

SOUTH DAKOTA PHYSICAL EDUCATION STANDARDS

A Comprehensive Physical Education Program Resource Guide

“Intelligence and skill can only function at the peak of their capacity when the body is healthy and strong.”

John F. Kennedy



March 2000

South Dakota Department of
Education and Cultural Affairs
Pierre, South Dakota

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Preface

In this era of education reform, physical education standards are critical to the healthy development of children and adolescents. South Dakota Physical Education Standards improve student learning by providing a foundation for curriculum development, instruction and assessment of student performance.

The South Dakota Physical Education Content Standards were modeled after the National Physical Standards written in 1995. The National Physical Education Standards were developed by the National Association for Sport and Physical Education in consultation with other educational organizations.

The Coordinated School Health Program in Department of Education & Cultural Affairs (DECA) and Department of Health (DOH) funded the writing process and selection of teacher writers to develop South Dakota's Physical Education Standards. The writing committee consisted of South Dakota teachers from elementary through post-secondary levels to align with the format of other South Dakota content standards. The Physical Education Standards include indicators, benchmarks and sample grade level activities.

The Physical Education Standards were sent out for peer review and presented to numerous groups for input. They were approved by the State Board of Education in March 2000.

A Vision for Physical Education in South Dakota

To Do Their Best...Physical education has long been part of the K-12 school curriculum in the United States because of the belief that physical activity is essential for healthy growth and development.

---Vernon Seefeldt, Ph.D, Institute for Study of Youth Sports at Michigan State University

The vision for the South Dakota Physical Education Standards is to improve educational achievement and the health of South Dakota students, by developing students who are physically educated. The definition of a physically educated person includes five major focus areas, specifying that a physically educated person:

- ❖ Has learned skills necessary to perform a variety of physical activities
- ❖ Is physically fit
- ❖ Does participate regularly in physical activity
- ❖ Knows the implications of and the benefits from involvement in physical activities
- ❖ Values physical activity and its contribution to a healthful lifestyle

A quality physical education program is based on standards – just like other academic subjects-that define what students should know and be able to do as well as the levels of achievement that students are expected to attain. At a time in which greater demands are likely to be placed on assessment than any time in the history of American education, there is growing dissatisfaction with the traditional forms of assessment, whether it is the use of multiple-choice, machine-scored tests, or the use of standardized sport skill or physical fitness tests.

Because the standards are consensus statements about what a student should “know and be able to do,” they provide a basis for student assessment, and for evaluating programs, at national, state, and local levels. Assessment is the process of gathering evidence about a student’s level of achievement in a specified subject area and of making inferences based on that evidence for a variety of purposes. In effect, assessment serves to undergird the standards movement. It is the “glue” that holds the standards framework together.

Purpose of the Physical Education Standards Document

Crisis Proportions

No (health) problem needs our attention more than the growing epidemic of obesity in America. In sheer numbers and its toll in death and disability, obesity has reached crisis proportions in the United States.

-Dr. C.Everett Koop, former Surgeon General

Schools are uniquely positioned to teach children and youth the benefits of lifetime physical activity because they serve nearly all children and have facilities and equipment as well as staff with the expertise to provide instruction and supervision. Moreover, there is evidence that quality school-based physical education can contribute to the health of children and the adults they will become.

These standards are a framework for state education and health agencies and local school districts to use to create an instructional program that will enable their students to become healthy and capable of academic success. It is a framework for decisions about which lessons, strategies, activities and types of assessment to include in a physical education curriculum.

The intent of physical education is to motivate students to maintain and improve their health. Physical education should help students maintain cardiovascular and respiratory fitness as well as provide a method of self-expression, stress relief, and social development. It also provides students with the knowledge and skills to be healthy for a lifetime.

A quality physical education program is a planned, sequential pre-kindergarten through grade 12 curriculum that addresses the physical, mental, emotional and social dimensions of health. It is essential in helping students gain competence and confidence in a variety of movement forms, such as sports, dance, recreational activities and fitness activities. South Dakota's Physical Education Standards acknowledge students' motor, fitness, cognitive, affective/behavioral, and active lifestyle needs, and they focus on the importance of lifetime involvement in physical activity. In programs in which learning skills, fitness concepts, and lifetime physical activities (such as individual and dual sports and adventure selections) are priorities, students are much more likely to be active.

Organization of the SD Health Education Standards

The South Dakota Health Education Standards includes the standards/goals, indicators, benchmarks, and sample grade level objectives/activities. The standards are organized into grade level clusters so that a parent, local school board member, classroom teacher, or administrator could quickly review what physical education concepts are expected at a specific grade level. Grade level clusters are organized K-2, 3-5, 6-8, and 9-12.

The standards and indicators are the same at all levels to provide vertical alignment and continuity in the K-12 curriculum. The benchmarks are conceptually the same, but worded differently so as to be more developmentally appropriate for the various levels. The performance criteria are holistic rubrics that could be used as a summative assessment tool to gauge student achievement/progress.

South Dakota Physical Education Standards

Rationale Statement for Physical Activity Standards:

A wealth of information has been accumulated to point to the importance of physical activity in promoting health and wellness. Evidence also indicates that habits (lifestyles) established in youth are likely to influence adult lifestyles and associated health and wellness. Physical activity, a primary (protective) factor for many chronic health conditions, is an integral part of comprehensive school health education but also must be promoted as an important educational goal.

Meeting physical activity standards includes both promotion of physical activity among youth and promotion of lifelong physical activity that will enhance workplace skills, fitness, and wellness associated with quality of life. Achieving lifetime physical activity standards results in learning real life skills. Higher-order skills include decision making and problem solving required to become informed, lifetime physical activity consumers.

- 1. Students will develop competency in all fundamental movement skills and proficiency in some movement forms.**
- 2. Students will analyze scientific concepts and and principles to understand, evaluate, and enhance movement skill acquisition and performance.**
- 3. Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.**
- 4. Students will develop responsible and respectful personal and social behavior in physical activity settings.**
- 5. Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.**

South Dakota K-12 Physical Education Standards and Indicators

The South Dakota Physical Education Standards and Indicators remain the same throughout the K-12 Standards document. It is within the benchmarks and sample grade level activities that there is a difference of what would be expected based on each grade level cluster.

STANDARD/GOAL ONE:

Students will develop competency in all fundamental movement skills and proficiency in some movement forms.

Indicator 1: Students will model complex locomotor movement patterns in specialized activities.

Indicator 2: Students will apply correct technique when performing complex manipulative movement patterns in specialized activities.

Indicator 3: Students will exhibit a mature kinesthetic sense in non-locomotor/stability movement patterns in specialized activities.

STANDARD/GOAL TWO:

Students will analyze scientific concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.

Indicator 1: Students will apply scientific concepts and principles to analyze performance of self and others.

Indicator 2: Students will evaluate the influence of physical, emotional, and cognitive factors on improving performance.

Indicator 3: Students will evaluate various strategies leading to successful performance.

STANDARD THREE:

Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.

Indicator 1: Students will monitor personal fitness level and alter activity to enhance health-related fitness.

Indicator 2: Students will evaluate the health-related/fitness benefits resulting from participation in different forms of physical activity.

Indicator 3: Students will participate regularly in physical activities that contribute to attainment of personal health-related fitness.

STANDARD FOUR:

Students will develop responsible and respectful personal and social behavior in physical activity settings.

Indicator 1: Students will model and encourage appropriate personal and social conduct in physical activities.

Indicator 2: Students will value and maximize the contributions and potential of each individual in group activities.

Indicator 3: Students will evaluate the positive impact of contributions provided through human diversity.

STANDARD FIVE:

Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.

Indicator 1: Students will evaluate how physical activity serves as a vehicle to provide opportunities for self-expression and personal growth.

