

Curriculum Standards, Benchmarks, Performance Indicators.

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

Grade Level:

K-2

Benchmark:

- *Master new ways to move and be active.
- *Achieve mature forms in basic locomotor skills.
- *Vary the manner in which the skills are performed in relationship to changing conditions and expectations.
- *Demonstrate smooth transitions between sequential locomotor skills.
- *Show progress toward achieving mature form in the more complex manipulative skills (i.e. foot ball-handling).
- *Achieve mature form in the less complex manipulative skills (i.e. underhand throwing pattern).
- *Demonstrate control in traveling activities on a variety of parts.
- *Demonstrate control in weight-bearing activities on a variety of parts.
- *Demonstrate control in balance activities on a variety of parts.

Performance Indicators:

- Skips (or hops, gallops, slides, etc.) using mature form (e.g., step-hop, swing arm, swing knee, smooth and continuous motion).
- Jumps, back-pedals, skip-i-oki, kare-i-oke, high knees, gluteus-kicks, using mature form with continuous motion.
- Demonstrates clear contrasts between slow and fast movement when using any type of locomotor movement pattern (i.e. skipping, hopping, galloping, sliding, etc.).
- Taps the ball from foot to foot, shifting weight and balancing the body on the non-dribbling foot, while in one location (i.e., not moving).
- Drops a ball and catches it at the peak of the bounce.
- Throws a ball underhand using mature form (e.g., places feet together and shoulders square to target, reaches straight back, steps forward and swings arm, rolls ball off fingers, and finishes high: "Rock-Step-Throw-Follow Through for 3 seconds-fingers pointing to the target).
- Throws a ball overhand attempting to use mature form.
- Uses proper hand ball-handling technique most of the time (eyes up, finger-tip, no higher than the belt buckle).
- Uses proper batting sequence technique off a "T" (piano, set, step, squash, hit, follow through).
- Begins to use proper shooting form/technique.
- Demonstrates a variety of striking with a long-handled implement skills (i.e. racquets, arms, sticks, clubs, etc.).
- Demonstrates a variety of striking with a short-handled implement skills (i.e. paddles, hands, sticks, etc.).
- Demonstrates beginner to intermediate, single rope jumping skills.
- Demonstrates proper 2-handed catching, using absorption.
- Displays the proper safety procedures while canoeing, kayaking, rowing.

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

Grade Level:

3rd-5th

Benchmark:

- *Develop maturity and versatility in the use of fundamental motor skills.
- *Achieve mature forms in the basic nonlocomotor skills.
- *Achieve mature forms in the basic manipulative skills.
- *Demonstrate locomotor skills for performance outcomes (i.e. hitting a target).
- *Demonstrate nonlocomotor skills for performance outcomes.
- *Demonstrate manipulative skills for performance outcomes.
- *Use skills in dynamic and complex environments.
- *Use skills in combination with each other.
- *Students acquire specialized skills basic to movement form (i.e. chest pass, fielding a ground ball).

Performance Indicators:

- Demonstrates proper volleying techniques for bumping, setting, passing, and hitting.
- Balances with control on a variety of objects (e.g., balance board, large apparatus, skates).
- Leaps using mature form with continuous motion.
- Catches a fly ball using mature form (e.g., has eyes on ball, moves to position, reaches with hands, catches rather than traps ball, lowers ball to absorb force).
- Throws a ball overhand using mature form.
- Demonstrates mature form while jumping using a single rope, long rope, and jump bands.
- Uses mature form for foot ball-handling (dribbling).
- Develops and refines a jump rope routine/sequence demonstrating smooth transitions.
- Passes any type of ball to a moving receiver.
- Uses mature form for hand ball-handling (dribbling).
- Throws a ball overhand to a partner using mature form after fielding a ball.
- Uses proper batting sequence technique off a "T" and pitched (piano, set, step, squash, hit, follow through).
- Demonstrates proper shooting form/technique.
- Demonstrates a variety of striking with a long-handled implement skills, using proper technique/form (i.e. racquets, arms, sticks, clubs, etc.).
- Demonstrates a variety of striking with a short-handled implement skills, using proper technique/form (i.e. paddles, hands, sticks, etc.).
- Identifies that learning rules and etiquette is an important next step to enjoying the game of golf.

