades K-2

Standard 3
Participates regularly in physical activity.

Benchmark B: Recall participation in physical activities both in and outside of school.

Kindergarten
Monitor

1. Explores activities of daily participation inside and outside of school.
2. Describe two favorite activities.

Grade One
Monitor

1. Identify activities of daily participation inside and outside of school.
2. Distinguish between active and inactive physical activity.

Grade Two
Monitor

1. Compare and contrast activities of daily participation inside and outside of school.
2. Share physical activities done in and out of school.

PHYSICAL EDUCATION STANDARDS

Grades K-2

Standard 4
Achieves and maintains a health-enhancing level of physical fitness.

Benchmark A: Demonstrate and develop health-related fitness.

Kindergarten
Fitness

1. Perform fitness-related activities using appropriate principles and practices.
2. Demonstrate sufficient fitness to sustain moderate to vigorous physical activity.

Grade One
Fitness

1. Perform fitness-related activities using appropriate principles and practices.
2. Demonstrate sufficient fitness to sustain moderate to vigorous physical activity.

Grade Two
Fitness

1. Perform fitness-related activities using appropriate principles and practices.
2. Demonstrate sufficient fitness to sustain moderate to vigorous physical activity.

PHYSICAL EDUCATION STANDARDS

Grades K-2

Standard 4
Achieves and maintains a health-enhancing level of physical fitness.

Benchmark B: Understand the principles, components and practices of health-related physical fitness.

Kindergarten

Effects of Physical Activity

1. Explore activities that contribute to a healthy lifestyle.
2. Name activities that increase heart rate.
3. Recognize changes in the body that result from participation in moderate and vigorous physical activity (e.g., faster heart rate, perspiration, changes in breathing).

Grade One

Effects of Physical Activity

1. Recognize activities that affect heart rate, flexibility and muscle strength.
2. Identify ways to stretch muscles in various parts of the body.
3. Identify how different physical activities (running, stretching, balancing) affect the body (e.g., increased heart rate, increased respiration and perspiration, fatigued muscles).

Grade Two

Effects of Physical Activity

1. Distinguish between exercises that improve endurance, flexibility and muscle strength.
2. Identify the importance of pacing to sustain moderate to vigorous activity for longer periods of time.
3. Recognize the importance of muscular strength to support body weight.
4. Recognize that health-related fitness consists of several different components (e.g., strength, flexibility, endurance).

PHYSICAL EDUCATION STANDARDS

Grades K-2

Standard 5
Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

Benchmark A: Know and follow procedures and safe practices.

Kindergarten
Safety

1. Respond positively to reminders of appropriate safety procedures.
2. Follow directions and handle equipment safely.
3. Work independently and safely in self and shared space.
4. Explain rules related to safety and activity-specific procedures.

Grade One
Safety

1. Respond positively to reminders of appropriate safety procedures.
2. Follow directions and handle equipment safely.
3. Mount, move on and dismount large apparatus safely.
4. Explain rules related to safety and activity-specific procedures.

Grade Two
Safety

1. Respond positively to reminders of appropriate safety procedures.
2. Follow directions and handle equipment safely.
3. Mount, move on and dismount large apparatus safely.
4. Explain rules related to safety and activity-specific procedures.

PHYSICAL EDUCATION STANDARDS

Grades K-2

Standard 5
Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

Benchmark B: Demonstrate responsible behavior in physical activity settings.

Kindergarten

Cooperation

1. Follow instructions and class procedures while participating in physical education activities.
2. Demonstrate cooperation and consideration of others in partner and group physical activities.
3. Demonstrate willingness to work with a variety of partners in physical education activities.

Grade One

Cooperation

1. Follow instructions and class procedures while participating in physical education activities.
2. Describe examples of cooperation and sharing in a variety of physical activities.
3. Demonstrate consideration of others with varying skill or fitness levels while participating in physical education activities.

Grade Two

Cooperation

1. Follow instructions and class procedures while participating in physical activities.
2. Demonstrate cooperation with others when resolving conflicts.
3. Take turns using equipment or performing a task.
4. Interact positively with others in partner and small group activities without regard to individual differences.

PHYSICAL EDUCATION STANDARDS

Grades K-2

Standard 6
Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Benchmark A: Enjoy participation in a variety of physical activities.

Kindergarten
Exploration

1. Try new movement tasks willingly.
2. Attempt to accomplish a movement task in a variety of ways.
3. Identify several physical activities that are enjoyable.
4. Enjoy the opportunity to be creative and express oneself through movement.

Grade One
Effort
Enjoyment

1. Try new movement tasks, skills and activities without hesitation.
2. Sustain effort to complete tasks.
3. Express pleasure from trying a new activity or learning a new skill.
4. Invite someone to participate in a favorite physical activity.
5. Identify positive feelings that result from participation in physical activity.

Grade Two
Self-Challenge

1. Continue to participate when not successful on the first try.
2. Practice to refine the performance of a movement pattern.
3. Encourage someone to try to perform a movement task, skill or sequence.
4. Enjoy participating with others to accomplish a movement challenge.
5. Identify positive feelings that result from participation in physical activity.

PHYSICAL EDUCATION STANDARDS

Grades K-2

Standard 6
Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Benchmark B: Discover that physical activities promote self-expression and positive social interaction.

Kindergarten

Self-Expression

1. Identify a new way to complete a movement task.
2. Use movement to express a feeling, tell a story or show effort.
3. Describe feelings that result from participation in physical activity.

Grade One

Self-Expression

Social Interaction

1. Explore different ways to accomplish a movement task.
2. Devise a plan to accomplish a movement challenge.
3. Express personal feelings about progress in learning a new skill.
4. Identify feelings that result from participation in physical activity, alone and with others.

Grade Two

Self-Expression

Social Interaction

1. Demonstrate and describe a new way to accomplish a movement task.
2. Express an idea, concept or emotion through movement.
3. Express personal feelings about progress made learning a new skill or improving a previously learned skill.
4. Enjoy participating with others to accomplish a movement challenge or achieve a physical activity goal.

PHYSICAL EDUCATION STANDARDS

Grades 3-5

Standard 1
Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Benchmark A: Combine locomotor and non-locomotor skills into movement patterns.

Grade Three

Combined Skills

1. Perform a sequence of movements (e.g., dance, gymnastics, jump rope) with a beginning, middle and end.
2. Balance on a variety of objects that are either static or dynamic.

Grade Four

Combined Skills

1. Perform a sequence of 5-7 movements (e.g., dance, gymnastics, jump rope) with smooth transitions between those movements.
2. Balance on a variety of objects that are either static or dynamic.

Grade Five

Combined Skills

1. Design and perform a sequence of 5-7 movements (e.g., dance, gymnastics, jump rope) with smooth transitions between those movements.
2. Balance on a variety of objects that are either static or dynamic.

PHYSICAL EDUCATION STANDARDS

Grades 3-5

Standard 1
Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Benchmark B: Apply the critical elements of fundamental manipulative skills in a variety of physical activities.

