

# Physical Education Course of Study 2019

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## Introduction

The purpose of this course of study and Evaluation Instrument is to provide a continuous physical education program from kindergarten through high school. The course of study was developed at the state level by physical education specialists who integrated current research in physical education to structure both of these documents. The physical education teachers of the Diocese should use as much of the course of study as their class times permit. The Evaluation Instrument is not required. It may serve however, in part, to aid teachers in creating their own physical education formative and summative assessment documents and tasks.

## Philosophy

Catholics believe that life is a gift, and one way to enhance that gift is through physical education. Physical education is an integral part of the total educational program and contributes to the wellness of the whole child – physically, intellectually, emotionally, spiritually, and socially. It provides a continuous developmental program of physical activities that promotes fitness, critical thinking skills, self-confidence and social maturity. The objective of this Physical Education Course of Study is to promote the importance of being physically fit and for the student to understand the benefits of lifelong physical activities.

## Principles for Courses of Study for the Diocese of Columbus Catholic Schools

**Equity.** Excellence in education requires equity – high expectations based on the new Ohio Learning Standards for English Language Arts and the model curriculum provided by the Ohio Department of Education.

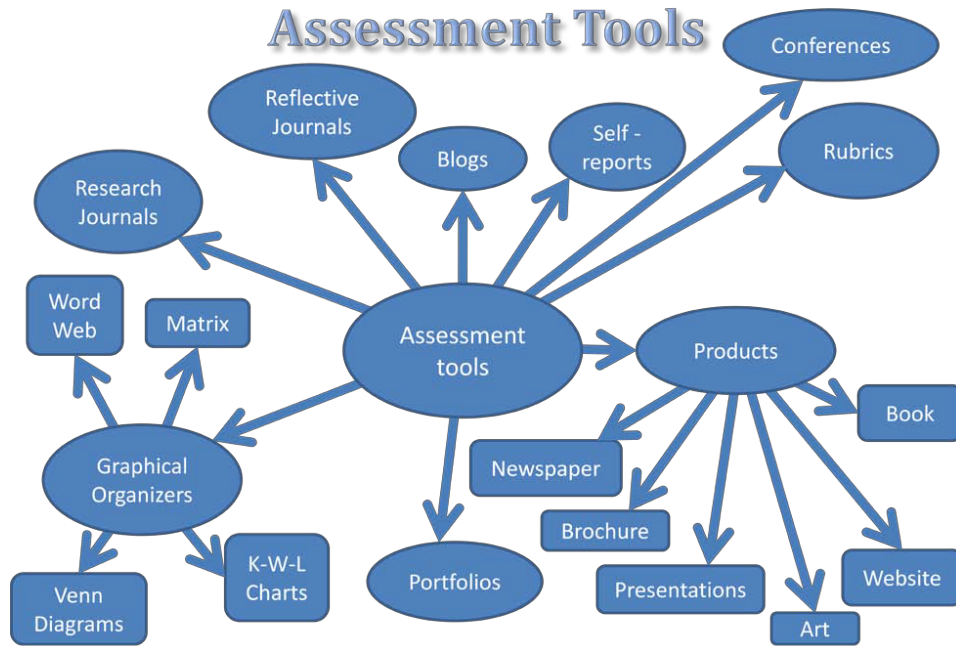
**Curriculum.** A curriculum is more than a collection of activities. It must be coherent, focused, well-articulated, and integrated with our Catholic values.

**Teaching.** Effective teaching requires understanding what students know and need to learn and be able to do while supporting them as they learn.

**Learning.** Students must learn with understanding by actively building new knowledge from prior knowledge and experiences.

**Technology.** Technology is essential in teaching and learning and should be integrated in the teaching and learning process. The technology should influence and enhance students' learning.

## Assessment Tools



maintain their own assessment records, self-assess, and communicate their achievement to others (student-led conferences)

**Assessment.** Assessment should support the learning of important skills and content, be formative as well as summative, and furnish useful information to teachers, students and parents. Assessments need to be aligned to the standards in the Course of Study both in what a student needs to know and be able to do. Assessments should match what the student is expected to learn. There are many tools (e.g. portfolios, rubrics, interviews) other than the standard paper and pencil tests to assess a student's understanding of the material.

One method that has continued to increase student achievement is involving them in the assessment process. Students should be involved in all steps of this process. At the most basic level, students can simply understand how their grades will be determined. As assessment becomes more student-centered, the students can develop rubrics,

## The Goal

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities;
- Knows the implications and the benefits of involvement in various types of physical activities;
- Participates regularly in physical activity;
- Is physically fit;
- Values physical activity and its contributions to a healthful lifestyle.

# The Standards

A physically literate individual...

## **STANDARD 1**

Demonstrates competency in a variety of motor skills and movement patterns.

## **STANDARD 2**

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

## **STANDARD 3**

Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

## **STANDARD 4**

Exhibits responsible, personal and social behavior that respects self and others.

## **STANDARD 5**

Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

# Standard 1

DEMONSTRATES COMPETENCY IN A VARIETY OF MOTOR SKILLS AND MOVEMENT PATTERNS.

## Grades K-2

Benchmark A	Demonstrate locomotor and non-locomotor skills in a variety of ways.
Grade Band	K-2
KINDERGARTEN	
Locomotor skills	1. Demonstrate walk, run and slide locomotor skills using critical elements.
Non-locomotor	2. Explore locomotor skills of jump, gallop, skip, hop and leap in a stable environment.
	3. Use non-locomotor skills (e.g., bend, twist, turn, sway, stretch) in exploratory and a stable environment.
	4. Balance using a variety of body parts (e.g., 1/2/3/4 point balances) and body shapes (e.g., wide, narrow, twisted).
	5. Transfer weight by rocking and rolling.
	6. Move in time with a changing beat (e.g., music, drum, clap, stomp).
GRADE ONE	
Locomotor skills	1. Demonstrate gallop and hop locomotor skills using critical elements.
Non-locomotor	2. Perform locomotor skills (e.g., walk, run, gallop, slide, hop) while changing pathway, direction and/or speed.
	3. 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.
	4. Balance in a variety of ways using equipment (e.g., balance ball or board) and/or apparatus (e.g., beam or box).
	5. Perform a variety of different rocking (e.g., forward/backward, side/side) and rolling skills (e.g., log, egg, parachute, circle, shoulder).
	6. Move to a rhythmic beat or pattern.
GRADE TWO	
Locomotor skills	1. Demonstrate all fundamental locomotor skills (walk, run, slide, gallop, hop, skip, jump, leap) using critical elements.
Non-locomotor	2. Perform combinations of locomotor, non-locomotor, weight transfer and static and dynamic balance skills.
	3. Perform combinations of non-locomotor and locomotor skills in a movement pattern.
	4. Demonstrate static and balance skills as part of a movement pattern.
	5. Perform combinations of rolling and balance skills.
	6. Perform rhythmic dance steps and sequences.