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

Grade Level:

6th-8th

Benchmark:

- *Participate with skill in a variety of modified sports.
- *Participate with skill in a variety of dances.
- *Participate with skill in a variety of gymnastics.
- *Participate with skill in a variety of outdoor activities.
- *Achieve mature forms in the basic skills of the more specialized sports.
- *Achieve mature forms in the basic skills of the more specialized dance.
- *Achieve mature forms in the basic skills of the more specialized gymnastics activities.
- *Use skills successfully in modified games or activities of increasing complexity and in combination with other basic skills.
- *Demonstrate use of tactics within sport activities.

Performance Indicators:

- Serves a volleyball underhand using mature form (e.g., stands with feet apart, watches ball, pulls arm and shifts weight backward, swings arm and shifts weight forward, contacts ball and follows through).
- Performs a variety of simple folk and square dances.
- Dribbles a ball using mature form while preventing an opponent from stealing the ball.
- Designs and performs gymnastics (or dance) sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences with intentional changes in direction, speed, and flow.
- Places the ball away from an opponent during a tennis rally.
- Uses basic offensive and defensive strategies in a modified version of badminton.
- Displays the proper safety procedures while canoeing.
- Identifies that learning rules and etiquette is an important next step to enjoying the game of golf.

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

Grade Level:

9th-12th

Benchmark:

**Possess motor skills allowing them to perform a variety of physical activities.*

**Possess motor skills allowing them to perform a variety of movement patterns.*

**Achieves a degree of success that make the activities enjoyable.*

**Demonstrate the ability to perform basic skills in at least one activity from each of the three categories: aquatics, team sports, dual sports, individual sports, outdoor pursuits, self defense, dance, and gymnastics.*

**Demonstrate the ability to perform advanced skills in at least one activity from each of the three categories: aquatics, team sports, dual sports, individual sports, outdoor pursuits, self defense, dance, and gymnastics.*

**Demonstrate the ability to use tactics (as they relate to) in at least five additional activities (from each of the three of the categories: aquatics, team sports, dual sports, individual sports, outdoor pursuits, self defense, dance, and gymnastics).*

**Demonstrate the ability to perform basic skills in at least one activity from each of the three categories: aquatics, team sports, dual sports, individual sports, outdoor pursuits, self defense, dance, and gymnastics.*

**Demonstrate the ability to use tactics (as they relate to) in at least five additional activities (from each of the three of the categories: aquatics, team sports, dual sports, individual sports, outdoor pursuits, self defense, dance, and gymnastics).*

Performance Indicators:

□ Demonstrates a variety of swimming strokes using a mature pattern.

□ Passes a volleyball to a teammate using correct form for the forearm pass (i.e., knees bent, platform steady, forearm contact, legs straighten).

□ Keeps score correctly during a variety of games.

□ Uses a variety of clubs to play a round of golf.

□ Dribbles a soccer ball ten yards at moderate to fast speeds, maintaining control of the ball while evading opponents (i.e., changing directions) and shielding the ball, two out of three times.

□ Demonstrates knowledge of the proper positioning of players for various defenses in a variety of games.

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

Grade Level:

K-2nd

Benchmark:

- *Maturing in their basic cognitive abilities.
- *Learn and apply concepts such as action, planes, and personal/general space.
- *Identify concepts of effort and relationships that vary the quality of movement.
- *Perform concepts of effort and relationships that vary the quality of movement.
- *Identify elements of correct form for fundamental skills.
- *Use fundamental skill in performance.
- *Use feedback to improve motor performance.

Performance Indicators:

- Identifies correctly body planes (i.e., front, back, side, top and bottom).
- Identifies correctly various muscle groups using the proper terms.
- Recognizes general space by safely moving, using a projectile, or using apparatus without interfering with others.
- Demonstrates an understanding of Heart Rate by mimicing their pulse pattern and by counting their heart beat.
- Demonstrates an understanding of Target Heart Rate Zone by indicating if they are within their given zone.
- Demonstrates a movement pathway around obstacles using various locomotor skills.
- Demonstrates best effort by trying new or hard tasks.
- Repeats cue words for locomotor movement patterns, motor skills, and various skills.
- Demonstrates/explains what is meant by each cue.
- Demonstrates the ability to follow directionals (i.e. over, under, around, etc.).
- Corrects movement errors in response to corrective feedback for skills learned during class.
- Demonstrates/explains proper stretching techniques using the predetermined routine.
- Demonstrates/explains proper warming-up and cooling-down techniques.
- States class rules, procedures, protocol, and safety measures.
- States and understands water safety.
- States and understands various games and activities rules.
- Accurately recognizes the critical elements of various skills made by a fellow student and provides feedback to that student.