Grade Three

Application of Skills

1. Throw overhand with force using appropriate critical elements (e.g., side to target, step with opposite foot, rotate trunk, elbow bend, extension and follow through).
2. Catch a variety of objects in dynamic conditions using the critical elements (e.g., eyes on object, move into line, hands ready, hands catch, absorb force or “give”).
3. Strike an object with a short-handled implement using the critical elements (e.g., sideways to target, eyes on object, bat or racket, back and up or down, step with opposite foot, trunk and hip rotation, swing through the ball).
4. Kick the ball to a target using the critical elements (e.g., long stride to the ball, support foot next to the ball or toe to the target, contact the center of the ball or bottom if the goal is height, use the inside of the foot for accuracy or laces if the goal is power, follow through to the target).
5. Dribble and maintain control while moving through space using the critical elements (e.g., hand dribble cues – use the finger pads, elbow extends and retracts, contact at waist level or below, eyes up).
6. Roll a ball (one-handed underhand) to hit various targets using the critical elements (e.g., eyes on the target, arm back, step with opposition, release at front foot, roll through to target).

Grade Four

Application of Skills

1. Throw overhand with varying degrees of force using appropriate critical elements to reach different distances.
2. Catch (two-handed) during a game or game-like situation using the critical elements.
3. Strike an object with a long-handled implement using the critical elements.
4. Kick the ball to a moving target using the critical elements.
5. Punt a ball using the critical elements (e.g., hold ball in two hands at waist level, take a long stride, drop the ball onto the foot, point the toe, contact with the laces, kick through the ball).
6. Dribble with control while moving through space to avoid stationary objects using the critical elements (e.g., hand dribble cues; use the finger pads, elbow extends and retracts, contact at waist level or below, eyes up – foot dribble cues: push the ball ahead with force depending on space available, use inside and/or outside of the foot – stick dribble cues: hands apart on the stick for control, push the ball ahead with force depending on space available).
7. Roll a ball to strike targets at different directions and locations using the critical elements.

Grade Five

Application of Skills

1. Throw overhand to reach a medium-sized target with sufficient force using appropriate critical elements.
2. Catch with an implement (e.g., glove, scoop) using the critical elements.
3. Strike an object with an implement in a game or game-like situation using the critical elements.
4. Receive a kick, dribble and then kick a ball to a target using the critical elements (e.g., move into line with the ball, receiving foot to the ball, move the ball in the direction of the dribble, keep the ball close in the dribble, pass to your target).
5. Punt using the critical elements to reach a sufficient distance.
6. Dribble under control during a game or game-like situation using the critical elements.
7. Send (e.g., pass, roll) an object to strike a moving target at different directions and locations.

PHYSICAL EDUCATION STANDARDS

Grades 3-5

Standard 2
Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Benchmark A: Demonstrate and apply basic tactics and principles of movement.

Grade Three

Movement Concepts

1. Modify movement to meet the demands of a task (e.g., throw with more or less force to reach a target or teammate).
2. Explain how the characteristics of an object (e.g., size, material, weight) affect performance of manipulative skills.
3. Identify the most stable and unstable positions from 2-, 3-, 4-point balance positions.

Strategies and Tactics

4. Demonstrate understanding of boundaries.
5. Recognize offensive and defensive situations.
6. Start and restart activity in appropriate ways.

Grade Four

Movement Concepts

1. Explain the importance of weight transfer in object propulsion skills (throw, strike).
2. Describe and demonstrate the correct movement or movement qualities based on the characteristics of the task (e.g., size of object, distance to target, goal, speed or time to complete movement) and/or environment (space, number of players).
3. Explain the importance of balance in effective movement performance.

Strategies and Tactics

4. Demonstrate basic understanding of spacing in a dynamic environment (e.g., partner or small group dance spacing, proximity to the ball or teammate in small-sided games).
5. Demonstrate understanding of tactics needed to score (e.g., ball possession, attack, moving an opponent).

Grade Five

Movement Concepts

1. Identify similar patterns/concepts across related activities (e.g., striking with a bat and tennis forehand).
2. Analyze and modify a movement based on the characteristics of the task (e.g., size of object, distance to target, goal, speed or time to complete movement) and/or environment (space, number of players) in a dynamic or changing environment.
3. Use knowledge of balance to affect movement performance.

Strategies and Tactics

4. Demonstrate basic understanding of positioning in simple game settings (e.g., maintain or return to base position, positioning relative to a goal or opponent).
5. Demonstrate basic decision-making capabilities in simple performance settings (e.g., what skill should I use?)

PHYSICAL EDUCATION STANDARDS

Grades 3-5

Standard 2
Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Benchmark B: Demonstrate knowledge of critical elements for more complex motor skills.

Grade Three

Principles and Critical Elements

1. Describe the critical elements of the manipulative skills (e.g., throw, catch, kick, strike).
2. Explain how appropriate practice improves performance.

Grade Four

Principles and Critical Elements

1. Use the knowledge of critical elements to analyze skill performance to determine strengths and weaknesses of motor skills.
2. Explain how appropriate practice can improve performance of a movement or skill.

Grade Five

Principles and Critical Elements

1. Use knowledge of critical elements to analyze and provide feedback on motor-skill performance of others.
2. Use the principles of practice (e.g., part-practice, variable practice, simplifying the environment, identify key cues) to develop a plan to improve performance for a movement skill.

PHYSICAL EDUCATION STANDARDS

Grades 3-5

Standard 3
Participates regularly in physical activity.

Benchmark A: Engage in regular physical activity inside and outside of school to meet national recommendations for daily physical activity.

Grade Three

Participate

1. Meet the minimum daily expectations for physical activity inside and outside of school.
2. Identify activities within school that contribute to a physically active lifestyle.
3. Meet/exceed recommendations for physical activity time each week.

Grade Four

Participate

1. Participate in self-selected activities to meet the minimum daily expectations for physical activity.
2. Identify activities outside of school that could contribute to a physically active lifestyle.
3. Meet/exceed recommendations for physical activity time each week.

Grade Five

Participate

1. Participate in self-selected activities to meet the minimum daily expectations for physical activity.
2. Identify local resources for participation in physical activity (e.g., parks, recreational facilities, playing fields, walking trails, cycling routes).
3. Meet/exceed recommendations for physical activity time each week.

PHYSICAL EDUCATION STANDARDS

Grades 3-5

Standard 3
Participates regularly in physical activity.

Benchmark B: Self-monitor levels of physical activity using information from different sources.

Grade Three

Monitor and Plan

1. Track amount of daily physical activity using a log or calendar.
2. Meet/exceed recommendations for physical activity time each week.
3. Plan to increase activity time inside and outside of school.
4. Plan to use local resources in the community to increase physical activity time.

Grade Four

Monitor and Plan

1. Track amount of weekly physical activity using assessment tools (e.g., journal, log, pedometer, stopwatch)
2. Meet/exceed recommendations for physical activity time each week.
3. Plan to increase activity time inside and outside of school.
4. Plan to use local resources in the community to increase physical activity time.

Grade Five

Monitor and Plan

1. Track amount of weekly physical activity using assessment tools (e.g., journal, log, pedometer, stopwatch)
2. Plan to increase activity time inside and outside of school.
3. Plan to use local resources in the community to increase physical activity time.

PHYSICAL EDUCATION STANDARDS

Grades 3-5

Standard 4
Achieves and maintains a health-enhancing level of physical fitness.

Benchmark A: Meet or exceed criterion-referenced health-related physical fitness standards.

Grade Three	1. Perform fitness activities using appropriate principles and practices.
Fitness	2. Meet criterion-referenced standards for the components of health-related fitness.
Grade Four	1. Perform fitness activities using appropriate principles and practices.
Fitness	2. Meet criterion-referenced standards for the components of health-related fitness.
Grade Five	1. Perform fitness activities using appropriate principles and practices.
Fitness	2. Meet criterion-referenced standards for the components of health-related fitness.

PHYSICAL EDUCATION STANDARDS

Grades 3-5

Standard 4
Achieves and maintains a health-enhancing level of physical fitness.