Standard 1 **DEMONSTRATES COMPETENCY IN A VARIETY OF MOTOR SKILLS AND MOVEMENT PATTERNS.**

**Grades K-2**

Benchmark B	Demonstrate developing control of fundamental manipulative skills.
Grade Band	K-2
<b>KINDERGARTEN</b>	
Manipulative skills	<ol style="list-style-type: none"> <li>1. Throw objects in a variety of ways to oneself.</li> <li>2. Catch a bounced ball.</li> <li>3. Use different body parts to strike a lightweight object (e.g., balloon) and keep it in the air.</li> <li>4. Kick a stationary ball.</li> <li>5. Dribble objects with the hand in a closed or stable environment.</li> <li>6. Roll a ball underhand.</li> </ol>
<b>GRADE ONE</b>	
Manipulative skills	<ol style="list-style-type: none"> <li>1. Throw using variations in time/force.</li> <li>2. Catch a self-tossed object with hands or an implement.</li> <li>3. Strike an object (e.g., ball, balloon) using different body parts.</li> <li>4. Kick a ball for force using a backswing with the kicking leg and stepping next to the ball without hesitating or stopping prior to kick.</li> <li>5. Dribble an object with hands and feet in a stable environment through self and general space.</li> <li>6. Roll a ball to a specified target.</li> </ol>
<b>GRADE TWO</b>	
Manipulative skills	<ol style="list-style-type: none"> <li>1. Throw overhand a variety of objects demonstrating a side orientation.</li> <li>2. Catch objects coming from different directions, heights and speed.</li> <li>3. Strike a variety of objects with the hand or an implement with purpose to control force/direction.</li> <li>4. Kick a rolled or moving ball with the laces for power.</li> <li>5. Dribble a ball with hands and feet using variations in speed, direction, pathway and relationship with objects.</li> <li>6. Roll a ball or object to a moving target.</li> </ol>



**Standard 1 DEMONSTRATES COMPETENCY IN A VARIETY OF MOTOR SKILLS AND MOVEMENT PATTERNS.**

**Grades 3-5**

<b>Benchmark A</b>	<b>Combine locomotor and non-locomotor skills into movement patterns.</b>
<b>Grade Band</b>	<b>3-5</b>
<b>GRADE THREE</b>	
Combined skills	<ol style="list-style-type: none"> <li>1. Perform a sequence of movements (e.g., dance, gymnastics, jump rope) with a beginning, middle and end.</li> <li>2. Jump rope demonstrating a variety of footwork skills.</li> <li>3. Balance on different bases of support and on apparatus demonstrating different levels, shapes and patterns.</li> <li>4. Perform teacher-selected and developmentally appropriate dance steps and movement patterns.</li> </ol>
<b>GRADE FOUR</b>	
Combined skills	<ol style="list-style-type: none"> <li>1. Perform a movement sequence comprised of both basic and intermediate skills (e.g., dance, gymnastics, jump rope).</li> <li>2. Jump rope demonstrating a variety of footwork and arm action skills.</li> <li>3. Combine balance and weight transfer skills in a movement sequence.</li> <li>4. Combine locomotor movement patterns and dance steps to create and perform a dance.</li> </ol>
<b>GRADE FIVE</b>	
Combined skills	<ol style="list-style-type: none"> <li>1. Perform a movement sequence comprised of both basic and intermediate skills (e.g., dance, gymnastics, jump rope) with smooth transitions between those movements.</li> <li>2. Jump rope demonstrating a variety of footwork, arm action skills and/or tricks of choice.</li> <li>3. Combine balance and transferring weight with movement skills in a gymnastics or dance sequence.</li> <li>4. Combine skills in dances with correct rhythm and pattern.</li> </ol>

Standard 1 **DEMONSTRATES COMPETENCY IN A VARIETY OF MOTOR SKILLS AND MOVEMENT PATTERNS.**

**Grades 3-5**

Benchmark B	Apply the critical elements of fundamental manipulative skills in a variety of physical activities.
Grade Band	3-5
<b>GRADE THREE</b>	
Application of skills	<ol style="list-style-type: none"> <li>1. Throw overhand with force using appropriate critical elements.</li> <li>2. Catch a variety of objects in dynamic conditions using the critical elements.</li> <li>3. Strike an object with an implement using the critical elements.</li> <li>4. Kick a ball with the inside of the foot to a target using the critical elements.</li> <li>5. Dribble and maintain control while moving through space using the critical elements.</li> <li>6. Send (e.g., pass, roll) an object to a target using critical elements in a stable environment.</li> </ol>
<b>GRADE FOUR</b>	
Application of skills	<ol style="list-style-type: none"> <li>1. Throw overhand with varying degrees of force using appropriate critical elements to reach different distances.</li> <li>2. Catch two-handed during a game or game-like situation using the critical elements.</li> <li>3. Strike an object with an implement using the critical elements.</li> <li>4. Kick a ball with the inside of the foot using the critical elements to targets at different distances, locations and relationship to objects.</li> <li>5. Dribble with control while moving through space to avoid stationary objects using the critical elements.</li> <li>6. Send (e.g., pass, roll) an object to a target using critical elements while varying space, distance, location and relationship to objects.</li> </ol>
<b>GRADE FIVE</b>	
Application of skills	<ol style="list-style-type: none"> <li>1. Throw overhand to reach a medium-sized target with sufficient force using appropriate critical elements.</li> <li>2. Catch with an implement (e.g., glove, scoop) using the critical elements.</li> <li>3. Strike an object with an implement using critical elements in relation to distance, space and direction demands.</li> <li>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 target).</li> <li>5. Dribble under control during a game or game-like situation using the critical elements.</li> <li>6. Send (e.g., pass, roll) an object using critical elements while varying body, space, effort and relationship to defenders.</li> </ol>

**Standard 1 DEMONSTRATES COMPETENCY IN A VARIETY OF MOTOR SKILLS AND MOVEMENT PATTERNS.**

**Grades 6-8**

<b>Benchmark A</b>	<b>Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities.</b>
<b>Grade Band</b>	<b>6-8</b>
<b>GRADE SIX</b>	
Specialized skills and movement patterns	<ol style="list-style-type: none"> <li>1. Demonstrate movement patterns in dance, gymnastics or fitness (e.g., yoga, Zumba).</li> <li>2. Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of movement forms (e.g., fitness, track and field, martial arts, outdoor activities, aquatics, cycling, rollerblading) in controlled settings.</li> <li>3. Perform simple dance sequences.</li> </ol>
<b>GRADE SEVEN</b>	
Specialized skills and movement patterns	<ol style="list-style-type: none"> <li>1. Demonstrate a routine that includes variety of movement patterns in dance, gymnastics or fitness (e.g., yoga, Zumba) with a partner or small group.</li> <li>2. Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of movement forms (e.g., fitness, track and field, martial arts) in various settings.</li> <li>3. Perform basic folk/square/line-dance sequences to music.</li> </ol>
<b>GRADE EIGHT</b>	
Specialized skills and movement patterns	<ol style="list-style-type: none"> <li>1. Demonstrate a routine that combines movement patterns (e.g., traveling, rolling, balance, weight transfer) into a smooth, flowing sequence coordinated with the music rhythm.</li> <li>2. Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of individual performance activities (e.g., fitness, track and field, martial arts).</li> <li>3. Perform a variety of simple dance sequences to the music or rhythm as an individual, with a partner or in a small group.</li> </ol>