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

Grade Level:

3rd-5th

Benchmark:

- *Comprehend more complex concepts and apply them in structured settings.
- *Comprehend more complex principles and apply them in structured settings.
- *Maturing in their cognitive abilities.
- *Use performance feedback to increase their cognitive understanding of a skill.
- *Use performance feedback to improve performance.
- *Use their knowledge of critical elements of form principles to provide feedback to others.
- *Use their knowledge of simple biomechanical principles to provide feedback to others.
- *Use their knowledge of motor development principles to provide feedback to others.
- *Transfer concepts learned in other skills/games/activities for performance of the new skill/games/activity (i.e. bending the knees lowers the center of gravity and increases stability).

Performance Indicators:

- Identifies and demonstrates key elements of a proper grip when holding a racket or paddle.
- Identifies correctly various muscle groups using the proper terms.
- Transfers weight from the back legs to the front legs during any action that propels an object forward.
- Accurately recognizes the critical elements of various skills made by a fellow student and provides feedback to that student.
- When kicking, steps beside a stationary ball, steps beyond a ball moving away, and steps before a ball moving toward.
- Understands that appropriate practice improves **performance**.
- Designs a new game incorporating at least two motor skills, rules and strategies.
- Demonstrates an understanding of Heart Rate by counting their heart beat accurately.
- Calculates the Target Heart Rate Equation using different variables.
- Demonstrates an understanding of Target Heart Rate Zone by indicating if they are within their given zone.
- States cue words for locomotor movement patterns, motor skills, and various skills.
- Explains what is meant by each cue.
- Corrects movement errors in response to corrective feedback for skills learned during class.
- Demonstrates/explains proper stretching techniques using the predetermined routine.
- Demonstrates/explains proper warming-up and cooling-down techniques.
- States and understands water safety.
- Accurately recognizes the critical elements of various skills made by a fellow student and provides feedback to that student.

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

Grade Level:

6th-8th

Benchmark:

- *Exhibit an increasingly complex discipline-specific knowledge.
- *Identify principles of practice and conditioning that enhance movement performance.
- *They have higher levels of understanding and application of movement concepts/principles.
- *They have higher levels of understanding and application of game strategies.
- *They have higher levels of understanding and application of critical elements of activity-specific movement skills and characteristics representing highly skilled performance.
- *Know when, why, and how to use strategies and tactics within game play.
- *Use information from a variety of sources, both internal and external, to guide and improve performance.

Performance Indicators:

- Detects and corrects errors in personal **performance** when performing various skills, based on knowledge of results.
- Identifies similarities in body position when waiting to receive a serve in volleyball and defending a player in soccer and the reasons why.
- Develops personal **indicators** for showing teamwork and demonstrates these behaviors during class.
- Selects appropriate practice procedures to learn and master skills and movement patterns.
- Devises and performs a gymnastics routine after explaining the significance of some biomechanical principles to the skills involved.
- Explains and demonstrates some game strategies involved in playing tennis doubles.
- Designs a new game that incorporates basketball skills and strategies that can be played fairly by all students including those in wheel chairs.
- After observing a team of elite volleyball players, describes the characteristics that enable success in serving, passing, and spiking.
- States the biomechanical reason to extend the elbow in striking skills (i.e., increase radius of rotation to increase the force imparted to the ball).

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

Grade Level:

9th-12th

Benchmark:

**Demonstrate knowledge and understanding necessary to develop scientifically based personal activity plans that include selected sports and activities.*

**Use complex movement concepts and principles to individually refine their skills and apply them to the learning of new skills.*

**Develop the ability to learn, self-assess, and improve movement skills independently with discipline-specific integrated knowledge in advanced activities.*

**Recognize elite-level performance.*

Performance Indicators:

□ Develops an appropriate conditioning program for a game/activity that is self-selected as one to engage in for life.

□ Performs a variety of dance forms (e.g., folk, country, social, creative) with fluency and in time to accompaniment.

□ Demonstrates the following elements, two out of three times, during a volleyball match: underhand serve (legal, over the net, lands in bounds), forearm pass (legal, to a height of eight feet, three steps from the setter), ball play (calls mine), and position play (covers position, attempts to get balls in area).