Benchmark B: Understand the principles, components and practices of health-related physical fitness.

Grade Three

Components and Principles

1. Identify the healthy fitness level (e.g., zone, criteria) for a fitness assessment.
2. Recognize when to increase or decrease intensity during an activity based on internal or external feedback.
3. Understand the overall benefits of a healthy, active lifestyle.
4. Define the components of health-related fitness (e.g., body composition, cardiovascular endurance, flexibility, muscular endurance, muscular strength).
5. Know parts of a physical activity session/workout (e.g., warm-up, main activity, cool-down).
6. Monitor heart rate at rest, during physical activity and during cool down.

Grade Four

Components and Principles

1. Relate performance on fitness assessment with criteria for health-related fitness.
2. Identify activities or exercises that might improve or maintain a component of health-related fitness.
3. Define and describe the role of each health-related fitness component (e.g., body composition, cardiovascular endurance, flexibility, muscular endurance, muscular strength) in a healthy lifestyle (e.g., why be flexible, why have muscular strength).
4. Recognize and recall the components of the Frequency, Intensity, Time and Type (FITT) principle.
5. Compare and contrast the difference between resting, active and cool-down heart rates.

PHYSICAL EDUCATION STANDARDS

Grade Five

Components and Principles

1. Relate performance on fitness assessment with criteria for health-related fitness.
2. Identify activities or exercises that might improve or maintain a component of health-related fitness.
3. Understand the components of the FITT principle.
4. Describe feelings in the body that result from varying frequency, intensity, time and type of physical activity.
5. Understand the components of health-related fitness and identify activities that have potential to develop each component.
6. Identify and perform activities to complete each part (e.g., warm-up, main activity, cool-down) of a physical activity or workout.
7. Recognize the principles of target heart rate.

PHYSICAL EDUCATION STANDARDS

Grades 3-5

Standard 5
Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

Benchmark A: Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity settings.

Grade Three

Safety

1. Follow rules and safe practices in class activities.
2. Identify equipment-specific safety rules and follow them.
3. Recognize characteristics of the equipment and environment that affect safe play.

Grade Four

Personal Responsibility

Safety

1. Follow rules and safe practices in class activities.
2. Adjust performance to characteristics of the environment to ensure safe play (e.g., space, equipment, others).

Grade Five

Personal Responsibility

Safety

1. Adhere to class and activity-specific rules and safe practices.
2. Adjust performance to characteristics of the environment to ensure safe play (e.g., space, equipment, others).

PHYSICAL EDUCATION STANDARDS

Grades 3-5

Standard 5
Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

Benchmark B: Interact and communicate positively with others.

Grade Three

Cooperation

Respect

1. Work cooperatively with a partner in the development of an activity, dance sequence or game.
2. Cooperate with a partner or small group by taking turns and sharing equipment.
3. Demonstrate acceptance of skill and ability of others through verbal and non-verbal behavior.
4. Demonstrate cooperation with others when resolving conflict.

Grade Four

Cooperation

Respect

1. Listen, discuss options and develop a plan to accomplish a partner or group task or to improve play.
2. Participate with a group in cooperative problem-solving activities.
3. Demonstrate cooperation with and respect for peers different from oneself.
4. Demonstrate cooperation with others when resolving conflict.

Grade Five

Cooperation

Respect

1. Lead, follow and support group members to improve play in cooperative and competitive settings.
2. Evaluate personal behavior to ensure positive effects on others.
3. Demonstrate respectful and responsible behavior toward peers different from oneself.
4. Demonstrate cooperation with others when resolving conflict.

PHYSICAL EDUCATION STANDARDS

Grades 3-5

Standard 6
Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Benchmark A: Appreciate physical activities that promote self challenge and enjoyment.

Grade Three

Self-Challenge

1. Identify positive feelings associated with participation in physical activity.
2. Select and practice physically challenging activities to improve a skill and/or to experience success.
3. Explain reasons for selecting a particular physical activity as a favorite.
4. Demonstrate enjoyment (e.g., smiling, positive reinforcement, high five) while participating with others during activity.

Grade Four

Self-Challenge

1. Select and practice physically challenging activities to improve a skill and/or to experience success.
2. Explain reasons for choosing to participate in selected physical activity.
3. Celebrate personal success and achievement, and that of others due to effort and practice.
4. Determine aspects of an activity that contribute to enjoyment in physical activity.
5. Describe physical activities that provide personal enjoyment.

Grade Five

Self-Challenge

1. Explain reasons for choosing to participate in a selected physical activity.
2. Select and practice physically challenging activities to improve a skill and/or to experience success.
3. Share feelings with others in class about personal success, challenges or failure during an activity.
4. Explain how practice increases the level of personal success that leads to increased enjoyment.
5. Celebrate personal success and achievement, and that of others, due to effort and practice.

PHYSICAL EDUCATION STANDARDS

Grades 3-5

Standard 6
Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Benchmark B: Appreciate physical activities that promote self-expression and social and group interaction.

Grade Three

Social Interaction

Self-Expression

1. Discuss personal feelings, thoughts or ideas that result from participation in physical activities with others (e.g., dance sequence, game).
2. Recognize that physical activity provides opportunities for social interaction.
3. Interact positively with partners or small groups in a variety of physical activity settings.

Grade Four

Social Interaction

Self-Expression

1. Participate in physical activities that allow for self-expression (e.g., create a dance sequence, a routine or game that reflects personal feelings, thoughts and ideas).
2. Identify multiple physical activities that provide opportunities for social interactions.
3. Interact positively with partners or small groups in a variety of physical activity settings.

Grade Five

Social Interaction

Self-Expression

1. Participate in physical activities that allow for self-expression (e.g., create a dance sequence, a routine or game that reflects personal feelings, thoughts and ideas).
2. Participate in a variety of physical activities that provide opportunities for social and group interaction.
3. Interact positively with partners or small groups through physical activities.

PHYSICAL EDUCATION STANDARDS

Grades 6-8

Standard 1
Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Benchmark A: Demonstrate movement skills and patterns in a variety of activities.

Grade Six

Specialized Skills and Movement Patterns

1. Design and demonstrate a routine that includes variety of movement patterns (e.g., dance, gymnastics) with smooth transitions between movement patterns.
2. Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of physical activities (e.g., fitness, track and field, martial arts, outdoor activities, aquatics, cycling, rollerblading).
3. Perform simple dance sequences.

Grade Seven

Specialized Skills and Movement Patterns

1. Design and demonstrate a routine that includes a variety of movement patterns individually and with a partner or small group (e.g., dance, gymnastics).
2. Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of physical activities (e.g., fitness, track and field, martial arts) in a controlled setting.
3. Perform basic folk/square/line-dance sequences to music.

Grade Eight

Specialized Skills and Movement Patterns

1. Design and demonstrate a routine that combines complex movement patterns (e.g., traveling, rolling, balance, weight transfer) into a smooth, flowing sequence individually and with a partner or group.
2. Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of physical activities (e.g., fitness, track and field, martial arts).
3. Perform a variety of simple dance sequences individually and with a partner or small group.

PHYSICAL EDUCATION STANDARDS

Grades 6-8

Standard 1
Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Benchmark B: Demonstrate critical elements of specialized manipulative skills in a variety of settings.

Grade Six

Application of Specialized Manipulative Skills

1. Send, receive, dribble and shoot in game-like practice using appropriate critical elements.
2. Strike an object (with hand or implement) in game-like practice using appropriate critical elements.
3. Strike and field an object (with foot, hand or implement) in game-like practice.
4. Send an object to a target in game-like practice using appropriate critical elements.