**Standard 1 DEMONSTRATES COMPETENCY IN A VARIETY OF MOTOR SKILLS AND MOVEMENT PATTERNS.**

**Grades 6-8**

<b>Benchmark B</b>	<b>Demonstrate critical elements of specialized manipulative skills in a variety of settings.</b>
<b>Grade Band</b>	<b>6-8</b>
<b>GRADE SIX</b>	
Application of specialized manipulative skills	<ol style="list-style-type: none"> <li>1. Send, receive, dribble and shoot in game-like practice using appropriate critical elements.</li> <li>2. Strike an object with hand or implement in game-like practice using appropriate critical elements.</li> <li>3. Strike and field an object with foot, hand or implement in game-like practice.</li> <li>4. Send an object to a target in game-like practice using appropriate critical elements.</li> </ol>
<b>GRADE SEVEN</b>	
Application of specialized manipulative skills	<ol style="list-style-type: none"> <li>1. Send, receive, dribble and shoot using appropriate critical elements in practice and small-sided invasion games.</li> <li>2. Strike an object with hand or implement using appropriate critical elements in controlled practice and singles/ small-sided net/wall games.</li> <li>3. Strike and field an object with foot, hand or implement using appropriate critical elements in controlled practice and small-sided striking/fielding games.</li> <li>4. Send an object to a target in controlled practice and individual/small-sided games.</li> </ol>
<b>GRADE EIGHT</b>	
Application of specialized manipulative skills	<ol style="list-style-type: none"> <li>1. Send, receive, dribble and shoot in practice and apply these skills to invasion games to achieve successful game-related outcomes.</li> <li>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.</li> <li>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.</li> <li>4. Send an object to a target in controlled practice and apply these skills to target games to achieve successful game-related outcomes.</li> </ol>

Standard 1 **DEMONSTRATES COMPETENCY IN A VARIETY OF MOTOR SKILLS AND MOVEMENT PATTERNS.**

**Grades 9-12**

Benchmark A	Demonstrate combined movement skills and patterns in authentic settings.
Grade Band	9-12
HIGH SCHOOL I	
Combined movement skills and patterns	<ol style="list-style-type: none"> <li>1. Design and demonstrate a routine that combines complex movement patterns (e.g., traveling, rolling, balance, weight transfer) into a smooth, flowing sequence with the music or rhythm as an individual or with a partner or group in a performance setting.</li> <li>2. Demonstrate consistency in individual specialized skills in health-related fitness activities (e.g., resistance training, yoga, kickboxing, fitness walking).</li> <li>3. Demonstrate consistency in performing individual specialized skills in a variety of movement forms (e.g., aquatics, outdoor/recreational activities, track and field).</li> </ol>
HIGH SCHOOL II	
Combined movement skills and patterns	<ol style="list-style-type: none"> <li>1. 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, folk, social, African American cultural).</li> <li>2. Demonstrate competent performance of individual specialized skills in health-related fitness activities (e.g., resistance training, yoga, kickboxing, fitness walking).</li> <li>3. Demonstrate competent performance of individual specialized skills in select movement forms (e.g., aquatics, outdoor activities, track and field, gymnastics).</li> </ol>

Standard 1 **DEMONSTRATES COMPETENCY IN A VARIETY OF MOTOR SKILLS AND MOVEMENT PATTERNS.**

**Grades 9-12**

Benchmark B	Demonstrate specialized manipulative skills in a variety of settings.
Grade Band	9-12
HIGH SCHOOL I	
Specialized skill performance	<ol style="list-style-type: none"> <li>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, lacrosse).</li> <li>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).</li> <li>3. Demonstrate competent skill performance by scoring (e.g., base running, batting) and defending scoring (e.g., pitching, bowling, fielding) in small-sided and/or full-sided striking and fielding games (e.g., softball, cricket, rounders, baseball).</li> <li>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).</li> </ol>
HIGH SCHOOL II	
Specialized skill performance	<ol style="list-style-type: none"> <li>1. Demonstrate competent skill performance of basic and advanced skills by maintaining possession, scoring and defending scoring in invasion games within authentic settings.</li> <li>2. Demonstrate competent skill performance of basic and advanced skills by scoring and defending scoring in net/wall games within authentic settings.</li> <li>3. Demonstrate competent skill performance of basic and advanced skills by scoring and defending scoring in striking and fielding games within authentic settings.</li> <li>4. Demonstrate competent skill performance of basic and advanced skills by scoring and preventing scoring in target games within authentic settings.</li> </ol>

# Standard 2

APPLIES KNOWLEDGE OF CONCEPTS, PRINCIPLES, STRATEGIES AND TACTICS RELATED TO MOVEMENT AND PERFORMANCE.

## Grades K-2

Benchmark A	Demonstrate knowledge of movement concepts related to body, space, effort and relationships.
Grade Band	K-2
KINDERGARTEN	
Movement concepts	<ol style="list-style-type: none"> <li>1. Establish a movement vocabulary through exploration of body, space, effort and relationships.</li> <li>2. Recall pathways, direction, levels and relationships (e.g., near/far, lead/follow).</li> <li>3. Distinguish between different degrees of effort (e.g., strong, weak, fast, slow, bound, free).</li> <li>4. Identify boundaries for self-space and general space.</li> </ol>
GRADE ONE	
Movement concepts	<ol style="list-style-type: none"> <li>1. Describe movement vocabulary terms in body, space, effort and relationships.</li> <li>2. Demonstrate an understanding of relationships (e.g., lead, follow, over, under) in a variety of physical activities.</li> <li>3. Apply different degrees of force, speed and direction when directed by the teacher.</li> <li>4. Apply concepts of self and general space to accomplish movement tasks.</li> </ol>
GRADE TWO	
Movement concepts	<ol style="list-style-type: none"> <li>1. Apply movement vocabulary of body, space, effort and relationships to complete movement tasks.</li> <li>2. Apply movement concepts to modify performance (e.g., use more body parts, keep the object closer).</li> <li>3. Apply different degrees of effort, force, speed and direction to accomplish a task (e.g., adjust speed).</li> <li>4. Apply concepts of general and personal space to accomplish movement tasks in movement patterns, games and tasks.</li> </ol>

**Standard 2 APPLIES KNOWLEDGE OF CONCEPTS, PRINCIPLES, STRATEGIES AND TACTICS RELATED TO MOVEMENT AND PERFORMANCE.**

**Grades K-2**

<b>Benchmark B</b>	<b>Demonstrate knowledge of critical elements of fundamental motor skills.</b>
<b>Grade Band</b>	<b>K-2</b>
<b>KINDERGARTEN</b>	
Knowledge of critical elements	<ol style="list-style-type: none"> <li>1. Differentiate among locomotor skills.</li> <li>2. Repeat cue words for fundamental motor skills.</li> </ol>
<b>GRADE ONE</b>	
Knowledge of critical elements	<ol style="list-style-type: none"> <li>1. Differentiate among non-locomotor and manipulative skills.</li> <li>2. Repeat cue words for fundamental motor skills and apply them to improve performance.</li> </ol>
<b>GRADE TWO</b>	
Knowledge of critical elements	<ol style="list-style-type: none"> <li>1. Differentiate between locomotor, non-locomotor and manipulative skills.</li> <li>2. Identify critical elements which lead to successful performance of locomotor, non-locomotor and manipulative skills.</li> </ol>