□ Correctly identifies the psychological factors that govern movement **performance** of a given activity.

□ Correctly identifies biomechanical principles related to propelling an object far.

□ Performs a skill while blindfolded (e.g., putting) and uses personal feedback to develop a strategy to teach people with visual impairments how to perform the skill.

□ Identifies a new skill to be learned and lists one principle to be followed from each of the following areas: motor learning, sport psychology/sociology, biomechanics, and exercise physiology.

□ Demonstrates appropriate tactical decisions in a game of badminton ("what" to do "when" including both on-the-ball skills and off-the-ball movements).

Standard #3: Participates regularly in physical activity.

Grade Level:

K-2nd

Benchmark:

- *Participate in physical activities because of the pleasurable experience.
- *Engage primarily in nonstructured physical activities on an intermittent basis outside of Physical Education class.
- *Have fun while participating in outside activities.
- *Participate in a wide variety of gross motor activities that involve locomotion.
- *Participate in a wide variety of gross motor activities that involve nonlocomotion.
- *Participate in a wide variety of gross motor activities that involve manipulation of objects.
- *Select and participate in activities during their leisure time that are moderate to vigorous in nature.
- *Recognize that participation in moderate to vigorous physical activity has both temporary and lasting effects on the body.
- *Voluntarily choose to engage in activities that contribute to improved health.
- *Utilize the skills acquired in Physical Education class during their leisure time.
- *Utilize the knowledge acquired in Physical Education class during their leisure time.

Performance Indicators:

- Engages in moderate to vigorous physical activity on an intermittent basis.
- Engages in cardiovascular stations during class time.
- Associates the beating of his or her heart with active participation in physical activity.
- Engages in proper warming-up and cooling-down techniques during class time and outside of class time.
- Engages in a series of locomotor activities (e.g., timed segments of hopping, walking, jumping, galloping, and running) without tiring easily.
- Engages in proper stretching techniques during class time and outside of class time.
- Recognizes that an increased heart rate and heavy breathing result from participation in active activities.

Standard #3: Participates regularly in physical activity.

Grade Level:

3rd-5th

Benchmark:

- *Develop awareness of participation in physical activity as a conscious personal decision.
- *Choose activities for enjoyment and health benefits.
- *Voluntarily participate in moderate to vigorous physical activities for longer periods of time outside of Physical Education Class.
- *Identify opportunities at school and within the community for regular participation in physical activity.
- *Make use of opportunities at school and within the community for regular participation in physical activity.
- *Recognize and use critical elements to sustain their own participation in activities.
- *Recognize and use movement concepts to sustain their own participation in activities.
- *Use information from a variety of sources (internal and external) to regulate their activity participation.

Performance Indicators:

- Maintains continuous aerobic activity for a specified time period.
- Engages in appropriate physical activity that results in the development of muscular strength.
- Maintains an exercise log for a two- or three-day period documenting the type of activity, duration, frequency, and intensity of participation.
- Identifies those sport activities that require high levels of fitness.
- Participates in fitness-enhancing organized activities outside of school.
- Engages in cardiovascular stations during class time.
- Engages in proper warming-up and cooling-down techniques during class time and outside of class time.
- Engages in proper stretching techniques during class time and outside of class time.
- Takes their own Heart Rate or use a Heart Rate Monitor and then records the results.
- Monitors their physical activity by using a pedometer to count the number of steps taken or the distance traveled during a day.
- Maintains a record of heart rate before, during, and after participation in activities.

Standard #3: Participates regularly in physical activity.

Grade Level:

6th-8th

Benchmark:

- *Independently set physical activity goals.
- *Participate in individualized programs of physical activity.
- *Exercise based on personal goals and interests as well as on the results of fitness assessments.
- *Select and utilize practice procedures and training principles appropriate for the activity goals they set.
- *Increasing awareness of the opportunities for participation in a broad range of activities that may meet their needs and interests.
- *Participate in moderate to vigorous physical activities in both school and nonschool settings.