Indicator 2: Students will evaluate the unique benefits of perseverance and pursuance of challenging physical activity.

Indicator 3: Students will analyze employment/career options in the physical education/fitness fields.

Acknowledgements

This document would not have been possible without the support and effort of many individuals participating in this effort. A special thank you is extended to Peggy Blair and Mitch Chapel, Black Hills Special Services Cooperative staff; Betsy Silva, Black Hills State University; LeAnn Vette, Nancy Martin, and Annette Johnson, Spearfish School District; John Rodman, Sioux Falls School District; Jan Bierschbach, Milbank School District; Pat Stewart and Kari Senger, Department of Education & Cultural Affairs, and Linda Ahrendt, Department of Health.

Conclusion

The South Dakota Health Physical Education Standards give direction for moving toward excellence in teaching physical education. Teachers and policy-makers can use the standards to design curricula, to allocate instructional resources, and to provide a basis for assessing student achievement and progress. The Physical Education Standards identify knowledge and skills that can be assessed. They furnish guidance to all that are interested in improving physical education instruction, including local school districts, teachers, universities, state education and health agencies, parents, communities and national organizations.

Based on the indisputable evidence that a healthy body promotes a healthy mind, many schools have acknowledged their responsibility to encourage lifetime physical activity among young people. Those that are having the greatest success have implemented physical education as part of a coordinated school health program, require students to engage in daily physical activity, and have put in place programs that support the objectives of Healthy People 2010 (USDHHS 2000) and follow CDC's Guidelines for School and Community Programs to Promote Lifelong Physical Activity Among Young People (1997). These and other tools exist for schools to use.

Although the Physical Education Standards identify what knowledge and skills students should know and be able to achieve, they leave precisely how this is to be accomplished to teachers and curriculum specialists who formulate curricula. The Physical Education Standards are broad and flexible to accommodate the strengths and needs of students, families and local communities in South Dakota.

Physical Education and Learning

In the same way that exercise shapes up the muscles, heart, lungs, and bones, it also strengthens the basal ganglia, cerebellum, and corpus callosum, all key areas of the brain. We know exercise fuels the brain with oxygen, but it also feeds it neurotrophins (high energy food) to enhance growth and greater connections between neurons. Aerobic conditioning also has been known to assist in memory.

---Eric Jensen, Teaching with the Brain In Mind, ASCD

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PHYSICAL EDUCATION STANDARDS
K-2

STANDARD/GOAL ONE: Students will develop competency in all fundamental movement skills and proficiency in some movement forms.

Indicator 1: Students will model complex locomotor movement patterns in specialized activities.

K-2 Benchmarks:

- a. perform fundamental locomotor skills within rudimentary movement patterns.*
- b. transfer fundamental locomotor skills into simple activities and/or games.*
- c. determine the appropriateness of fundamental locomotor skills transferred into activities and/or games.*

K-2 Level Sample Activities/Tasks:

1. hop through a zigzag pattern
2. play skip tag
3. choose one fundamental locomotor skill to move from point A to point B (i.e. from floor to platform, over a barrier, as low as possible)

Note: any locomotor skill could be used in each sample activity

Indicator 2: Students will apply correct technique when performing complex manipulative movement patterns in specialized activities.

K-2 Benchmarks:

- a. perform fundamental manipulative skills within rudimentary movement patterns.*
- b. transfer fundamental manipulative skills into simple activities and/or games.*
- c. determine the appropriateness of fundamental manipulative skills transferred into activities and/or games.*

K-2 Level Sample Activities/Tasks:

1. volley a balloon alone or to a partner
2. kick balls of various sizes and/or shapes at targets
3. choose an appropriate object and skill to hit targets of varying sizes, weights, and distances

Indicator 3: Students will exhibit a mature kinesthetic sense in non-locomotor/stability movement patterns in specialized activities.

K-2 Benchmarks:

- a. maintain control in weight-bearing and balance activities.*
- b. adjust body position to maintain equilibrium during simple physical activities and/or games.*
- c. determine the appropriateness of kinesthetic adjustments made during simple movement patterns.*

K-2 Level Sample Activities/Tasks:

1. balance on one foot for 5 seconds
2. perform animal walks
3. walk the length of a balance beam

**PHYSICAL EDUCATION STANDARDS
K-2**

STANDARD/GOAL TWO: Students will analyze scientific concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.

Indicator 1: Students will apply scientific concepts and principles to analyze performance of self and others.

K-2 Benchmarks:

- a. recognize that scientific principles affect movement skills.*
- b. use scientific principles when performing movement skills.*
- c. recognize when a desired outcome is achieved.*

K-2 Level Sample Activities/Tasks
<ul style="list-style-type: none">1. recognize that heavier objects require more effort to throw2. bend his/her knees when landing after a jump3. recognize that body position affects the execution of a forward roll

Indicator 2: Students will evaluate the influence of physical, emotional, and cognitive factors on improving performance.

K-2 Benchmarks:

- a. recognize that physical, emotional, and cognitive factors affect performance.*
- b. identify training practices that promote skill acquisition and performance.*
- c. engage in training practices that promote skill acquisition.*

K-2 Level Sample Activities/Tasks:
<ul style="list-style-type: none">1. identify ways physical, emotional, and cognitive factors affect performance2. list things that improve performance, e.g., nutrition, rest, repetition, proper technique3. complete a daily warm-up routine

Indicator 3: Students will evaluate various strategies leading to successful performance.

K-2 Benchmarks:

- a. identify basic performance strategies used in physical activity.*
- b. use basic performance strategies in various situations.*
- c. recognize effective performance strategies within physical activity.*

K-2 Level Sample Activities/Tasks:
<ul style="list-style-type: none">1. comprehend that visual tracking affects performance2. maintain personal space during a tag game3. identify reasons for hitting/missing a target

PHYSICAL EDUCATION STANDARDS
K-2

STANDARD THREE: Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.

Indicator 1: Students will monitor personal fitness level and alter activity to enhance health-related fitness.

K-2 Benchmarks:

- a. identify components used to determine health-related fitness.*
- b. recognize physiological indicators related to each health-related fitness component.*
- c. recognize the difference between moderate and vigorous activity.*

K-2 Level Sample Activities/Tasks:
1. describe the relationship between daily activity and health-related fitness
2. monitor heart rate before and after vigorous activity
3. choose appropriate activities for warm-up and cardiovascular development, e.g., stretching; rope jumping

Indicator 2: Students will evaluate the health-related/fitness benefits resulting from participation in different forms of physical activity.

K-2 Benchmarks:

- a. understand that positive results are gained from on-going physical activity.*
- b. recognize the healthful benefits of a specific physical activity.*
- c. identify and use safe, beneficial techniques in physical activity.*

K-2 Level Sample Activities/Tasks:
1. state benefits of daily physical activity
2. recognize that pull-ups develop upper body strength
3. bend knees when performing abdominal crunches

Indicator 3: Students will participate regularly in physical activities that contribute to attainment of personal health-related fitness.

K-2 Benchmarks:

- a. identify school/community health-related facilities and programs.*
- b. identify various fitness activities that contribute to personal health.*
- c. participate in sustained moderate to vigorous physical activity on a routine basis.*

K-2 Level Sample Activities/Tasks:
1. identify warm weather and cold weather activities available at different locations in the community
2. list physical activities that maintain flexibility
3. engage in continuous activity during physical education class

**PHYSICAL EDUCATION STANDARDS
K-2**

STANDARD FOUR: Students will develop responsible and respectful personal and social behavior in physical activity settings.

Indicator 1: Students will model and encourage appropriate personal and social conduct in physical activities.