Grade Seven

Application of Specialized Manipulative Skills

1. Send, receive, dribble and shoot using appropriate critical elements in practice and small-sided invasion game settings.
2. Strike an object (with hand or implement) using appropriate critical elements in controlled practice and singles/small-sided net/wall games.
3. Strike and field an object (with foot, hand or implement) using appropriate critical elements in controlled practice and small-sided striking/fielding games.
4. Send an object to a target in controlled practice and individual/small-sided games.

Grade Eight

Application of Specialized Manipulative Skills

1. Send, receive, dribble and shoot in practice and apply these skills to invasion games to achieve successful game-related outcomes.
2. Strike an object (with hand or implement) in controlled practice and apply these skills to net/wall games to achieve successful game-related outcomes.
3. Strike and field an object (with foot, hand or implement) in controlled practice and apply these skills to striking/fielding games to achieve successful game-related outcomes.
4. Send an object to a target in controlled practice and apply these skills to target games to achieve successful game-related outcomes.

PHYSICAL EDUCATION STANDARDS

Grades 6-8

Standard 2
Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Benchmark A: Apply tactical concepts and performance principles in physical activities.

Grade Six

Tactics and Principles

1. Demonstrate understanding of basic tactics related to off-the-ball movements while participating in game-like settings (e.g., when and where should I move?).
2. Demonstrate basic decision-making capabilities in a variety of physical activities (e.g., when and where do I execute?).
3. Describe and explain elements of performance principles as they relate to movement (e.g., the effects of different body positions on rotation in gymnastics).

Grade Seven

Tactics and Principles

1. Demonstrate transfer of performance principles across activities to aid learning (e.g., sending principles: throw/tennis serve/volley serve).
2. Demonstrate understanding of basic tactics related to defending space while participating in game and sport activities (e.g., when, where and how do I move?).
3. Explain similarities of skill application and movement patterns across activities (e.g., sending, receiving and movement).

Grade Eight

Tactics and Principles

1. Demonstrate developing understanding of tactics related to decision-making (e.g., shoot, pass, dribble hierarchy) in game and sport activities.
2. Demonstrate developing understanding of tactics related to creating space (e.g., moving opponents and/or the ball) in game and sport activities.

PHYSICAL EDUCATION STANDARDS

Grades 6-8

Standard 2
Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Benchmark B: Demonstrate knowledge of critical elements and biomechanical principles for specialized skills.

Grade Six

Principles and Critical Elements

1. Demonstrate understanding of movement principles through knowledge of critical elements (key points) of specialized locomotor and non-locomotor skills/movements.
2. Describe and explain critical elements of specific sport skills (e.g., shooting hand under the ball) and movement skills (e.g., tuck the chin on the chest as you roll).

Grade Seven

Principles and Critical Elements

1. Demonstrate understanding of movement principles through knowledge of critical elements (key points) of specialized manipulative skills and movements.
2. Describe and explain critical elements required for the application of specific sport and movement skills in controlled settings (e.g., practice settings).

Grade Eight

Principles and Critical Elements

1. Demonstrate understanding of movement principles through knowledge of critical elements (key points) of combined (locomotor, non-locomotor and manipulative) skills and movements.
2. Describe and explain critical elements required for the application of specific sport and movement skills in a dynamic environment (e.g., games).
3. Detect and correct errors in personal performance based on knowledge of results (e.g., analysis of contact and release point in sport skill execution).
4. Detect and correct errors based on knowledge of results and biomechanical principles (e.g., analysis of contact and release point in sport skill execution).

PHYSICAL EDUCATION STANDARDS

Grades 6-8

Standard 3
Participates regularly in physical activity.

Benchmark A: Engage in regular physical activity inside and outside of school to meet national recommendations for daily physical activity.

Grade Six

Participate

1. Participate in moderate to vigorous self-selected activities to meet the minimum daily expectations for physical activity.
2. Develop awareness of the opportunities inside and outside of school for participation in a broad range of activities that may meet personal needs and interests.
3. Develop a list of available school and community activities.

Grade Seven

Participate

1. Spend a portion of each day participating in physical activity inside or outside of class.
2. Identify community resources for physical activity to meet personal needs.
3. Participate in various physical activities that are part of the school or community.

Grade Eight

Participate

1. Participate in a variety of moderate or vigorous physical activities to meet national recommendations for physical activity.
2. Spend a portion of each day participating in physical activity inside or outside of school.
3. Develop and refine physical activity choices inside and outside of school.
4. Select areas of interest from school and community resources that can fulfill physical activity needs.

PHYSICAL EDUCATION STANDARDS

Grades 6-8

Standard 3
Participates regularly in physical activity.

Benchmark B: Create and monitor a personal plan for physical activity

Grade Six

Plan

Monitor

1. Establish personal physical activity goals to meet the minimum daily expectations for physical activity inside and outside of school.
2. Organize time to meet/exceed national recommendations for physical activity at least five days during the week.
3. Track progress toward daily physical activity goals using assessment tools (e.g., log, planner, pedometer, stopwatch).

Grade Seven

Plan

Monitor

1. Establish personal physical activity goals to meet the minimum daily expectations for physical activity.
2. Organize time to meet/exceed national recommendations for physical activity at least five days during the week.
3. Monitor physical activity to assess achievement of national daily recommendations for physical activity.

Grade Eight

Plan

Monitor

1. Set realistic goals utilizing assessment tools (e.g., log, pedometer, heart rate monitor).
2. Develop a time-management schedule that emphasizes physical activity and active recreational activities.
3. Monitor progress towards physical activity goals and plan for continuous physical activity.

PHYSICAL EDUCATION STANDARDS

Grades 6-8

Standard 4
Achieves and maintains a health-enhancing level of physical fitness.

Benchmark A: Meet or exceed criterion-referenced health-related physical fitness standards.

Grade Six	1. Perform fitness activities using appropriate principles and practices.
Fitness	2. Meet criterion-referenced standards for the components of health-related fitness.
Grade Seven	1. Perform fitness activities using appropriate principles and practices.
Fitness	2. Meet criterion-referenced standards for the components of health-related fitness.
Grade Eight	1. Perform fitness activities using appropriate principles and practices.
Fitness	2. Meet criterion-referenced standards for the components of health-related fitness.

PHYSICAL EDUCATION STANDARDS

Grades 6-8

Standard 4
Achieves and maintains a health-enhancing level of physical fitness.

Benchmark B: Understand the principles, components and practices of health-related physical fitness.

Grade Six

Components, Principles and Practices

1. Identify areas of improvement from fitness test results and identify and develop a plan to improve areas of deficit.
2. Use various forms of technology tools to monitor physical activity (e.g., heart monitor, pedometer).
3. Understand the components of health-related fitness (body composition, cardiovascular endurance, flexibility, muscular endurance, muscular strength) and participate in specific fitness activities to benefit these components.
4. Give multiple examples of physical activities that meet basic requirements for each health-related component.
5. Recognize the principles of target heart rate.
6. Describe feelings in the body that result from varying frequency, intensity, time and type of physical activity.
7. Apply FITT principle when participating in a physical activity.
8. Identify principles of training such as specificity, overload and progression.

Grade Seven

Components, Principles and Practices

1. Evaluate results of fitness test and develop a plan to improve a fitness component.
2. Determine health-related fitness activities designed to improve or maintain body composition, cardiovascular endurance, flexibility, muscular endurance, muscular strength both inside and outside of school.
3. Understand principles of training (i.e., specificity, overload, progression).
4. Apply FITT principle when participating in a physical activity.
5. Apply principles of target heart rate to physical activity.