Performance Indicators:

- Participates in fitness-enhancing physical activities both during and outside of school.
- Plans an exercise program designed to meet personal physical goals.
- Applies appropriate training principles during activity designed to improve physical fitness.
- Engages in leisure-time physical activity of their choice on at least 5 days during the week.
- Maintains an exercise log for a seven day period documenting the type of activity, duration, frequency, and intensity of participation.
- Monitors their physical activity by using a pedometer to count the number of steps taken or the distance traveled during a day.
- Maintains a record of heart rate before, during, and after participation in activities.
- Develops a six-week plan for improving cardiovascular endurance for a long hike.

Standard #3: Participates regularly in physical activity.

Grade Level:

9th-12th

Benchmark:

- *Recognize and understand the significance of physical activity in the maintenance of a healthy lifestyle.*
- *Possess the skills, knowledge, interest, and desire to maintain an active lifestyle.*
- *Willingly participate in physical activities on a regular basis that contribute to the attainment of and maintenance of personal physical activity goals.*
- *Make conscious decisions regarding their physical activity participation.*
- *Assume a mature role in managing their participation based on needs, personal interests, capabilities, and resources.*

- *Possess adequate movement capabilities and behavioral skills that provide a basis for continual learning and regular physical activity participation.*
- *Independently apply appropriate training principles to their own physical activity.*
- *Utilize pertinent scientific principles to enhance their participation in a specific activity or sport.*
- *Demonstrate an understanding of how and why adult patterns of physical activity participation change throughout life.*
- *Capable of implementing meaningful strategies to deal with changes of activity levels throughout adulthood.*

Performance Indicators:

- Willingly participates in a variety of physical activities appropriate for enhancing health-related physical fitness.
- Designs and implements a personal fitness program based upon information obtained from an assessment and in accordance with appropriate training principles.
- Participates in physical activity a minimum of 5-times per week, working within their target heart ratezone, for a duration of 30 minutes.
- Demonstrates the skill, knowledge, and desire to monitor and adjust activity to meet personal physical activity needs.
- Monitors physical activity through the use of a pedometer, heart-rate, and/or exercise log.

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

Grade Level:

K-2nd

Benchmark:

- *Engage in a variety of activities that serve to promote health-related physical fitness.
- *Enjoy physical activities for the pleasure experienced from simply moving (may not associate the activity with the development of physical fitness).
- *Participate in physical activity intermittently for short periods of time.
- *Accumulate a relatively high volume of total activity time and have fun.
- *Recognize physiological signs associated with participation in moderate to vigorous physical activity (i.e. sweating, faster heart rate, heavy breathing).
- *Possess basic knowledge of the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition).

Performance Indicators:

- Engages in moderate to vigorous physical activity on an intermittent basis.
- Sustains activity for longer periods of time while participating in various activities in physical education, and/or the playground.
- Travels hand-over-hand along a horizontal ladder (i.e., monkey bars).
- Demonstrates sufficient muscular strength to bear body weight for climbing, hanging, and momentarily supporting themselves on their hands.
- Climbs to intermediate levels of a rock wall with little teacher assistance.
- Associates the beating of his or her heart with active participation in physical activity.
- Identifies the components of health-related physical fitness.
- Engages in a series of locomotor activities (e.g., timed segments of hopping, walking, jumping, galloping, and running) without tiring easily.
- Recognizes that an increased heart rate and heavy breathing result from participation in active activities.

3rd-5th

Benchmark:

- *Participate in physical activity for the purpose of improving physical fitness.*
- *Participate in moderate to vigorous physical activity for longer periods of time without tiring.*
- *Engage in activities specifically related to each component of physical fitness.*
- *Monitor the physiological indicators that accompany moderate to vigorous physical activity and adjust their own activity accordingly.*
- *Achieve desired levels of fitness consistent with contemporary health-related recommendations.*
- *Interpret results and understand the significance of information provided by formal measures of physical fitness.*

Performance Indicators:

- Maintains continuous aerobic activity for a specified time period.*
- Identifies several activities related to the development and maintenance of each component of physical fitness.*
- Participates in cardiovascular fitness activities for a minimum of 30 minutes, without stopping.*
- Engages in appropriate physical activity that results in the development of muscular strength.*
- Identifies those sport activities that require high levels of flexibility.*
- Recognizes that physiological responses to exercise are associated with their own level of fitness.*
- Participates in fitness-enhancing organized activities outside of school.*
- Understands the results of formal fitness testing and correctly associates these results with overall fitness level and personal health status.*
- Maintains an exercise log for a two- or three-day period documenting the type of activity, duration, frequency, and intensity of participation.*
- Explains the consequences of poor flexibility on everyday living tasks and the ability to perform various activities.*
- Recognizes that heart rate during hiking is a good indicator of exercise intensity and may be an indication of cardiorespiratory fitness.*
- Identifies their strengths and weaknesses based upon the results of an assessment.*