K-2 Benchmarks:

- a. understand the importance of personal responsibility for safety in physical activity.*
- b. recognize acceptable sportsmanship in physical activity settings.*
- c. resolve conflicts in socially acceptable ways.*

K-2 Level Sample Activities/Tasks:
<ul style="list-style-type: none">1. recognize that personal actions can affect the safety of others, e.g., choose the appropriate time and space when swinging a bat or racket2. identify the characteristics of good sportsmanship, e.g., sharing, taking turns3. describe positive ways to solve problems with others, e.g., clarify the facts, tell the truth

Indicator 2: Students will value and maximize the contributions and potential of each individual in group activities.

K-2 Benchmarks:

- a. understand the purposes of different roles in group activities.*
- b. encourage one another's positive efforts in physical activity settings.*
- c. understand the importance of being a positive leader in group settings.*

K-2 Level Sample Activities/Tasks:
<ul style="list-style-type: none">1. identify various roles in group activities, e.g., leader, follower, partner, team member2. list words, phrases, gestures that are encouraging to others, e.g., "great," "good job," high five, thumbs up3. cooperate and treat others with respect during physical activities

Indicator 3: Students will evaluate the positive impact of contributions provided through human diversity.

K-2 Benchmarks:

- a. understand the existence of individual uniqueness in physical activity settings.*
- b. understand why all students should be included in physical activity settings.*
- c. recognize various aspects of diversity in physical activity settings.*

K-2 Level Sample Activities/Tasks:
<ul style="list-style-type: none">1. describe the personal strengths of a partner2. explain why exercise/physical activity is good for everyone3. recognize that people have different preferences and abilities in physical activities

**PHYSICAL EDUCATION STANDARDS
K-2**

STANDARD FIVE: Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.

Indicator 1: Students will evaluate how physical activity serves as a vehicle to provide opportunities for self-expression and personal growth.

K-2 Benchmarks:

- a. recognize that physical activity provides personal enjoyment.*
- b. recognize appropriate social interaction in various physical activities.*
- c. describe the positive feelings experienced from participating in physical activity.*

K-2 Level Sample Activities/Tasks:

- | |
|---|
| <ul style="list-style-type: none">1. identify physical activities which are fun2. congratulate other students at the completion of physical activity3. explain personal feelings when properly throwing a ball and hitting a target |
|---|

Indicator 2: Students will evaluate the unique benefits of perseverance and pursuance of challenging physical activity.

K-2 Benchmarks:

- a. express feelings associated with success derived from repetition of physical activity.*
- b. recognize the emotional, physical, and social factors associated with participation in physical activity.*
- c. engage in new and challenging physical activities.*

K-2 Level Sample Activities/Tasks:

- | |
|---|
| <ul style="list-style-type: none">1. describe personal feelings after successfully kicking a rolled ball following numerous attempts2. identify perspiration and increased heart rate as a result of active participation in physical education3. participate willingly in physical activities which require learning new skills, e.g., learning to jump rope |
|---|

Indicator 3: Students will analyze employment/career options in the physical education/fitness fields.

K-2 Benchmarks:

- a. identify various physical education/fitness careers in the community.*
- b. identify skills needed to work in a physical education/fitness career.*
- c. recognize ways people in physical education/fitness careers work with people in other jobs.*

K-2 Level Sample Activities/Tasks:

- | |
|---|
| <ul style="list-style-type: none">1. list three careers where physical education skills could be used2. identify duties/requirements of a physical education teacher, coach, or recreation center employee3. collect pictures which represent physical education/fitness professionals at work, e.g., teacher, athletic trainer |
|---|

STANDARD ONE: Students will develop competency in all fundamental movement skills and proficiency in some movement forms.

ADVANCED:

- The student consistently demonstrates control, rhythm, coordination, fluid movement, and proper technique in the execution of locomotor skills; s/he consistently transfers these skills into movement patterns and/or specialized activities/games; the student consistently reflects on the effectiveness of skills transferred and makes adjustments if necessary. (*locomotor skills*)
- The student consistently demonstrates correct technique in controlling the force applied to or received from an object; s/he consistently and effectively transfers these skill into movement patterns and/or specialized activities/games; the student consistently reflects on the effectiveness of skills transferred and makes adjustments if necessary. (*manipulative skills*)
- The student consistently controls balance and weight transfer in a variety of complex body positions; s/he uses kinesthetic sense to adjust body position as needed; the student effectively transfers these skills into complex combinations and/or sequences, reflects on the effectiveness of the transfer, and makes adjustments if necessary. (*non-locomotor/stability skills*)

PROFICIENT:

- The student frequently demonstrates appropriate coordination and proper technique in the execution of locomotor skills; s/he frequently transfers these into various movement patters, activities, and/or games. (*locomotor skills*)
- The student usually displays correct technique while applying force to or receiving force from an object; s/he generally transfers these skills to be modified movement patterns. (*manipulative skills*)
- The student frequently controls balance and weight transfer in a variety of increasingly complex body positions; s/he often uses kinesthetic sense to successfully adjust body in complex movement combinations and/sequences. (*non-locomotor/stability skills*)

BASIC:

- The student occasionally demonstrates appropriate coordination and proper technique in the execution of locomotor skills; s/he transfers these skills to some movement patterns or to limited activities with assistance. (*locomotor skills*)
- The student displays some elements of correct technique when applying force to or receiving force from an object. (*manipulative skills*)
- The student sporadically achieves balance and successful weight transfer in a variety of body positions; s/he demonstrates emerging kinesthetic sense and ability to adjust body position and weight transfer. (*non-locomotor/stability skills*)

STANDARD TWO: Students will analyze movement concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.

ADVANCED:

- The student consistently demonstrates the ability to utilize knowledge of scientific principles to enhance her/his performance; s/he applies skill-specific information to improve personal performance and to assist others; the student consistently and accurately evaluates personal performance and the performance of others based on proven scientific concepts. (*movement concepts*)
- The student consistently analyzes scientific concepts to identify the effects of physical, emotional, and cognitive factors on performance; s/he accurately develops a fitness plan based on an evaluation of personal need; the student effectively modifies specific elements of her/his practice/training plan when appropriate. (*training*)
- The student consistently analyzes various options related to a specific situation; s/he creates and/or appropriately adapts movement patters/strategies that lead to successful performance; the student consistently uses pre-established criteria to determine if a specific pattern/strategy provides the desired outcome. (*strategies*)

PROFICIENT:

- The student demonstrates the ability to apply self-determined or teacher-directed skills-specific information to enhance her/his performance and the performance of others; s/he applies the knowledge of scientific principles to her/his performance and the performance of others. (*concepts/principles*)
- The student frequently applies scientific concepts to identify the effects of physical, emotional, and cognitive factors on performance; s/he uses guidance to effectively modify appropriate elements of practice/training plan. (*training*)
- The student analyzes a situation and usually creates and appropriately adapts movement patterns and/or movement forms that lead to successful performance. (*strategies*)

BASIC:

- The student incorporates teacher-directed skills-specific information into the performance of her/his movement skills; s/he attempts to apply the knowledge of scientific principles to her/his performance. (*concepts/principles*)
- The student occasionally applies scientific concepts to identify the effects of physical, emotional, and cognitive factors on performance; s/he requires significant assistance to effectively modify appropriate elements of a practice/training plan. (*training*)
- The student uses teacher guidance to appropriately adapt movement patterns and/or movement forms that lead to successful performance. (*strategies*)

STANDARD THREE: Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.