Grade Eight

Components, Principles and Practices

1. Evaluate results of fitness test and develop a comprehensive program to improve fitness.
2. Apply health-related fitness activities designed to improve or maintain body composition, cardiovascular endurance, flexibility, muscular endurance, muscular strength both inside and outside of school.
3. Apply principles of training (e.g., specificity, overload, progression) to maintain or improve health-related fitness.
4. Apply FITT principle when participating in a physical activity.
5. Apply principles of target heart rate to physical activity.

PHYSICAL EDUCATION STANDARDS

Grades 6-8

Standard 5
Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

Benchmark A: Develop and apply rules, safe practices and procedures in physical activity settings.

Grade Six

Safety

Personal Responsibility

1. Make a conscious decision about playing within the rules, procedures and etiquette of a game or activity.
2. Acknowledge and apply rules to game situations to ensure personal and group safety.

Grade Seven

Safety

Personal Responsibility

1. Make a conscious decision about playing within the rules, procedures and etiquette of a game or activity.
2. Acknowledge and apply rules to game situations to ensure personal and group safety.

Grade Eight

Safety

Personal Responsibility

1. Work cooperatively with peers of differing skill to promote a safe school environment.
2. Recognize causes and demonstrate possible solutions to issues related to a safe school environment and physical activity setting.

PHYSICAL EDUCATION STANDARDS

Grades 6-8

Standard 5
Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

Benchmark B: Communicate effectively with others to promote respect and conflict resolution in physical activity settings.

Grade Six

Communication

Respect

1. Offer positive suggestions to facilitate group progress in physical activities.
2. Demonstrate cooperation with peers of different gender, race and ability in physical activity settings.
3. Show consideration of the rights and feelings of others when resolving conflict.
4. Accept decisions made by the designated official and return to activity.

Grade Seven

Communication

Respect

1. Offer positive suggestions or constructive feedback to facilitate group progress.
2. Demonstrate cooperation with peers of different gender, race and ability in physical activity settings.
3. Resolve conflict with sensitivity to the rights and feelings of others.
4. Accept and respect decisions made by the designated official.

Grade Eight

Communication

Respect

1. Provide support or positive suggestions to facilitate group progress or success.
2. Demonstrate and encourage respect for individual similarities and differences through positive interaction.
3. Resolve conflict with sensitivity to the rights and feelings of others.
4. Accept and respect decisions made by the designated official.

PHYSICAL EDUCATION STANDARDS

Grades 6-8

Standard 6
Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Benchmark A: Engage in challenging experiences that develop confidence and independence.

Grade Six
Self-Challenge
Personal Growth

1. Demonstrate perseverance when challenged by a new physical activity.
2. Attempt to improve attained skills through effort and practice.
3. Identify the physical, social and psychological benefits of participation in physical activities.

Grade Seven
Self-Challenge
Personal Growth

1. Seek personally challenging experiences in physical activity opportunities.
2. Adhere to a practice plan to become a more skilled performer.
3. Investigate and participate in a variety of physical activities to develop personal interest.

Grade Eight
Self-Challenge
Personal Growth

1. Assess personal ability and practice to become a more skilled performer.
2. Determine appropriate level of challenge for own ability and select tasks to maximize performance.
3. Participate regularly in physical activities of personal interest and enjoyment.
4. Encourage others to participate in physical activities that one finds enjoyable.

PHYSICAL EDUCATION STANDARDS

Grades 6-8

Standard 6
Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Benchmark B: Select physical activities that promote self-expression and provide opportunities for social and group interaction.

Grade Six

Social Interaction

Self-Expression

1. Participate in activities which allow students to set and achieve individual and team goals.
2. Participate in a variety of non-competitive activities of interest (e.g., initiatives, cooperative games, orienteering, rollerblading).
3. Describe the role participation in physical activities has in getting to know oneself and others.
4. Work positively toward outcomes in small group settings (e.g., solve an initiative, work on a cooperate task, modify a game or an activity though group discussions).
5. Resolve conflicts that arise with others without confrontation.

Grade Seven

Social Interaction

Self-Expression

1. Describe ways to use the body and movement to communicate ideas and feelings (e.g., demonstrate rhythmic activity that conveys a particular feeling).
2. Recognize physical activity as a positive opportunity for social and group interaction.
3. Praise peer performance showing appreciation of others.
4. Resolve conflicts that arise with others without confrontation.

Grade Eight

Social Interaction

Self-Expression

1. Describe how engaging in physical activity promotes awareness of self and others.
2. Identify and describe personal feelings resulting from participating in physical activity (e.g., journals, class discussions, activity calendars).
3. Engage in cooperative and competitive physical activities voluntarily and regularly.
4. Assume a variety of roles as a team member (e.g., leader, record keeper, equipment manager).
5. Invite peers to become group members in physical activities.

PHYSICAL EDUCATION STANDARDS

Grades 9-12

Standard 1
Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Benchmark A: Demonstrate combined movement skills and patterns in authentic settings.

Grade Nine

Combined Movement Skills and Patterns

1. Design and demonstrate a routine that combines complex movement patterns (e.g., traveling, rolling, balance, weight transfer) into a smooth, flowing sequence individually and with a partner or group in a performance setting.
2. Demonstrate consistency in performing specialized skills in health-related fitness activities (e.g., resistance training, yoga, kickboxing, fitness walking).
3. Demonstrate consistency in performing specialized skills in a variety of movement forms (e.g., aquatics, outdoor/recreational activities and track and field).
4. Perform a variety of complex dance routines in small and large groups.

Grade Ten

Combined Movement Skills and Patterns

1. Design and demonstrate a routine that combines complex movement patterns into a smooth, flowing sequence individually and with a partner or group in a performance setting.
2. Demonstrate consistency in performing specialized skills in a variety of movement forms.
3. Perform a variety of complex dance routines in small and large groups.

Grade Eleven

Combined Movement Skills and Patterns

1. Demonstrate competent performance of specialized skills in health-related fitness activities (e.g., resistance training, yoga, kickboxing, fitness walking).
2. Demonstrate competent performance of specialized skills in select movement forms (e.g., aquatics, outdoor activities, track and field, gymnastics).
3. Demonstrate competent performance of basic and advanced skills within current and traditional dance genres (e.g., line, hip-hop, aerobic, square, jazz, tap, modern, ballet, interpretive).

Grade Twelve

Combined Movement Skills and Patterns

1. Demonstrate competent performance of specialized skills in health-related fitness activities.
2. Demonstrate competent performance of specialized skills in select movement forms.
3. Demonstrate competent performance of basic and advanced skills within current and traditional dance genres.

PHYSICAL EDUCATION STANDARDS

Grades 9-12

Standard 1
Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Benchmark B: Demonstrate specialized manipulative skills in a variety of settings.

Grade Nine

Specialized Skill Performance

1. Demonstrate competent skill performance by maintaining possession, scoring and defending scoring in small-sided and/or full-sided invasion games (e.g., soccer, basketball, hockey, team handball, rugby and lacrosse).
2. Demonstrate competent skill performance by scoring and defending scoring in small-sided and/or full-sided net games (e.g., badminton, volleyball, tennis, racquetball, pickleball, squash).
3. Demonstrate competent skill performance by scoring (e.g., base running, batting) and defending scoring (e.g., pitching, fielding) in small-sided and/or full-sided striking and fielding games (e.g., softball, cricket, rounders, baseball).
4. Demonstrate competent skill performance by scoring and preventing scoring in target games with and without an opponent (e.g., golf, archery, bowling, shuffleboard, croquet, bocce, baggo).