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

Grade Level:

6th-8th

Benchmark:

- *Participate in moderate to vigorous physical activities on a regular basis without undue fatigue.
- *Participate in physical activities that address each component of health-related fitness, cardiorespiratory endurance.
- *Participate in physical activities that address each component of health-related fitness, cardiorespiratory endurance.
- *Participate in physical activities that address each component of health-related fitness, muscular strength and endurance.
- *Participate in physical activities that address each component of health-related fitness, flexibility.
- *Participate in physical activities that address each component of health-related fitness, body composition.
- *Know the components of fitness and how these relate to their overall fitness status.
- *Monitor their own heart rate, breathing rate, perceived exertion, and recovery rate during, and following strenuous physical activity.
- *Assess their personal fitness status for each component and use this information to assist in the development of individualized physical fitness goals with little help from the teacher.
- *Show progress towards knowing the various principles of training (FITT, threshold, overload, specificity).
- *Know how the principles of training can be utilized in improving one's level of physical fitness.

Performance Indicators:

- Participates in fitness-enhancing physical activities both during and outside of school.
- Maintains an exercise log for a seven-day period documenting the type of activity, duration, frequency, and intensity of participation.
- Maintains a record of heart rate before, during, and after vigorous physical activity.
- Monitors physical activity by using a pedometer to count the number of steps taken during a day.
- Self-assesses one or more components of health-related physical fitness.
- Plans an exercise program designed to meet personal physical goals.
- Demonstrates activities designed to improve and maintain muscular strength and endurance, flexibility, cardiorespiratory functioning, and proper body composition.
- Maintains a record of heart rate before, during, and after participation in an activity class.
- Applies appropriate training principles during activity designed to improve physical fitness.
- Engages in physical activity of their choice at a target heart rate for a minimum of 30 minutes.
- Demonstrates an understanding of the components of physical fitness through the development of a video illustrating each of the components.
- Demonstrates various weight training techniques while serving as a sport education "trainer."

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

Grade Level:

9th-12th

Benchmark:

- *Assume greater self-responsibility in their lives and display greater autonomy in their personal behaviors.
- *Demonstrate responsibility for their own health-related fitness status by participating in appropriate physical activities on a regular basis.
- *Engage in activities in a variety of settings (school, home, workplace, community) for the purpose of achieving and maintaining health-related fitness.
- *Largely independent in assessing their personal fitness status.
- *Interpret information from fitness tests.
- *Use information from fitness tests to plan and design their own programs to achieve and maintain personal fitness goals that encompass all components of fitness.

Performance Indicators:

- Willingly participates in a variety of physical activities appropriate for enhancing physical fitness.
- Assesses physical fitness status in terms cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.
- Develops a personal fitness profile on the basis of assessment results.
- Designs and implements a personal fitness program based upon information obtained from the fitness assessment and in accordance with appropriate training principles.
- Uses the results of fitness assessments to guide changes in her or per personal programs of physical activity.
- Maintains appropriate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life.
- Achieves personal fitness goals after a period of training.
- Demonstrates the skill, knowledge, and desire to monitor and adjust activity to meet personal fitness needs.
- Monitors physical activity through the use of a pedometer, heart-rate, and/or exercise log.

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

Grade Level:

K-2nd

Benchmark:

- *Discover the joy of playing with friends.
- *Experience how social interactions can make activities more fun.
- *Know safe practices in Physical Education class.
- *Know rules in Physical Education Class.
- *Know procedures in Physical Education Class.
- *Apply safe practices, rules, and procedures with little to no reinforcement.
- *Utilize acceptable behaviors for physical activity settings.
- *Build a foundation for successful interpersonal communications during group activity.
- *Gain a basis and appreciation for working with others in cooperative movement, sharing, and working together to solve a problem, and/or tackle a challenge.