ADVANCED:

- The student uses scientifically based data to independently and consistently monitor her/his personal fitness level; s/he subsequently develops a personal plan to achieve fitness goals; the student consistently and effectively re-evaluates and adjusts the plan to maintain or improve the desired fitness level. (*health-related fitness components*)
- The student consistently and effectively communicates the benefits of ongoing physical activity; s/he distinguishes appropriate from inappropriate practice and provides sound rationale for choosing specific activities; the student consistently offers reasonable evidence that specific activities bring about desired fitness benefits. (*benefits*)
- The student consistently describes the various school and community resources available to maintain personal health and fitness; s/he regularly participates in physical activity routine which addresses personal needs and enhances health-related fitness; the student regularly creates opportunities and encourages others to participate in various fitness activities. (*participation*)

PROFICIENT:

- The student generally incorporates external guidance to monitor her/his own fitness level and develops a personal plan to achieve fitness goals; s/he, with assistance, re-evaluates and adjusts the plan to maintain or improve the desired fitness level. (*health-related fitness components*)
- The student frequently communicates the benefits of physical activity and recognized differences between appropriate and inappropriate practices. (*benefits*)
- The student routinely participates in physical activity and increases/decreases the frequency, intensity, time, and type as instructed; s/he is aware of some school and community resources available to maintain personal health and fitness. (*participation*)

BASIC:

- The student understands information regarding her/his own fitness level; s/he can follow a pre-established fitness plan and recognize personal improvement. (*health-related fitness components*)
- The student understands the benefits of physical activity and follows instruction regarding appropriate practices. (*benefits*)
- The student randomly participates in physical activity; s/he has limited knowledge of school and community resources available to maintain personal health and fitness. (*participating*)

STANDARD FOUR: Students will develop responsible and respectful personal and social behavior in physical activity settings.

ADVANCED:

- The student consistently and willingly strives to create and maintain a safe and supportive environment in all physical activity settings; s/he independently presents a positive character and models superlative standards of personal conduct during physical activity; the student effectively employs skills and techniques that facilitate harmonious human interactions. (*positive interaction*)
- The student consistently recognizes the impact of each member's contribution on maintaining a positive and meaningful group situation; s/he convincingly articulates the need for utilizing the strengths and skills of all individuals within the group; the student willingly and responsibly fulfills various roles and adjust personal behavior to facilitate positive group interactions and dynamics. (*responsible behavior*)
- The student consistently demonstrates the value of individual uniqueness through positive dialogue and interaction with others; s/he creates ways to include all members of a group in physical activity settings; the student's natural behavior demonstrates that s/her personally values the equitable participation of each individual. (*diversity*)

PROFICIENT:

- The student frequently portrays positive character and acceptable standards of personal conduct during physical activity; s/he generally demonstrates skills and techniques that facilitate harmonious human interactions. (*positive interaction*)
- The student accepts appropriate roles and typically adjusts behavior to contribute to positive group dynamics. (*responsible behavior*)
- The student effectively uses strategies that indicate s/he understands the value of equitable participation in physical activity settings. (*diversity*)

BASIC:

- The student practices acceptable standards of personal conduct during physical activity; s/he responds favorably to encouragement regarding positive human interactions. (*positive interaction*)
- The student, with guidance, responds to different roles and with encouragement, adjusts behavior to contribute to positive group dynamics. (*responsible behavior*)
- The student accepts the concept of equitable participation in physical activity settings. (*diversity*)

STANDARD FIVE: Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.

ADVANCED:

- The student clearly describes the psychological benefits derived from physical activity; s/he consistently chooses physical activities that enhance self-expression and self-confidence; the student advocates regular participation in physical activity which provides opportunities for personal enjoyment and positive social interaction. (*self-expression/self-confidence*)
- The student consistently demonstrates the motivation, personal desire, and/or determination to pursue an increased level of accomplishment and skill; the student consistently organizes her/his personal schedule to maintain a healthy balance among mental, physical, and social factors; s/he reflects on personal success and uses it as a springboard to continue striving to attain goals. (*challenge/satisfaction*)
- The student thoroughly researches the vast employment/career opportunities associated with the physical education and fitness fields; s/he insightfully articulates personal expectations and attributes for pursuing or eliminating employment options within these fields; the student accurately explains how physical education/fitness careers support and/or interrelate with other employment fields. (*employment opportunities*)

PROFICIENT:

- The student generally chooses physical activities that enhance self-expression and self-confidence; s/he values regular participation in physical activity as an opportunity for personal enjoyment and positive social interaction. (*self-expression/self-confidence*)
- The student demonstrates the personal desire and/or determination to pursue an increased level of accomplishment and skill; s/he recognizes personal success and uses it as a springboard to continue striving to attain goals. (*challenge/satisfaction*)
- The student explores the vast employment/career opportunities associated with the physical education and fitness fields; s/he determines feasible employment options within these fields. (*employment opportunities*)

BASIC:

- The student chooses, from suggestions, activities that enhance self-confidence; s/he realizes that regular participation in physical activity provides opportunities for personal enjoyment and positive social interaction. (*self-expression/self-confidence*)
- The student accepts guidance and encouragement to pursue an increased level of accomplishment and skill; s/he recognizes the exhilaration of personal success. (*challenge/satisfaction*).
- The student recognizes various employment/career opportunities associated with the physical education and fitness fields. (*employment*)

PHYSICAL EDUCATION STANDARDS

3 - 5

STANDARD/GOAL ONE: Students will develop competency in all fundamental movement skills and proficiency in some movement forms.

Indicator 1: Students will model complex locomotor movement patterns in specialized activities.

3-5 Benchmarks:

- a. demonstrate mature form in all locomotor skills within movement patterns.*
- b. demonstrate smooth transitions between sequential locomotor skills within activities and/or games.*
- c. determine the effectiveness of transferring fundamental locomotor skills into modified activities and/or games.*

3-5 Level Sample Activities/Tasks:
1. complete an obstacle course using each of the fundamental locomotor skills
2. perform a running long jump
3. defend opponent(s) in 2 on 2 basketball

Indicator 2: Students will apply correct technique when performing complex manipulative movement patterns in specialized activities.

3-5 Benchmarks:

- a. demonstrate mature form in all manipulative skills within movement patterns.*
- b. demonstrate smooth transitions between sequential manipulative skills within activities and/or games.*
- c. determine the effectiveness of transferring fundamental manipulative movement patterns into modified activities and/or games.*

3-5 Level Sample Activities/Tasks:
1. soccer kick at a goal
2. field a ground ball, then throw to a target
3. perform the appropriate method of passing a volleyball to a teammate

Indicator 3: Students will exhibit a mature kinesthetic sense in non-locomotor/stability movement patterns in specialized activities.

3-5 Benchmarks:

- a. respond to various forces to maintain static or dynamic balance while performing basic skills.*
- b. maintain body equilibrium in basic movement patterns in modified physical activities and/or games.*
- c. determine the effectiveness of kinesthetic adjustments made during basic non-locomotor/stability movement patterns.*

3-5 Level Sample Activities/Tasks:
1. perform a cartwheel
2. extend into a headstand from a tripod position
3. angel balance with a partner for 3 seconds

PHYSICAL EDUCATION STANDARDS

3-5

STANDARD TWO: Students will analyze scientific concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.

Indicator 1: Students will apply scientific concepts and principles to analyze performance of self and others.

3-5 Benchmarks:

- a. *understand there are connections between scientific principles and a specific movement.*
- b. *model the correct application of scientific principles while performing a skill.*
- c. *determine if the use of a specific scientific concept enhances skill performance.*

3-5 Level Sample Activities/Tasks:

1. explain the outcomes of a long jump performed with vs. without arm lift
2. set a trainer volleyball to a stationary target
3. explore the results of a basketball contacting a backboard at various angles

Indicator 2: Students will evaluate the influence of physical, emotional, and cognitive factors on improving performance.