Grade Ten

Specialized Skill Performance

1. Demonstrate competent skill performance by maintaining possession, scoring and defending scoring in small-sided and full-sided invasion games.
2. Demonstrate competent skill performance by scoring and defending scoring in small-sided and/or full-sided net games.
3. Demonstrate competent skill performance by scoring (e.g., base running, batting) and defending scoring in small-sided and/or full-sided striking and fielding games.
4. Demonstrate competent skill performance by scoring and preventing scoring in target games with and without an opponent.

Grade Eleven

Specialized Skill Performance

1. Demonstrate competent performance of basic and advanced skills by maintaining possession, scoring and defending scoring in invasion games within authentic settings.
2. Demonstrate competent performance of basic and advanced skills by scoring and defending scoring in net/wall games within authentic settings.
3. Demonstrate competent performance of basic and advanced skills by scoring and defending scoring in striking and fielding games within authentic settings.
4. Demonstrate competent performance of basic and advanced skills by scoring and preventing scoring in target games within authentic settings.

Grade Twelve

Specialized Skill Performance

1. Demonstrate competent performance of basic and advanced skills by maintaining possession, scoring and defending scoring in invasion games within authentic settings.
2. Demonstrate competent performance of basic and advanced skills by scoring and defending scoring in net/wall games within authentic settings.
3. Demonstrate competent performance of basic and advanced skills by scoring and defending scoring in striking and fielding games within authentic settings.
4. Demonstrate competent performance of basic and advanced skills by scoring and preventing scoring in target games within authentic settings.

PHYSICAL EDUCATION STANDARDS

Grades 9-12

Standard 2
Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Benchmark A: Apply knowledge of tactical concepts and strategies in authentic settings.

Grade Nine

Strategies and Tactics

1. Describe and apply tactics to participate successfully in games across multiple categories of movement forms.
2. Describe effective strategies for successful performance in multiple categories of movement forms.
3. Transfer knowledge of previously learned tactics and strategies to participate in similar but different movement forms.

Grade Ten

Strategies and Tactics

1. Describe and apply tactics to participate successfully in games across multiple categories of movement forms.
2. Describe effective strategies for successful performance in multiple categories of movement forms.
3. Transfer knowledge of previously learned tactics and strategies to participate in similar but different movement forms.

Grade Eleven

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3. Transfer knowledge of previously learned tactics and strategies to participate in similar but different movement forms.

Grade Twelve

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1. Describe and apply tactics to participate successfully in games across multiple categories of movement forms.
2. Describe effective strategies for successful performance in multiple categories of movement forms.
3. Transfer knowledge of previously learned tactics and strategies to participate in similar but different movement forms.

PHYSICAL EDUCATION STANDARDS

Grades 9-12

Standard 2
Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Benchmark B: Apply biomechanical principles to performance in authentic settings.

Grade Nine

Principles and Critical Elements

1. Apply critical elements and biomechanical principles (e.g., stability, rotation, linear and angular motion) to perform increasingly complex movement forms.
2. Analyze and evaluate performance of self and others across multiple movement forms.
3. Use information from a variety of sources to design a plan to improve performance.

Grade Ten

Principles and Critical Elements

1. Apply critical elements and biomechanical principles (e.g., stability, rotation, linear and angular motion) to perform increasingly complex movement forms.
2. Analyze and evaluate performance of self and others across multiple movement forms.
3. Use information from a variety of sources to design a plan to improve performance.

Grade Eleven

Principles and Critical Elements

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2. Analyze and evaluate performance of self and others across multiple movement forms.
3. Use information from a variety of sources to design a plan to improve performance.

Grade Twelve

Principles and Critical Elements

1. Apply critical elements and biomechanical principles (e.g., stability, rotation, linear and angular motion) to perform increasingly complex movement forms.
2. Analyze and evaluate performance of self and others across multiple movement forms.
3. Use information from a variety of sources to design a plan to improve performance.

PHYSICAL EDUCATION STANDARDS

Grades 9-12

Standard 3
Participates regularly in physical activity.

Benchmark A: Identify and engage in regular physical activities inside and outside of school to meet daily national recommendations for daily physical activity.

Grade Nine

Identify and Participate

1. Participate in moderate to vigorous physical activities.
2. Participate in a variety of physical activities outside of school (exergaming, rock climbing, dance, martial arts) for maintaining or enhancing a healthy, active lifestyle.
3. Participate in and report on at least two available fitness and/or recreational opportunities in the community.

Grade Ten

Identify and Participate

1. Participate in moderate to vigorous physical activities.
2. Participate in a variety of alternative physical activities (e.g., yoga, orienteering, cycling, skating, hiking, kayaking) for maintaining or enhancing a healthy, active lifestyle.
3. Participate in and report on at least two available fitness and/or recreational organizations in the community that meet personal needs and interests.
4. Report on at least two available fitness and/or recreational opportunities in the community focusing on access, affordability, quality of facility, staffing, etc.

Grade Eleven

Identify and Participate

1. Participate in self-selected activity and keep logs of factors that influence ability to participate (e.g., time, cost, facilities used, equipment required, personnel involved).
2. Research and report on local, state and national resources for participation in physical activity outside of physical education class (e.g., recreational/fitness facilities, dance studios, martial arts clubs, walking or cycling paths).
3. Analyze and compare health and fitness benefits for participation in physical activity at two or more local, state and national resources (e.g., parks/wilderness areas, natural resources, fitness/recreational facilities).
4. Analyze and compare at least two physical activity resources for participation focusing on personal needs/interests, access and affordability (e.g., exergames, media).

Grade Twelve

Identify and Participate

1. Participate in one or more local, state, national or international fitness or recreational resources (e.g., recreational/fitness facilities, dance studios, martial arts clubs, parks/wilderness areas, natural resources).
2. Participate in self-selected activity and keep logs of factors that influence ability to participate (e.g., time, cost, facilities used, equipment required, personnel involved).
3. Research and visit at least two different available physical activity and/or recreational opportunities in the state or region.
4. Analyze and compare health and fitness benefits for participation in physical activity at two or more of the physical activity and/or recreational opportunities in the state or region that were visited.
5. Analyze and compare at least two physical activity resources for participation, focusing on personal needs/interests, access and affordability (e.g., exergames, media).

Grades 9-12

Standard 3
Participates regularly in physical activity.

Benchmark B Create and monitor a personal plan for physical activity.

Grade Nine

Monitor

Evaluate

1. Evaluate personal needs and set realistic goals for improving physical activity participation.
2. Develop a schedule that accommodates participation in a variety of moderate to vigorous physical activity most days of the week.
3. Monitor physical activity and intensity levels using technology (e.g., pedometer, heart rate monitor and/or physical activity log).
4. Document participation in a variety of physical activities for one month.

Grade Ten

Monitor

Evaluate

1. Monitor physical activity and intensity levels using technology (e.g., pedometer, heart rate monitor, physical activity log).
2. Develop a schedule that accommodates participation in a variety of moderate to vigorous physical activity most days of the week.
3. Keep a daily record of physical activity participation to evaluate progress in achieving personal goals.
4. Document participation in a variety of physical activities for one month.

Grade Eleven

Monitor

1. Use technology (e.g., heart rate monitor, stopwatch, fitness software) to determine appropriate levels of intensity and progressively adjust level of intensity as fitness level improves.