**Standard 2 APPLIES KNOWLEDGE OF CONCEPTS, PRINCIPLES, STRATEGIES AND TACTICS RELATED TO MOVEMENT AND PERFORMANCE.**

**Grades 3-5**

Benchmark A	Demonstrate and apply basic tactics and principles of movement.
Grade Band	3-5
<b>GRADE THREE</b>	
Strategies and tactics	<ol style="list-style-type: none"> <li>1. Modify movement to meet the demands of a task (e.g., throw with more or less force to reach a target or teammate).</li> <li>2. Explain how the characteristics of an object (e.g., size, material, weight) affect performance of manipulative skills.</li> <li>3. Recognize offensive and defensive situations.</li> <li>4. Identify the choices to make (e.g., shoot, pass, dribble) to score a goal or point.</li> </ol>
<b>GRADE FOUR</b>	
Strategies and tactics	<ol style="list-style-type: none"> <li>1. Explain the importance of weight transfer in object propulsion skills (e.g., throw, strike).</li> <li>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 (e.g., space, number of players).</li> <li>3. Identify open space and areas of space to defend in a dynamic environment (e.g., partner or small group dance spacing, proximity to the ball or teammate in small-sided games).</li> <li>4. Select correct decision when presented with a tactical problem to score (e.g., ball possession, attack, moving an opponent).</li> </ol>
<b>GRADE FIVE</b>	
Strategies and tactics	<ol style="list-style-type: none"> <li>1. Identify similar patterns/concepts across related activities (e.g., striking with a bat, tennis forehand).</li> <li>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 (e.g., space, number of players) in a dynamic or changing environment.</li> <li>3. Demonstrate offensive and defensive positioning in simple game settings (e.g., maintain or return to base position, positioning relative to a goal or opponent).</li> <li>4. Demonstrate basic decision-making capabilities in simple performance settings (e.g., what skill should I use?).</li> </ol>

**Standard 2 APPLIES KNOWLEDGE OF CONCEPTS, PRINCIPLES, STRATEGIES AND TACTICS RELATED TO MOVEMENT AND PERFORMANCE.**

**Grades 3-5**

Benchmark B	Demonstrate knowledge of critical elements for more complex motor skills.
Grade Band	3-5
<b>GRADE THREE</b>	
Principles and critical elements	<ol style="list-style-type: none"> <li>1. Describe the critical elements of the manipulative skills (e.g., throw, catch, kick, strike) and activity-specific skills.</li> <li>2. Explain how appropriate practice improves performance.</li> </ol>
<b>GRADE FOUR</b>	
Principles and critical elements	<ol style="list-style-type: none"> <li>1. Identify correct and incorrect aspects of skill performance using critical elements.</li> <li>2. Explain how to improve performance of a movement or skill.</li> </ol>
<b>GRADE FIVE</b>	
Principles and critical elements	<ol style="list-style-type: none"> <li>1. Apply critical elements to analyze and provide feedback on motor-skill performance of others.</li> <li>2. Suggest ways to improve skill performance using the principles of practice (e.g., part-practice, variable practice, simplifying the environment, identifying key cues).</li> </ol>

**Standard 2 APPLIES KNOWLEDGE OF CONCEPTS, PRINCIPLES, STRATEGIES AND TACTICS RELATED TO MOVEMENT AND PERFORMANCE.**

**Grades 6-8**

Benchmark A	Apply tactical concepts and performance principles in game-like settings.
Grade Band	6-8
<b>GRADE SIX</b>	
Tactics and principles	<ol style="list-style-type: none"> <li>1. Demonstrate understanding of basic offensive tactics related to off-the-ball movements while participating in game-like settings (e.g., when and where should I move?).</li> <li>2. Demonstrate understanding of basic defensive tactics related to defending space while participating in game-like settings (e.g., when and where should I move?).</li> <li>3. Identify correct decision in game-like settings.</li> </ol>
<b>GRADE SEVEN</b>	
Tactics and principles	<ol style="list-style-type: none"> <li>1. Create space and position self in space to create scoring opportunities.</li> <li>2. Defend space and position self in space to prevent opponents from attacking or scoring.</li> <li>3. Select correct decision in game-like settings.</li> </ol>
<b>GRADE EIGHT</b>	
Tactics and principles	<ol style="list-style-type: none"> <li>1. Move to open space to receive passes or create space for others.</li> <li>2. Move to mark or guard opponents, deny space and prevent opponents from attacking or scoring.</li> <li>3. Consistently choose the best option (e.g., attack, pass, maintain possession, reposition) in game play.</li> </ol>

**Standard 2 APPLIES KNOWLEDGE OF CONCEPTS, PRINCIPLES, STRATEGIES AND TACTICS RELATED TO MOVEMENT AND PERFORMANCE.**

**Grades 6-8**

Benchmark B	Demonstrate knowledge of critical elements and biomechanical principles for specialized skills.
Grade Band	6-8
<b>GRADE SIX</b>	
Principles and critical elements	<ol style="list-style-type: none"> <li>1. Demonstrate understanding of movement principles through knowledge of critical elements (key points) of specialized skills in fitness, sport/games, individual performance activities and movement forms.</li> <li>2. Analyze skills in fitness, sport/games, individual performance activities and movement forms to identify strengths and areas to improve.</li> </ol>
<b>GRADE SEVEN</b>	
Principles and critical elements	<ol style="list-style-type: none"> <li>1. Analyze movement using knowledge of critical elements (key points) in specialized skills in fitness, sport/games, individual performance activities and movement forms.</li> <li>2. Identify ways to improve movement performance using cues, drills or fitness activities.</li> </ol>
<b>GRADE EIGHT</b>	
Principles and critical elements	<ol style="list-style-type: none"> <li>1. Analyze specific sport and movement skills using biomechanical principles and critical elements.</li> <li>2. Develop a plan to improve movement performance using movement principles, critical elements, drills and biomechanical principles.</li> </ol>

**Standard 2 APPLIES KNOWLEDGE OF CONCEPTS, PRINCIPLES, STRATEGIES AND TACTICS RELATED TO MOVEMENT AND PERFORMANCE.**

**Grades 9-12**

<b>Benchmark A</b>	<b>Apply knowledge of tactical concepts and strategies in authentic settings.</b>
<b>Grade Band</b>	<b>9-12</b>
<b>HIGH SCHOOL I</b>	
Strategies and tactics	<ol style="list-style-type: none"> <li>1. Describe tactics to participate successfully in small-sided games across multiple categories of movement forms (e.g., games, individual performance activities, lifetime physical activities).</li> <li>2. Describe effective strategies for successful performance in select categories of movement forms (e.g., games, individual performance activities, lifetime physical activities).</li> <li>3. Describe the transfer knowledge of previously learned tactics and strategies to similar but different movement forms (e.g., games, individual performance activities, lifetime physical activities).</li> </ol>
<b>HIGH SCHOOL II</b>	
Strategies and tactics	<ol style="list-style-type: none"> <li>1. Apply tactics to participate successfully in full-sided games across multiple categories of movement forms (e.g., games, individual performance activities, lifetime physical activities).</li> <li>2. Implement effective strategies for successful performance in select categories of movement forms (e.g., games, individual performance activities, lifetime physical activities).</li> <li>3. Transfer knowledge of previously learned tactics and strategies to participate in similar but different movement forms (e.g., games, individual performance activities, lifetime physical activities).</li> </ol>

**Standard 2 APPLIES KNOWLEDGE OF CONCEPTS, PRINCIPLES, STRATEGIES AND TACTICS RELATED TO MOVEMENT AND PERFORMANCE.**

**Grades 9-12**

<b>Benchmark B</b>	<b>Apply biomechanical principles to performance in authentic settings.</b>
<b>Grade Band</b>	<b>9-12</b>
<b>HIGH SCHOOL I</b>	
Principles and critical elements	<ol style="list-style-type: none"> <li>1. Describe critical elements and biomechanical principles (e.g., stability, rotation, linear and angular motion) to perform movement forms.</li> <li>2. Analyze performance of self and others in select movement forms.</li> <li>3. Identify ways to improve performance of select movement forms using cues, practice drills and fitness activities.</li> </ol>
<b>HIGH SCHOOL II</b>	
Principles and critical elements	<ol style="list-style-type: none"> <li>1. Apply critical elements and biomechanical principles (e.g., stability, rotation, linear and angular motion) to perform increasingly complex movement forms.</li> <li>2. Analyze and evaluate performance of self and others across multiple movement forms.</li> <li>3. Apply biomechanical principles, knowledge of critical elements, cues, practice drills and fitness activities to improve movement performance.</li> </ol>