3-5 Benchmarks:

- a. *understand how physical, emotional, and cognitive factors affect performance.*
- b. *explore training and conditioning practices that impact skill acquisition and performance.*
- c. *model appropriate training and conditioning practices to improve skill acquisition.*

3-5 Level Sample Activities/Tasks:

1. correlate physical, emotional, and cognitive factors to personal performance
2. experience the results of a varied running routine, e.g., sprint--faster heart rate and quick recovery; long slow distance--leg fatigue and longer recovery
3. demonstrate correct technique when practicing a soccer skill

Indicator 3: Students will evaluate various strategies leading to successful performance.

3-5 Benchmarks:

- a. *explore performance strategies to use in various situations.*
- b. *apply appropriate performance strategies in various situations.*
- c. *determine the effectiveness of various performance strategies.*

3-5 Level Sample Activities/Tasks:

1. compare results of dribbling strategies in basketball, e.g., using a crossover vs. a same-hand dribble while maneuvering through a cone maze
2. decide when to use a cut-off person or to make a ling throw in a modified softball game
3. determine whether an overhand or underhand release results in greater distance when throwing a ribbon-tail ball

PHYSICAL EDUCATION STANDARDS

3-5

STANDARD THREE: Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.

Indicator 1: Students will monitor personal fitness level and alter activity to enhance health-related fitness.

3-5 Benchmarks:

- a. examine scientifically based data to determine personal health-related fitness level.*
- b. record specific fitness data to track personal progress.*
- c. understand the concepts of frequency, intensity, time, and type within physical activity.*

3-5 Level Sample Activities/Tasks:
<ol style="list-style-type: none">1. compare personal achievement of abdominal endurance test to national norms2. record personal 800 meter time each week3. explain the impact of frequency, intensity, time, and type on health-related fitness

Indicator 2: Students will evaluate the health-related/fitness benefits resulting from participation in different forms of physical activity.

3-5 Benchmarks:

- a. explore and share the results of on-going physical activity.*
- b. investigate the healthful benefits of a specific physical activity.*
- c. explain the importance of using safe, beneficial techniques and related theory in physical activity.*

3-5 Level Sample Activities/Tasks:
<ol style="list-style-type: none">1. create a class wall-chart of favorite activities and their health-related benefits2. describe the long term benefits of a specific physical activity3. demonstrate and explain a technically correct push-up or modified push-up

Indicator 3: Students will participate regularly in physical activities that contribute to attainment of personal health-related fitness.

3-5 Benchmarks:

- a. explore available options of school/community health-related facilities and human resources*
- b. explore various activities to meet personal health-related fitness needs.*
- c. engage in on-going physical activity and encourage the participation of others.*

3-5 Level Sample Activities/Tasks:
<ol style="list-style-type: none">1. visit various locations which provide physical activity opportunities2. describe a favorite physical activity, the required equipment, and the health-related benefits3. cooperate with a partner to teach/learn a chosen physical activity

PHYSICAL EDUCATION STANDARDS

3-5

STANDARD FOUR: Students will develop responsible and respectful personal and social behavior in physical activity settings.

Indicator 1: Students will model and encourage appropriate personal and social conduct in physical activities.

3-5 Benchmarks:

- a. perceive one's personal role in maintaining a safe physical activity environment.*
- b. practice acceptable etiquette and sportsmanship in physical activity settings.*
- c. apply conflict resolution processes in physical activity settings.*

3-5 Level Sample Activities/Tasks:

1. follow rules, procedures, and safety practices in various physical activities
2. make positive comments and refrain from 'put-downs' during physical activity
3. use various strategies to solve personal/team differences, e.g., rock-paper-scissors, flipping a coin, drawing straws

Indicator 2: Students will value and maximize the contributions and potential of each individual in group activities.

3-5 Benchmarks:

- a. recognize and support various roles in group settings.*
- b. recognize and support the productive efforts each individual brings to physical activity settings.*
- c. recognize various roles and purposes of leadership in group settings.*

3-5 Level Sample Activities/Tasks:

1. demonstrate specific responsibilities of people/positions within a group activity, e.g., middle back position in a volleyball game
2. participate in various games/activities in which success depends upon the contributions of each team member, e.g., Double-Dutch rope jumping
3. accept individual responsibility for completing a specific task in a group activity, e.g., team challenges

Indicator 3: Students will evaluate the positive impact of contributions provided through human diversity.

3-5 Benchmarks:

- a. explore the effects of an individual's uniqueness within physical activity settings.*
- b. support the inclusion of all students in physical activity settings.*
- c. explore the positive contributions derived from diversity in physical activity settings.*

3-5 Level Sample Activities/Tasks:

1. integrate individual uniqueness and ideas to create a partner-dance to a specific rhythm
2. demonstrate ways to adapt various physical activities to include all students, e.g., peer tutoring
3. explain the history of and perform dances from various cultures

PHYSICAL EDUCATION STANDARDS

3-5

STANDARD FIVE: Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.

Indicator 1: Students will evaluate how physical activity serves as a vehicle to provide opportunities for self-expression and personal growth.

3-5 Benchmarks:

- a. *participate in physical activity to experience enjoyment.*
- b. *interact positively with peers while participating in physical activities.*
- c. *describe the emotional benefits gained from participation in physical activities.*

3-5 Level Sample Activities/Tasks:

1. select and participate in a favorite physical activity chosen from several options, e.g., stations, games
2. rebound effectively for a “hot-shot” shootout partner
3. explain feelings experienced from successfully volleying a tennis ball against a wall

Indicator 2: Students will evaluate the unique benefits of perseverance and pursuance of challenging physical activity.

3-5 Benchmarks:

- a. *explain the benefits of maintaining a positive attitude while participating in challenging physical activity.*
- b. *describe how to balance the mental, physical, and social aspects of participation in physical activity.*
- c. *explore a variety of challenging physical activities based on personal success and satisfaction.*

3-5 Level Sample Activities/Tasks:

1. anger and frustration, e.g., when attempting to bowl a strike
2. describe the mental, physical, and social factors present in group physical activities, e.g., analyze team juggling
3. use a combination of specific skills in a dynamic situation, e.g., combine dribbling skills with jump bands

Indicator 3: Students will analyze employment/career options in the physical education/fitness fields.

3-5 Benchmarks:

- a. *explore various physical education/fitness careers and the important services they provide.*
- b. *explore the personal attributes required for selected physical education/fitness careers.*
- c. *explain how physical education/fitness careers relate to other employment fields.*

3-5 Level Sample Activities/Tasks:

1. identify three physical education/fitness careers and the specific services they provide
2. identify the education, training, and personal attributes needed to become a physical education/fitness professional
3. describe how skills/knowledge learned from physical education/fitness professionals are useful in other careers

STANDARD ONE: Students will develop competency in all fundamental movement skills and proficiency in some movement forms.

ADVANCED:

- The student consistently demonstrates control, rhythm, coordination, fluid movement, and proper technique in the execution of locomotor skills; s/he consistently transfers these skills into movement patterns and/or specialized activities/games; the student consistently reflects on the effectiveness of skills transferred and makes adjustments if necessary. (*locomotor skills*)
- The student consistently demonstrates correct technique in controlling the force applied to or received from an object; s/he consistently and effectively transfers these skill into movement patterns and/or specialized activities/games; the student consistently reflects on the effectiveness of skills transferred and makes adjustments if necessary. (*manipulative skills*)
- The student consistently controls balance and weight transfer in a variety of complex body positions; s/he uses kinesthetic sense to adjust body position as needed; the student effectively transfers these skills into complex combinations and/or sequences, reflects on the effectiveness of the transfer, and makes adjustments if necessary. (*non-locomotor/stability skills*)

PROFICIENT:

- The student frequently demonstrates appropriate coordination and proper technique in the execution of locomotor skills; s/he frequently transfers these into various movement patters, activities, and/or games. (*locomotor skills*)
- The student usually displays correct technique while applying force to or receiving force from an object; s/he generally transfers these skills to be modified movement patterns. (*manipulative skills*)
- The student frequently controls balance and weight transfer in a variety of increasingly complex body positions; s/he often uses kinesthetic sense to successfully adjust body in complex movement combinations and/sequences. (*non-locomotor/stability skills*)

BASIC:

- The student occasionally demonstrates appropriate coordination and proper technique in the execution of locomotor skills; s/he transfers these skills to some movement patterns or to limited activities with assistance. (*locomotor skills*)
- The student displays some elements of correct technique when applying force to or receiving force from an object. (*manipulative skills*)
- The student sporadically achieves balance and successful weight transfer in a variety of body positions; s/he demonstrates emerging kinesthetic sense and ability to adjust body position and weight transfer. (*non-locomotor/stability skills*)

STANDARD TWO: Students will analyze movement concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.