Evaluate

2. Document participation in physical activity in addition to physical education class to achieve personal goals.
3. Develop a schedule that accommodates participation in moderate to vigorous activity most days of the week.
4. Document and evaluate participation in physical activity for one month.

Grade Twelve

Monitor

1. Use technology (e.g., heart rate monitor, stopwatch, fitness software) to determine appropriate levels of intensity and progressively adjust level of intensity as fitness level improves.

Evaluate

2. Document participation in physical activity in addition to physical education class to achieve personal goals.
3. Develop a schedule that accommodates participation in moderate to vigorous activity most days of the week.
4. Document and evaluate participation in physical activity for one month.

PHYSICAL EDUCATION STANDARDS

Grades 9-12

Standard 4
Achieves and maintains a health-enhancing level of physical fitness.

Benchmark A: Meet or exceed criterion-referenced health-related physical fitness standards.
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Grade Nine

Fitness

1. Perform fitness activities using appropriate principles and practices.
2. Meet criterion-referenced standards for the components of health-related fitness.

Grade Ten

Fitness

1. Perform fitness activities using appropriate principles and practices.
2. Meet criterion-referenced standards for the components of health-related fitness.

Grade Eleven

Fitness

1. Perform fitness activities using appropriate principles and practices.
2. Meet criterion-referenced standards for the components of health-related fitness.

Grade Twelve

Fitness

1. Perform fitness activities using appropriate principles and practices.
2. Meet criterion-referenced standards for the components of health-related fitness.

PHYSICAL EDUCATION STANDARDS

Grades 9-12

Standard 4
Achieves and maintains a health-enhancing level of physical fitness.

Benchmark B: Understand the principles, components and practices of health-related physical fitness.

Grade Nine

Components, Principles and Practices

1. Evaluate a fitness self-assessment and develop and implement a one-month personal physical fitness plan.
2. Demonstrate and report the components of health-related fitness within a personal physical activity program.
3. Construct a timeline for improvement to accompany personal fitness plan.
4. Define and determine target training zone and apply it to fitness and physical activities.
5. Apply principles of training to monitor and adjust activity levels to meet personal fitness needs.

Grade Ten

Components, Principles and Practices

1. Evaluate a fitness self-assessment and develop an appropriate conditioning program for lifetime participation.
2. Refine and report the components of health-related fitness within a personal physical activity program.
3. Construct a timeline for improvement to accompany personal fitness plan.
4. Define and determine target training zone within a personal physical activity program and work to improve.
5. Analyze and apply the components of fitness to a personal physical activity program (e.g., body composition, cardiovascular endurance, flexibility, muscular endurance, muscular strength).

Grade Eleven

Components, Principles and Practices

1. Evaluate a fitness self-assessment and develop a physical fitness plan that accommodates changes in age, growth and development to enhance personal health and performance in future leisure and workplace activities.
2. Create a personal physical activity fitness program recognizing all components utilized in a balanced manner.
3. Develop and maintain a personal fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).
4. Apply the overload, specificity, progression and FITT principles to a personal fitness program.
5. Include scientific principles and concepts as strategies for improvement of personal fitness (methods of stretching, types of muscular contractions).

Grade Twelve

Components, Principles and Practices

1. Evaluate a fitness self-assessment and develop a physical fitness plan that accommodates changes in age, growth and development to enhance personal health and performance in future leisure and workplace activities.
2. Create a personal physical activity fitness program recognizing all components utilized in a balanced manner.
3. Develop and maintain a personal fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).
4. Apply the overload, specificity, progression and FITT principles to a personal fitness program.
5. Include scientific principles and concepts as strategies for improvement of personal fitness (methods of stretching, types of muscular contractions).

PHYSICAL EDUCATION STANDARDS

Grades 9-12

Standard 5
Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

Benchmark A: Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures and etiquette in physical activity settings.

Grade Nine

Safety

Etiquette

1. Contribute to the development and maintenance of rules that provide for safe participation in physical activities.
2. Exhibit appropriate etiquette in a variety of cooperative and competitive physical activities.

Grade Ten

Safety

Etiquette

1. Contribute to the development and maintenance of rules that provide for safe participation in physical activities.
2. Exhibit appropriate etiquette in a variety of cooperative and competitive physical activities.
3. Identify unsafe practices and offer appropriate alternatives.

Grade Eleven

Safety

Etiquette

1. Contribute to the development and maintenance of rules that provide for safe participation in physical activities.
2. Encourage others to apply appropriate etiquette in a variety of authentic physical activity settings.
3. Recognize unsafe conditions in practice or play and take steps to correct them.

Grade Twelve

Safety

Etiquette

1. Contribute to the development and maintenance of rules that provide for safe participation in physical activities.
2. Demonstrate leadership in physical activity settings (e.g., officiate a game, make own calls, resolve conflicts).
3. Recognize unsafe conditions in an athletic venue and independently take steps to correct them.

PHYSICAL EDUCATION STANDARDS

Grades 9-12

Standard 5
Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

Benchmark B: Initiate responsible personal social behavior and positively influence the behavior of others in physical activity settings.

Grade Nine

Communication

Social Responsibility

1. Communicate effectively with others to promote respect and conflict resolution in cooperative and competitive physical activities.
2. Modify group activities or game expectations to accommodate individuals with lesser or greater skills or special needs.
3. Encourage appropriate etiquette and socially responsible behavior of participants and audience.
4. Accept decisions made by the designated official and respond to winning or losing with dignity and respect.

Grade Ten

Communication

Social Responsibility

1. Communicate effectively with others to promote respect and conflict resolution in cooperative and competitive physical activities.
2. Modify group activities or game expectations to accommodate individuals with lesser or greater skills or special needs.
3. Encourage appropriate etiquette and socially responsible behavior of participants and audience.
4. Accept decisions made by the designated official and respond to winning or losing with dignity and respect.

Grade Eleven

Communication

Social Responsibility

1. Communicate effectively with others to promote respect and conflict resolution in cooperative and competitive physical activities.
2. Modify group activities or game expectations to accommodate individuals with lesser or greater skills or special needs.
3. Encourage appropriate etiquette and socially responsible behavior of participants and audience.
4. Accept decisions made by the designated official and respond to winning or losing with dignity and respect.

Grade Twelve

Communication

Social Responsibility

1. Communicate effectively with others to promote respect and conflict resolution in cooperative and competitive physical activities.
2. Modify group activities or game expectations to accommodate individuals with lesser or greater skills or special needs.
3. Encourage appropriate etiquette and socially responsible behavior of participants and audience.
4. Accept decisions made by the designated official and respond to winning or losing with dignity and respect.

PHYSICAL EDUCATION STANDARDS

Grades 9-12

Standard 6
Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Benchmark A: Use physical activity to promote personal growth, goal setting and enjoyment.

Grade Nine

Self-Challenge

Personal Growth

1. Choose an appropriate level of challenge to experience success and desire to participate in physical activity for a lifetime.
2. Reflect on motivations and goals that determine physical activity participation.
3. Appreciate enjoyment, satisfaction and benefits of regular physical activity.
4. Participate in activities that provide enjoyment and challenge.

Grade Ten

Self-Challenge

Personal Growth

1. Choose an appropriate level of challenge to experience success and desire to participate in physical activity for a lifetime.
2. Reflect on motivations and goals that determine physical activity participation.
3. Articulate reasons one activity is more enjoyable than others.