# Standard 3

**DEMONSTRATES THE KNOWLEDGE AND SKILLS TO ACHIEVE AND MAINTAIN A HEALTH-ENHANCING LEVEL OF PHYSICAL ACTIVITY AND FITNESS.**

## Grades K-2

Benchmark A	Describes current level of physical activity and identifies additional physical activity opportunities.
Grade Band	K-2
<b>KINDERGARTEN</b>	
Physical activity knowledge	1. Recognize and differentiate between physical activity and inactivity.
Evaluate level of physical activity	2. Track the amount of physical activity within physical education.
Healthy habits in relation to physical activity	3. Recognize that food provides energy for physical activity.
<b>GRADE ONE</b>	
Physical activity knowledge	1. Identify opportunities for physical activity during the school day.
Evaluate level of physical activity	2. Track the amount of physical activity within the school day.
Healthy habits in relation to physical activity	3. Differentiate between healthy and unhealthy food and beverage choices for physical activity.
<b>GRADE TWO</b>	
Physical activity knowledge	1. Identify opportunities for physical activity at school, home and in the community.
Evaluate level of physical activity	2. Track the amount of physical activity within the school day and compare it to the recommendation for daily physical activity.
Healthy habits in relation to physical activity	3. Suggests alternatives to unhealthy food and beverage choices related to physical activity.

**Standard 3 DEMONSTRATES THE KNOWLEDGE AND SKILLS TO ACHIEVE AND MAINTAIN A HEALTH-ENHANCING LEVEL OF PHYSICAL ACTIVITY AND FITNESS.**

**Grades K-2**

Benchmark B	Understand the principles, components and practices of health-related physical fitness.
Grade Band	K-2
<b>KINDERGARTEN</b>	
Cardio	1. Recognize activities that could be used to improve each component of health-related fitness.
Muscular strength and endurance	2. Recognize that when one moves fast, the heart beats faster and breathing becomes faster.
Flexibility	3. Recognize the importance of muscular strength to support body weight.
	4. Identify ways to stretch muscles in the body.
<b>GRADE ONE</b>	
Cardio	1. Identify activities that align with each component of health-related fitness.
Muscular strength and endurance	2. Identify the heart as a muscle that grows stronger with exercise and physical activity.
Flexibility	3. Identify ways to strengthen muscles.
	4. Identify ways to stretch muscles in the upper and lower body.
<b>GRADE TWO</b>	
Cardio	1. Recall activities that align with each component of health-related fitness.
Muscular strength and endurance	2. Name activities that increase heart rate.
Flexibility	3. Identify activities to improve muscular strength.
	4. Identify ways to stretch muscles in various parts of the body.



**Standard 3 DEMONSTRATES THE KNOWLEDGE AND SKILLS TO ACHIEVE AND MAINTAIN A HEALTH-ENHANCING LEVEL OF PHYSICAL ACTIVITY AND FITNESS.**

**Grades 3-5**

Benchmark A	Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.
Grade Band	3-5
<b>GRADE THREE</b>	
Physical activity knowledge	1. Identify school, home and community physical activity opportunities to meet physical activity guidelines.
Evaluate level of physical activity	2. Track physical activity minutes inside and outside of school to determine progress toward daily recommendation.
Healthy habits in relation to physical activity	3. Identify a variety of nutritious food choices from each food group that will help balance the body with physical activity.
<b>GRADE FOUR</b>	
Physical activity knowledge	1. Identify school, home and community physical activity opportunities to meet physical activity guidelines.
Evaluate level of physical activity	2. Track physical activity minutes to determine progress toward daily recommendation.
Healthy habits in relation to physical activity	3. Recognize the benefits of food choices from each food group related to physical activity.
<b>GRADE FIVE</b>	
Physical activity knowledge	1. Identify school, home and community physical activity opportunities to meet physical activity guidelines.
Evaluate level of physical activity	2. Track physical activity minutes to determine progress toward daily recommendation.
Healthy habits in relation to physical activity	3. Discuss the benefits of healthy eating in relation to physical activity.

**Standard 3 DEMONSTRATES THE KNOWLEDGE AND SKILLS TO ACHIEVE AND MAINTAIN A HEALTH-ENHANCING LEVEL OF PHYSICAL ACTIVITY AND FITNESS.**

**Grades 3-5**

<b>Benchmark B</b>	<b>Understand the principles, components and practices of health-related physical fitness to maintain or improve one's level of fitness.</b>
<b>Grade Band</b>	<b>3-5</b>
<b>GRADE THREE</b>	
Health-related fitness knowledge	1. Identify specific activities that could improve each health-related fitness component.
Cardio	2. Assess heart rate during physical activity and exercise.
Muscular strength and endurance	3. Identify activities to improve muscular strength and endurance in the core area.
Flexibility	4. Recognize the importance of warm-up and cool-down activities.
Planning	5. Analyze the results of a fitness assessment to determine areas in a healthy fitness zone (HFZ).
(FITT and other principles)	6. Identify the frequency and type of exercise in relationship to the FITT principle.
<b>GRADE FOUR</b>	
Health-related fitness knowledge	1. Link specific activities to the appropriate health-related fitness component.
Cardio	2. Interpret heart rate during physical activity and exercise to sustain a moderate to vigorous activity for longer periods of time.
Muscular strength and endurance	3. Identify activities to improve muscular strength and endurance in the upper and lower body.
Flexibility	4. Identify warm-up and cool-down activities.
Planning	5. Analyze the results of a fitness assessment to determine areas in the HFZ and those that need improvement.
(FITT and other principles)	6. Identify the intensity and time of exercise in relationship to the FITT principle.
<b>GRADE FIVE</b>	
Health-related fitness knowledge	1. Recall specific activities that could improve each health-related fitness component.
Cardio	2. Interpret heart rate during physical activity and exercise to determine appropriate level of intensity.
Muscular strength and endurance	3. Identify specific activities to improve muscular strength and endurance throughout the body.
Flexibility	4. Identify warm-up and cool-down activities.
Planning	5. Analyze the results of a fitness assessment to identify exercises and/or activities to improve or maintain health-related fitness components.
(FITT and other principles)	6. Link/match the FITT principle with the appropriate description.