ADVANCED:

- The student consistently demonstrates the ability to utilize knowledge of scientific principles to enhance her/his performance; s/he applies skill-specific information to improve personal performance and to assist others; the student consistently and accurately evaluates personal performance and the performance of others based on proven scientific concepts. (*movement concepts*)
- The student consistently analyzes scientific concepts to identify the effects of physical, emotional, and cognitive factors on performance; s/he accurately develops a fitness plan based on an evaluation of personal need; the student effectively modifies specific elements of her/his practice/training plan when appropriate. (*training*)
- The student consistently analyzes various options related to a specific situation; s/he creates and/or appropriately adapts movement patterns/strategies that lead to successful performance; the student consistently uses pre-established criteria to determine if a specific pattern/strategy provides the desired outcome. (*strategies*)

PROFICIENT:

- The student demonstrates the ability to apply self-determined or teacher-directed skills-specific information to enhance her/his performance and the performance of others; s/he applies the knowledge of scientific principles to her/his performance and the performance of others. (*concepts/principles*)
- The student frequently applies scientific concepts to identify the effects of physical, emotional, and cognitive factors on performance; s/he uses guidance to effectively modify appropriate elements of practice/training plan. (*training*)
- The student analyzes a situation and usually creates and appropriately adapts movement patterns and/or movement forms that lead to successful performance. (*strategies*)

BASIC:

- The student incorporates teacher-directed skills-specific information into the performance of her/his movement skills; s/he attempts to apply the knowledge of scientific principles to her/his performance. (*concepts/principles*)
- The student occasionally applies scientific concepts to identify the effects of physical, emotional, and cognitive factors on performance; s/he requires significant assistance to effectively modify appropriate elements of a practice/training plan. (*training*)
- The student uses teacher guidance to appropriately adapt movement patterns and/or movement forms that lead to successful performance. (*strategies*)

STANDARD THREE: Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.

ADVANCED:

- The student uses scientifically based data to independently and consistently monitor her/his personal fitness level; s/he subsequently develops a personal plan to achieve fitness goals; the student consistently and effectively re-evaluates and adjusts the plan to maintain or improve the desired fitness level. (*health-related fitness components*)
- The student consistently and effectively communicates the benefits of ongoing physical activity; s/he distinguishes appropriate from inappropriate practice and provides sound rationale for choosing specific activities; the student consistently offers reasonable evidence that specific activities bring about desired fitness benefits. (*benefits*)
- The student consistently describes the various school and community resources available to maintain personal health and fitness; s/he regularly participates in physical activity routine which addresses personal needs and enhances health-related fitness; the student regularly creates opportunities and encourages others to participate in various fitness activities. (*participation*)

PROFICIENT:

- The student generally incorporates external guidance to monitor her/his own fitness level and develops a personal plan to achieve fitness goals; s/he, with assistance, re-evaluates and adjusts the plan to maintain or improve the desired fitness level. (*health-related fitness components*)
- The student frequently communicates the benefits of physical activity and recognized differences between appropriate and inappropriate practices. (*benefits*)
- The student routinely participates in physical activity and increases/decreases the frequency, intensity, time, and type as instructed; s/he is aware of some school and community resources available to maintain personal health and fitness. (*participation*)

BASIC:

- The student understands information regarding her/his own fitness level; s/he can follow a pre-established fitness plan and recognize personal improvement. (*health-related fitness components*)
- The student understands the benefits of physical activity and follows instruction regarding appropriate practices. (*benefits*)
- The student randomly participates in physical activity; s/he has limited knowledge of school and community resources available to maintain personal health and fitness. (*participating*)

STANDARD FOUR: Students will develop responsible and respectful personal and social behavior in physical activity settings.

ADVANCED:

- The student consistently and willingly strives to create and maintain a safe and supportive environment in all physical activity settings; s/he independently presents a positive character and models superlative standards of personal conduct during physical activity; the student effectively employs skills and techniques that facilitate harmonious human interactions. (*positive interaction*)
- The student consistently recognizes the impact of each member's contribution on maintaining a positive and meaningful group situation; s/he convincingly articulates the need for utilizing the strengths and skills of all individuals within the group; the student willingly and responsibly fulfills various roles and adjust personal behavior to facilitate positive group interactions and dynamics. (*responsible behavior*)
- The student consistently demonstrates the value of individual uniqueness through positive dialogue and interaction with others; s/he creates ways to include all members of a group in physical activity settings; the student's natural behavior demonstrates that s/her personally values the equitable participation of each individual. (*diversity*)

PROFICIENT:

- The student frequently portrays positive character and acceptable standards of personal conduct during physical activity; s/he generally demonstrates skills and techniques that facilitate harmonious human interactions. (*positive interaction*)
- The student accepts appropriate roles and typically adjusts behavior to contribute to positive group dynamics. (*responsible behavior*)
- The student effectively uses strategies that indicate s/he understands the value of equitable participation in physical activity settings. (*diversity*)

BASIC:

- The student practices acceptable standards of personal conduct during physical activity; s/he responds favorably to encouragement regarding positive human interactions. (*positive interaction*)
- The student, with guidance, responds to different roles and with encouragement, adjusts behavior to contribute to positive group dynamics. (*responsible behavior*)
- The student accepts the concept of equitable participation in physical activity settings. (*diversity*)

STANDARD FIVE: Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.

ADVANCED:

- The student clearly describes the psychological benefits derived from physical activity; s/he consistently chooses physical activities that enhance self-expression and self-confidence; the student advocates regular participation in physical activity which provides opportunities for personal enjoyment and positive social interaction. (*self-expression/self-confidence*)
- The student consistently demonstrates the motivation, personal desire, and/or determination to pursue an increased level of accomplishment and skill; the student consistently organizes her/his personal schedule to maintain a healthy balance among mental, physical, and social factors; s/he reflects on personal success and uses it as a springboard to continue striving to attain goals. (*challenge/satisfaction*)
- The student thoroughly researches the vast employment/career opportunities associated with the physical education and fitness fields; s/he insightfully articulates personal expectations and attributes for pursuing or eliminating employment options within these fields; the student accurately explains how physical education/fitness careers support and/or interrelate with other employment fields. (*employment opportunities*)

PROFICIENT:

- The student generally chooses physical activities that enhance self-expression and self-confidence; s/he values regular participation in physical activity as an opportunity for personal enjoyment and positive social interaction. (*self-expression/self-confidence*)
- The student demonstrates the personal desire and/or determination to pursue an increased level of accomplishment and skill; s/he recognizes personal success and uses it as a springboard to continue striving to attain goals. (*challenge/satisfaction*)
- The student explores the vast employment/career opportunities associated with the physical education and fitness fields; s/he determines feasible employment options within these fields. (*employment opportunities*)

BASIC:

- The student chooses, from suggestions, activities that enhance self-confidence; s/he realizes that regular participation in physical activity provides opportunities for personal enjoyment and positive social interaction. (*self-expression/self-confidence*)
- The student accepts guidance and encouragement to pursue an increased level of accomplishment and skill; s/he recognizes the exhilaration of personal success. (*challenge/satisfaction*).
- The student recognizes various employment/career opportunities associated with the physical education and fitness fields. (*employment*)

PHYSICAL EDUCATION STANDARDS

6-8

STANDARD ONE: Students will develop competency in all fundamental movement skills and proficiency in some movement forms.