Performance Indicators:

- Practices specific skills as assigned until the teacher signals the end of practice.
- Follows directions given to the class for an all-class activity.
- Shows compassion for others by helping them.
- Handles equipment safely by putting it away when not in use.
- Uses equipment and space safely and properly.
- Honestly reports the results of work.
- Works in a group setting without interfering with others.
- Invites a peer to take his or her turn at a piece of apparatus before repeating a turn.
- Assists a partner by sharing observations about skill performance during practice.
- Enjoys participating alone while exploring movement tasks.
- Chooses playmates without regard to personal differences (e.g., race, gender, disability).
- During class debriefing, identifies sharing with a partner as a way to cooperate.
- Displays consideration of others while participating in activities.
- Demonstrates the elements of socially acceptable conflict resolution during class activity.
- Honestly reports their Standard 5 behavior assessment.

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

Grade Level:

3rd-5th

Benchmark:

- *Active participants and learn to work independently.
- *Active participants and learn to work with a small group.
- *Enjoy the diversity of those around them.
- *Identify the purposes for and follow activity-specific safe practices, rules, procedures, and etiquette.
- *Develop cooperation and communication skills to facilitate completion of a common goal while working with a partner.
- *Develop cooperation and communication skills to facilitate completion of a common goal while working in a small diverse group..
- *Work independently and productively for short periods of time and progressively longer times.
- *Build on the foundation laid in the early grades, students continue to develop cultural/ethnic self-awareness, appreciate their own heritage, and appreciate the differences in others.

Performance Indicators:

- In preparation for a striking task, arranges equipment safely in a manner appropriate to practice.
- Takes seriously their role to teach an activity or skill to their team.
- Cooperates by taking turns and sharing equipment.
- Works productively with a partner to improve performance of a skill sequence by following a detailed diagram of the process.
- Accepts the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others.
- Assesses and takes responsibility for their own behavior problems without blaming others.
- Recognizes and appreciates similar and different activity choices of peers.
- During class discussion, shows respect for the views of a peer from different cultural background.
- Demonstrates respect and caring for a wheel chair bound peer through verbal and nonverbal encouragement.

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

Grade Level:

6th-8th

Benchmark:

- *Begin to understand the concept of physical activity as a microcosm of modern culture and society.
- *Recognize the role of physical activity in understanding diversity and continue to include and support each other.
- *Respects the limitations and strengths of group members.
- *Reflect upon their role in physical activity settings and the benefits of physical activity as related to identifying and following rules, procedures, safe practices, ethical behavior, and positive forms of social interactions
- *Well-developed cooperation skills and are able to accomplish group/team goals in both cooperation and competitive activities.
- *Seeks greater independence from adults.
- *Works effectively in groups and independently to complete assigned tasks.
- *Make appropriate decisions to resolve conflicts arising from the powerful influence of peers.
- *Practice appropriate problem-solving techniques to resolve conflicts when necessary in competitive activities.

Performance Indicators:

- Makes responsible decisions about using time, applying rules, and following through with the decisions made.
- Uses time wisely when given time to develop components of a routine.
- Makes decisions for modifying a game to allow all members to participate.
- Remains on-task in a group activity without close teacher monitoring.
- Includes concerns for safety of self and others during an activity.
- Considers the consequences when confronted with negative peer pressure.
- Plays within the rules of the game or activity.
- Shows self control by accepting a controversial decision of an official.
- Resolves interpersonal conflicts with a sensitivity to the rights and feelings of others.
- Recognizes the role of games, sports, and dance in getting to know and understand others of like and different backgrounds.
- Finds positive ways to exert independence.
- Through verbal and nonverbal behavior, demonstrates cooperation with peers of different gender, race, and ethnicity in a physical activity setting.
- Seeks out, participates with, and shows respect for a peer of lesser skill ability.

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

Grade Level:

9th-12th

Benchmark:

- *Demonstrate the ability to initiate responsible personal and social behavior.
- *Demonstrate the ability to function independently
- *Positively influence the behavior of others in a physical activity setting.
- *Demonstrate leadership by holding themselves and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings
- *Able to respond to potentially explosive interactions with others by mediating and settling conflicts.
- *Synthesize and evaluate knowledge regarding the role of physical activity in a culturally diverse society.
- *Make enlightened personal choices for engaging in physical activity over the life span.
- *Recognize the influence of age, disability, gender, race, ethnicity, socioeconomic status and culture on engaging in physical activity.
- *Develop a personal philosophy of participation reflecting inclusive practices in physical activity settings.