**Standard 3 DEMONSTRATES THE KNOWLEDGE AND SKILLS TO ACHIEVE AND MAINTAIN A HEALTH-ENHANCING LEVEL OF PHYSICAL ACTIVITY AND FITNESS.**

**Grades 6-8**

Benchmark A	Develops a plan to meet the recommendation for daily physical activity.
Grade Band	6-8
<b>GRADE SIX</b>	
Physical activity knowledge Evaluate level of physical activity	<ol style="list-style-type: none"> <li>1. Identify a variety of moderate to vigorous school, home and community physical activity opportunities to meet physical activity guidelines.</li> <li>2. Identify active alternatives to screen time.</li> <li>3. Collect physical activity assessment data and create a plan to improve or maintain physical activity levels.</li> </ol>
<b>GRADE SEVEN</b>	
Physical activity knowledge Evaluate level of physical activity	<ol style="list-style-type: none"> <li>1. Analyze a variety of moderate to vigorous school, home and community physical activity opportunities to meet physical activity guidelines.</li> <li>2. Identify active alternatives to screen time.</li> <li>3. Analyze physical activity assessment data and create a plan to improve or maintain physical activity levels.</li> </ol>
<b>GRADE EIGHT</b>	
Physical activity knowledge Evaluate level of physical activity	<ol style="list-style-type: none"> <li>1. Plan a variety of moderate to vigorous school, home and community physical activity opportunities to meet physical activity guidelines and personal preferences.</li> <li>2. Identify active alternatives to screen time.</li> <li>3. Analyze physical activity assessment data and create a plan to improve or maintain physical activity levels.</li> </ol>

**Standard 3 DEMONSTRATES THE KNOWLEDGE AND SKILLS TO ACHIEVE AND MAINTAIN A HEALTH-ENHANCING LEVEL OF PHYSICAL ACTIVITY AND FITNESS.**

**Grades 6-8**

Benchmark B	Utilizes principles and practices to design a personalized health-related fitness plan.
Grade Band	6-8
<b>GRADE SIX</b>	
Health-related fitness knowledge	1. Describe and use technology to monitor fitness (e.g., heart monitor, pedometer, phone and iPod apps).
Cardio	2. Calculate target heart rate and describe rates of perceived exertion (using RPE scale).
Muscular strength and endurance	3. Identify major muscles used in selected physical activities.
Flexibility	4. Identify activities to improve upper body flexibility.
Planning	5. Apply principles of training (e.g., specificity, overload, progression) to maintain or improve health-related fitness.
(FITT and other principles)	6. Identify foods and appropriate servings to balance calorie intake with energy expenditure.
Healthy habits in relation to fitness	
<b>GRADE SEVEN</b>	
Health-related fitness knowledge	1. Describe and use technology to monitor fitness (e.g., heart monitor, pedometer, phone and iPod apps).
Cardio	2. Adjust intensity and/or pace to stay within target heart rate or rate of perceived exertion (using RPE scale).
Muscular strength and endurance	3. Apply the principle of specificity to identify exercises to improve muscular strength and endurance.
Flexibility	4. Identify activities to improve lower body flexibility.
Planning	5. Design a fitness plan based on the results of health-related fitness assessment.
(FITT and other principles)	6. Identify healthy food choices and appropriate servings to balance calorie intake with energy expenditure.
Healthy habits in relation to fitness	
<b>GRADE EIGHT</b>	
Health-related fitness knowledge	1. Describe and use various forms of technology to monitor fitness (e.g., heart monitor, pedometer, phone and iPod apps).
Cardio	2. Apply target heart rate and rates of perceived exertion (using RPE scale) to improve or maintain cardiorespiratory endurance.
Muscular strength and endurance	3. Apply the principle intensity and duration to determine appropriate repetitions, sets and weight for muscular strength and endurance activities.
Flexibility	4. Develop a series of activities to improve flexibility and to warm-up and cool-down for each activity.
Planning	5. Design and implement a fitness plan based on the results of health-related fitness assessment.
(FITT and other principles)	6. Apply nutritional concepts and strategies to balance healthy foods, snacks and beverages with fitness levels.
Healthy habits in relation to fitness	

**Standard 3 DEMONSTRATES THE KNOWLEDGE AND SKILLS TO ACHIEVE AND MAINTAIN A HEALTH-ENHANCING LEVEL OF PHYSICAL ACTIVITY AND FITNESS.**

**Grades 9-12**

<b>Benchmark A</b>	<b>Develops a current and lifetime physical activity plan.</b>
<b>Grade Band</b>	<b>9-12</b>
<b>HIGH SCHOOL I</b>	
Physical activity knowledge	1. Identify current and future lifetime physical activity opportunities.
Evaluate level of physical activity	2. Analyze technology, social media or community physical activity opportunities.
	3. Create a physical activity plan to meet current needs and interests.
<b>HIGH SCHOOL II</b>	
Physical activity knowledge	1. Identify current and future physical activity opportunities along with barriers and helpers to being physically active.
Evaluate level of physical activity	2. Analyze community physical activity opportunities for quality, accessibility and availability.
	3. Create a lifetime physical activity plan to meet adult physical activity needs.

**Standard 3 DEMONSTRATES THE KNOWLEDGE AND SKILLS TO ACHIEVE AND MAINTAIN A HEALTH-ENHANCING LEVEL OF PHYSICAL ACTIVITY AND FITNESS.**

**Grades 9-12**

<b>Benchmark B</b>	<b>Implements principles and practices to develop a fitness and nutritional plan to meet individual needs.</b>
<b>Grade Band</b>	<b>9-12</b>
<b>HIGH SCHOOL I</b>	
Health-related fitness knowledge	1. Analyze and apply technology to support fitness and physical activity.
Cardio	2. Identify activities and apply fitness principles (e.g., rates of perceived exertion, pacing) to maintain or improve cardiorespiratory endurance.
Muscular strength and endurance	3. Identify different types of strength activities and apply fitness principles to develop muscular strength and endurance.
Flexibility	4. Identify activities and apply FITT principles to improve or maintain flexibility.
Planning	5. Create a health-related fitness plan that applies fitness concepts and principles for each component of fitness.
(FITT and other principles)	6. Apply nutritional concepts for exercise and create a snack plan for before, during and after exercise to meet nutrition needs.
Healthy habits in relation to fitness	
<b>HIGH SCHOOL II</b>	
Health-related fitness knowledge	1. Analyze and apply technology and social media tools to support fitness and physical activity.
Cardio	2. Develop a cardiorespiratory endurance plan that identifies activities and applies fitness principles to improve or maintain.
Muscular strength and endurance	3. Develop a muscular strength and endurance plan that identifies activities and applies fitness principles to improve or maintain.
Flexibility	4. Develop a flexibility plan that identifies activities and applies fitness principles to improve or maintain flexibility.
Planning	5. Create a health-related fitness plan that applies fitness concepts and principles for each component of fitness for a college-age student or adult.
(FITT and other principles)	6. Design a plan to maintain an appropriate energy balance for a healthy, active lifestyle.
Healthy habits in relation to fitness	

# Standard 4

EXHIBITS RESPONSIBLE PERSONAL AND SOCIAL BEHAVIOR THAT RESPECTS SELF AND OTHERS.

## Grades K-2

Benchmark A	Know and follow procedures and safe practices.
Grade Band	K-2
<b>KINDERGARTEN</b>	
Self-direction	1. Respond positively to reminders of appropriate safety procedures.
Safety	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.
<b>GRADE ONE</b>	
Self-direction	1. Respond positively to reminders of appropriate safety procedures.
Safety	2. Follow directions and handle equipment safely.
	3. Work independently and complete activities.
	4. Explain rules related to safety and activity-specific procedures.
<b>GRADE TWO</b>	
Self-direction	1. Respond positively to reminders of appropriate safety procedures.
Safety	2. Follow directions and handle equipment safely.
	3. Complete activities and take responsibility for actions.
	4. Explain rules related to safety and activity-specific procedures.

Standard 4 EXHIBITS RESPONSIBLE PERSONAL AND SOCIAL BEHAVIOR THAT RESPECTS SELF AND OTHERS.