Indicator 1: Students will model complex locomotor movement patterns in specialized activities.

6-8 Benchmarks:

- a. *maintain mature form in complex locomotor movement patterns.*
- b. *adapt locomotor movement patterns to the demands of an unpredictable situation within activities and/or games.*
- c. *analyze the effectiveness of transferring complex locomotor movement patterns into specific activities and/or games.*

6-8 Level Sample Activities/Tasks:
1. perform a contemporary dance
2. play 3 on 3 basketball
3. execute a triple jump

Indicator 2: Students will apply correct technique when performing complex manipulative movement patterns in specialized activities

6-8 Benchmarks:

- a. *maintain mature form in complex manipulative movement patterns.*
- b. *adapt manipulative movement patterns to the demands of an unpredictable situation within activities and/or games.*
- c. *analyze the effectiveness of transferring complex manipulative movement patterns into specific activities and/or games.*

6-8 Level Sample Activities/Tasks:
1. utilize kicking, dribbling, throwing, catching, and trapping skills during a speedball game
2. legally manipulate the puck during a floor hockey game
3. place a tennis ball away from an opponent while keeping it within a designated area

Indicator 3: Students will exhibit a mature kinesthetic sense in non-locomotor/stability movement patterns in specialized activities.

6-8 Benchmarks:

- a. *react to various forces to maintain static or dynamic balance while performing intermediate skills.*
- b. *maintain body equilibrium in intermediate movement patterns in modified physical activities and/or games.*
- c. *analyze the effectiveness of kinesthetic adjustments made during intermediate non-locomotor/stability movement patterns.*

6-8 Level Sample Activities/Tasks:
1. dribble a ball while hopping on the non-dominant foot
2. perform three tumbling skills in succession
3. maintain a level plane for 5 seconds on a balance board

PHYSICAL EDUCATION STANDARDS

6-8

STANDARD TWO: Students will analyze scientific concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.

Indicator 1: Students will apply scientific concepts and principles to analyze performance of self and others.

6-8 Benchmarks:

- a. *correlate pertinent scientific concepts and principles to a specific movement.*
- b. *apply pertinent scientific concepts and principles to achieve a desired outcome.*
- c. *assess the results of using specific scientific concepts and principles within a performance.*

6-8 Level Sample Activities/Tasks:

- 1. explain the scientific factors involved in achieving height and distance while putting the shot
- 2. create ways to contract a specific muscle to increase strength
- 3. compare the processes involved in different discus throwing techniques

Indicator 2: Students will evaluate the influence of physical, emotional, and cognitive factors on improving performance.

6-8 Benchmarks:

- a. *investigate the interrelationships among the physical, emotional, cognitive, and scientific factors affecting performance.*
- b. *describe training and conditioning principles and practices that impact skill acquisition and performance.*
- c. *select appropriate practice/training procedures based on evaluative feedback of skill acquisition and performance.*

6-8 Level Sample Activities/Tasks:

- 1. maintain an activity log to determine the effects of physical, emotional, and cognitive factors on performance
- 2. create a varied cross-country training schedule which includes overload and rest principles
- 3. evaluate past performance and subsequently alter practice methods to improve badminton serving techniques

Indicator 3: Students will evaluate various strategies leading to successful performance.

- a. *Performance strategies appropriate for specific situations.*
- b. *apply complex performance strategies in specific situations.*
- c. *compare the effectiveness of selected performance strategies.*

6-8 Level Sample Activities/Tasks:

- 1. develop a plan to defend a “give-n-go” play
- 2. execute a “hot box” play in softball/baseball
- 3. determine personal effectiveness of overhand/underhand/sidearm volleyball serves

PHYSICAL EDUCATION STANDARDS

6-8

STANDARD THREE: Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.

Indicator 1: Students will monitor personal fitness level and alter activity to enhance health-related fitness.

6-8 Benchmarks:

- a. *compare personal data with scientifically based data to determine health-related fitness level.*
- b. *maintain personal fitness log to monitor changes in health-related fitness.*
- c. *adjust frequency, intensity, time, and type of physical activity based on personal need.*

6-8 Level Sample Activities/Tasks:

1. compare personal results of two or three fitness assessments to both local and national norms
2. compare personally targeted fitness assessment results over time
3. improve selected areas of personal fitness by adjusting frequency, intensity, time, or type of physical activity

Indicator 2: Students will evaluate the health-related/fitness benefits resulting from participation in different forms of physical activity.

6-8 Benchmarks:

- a. *interpret and share the results of on-going physical activity.*
- b. *correlate the practice of a specific physical activity with the resulting benefit to health-related fitness.*
- c. *choose safe, beneficial techniques and apply related theory to improve health-related fitness.*

6-8 Level Sample Activities/Tasks:

1. maintain a physical activity log for a specified time period to determine the relationship between activity and fitness
2. determine the relationship between a regular stretching routine and injury prevention
3. maintain proper body alignment during the side stroke to enhance endurance

Indicator 3: Students will participate regularly in physical activities that contribute to attainment of personal health-related fitness.

6-8 Benchmarks:

- a. *analyze available options of school/community health-related facilities and human resources.*
- b. *analyze and adapt personal fitness activities to meet changing needs.*
- c. *model and share the results of a commitment to on-going physical activity.*

6-8 Level Sample Activities/Tasks:

1. determine the availability/feasibility of utilizing a community facility or human resource to reach a health-related fitness goal
2. engage in activities which provide the greatest motivation and benefit for achieving a personal health-related goal
3. create a physical activity portfolio highlighting accomplishments over time

PHYSICAL EDUCATION STANDARDS

6-8

STANDARD FOUR: Students will develop responsible and respectful personal and social behavior in physical activity settings.

Indicator 1: Students will model and encourage appropriate personal and social conduct in physical activities.

6-8 Benchmarks:

- a. accept personal responsibility for maintaining a physically and emotionally safe environment.*
- b. demonstrate and encourage proper etiquette and sportsmanship in physical activity settings.*
- c. implement effective conflict resolution processes and techniques in physical activity settings.*

6-8 Level Sample Activities/Tasks:

1. check archery equipment for defects, making shooting safe for everyone
2. model appropriate behavior when faced with a controversial decision during physical activity
3. solve conflicts in an appropriate manner, e.g., determine facts and make an honest call when self-officiating an activity

Indicator 2: Students will value and maximize the contributions and potential of each individual in group activities.

6-8 Benchmarks:

- a. acknowledge and appreciate the worth of the various roles inherent to a group setting.*
- b. determine and incorporate strengths of each individual in physical activity settings.*
- c. distribute leadership responsibilities by fulfilling various roles in group settings.*

6-8 Level Sample Activities/Tasks:

1. explain the importance/limitations of each role in a team activity, e.g., digger vs. a setter in volleyball
2. utilize each group member's size, strength, skills, ideas, and experiences, e.g., building a human pyramid
3. participate cooperatively in whatever role is necessary for group success, e. g., rotating offensive positions in flag football

Indicator 3: Students will evaluate the positive impact of contributions provided through human diversity.

6-8 Benchmarks:

- a. determine how an individual's uniqueness enhances physical activity settings and/or endeavors.*
- b. apply strategies for maintaining inclusion of all students in physical activity settings.*
- c. model respect for diversity in physical activity settings.*

6-8 Level Sample Activities/Tasks:

1. express how a visually impaired child's accomplishments motivate others in a physical activity setting
2. modify the rules or equipment of floor hockey to include a student with a broken leg
3. participate willingly with students of other social groups, cultures, and abilities during physical activity

PHYSICAL EDUCATION STANDARDS

6-8

STANDARD FIVE: Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.