Grade Eleven

Self-Challenge

Personal Growth

1. Reflect on motivations and goals that determine physical activity participation.
2. Choose an appropriate level of challenge to experience success and desire to participate in physical activity for a lifetime.
3. Participate in activities that provide enjoyment and challenge.

Grade Twelve

Self-Challenge

Personal Growth

Advocate for a Physically Active Lifestyle

1. Analyze the physical, social, psychological benefits of participation in physical activity.
2. Actively encourage others to pursue physical activities through their actions and positive experience
3. Identify individual movement and health-related skills requiring improvement.
4. Choose an appropriate level of challenge to experience success and desire to participate in physical activity for a lifetime.
5. Participate in and promote physical activity outside the formal educational environment for enjoyment.

PHYSICAL EDUCATION STANDARDS

Grades 9-12

Standard 6
Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Benchmark B: Pursue physical activities that promote self-expression and provide opportunities for social and group interaction.

Grade Nine

Social Interaction

Self-Expression

1. Describe participation factors that contribute to enjoyment and self-expression.
2. Participate in physical activities that allow for self-expression and enjoyment.
3. Understand that physical activity provides an opportunity for positive social interaction.

Grade Ten

Social Interaction

Self-Expression

1. Describe participation factors that contribute to enjoyment and self-expression
2. Participate in physical activities that allow for self-expression and enjoyment.
3. Understand that physical activity provides an opportunity for positive social interaction.

Grade Eleven

Social Interaction

Self-Expression

1. Reflect on goals and needs related to lifetime participation in physical activity.
2. Actively pursue goals and needs related to lifetime participation in physical activity.
3. Select and pursue physical activities that provide opportunities for self-expression and enjoyment.
4. Recognize and participate in physical activities that provide a positive social atmosphere for interaction with others.

Grade Twelve

Social Interaction

Self-Expression

1. Actively pursue goals and needs related to lifetime participation in physical activity.
2. Identify participation factors in physical activities that contribute to personal enjoyment and self-expression.
3. Recognize that physical activities can provide a positive social atmosphere for interaction with others.

K-12 Physical Education

Glossary

Glossary

A

authentic settings Learning situations that, to some extent, replicate real-world circumstances.

B

biomechanical principles Scientific standards about force and power that relate to human movement (e.g., contact point, release point, rotation).

C

competency Sufficient ability, skill and knowledge to meet the demands of a particular task.

competitive setting An environment in which two or more people are working in opposition to achieve a common goal.

controlled settings Structured practices or drills.

cooperative setting An environment in which two or more people work together to achieve a common goal.

criterion-referenced Test results, indicated by an absolute score, that measure an examinee's performance against a delineated set of knowledge, skills and/or abilities.

critical element The most important aspects of a skill needed for a successful performance.

D

dynamic environment A practice setting that could include changing from one skill to another, altering the context in which the skill is practiced or modifying other factors of a task.

E

exergaming Physical activity enhanced with interactive video-gaming technology systems.

exploratory setting Settings in which students learn through investigation and discovery.

F

FITT Frequency, Intensity, Type and Time.

FITT principle A standard that includes frequency, intensity, type and time required to benefit from any form of fitness training program.

formative assessment A test that provides information about student learning used to modify ongoing instruction.

full-sided games Activities that use the same number of players as the adult form of the activity (e.g., 11 versus 11 soccer; 5 versus 5 basketball).

fundamental motor skills Requisite traits that enable children to function fully in an environment, categorized as locomotor, non-locomotor and manipulative skills.

G

game-like The use of progressively more complex practice combinations, similar to those found in traditional sport activities, to develop tactics, skill and strategy.

H

health-related fitness A person's physical condition, as demonstrated by the ability to perform physical activity that impacts cardio-respiratory endurance, muscular strength, muscular endurance, flexibility and body composition.

I

initiatives In physical education, activities designed to help individuals or groups develop effective communication and problem-solving skills.

invasion games Games in which the goal is to occupy an opponent's territory and score points.

L

locomotor skills Abilities used to move from one place to another, including jumping, hopping, walking, running, skipping, leaping, sliding and galloping.

M

manipulative skills Abilities that involve the handling and control of some type of object when throwing, catching, kicking, punting, dribbling, volleying and striking.

maximum heart rate The highest number of heart beats per minute an exercising person should not exceed, obtained by subtracting the person's age from 220.

moderate physical activity Intensity of physical activity that corresponds to 50-69 percent of an individual's maximum heart rate (e.g., brisk walking, slow bike riding).

movement challenge Actions or motions that require extra effort, exertion or determination to achieve.

movement concept Description of how motion skills are performed.

movement pattern An organized series of related body motions.

movement principles Standards influencing body motions, including motor learning, critical elements and biomechanics.

movement routine or sequence A planned set of body motions that combine together smoothly.

N

national recommendations In physical education, the weekly or daily amount of physical activity suggested by the National Association of Sport and Physical Education (NASPE).

net/wall games Activities (e.g., tennis, volleyball) in which the goal is to score by placing the ball within court boundaries in a manner that it cannot be returned by an opponent.

non-locomotor skills Abilities performed in place without appreciable spatial movement, including bending, stretching, pushing, pulling, balancing, curling, twisting, turning and bouncing.

O

off-the-ball movement Offensive or defensive motions made without the possession of the ball (e.g., guarding the person with the ball).

orienteering A timed cross-country activity that requires navigation through unfamiliar territory using a compass and a map.

overload In physical education, exercise that uses higher-than-normal intensity or weight to increase strength, endurance and fitness.

P

personal responsibility Being able to distinguish right from wrong and being accountable for one's own actions and behavior.

performance assessment A test designed to emulate real-life contexts or conditions in which specific knowledge or skills are applied and measured.

progression Tasks designed to gradually and sequentially lead children to improved performance and versatility.

R

resting heart rate The number of heart beats per minute when the body is at rest (typically 60-80), best calculated in the morning before activity.

S

self expression A demonstration or communication of one's own personality or emotions.

side orientation Positioning the side of the body facing the intended target, allowing for body rotation when executing a skill.

small-sided games Activities using fewer players than the adult form of the activity, to allow participation and involvement by more players.

social responsibility Working together in an accountable way that contributes to the good of a community or team.

specialized skills Specific techniques used to enable accomplished performance (e.g., overhand serve in volleyball, forehand drive in tennis, grapevine step in dance).

specificity In physical education, training that aligns with the demands of a precise type of physical activity.

strategy An overall game plan made by a team or team leader about how to defeat an opponent (e.g., how to handle a particular player, what kind of defense will be used in a game).

striking and fielding games Activities where balls are hit into a playing field to elude fielders and score runs.

summative assessment A test used at the end of teaching to measure learning and determine effectiveness of instruction.

support movement Moving to an appropriate position to aid a teammate's play (e.g., to receive a football pass, to block a tackle).

T

tactic Individual or team approach that helps accomplish a goal or accommodate a specific situation that includes decisions about when, why and how to react in a game or challenge (e.g., invasion game, cooperative task).

target games Opposed or unopposed activities in which the goal is to accurately propel an object at a target (e.g., bowling, archery).

target heart rate zone The number of heartbeats per minute to achieve maximum training benefits from an aerobic workout, obtained by subtracting the person's age from 220 and multiplying by 60 to 85 percent, depending on the individual's fitness level.

V

vigorous physical activity Intensity of physical activity that corresponds to approximately 70 percent or more of an individual's maximum heart rate, causing sweating and hard breathing (e.g., running, aerobic dance, singles tennis, swimming laps, competitive basketball).

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