Grades K-2

Benchmark B	Responsible behavior in physical activity settings.
Grade Band	K-2
<b>KINDERGARTEN</b>	
Cooperation	1. Follow instructions and class procedures while participating in physical education activities.
Respect	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.
<b>GRADE ONE</b>	
Cooperation	1. Follow instructions and class procedures while participating in physical education activities.
Respect	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.
<b>GRADE TWO</b>	
Cooperation	1. Follow instructions and class procedures while participating in physical education activities.
Respect	2. Demonstrate cooperation with others when resolving conflicts.
	3. Interact positively with others in partner and small group activities without regard to individual differences.
	4. Take turns using equipment or performing a task.



Standard 4 EXHIBITS RESPONSIBLE PERSONAL AND SOCIAL BEHAVIOR THAT RESPECTS SELF AND OTHERS.

Grades 3-5

Benchmark A	Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity settings.
Grade Band	3-5
<b>GRADE THREE</b>	
Self-direction	1. Follow rules, safe practices and engage in class activities.
Safety	2. Identify equipment-specific safety rules and follow them. 3. Recognize characteristics of the equipment and environment that affect safe play.
<b>GRADE FOUR</b>	
Self-direction	1. Follow rules and safe practices and engage in class activities.
Safety	2. Adjust performance to characteristics of the environment to ensure safe play (e.g., space, equipment, others). 3. Engage in activities and stay on task with prompts and encouragement from others.
<b>GRADE FIVE</b>	
Self-direction	1. Adhere to class and activity-specific rules and safe practices.
Safety	2. Adjust performance to characteristics of the environment to ensure safe play (e.g., space, equipment, others). 3. Engage in activities and take responsibility for actions.

Standard 4 EXHIBITS RESPONSIBLE PERSONAL AND SOCIAL BEHAVIOR THAT RESPECTS SELF AND OTHERS.

Grades 3-5

Benchmark B	Interact and communicate positively with others.
Grade Band	3-5
<b>GRADE THREE</b>	
Cooperation	1. Work cooperatively with a partner in the development of an activity, dance sequence or game.
Respect	2. Cooperate with a partner or small group by taking turns and sharing equipment.
Resolving conflict	3. Demonstrate acceptance of skill and ability of others through verbal and non-verbal behavior. 4. Demonstrate cooperation with others when resolving conflict.
<b>GRADE FOUR</b>	
Cooperation	1. Listen, discuss options and develop a plan to accomplish a partner or group task or to improve play.
Respect	2. Participate with a group in cooperative problem-solving activities.
Resolving conflict	3. Demonstrate cooperation with and respect for peers different from oneself. 4. Demonstrate cooperation with others when resolving conflict.
<b>GRADE FIVE</b>	
Cooperation	1. Lead, follow and support group members to improve play in cooperative and competitive settings.
Respect	2. Evaluate personal behavior to ensure positive effects on others.
Resolving conflict	3. Demonstrate respectful and responsible behavior toward peers different from oneself. 4. Demonstrate cooperation with others when resolving conflict.

Standard 4 EXHIBITS RESPONSIBLE PERSONAL AND SOCIAL BEHAVIOR THAT RESPECTS SELF AND OTHERS.

Grades 6-8

Benchmark A	Develop and apply rules, safe practices and procedures in physical activity settings.
Grade Band	6-8
<b>GRADE SIX</b>	
Safety	1. Make a conscious decision about playing within the rules, procedures and etiquette of a game or activity.
Self-direction	2. Acknowledge and apply rules to game situations to ensure personal and group safety.
	3. Make choices to demonstrate self-direction and effort.
<b>GRADE SEVEN</b>	
Safety	1. Make a conscious decision about playing within the rules, procedures and etiquette of a game or activity.
Self-direction	2. Acknowledge and apply rules to game situations to ensure personal and group safety.
	3. Engage in activities, stay on task, challenge oneself and take responsibility for actions.
<b>GRADE EIGHT</b>	
Safety	1. Work cooperatively with peers of differing skill to promote a safe school environment.
Self-direction	2. Recognize causes and demonstrate possible solutions to issues related to a safe school environment and physical activity setting.
	3. Make choices to demonstrate self-direction and effort in individual, small and large group activities without prompts or constant supervision from the teacher.

Standard 4 EXHIBITS RESPONSIBLE PERSONAL AND SOCIAL BEHAVIOR THAT RESPECTS SELF AND OTHERS.

Grades 6-8

Benchmark B	Communicate effectively with others to promote respect and conflict resolution in physical activity settings.
Grade Band	6-8
<b>GRADE SIX</b>	
Cooperation	1. Offer positive suggestions to facilitate group progress in physical activities.
Respect	2. Demonstrate cooperation with peers of different gender, race and ability in physical activity settings.
Resolving conflict	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.
<b>GRADE SEVEN</b>	
Cooperation	1. Offer positive suggestions or constructive feedback to facilitate group progress.
Respect	2. Demonstrate cooperation with peers of different gender, race and ability in physical activity settings.
Resolving conflict	3. Resolve conflict with sensitivity to the rights and feelings of others. 4. Accept and respect decisions made by the designated official.
<b>GRADE EIGHT</b>	
Cooperation	1. Provide support or positive suggestions to facilitate group progress or success.
Respect	2. Demonstrate and encourage respect for individual similarities and differences through positive interaction.
Resolving conflict	3. Resolve conflict with sensitivity to the rights and feelings of others. 4. Accept and respect decisions made by the designated official.

Standard 4 EXHIBITS RESPONSIBLE PERSONAL AND SOCIAL BEHAVIOR THAT RESPECTS SELF AND OTHERS.

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 Band	9-12
HIGH SCHOOL I	
Safety	1. Contribute to the development and maintenance of rules that provide for safe participation in physical activities.
Self-direction	2. Identify unsafe practices and offer appropriate alternatives.
	3. Give consistent effort at an appropriate level of challenge and take responsibility for individual actions.
HIGH SCHOOL II	
Safety	1. Contribute to the development and maintenance of rules that provide for safe participation in physical activities.
Self-direction	2. Recognize unsafe conditions in an athletic venue and independently take steps to correct them.
	3. Demonstrate leadership in physical activity settings (e.g., officiate a game, make own calls, resolve conflicts).
	4. Demonstrate self-direction in a variety of physical activities and try out new or different tasks or challenges.

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Benchmark B	Initiate responsible, personal, social behavior and positively influence the behavior of others in physical activity settings.
Grade Band	9-12
HIGH SCHOOL I	
Cooperation	1. Communicate effectively with others to promote respect and conflict resolution in cooperative and competitive physical activities.
Respect	2. Recognize how to modify group activities, game expectations or behaviors to accommodate individuals with lesser or greater skills or special needs.
Resolving conflict	3. Accept decisions made by the designated official and respond to winning or losing with dignity and respect.
HIGH SCHOOL II	
Cooperation	1. Encourage appropriate cooperative and socially responsible behavior of participants and audience.
Respect	2. Modify group activities, game expectations or behaviors to accommodate individuals with lesser or greater skills or special needs.
Resolving conflict	3. Accept decisions made by the designated official and respond to winning or losing with dignity and respect.

# Standard 5

RECOGNIZES THE VALUE OF PHYSICAL ACTIVITY FOR HEALTH, ENJOYMENT, CHALLENGE, SELF-EXPRESSION AND/OR SOCIAL INTERACTION.

## Grades K-2

Benchmark A	Identifies health benefits as reasons to value physical activity.
Grade Band	K-2
KINDERGARTEN	
Health reasons to be physically active	1. Recognize physical activity has positive health benefits.
GRADE ONE	
Health reasons to be physically active	1. Recognize more physical activity leads to additional health benefits.
GRADE TWO	
Health reasons to be physically active	1. Identify specific health benefits from participation in daily physical activity.