Performance Indicators:

- Chooses to participate in an activity because of enjoyment rather than because friends are participating.
- While officiating a competition, listens to all sides of an issue before taking action in a conflict.
- Acknowledges the strong **performance** of another group despite a loss to them in the final competition.
- Invites less skilled students to participate in a warm-up activity prior to class.
- Takes the initiative to deliver an activity workshop to a group of students in a lower grade, after school.
- Sets up the safety procedures to guide a class in an active activity.
- Shows leadership by diffusing conflict.

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

Grade Level:

K-2nd

Benchmark:

- *Be physical active because they enjoy participating.*
- *Like the challenge of experiencing new movements skills.*
- *Like the challenge of learning new skills.*
- *Feel joy as they gain competence in new movements skills.*
- *Feel joy as they gain competence in new skills.*
- *Function as members of a group.*
- *Work cooperatively for brief periods of time in a small group.*

Performance Indicators:

- ☐ Smiles and shows both verbal and nonverbal indicators of enjoyment.*
- ☐ Willingly tries new movements and skills.*
- ☐ Continues to participate when not successful on the first try.*
- ☐ Identifies several activities that are enjoyable.*
- ☐ Cooperates with others during physical activities.*
- ☐ Identifies progress made on learning a new skill.*
- ☐ Participation in a rhythmic experience for self enjoyment.*

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

Grade Level:

3rd-5th

Benchmark:

- *Identify activities they consider fun.
- *Enjoyment is directly related to competence in a particular activity.
- *Challenged by learning a new skill.
- *Challenged by learning a new activity.
- *Enjoy broadening their repertoire of movement skills.
- *Success and improvement are attributed to effort and practice.
- *Choose an appropriate level of challenge in an activity so as to experience success.
- *Engage in activity with students of different and similar skill levels.

Performance Indicators:

- Identifies positive feelings associated with participation in physical activities.
- Willingly participates in group physical activities.
- Celebrates, without gloating, personal successes related to learning new skills.
- Shows compassion by helping others with their physical activity challenges.
- Selects and practices a skill on which improvement is needed.
- Develops a dance sequence or game that is personally interesting.
- Participation in a rhythmic experience for self enjoyment.

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

Grade Level:

6th-8th

Benchmark:

- *Seek physical activity experiences for group membership and positive social interaction.*
- *Recognize and appreciate skilled performance.*
- *Recognize that physical activities provide a positive outlet for completion with peers.*
- *Recognize that physical activities is a means of gaining the respect and recognition of others.*
- *Recognize physical activity can increase self-confidence and self-esteem as they discover renewed enjoyment in participation.*
- *Students begin to take steps towards independence as they become more confident through physical activity.*
- *Find challenge in experiencing high levels of competition.*
- *Find challenge in experiencing and learning new and/or different activities.*
- *Experience greater awareness of feelings and avenues of self-expression, which are provided by dance, gymnastics, and other sport activities.*
- *Feeling and self-expression become increasingly important.*

Performance Indicators:

- Describes ways to use the body and movement to communicate ideas and feelings.*
- Recognizes physical activity as a positive opportunity for social and group interaction.*
- Enjoys the aesthetic and creative aspects of skilled **performance** in others and in self.*
- Sees learning new activities and skills as challenging.*
- Becomes more skilled through effort and practice.*
- Seeks personally challenging experiences in physical activity opportunities.*
- Invites all students, regardless of ability, to participate in physical activities.*
- Develops a dance sequence or game that is personally interesting.*
- Participation in a rhythmic experience for self enjoyment.*

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

Grade Level:

9th-12th

Benchmark:

- *Enjoys movement for the sheer pleasure of moving.
- *Feel more comfortable with their new interests related to physical activities.
- *Feel more comfortable with their physiques.
- *Enjoy the challenge of working hard to better their skills.
- *Feel satisfaction when they are successful in improving, especially while pursuing personal goals.
- *Enjoy regular participation in selected activities, either alone or with friends.
- *Explain participation in these activities is enjoyable and desirable.

Performance Indicators:

- Identifies reasons to participate in physical activity (e.g., health, enjoyment, challenge, self-expression, and social interaction).
- Enjoys working with others in a sport activity to achieve a common goal.
- Designs a physical activity program containing a variety of types of sports/activities.
- Voluntarily participates in physical activities on a regular basis.
- Praises others for their physical activity accomplishments.
- Creates and performs a routine that expresses a self-generated list of our emotions.