Benchmark B	Identifies reasons to participate in physical activity.
Grade Band	K-2
KINDERGARTEN	
Enjoyment	1. Identify physical activities that are fun.
GRADE ONE	
Enjoyment	1. Identify why a physical activity is fun.
GRADE TWO	
Enjoyment	1. Discuss personal reasons (why?) for enjoying physical activity.

**Standard 5 RECOGNIZES THE VALUE OF PHYSICAL ACTIVITY FOR HEALTH, ENJOYMENT, CHALLENGE, SELF-EXPRESSION AND/OR SOCIAL INTERACTION.**

**Grades 3-5**

<b>Benchmark A</b>	<b>Identifies multiple, specific health benefits as a reason to value physical activity.</b>
<b>Grade Band</b>	<b>3-5</b>
<b>GRADE THREE</b>	
Health reasons to be physically active	1. Identify two health benefits from different dimensions (e.g., physical, emotional, intellectual) by participation in physical activity.
<b>GRADE FOUR</b>	
Health reasons to be physically active	1. Identify three health benefits from different dimensions (e.g., physical, emotional, intellectual) by participation in physical activity.
<b>GRADE FIVE</b>	
Health reasons to be physically active	1. Identify multiple specific health benefits from different dimensions (e.g., physical, emotional, intellectual) from participation in physical activity.
<b>Benchmark B</b>	<b>Expresses multiple, specific reasons (enjoyment, challenge, social) to participate in physical activity.</b>
<b>Grade Band</b>	<b>3-5</b>
<b>GRADE THREE</b>	
Values physical activity through various means	1. Identify reasons for enjoying a selected physical activity. 2. Identify the feelings that come with the challenge of learning a new physical activity. 3. Recognize that physical activity provides opportunities for social interaction.
<b>GRADE FOUR</b>	
Values physical activity through various means	1. Identify specific reasons for enjoying a selected physical activity. 2. Identify aspects of a physical activity that are challenging. 3. Identify the social benefits of a selected physical activity.
<b>GRADE FIVE</b>	
Values physical activity through various means	1. Identify multiple specific reasons for enjoying a selected physical activity. 2. Identify aspects of a physical activity that are challenging, yet enjoyable. 3. Identify specific social benefits of a selected physical activity.

**Standard 5 RECOGNIZES THE VALUE OF PHYSICAL ACTIVITY FOR HEALTH, ENJOYMENT, CHALLENGE, SELF-EXPRESSION AND/OR SOCIAL INTERACTION.**

**Grades 6-8**

<b>Benchmark A</b>	<b>Makes a connection between participation in physical activity and physical, emotional and intellectual health.</b>
<b>Grade Band</b>	<b>6-8</b>
<b>GRADE SIX</b>	
Health reasons to be physically active	<ol style="list-style-type: none"> <li>1. Describe how being physically active contributes to a healthy body.</li> <li>2. Describe how being physically active contributes to emotional health.</li> <li>3. Describe how being physically active contributes to intellectual health.</li> </ol>
<b>GRADE SEVEN</b>	
Health reasons to be physically active	<ol style="list-style-type: none"> <li>1. Identify activities that can provide health benefits for at least three components of fitness.</li> <li>2. Describe how different physical activities have an impact on emotional health.</li> <li>3. Describe how different physical activities have an impact on intellectual health.</li> </ol>
<b>GRADE EIGHT</b>	
Health reasons to be physically active	<ol style="list-style-type: none"> <li>1. Link the health benefits that result from participation in specific physical activities.</li> <li>2. Make a connection between physical activities and emotional health.</li> <li>3. Make a connection between physical activity and intellectual health.</li> </ol>



**Standard 5 RECOGNIZES THE VALUE OF PHYSICAL ACTIVITY FOR HEALTH, ENJOYMENT, CHALLENGE, SELF-EXPRESSION AND/OR SOCIAL INTERACTION.**

**Grades 6-8**

<b>Benchmark B</b>	<b>Discusses the positive impact physical activity has on his or her life.</b>
<b>Grade Band</b>	<b>6-8</b>
<b>GRADE SIX</b>	
Values physical activity through various means	<ol style="list-style-type: none"> <li>1. Identify enjoyable physical activities.</li> <li>2. Identify a specific activity the student plays because he or she finds it challenging.</li> <li>3. Identify a specific activity the student plays because of the opportunities for social interaction.</li> </ol>
<b>GRADE SEVEN</b>	
Values physical activity through various means	<ol style="list-style-type: none"> <li>1. Analyze reasons to enjoy specific physical activities.</li> <li>2. Analyze a specific activity the student plays because he or she finds it challenging.</li> <li>3. Analyze reasons to enjoy specific physical activities the student plays because of the opportunities for social interaction.</li> </ol>
<b>GRADE EIGHT</b>	
Values physical activity through various means	<ol style="list-style-type: none"> <li>1. Discuss the reasons for participating in a selected physical activity.</li> <li>2. Discuss the challenging aspects of participating in a selected physical activity.</li> <li>3. Discuss the social benefits of participating in a selected physical activity.</li> </ol>

**Standard 5 RECOGNIZES THE VALUE OF PHYSICAL ACTIVITY FOR HEALTH, ENJOYMENT, CHALLENGE, SELF-EXPRESSION AND/OR SOCIAL INTERACTION.**

**Grades 9-12**

<b>Benchmark A</b>	<b>Analyzes the activity to identify specific physical, mental and social health benefits.</b>
<b>Grade Band</b>	<b>9-12</b>
<b>HIGH SCHOOL I</b>	
Health reasons to be physically active	<ol style="list-style-type: none"> <li>1. Analyze the impact of physical activity on the body and explain the health benefits of regular participation in moderate to vigorous physical activity.</li> <li>2. Analyze the impact of physical activity on emotional health.</li> <li>3. Analyze the connection between physical activity and intellectual health as it relates to the positive effects of physical activity on brain function.</li> </ol>
<b>HIGH SCHOOL II</b>	
Health reasons to be physically active	<ol style="list-style-type: none"> <li>1. Analyze the impact of a specific physical activity on the body and link the benefits to all of the components of fitness.</li> <li>2. Analyze the impact of a specific physical activity on emotional health.</li> <li>3. Analyze the connection between a specific physical activity and intellectual health as it relates to the positive effects of physical activity on brain function.</li> </ol>

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<b>Benchmark B</b>	<b>Expresses multiple, specific reasons (enjoyment, challenge, self-expression, social) to participate in a selected physical activity.</b>
<b>Grade Band</b>	<b>K-2</b>
<b>HIGH SCHOOL I</b>	
Values physical activity through various means	<ol style="list-style-type: none"> <li>1. Share the specific reasons for participating in a selected physical activity.</li> <li>2. Identify the challenges in learning a new physical activity.</li> <li>3. Articulate reasons that specific physical activities would be enjoyable as lifetime pursuits.</li> <li>4. Share the specific social benefits resulting from participation in a selected physical activity.</li> </ol>
<b>HIGH SCHOOL II</b>	
Values physical activity through various means	<ol style="list-style-type: none"> <li>1. Articulate reasons to participate in specific physical activities that would be enjoyable as lifetime pursuits with a clear message about the reasons and effectively encourage others to participate in the activity.</li> <li>2. Identify the feelings that come with the challenge of learning a new physical activity.</li> <li>3. Research and identify options/ways for people to participate in the physical activity now and throughout their lives.</li> <li>4. Describe the social benefits of participating in a selected lifetime physical activity.</li> </ol>