Indicator 1: Students will evaluate how physical activity serves as a vehicle to provide opportunities for self-expression and personal growth.

6-8 Benchmarks:

- a. *participate in various physical activities to experience personal satisfaction.*
- b. *describe the social benefits of participating in physical activities.*
- c. *explain the psychological benefits gained from participation in physical activity.*

6-8 Level Sample Activities/Tasks:

1. attempt unknown skills/physical activities to find those that are personally enjoyable
2. explain how participating in physical activities provides opportunities to make new friends and develop self-confidence in group settings
3. create a pictorial/musical collage expressing positive aspects of participation in physical activity

Indicator 2: Students will evaluate the unique benefits of perseverance and pursuance of challenging physical activity.

6-8 Benchmarks:

- a. *describe the role of motivation and attitude in achieving personal satisfaction from physical activity.*
- b. *analyze the mental, physical, and social factors necessary for maintaining a healthy balance in relation to physical activities.*
- c. *seek personally challenging physical activities in pursuance of personal success and satisfaction.*

6-8 Level Sample Activities/Tasks:

1. compare/contrast the motivation and attitude of various professional and amateur athletes
2. compare the mental, physical, and social factors present during good vs. poor physical activity days
3. strive to achieve a personal performance best in a chosen physical activity

Indicator 3: Students will analyze employment/career options in the physical education/fitness fields.

6-8 Benchmarks:

- a. *analyze employment options affiliated with physical education/fitness careers and how they impact society.*
- b. *determine the requirements of and the personal qualifications needed for various physical education/fitness careers.*
- c. *determine the connections among physical education/fitness careers and other employment fields.*

6-8 Level Sample Activities/Tasks:

1. create a visual representation linking physical education/fitness careers and services to the community
2. design a career vacancy announcement for a chosen physical education/fitness professional
3. explain the support that selected physical education/fitness professionals provide other professions

STANDARD ONE: Students will develop competency in all fundamental movement skills and proficiency in some movement forms.

ADVANCED:

- The student consistently demonstrates control, rhythm, coordination, fluid movement, and proper technique in the execution of locomotor skills; s/he consistently transfers these skills into movement patterns and/or specialized activities/games; the student consistently reflects on the effectiveness of skills transferred and makes adjustments if necessary. (*locomotor skills*)
- The student consistently demonstrates correct technique in controlling the force applied to or received from an object; s/he consistently and effectively transfers these skill into movement patterns and/or specialized activities/games; the student consistently reflects on the effectiveness of skills transferred and makes adjustments if necessary. (*manipulative skills*)
- The student consistently controls balance and weight transfer in a variety of complex body positions; s/he uses kinesthetic sense to adjust body position as needed; the student effectively transfers these skills into complex combinations and/or sequences, reflects on the effectiveness of the transfer, and makes adjustments if necessary. (*non-locomotor/stability skills*)

PROFICIENT:

- The student frequently demonstrates appropriate coordination and proper technique in the execution of locomotor skills; s/he frequently transfers these into various movement patters, activities, and/or games. (*locomotor skills*)
- The student usually displays correct technique while applying force to or receiving force from an object; s/he generally transfers these skills to be modified movement patterns. (*manipulative skills*)
- The student frequently controls balance and weight transfer in a variety of increasingly complex body positions; s/he often uses kinesthetic sense to successfully adjust body in complex movement combinations and/sequences. (*non-locomotor/stability skills*)

BASIC:

- The student occasionally demonstrates appropriate coordination and proper technique in the execution of locomotor skills; s/he transfers these skills to some movement patterns or to limited activities with assistance. (*locomotor skills*)
- The student displays some elements of correct technique when applying force to or receiving force from an object. (*manipulative skills*)
- The student sporadically achieves balance and successful weight transfer in a variety of body positions; s/he demonstrates emerging kinesthetic sense and ability to adjust body position and weight transfer. (*non-locomotor/stability skills*)

STANDARD TWO: Students will analyze movement concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.

ADVANCED:

- The student consistently demonstrates the ability to utilize knowledge of scientific principles to enhance her/his performance; s/he applies skill-specific information to improve personal performance and to assist others; the student consistently and accurately evaluates personal performance and the performance of others based on proven scientific concepts. (*movement concepts*)
- The student consistently analyzes scientific concepts to identify the effects of physical, emotional, and cognitive factors on performance; s/he accurately develops a fitness plan based on an evaluation of personal need; the student effectively modifies specific elements of her/his practice/training plan when appropriate. (*training*)
- The student consistently analyzes various options related to a specific situation; s/he creates and/or appropriately adapts movement patters/strategies that lead to successful performance; the student consistently uses pre-established criteria to determine if a specific pattern/strategy provides the desired outcome. (*strategies*)

PROFICIENT:

- The student demonstrates the ability to apply self-determined or teacher-directed skills-specific information to enhance her/his performance and the performance of others; s/he applies the knowledge of scientific principles to her/his performance and the performance of others. (*concepts/principles*)
- The student frequently applies scientific concepts to identify the effects of physical, emotional, and cognitive factors on performance; s/he uses guidance to effectively modify appropriate elements of practice/training plan. (*training*)
- The student analyzes a situation and usually creates and appropriately adapts movement patterns and/or movement forms that lead to successful performance. (*strategies*)

BASIC:

- The student incorporates teacher-directed skills-specific information into the performance of her/his movement skills; s/he attempts to apply the knowledge of scientific principles to her/his performance. (*concepts/principles*)
- The student occasionally applies scientific concepts to identify the effects of physical, emotional, and cognitive factors on performance; s/he requires significant assistance to effectively modify appropriate elements of a practice/training plan. (*training*)
- The student uses teacher guidance to appropriately adapt movement patterns and/or movement forms that lead to successful performance. (*strategies*)

STANDARD THREE: Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.

ADVANCED:

- The student uses scientifically based data to independently and consistently monitor her/his personal fitness level; s/he subsequently develops a personal plan to achieve fitness goals; the student consistently and effectively re-evaluates and adjusts the plan to maintain or improve the desired fitness level. (*health-related fitness components*)
- The student consistently and effectively communicates the benefits of ongoing physical activity; s/he distinguishes appropriate from inappropriate practice and provides sound rationale for choosing specific activities; the student consistently offers reasonable evidence that specific activities bring about desired fitness benefits. (*benefits*)
- The student consistently describes the various school and community resources available to maintain personal health and fitness; s/he regularly participates in physical activity routine which addresses personal needs and enhances health-related fitness; the student regularly creates opportunities and encourages others to participate in various fitness activities. (*participation*)

PROFICIENT:

- The student generally incorporates external guidance to monitor her/his own fitness level and develops a personal plan to achieve fitness goals; s/he, with assistance, re-evaluates and adjusts the plan to maintain or improve the desired fitness level. (*health-related fitness components*)
- The student frequently communicates the benefits of physical activity and recognized differences between appropriate and inappropriate practices. (*benefits*)
- The student routinely participates in physical activity and increases/decreases the frequency, intensity, time, and type as instructed; s/he is aware of some school and community resources available to maintain personal health and fitness. (*participation*)

BASIC:

- The student understands information regarding her/his own fitness level; s/he can follow a pre-established fitness plan and recognize personal improvement. (*health-related fitness components*)
- The student understands the benefits of physical activity and follows instruction regarding appropriate practices. (*benefits*)
- The student randomly participates in physical activity; s/he has limited knowledge of school and community resources available to maintain personal health and fitness. (*participating*)

STANDARD FOUR: Students will develop responsible and respectful personal and social behavior in physical activity settings.

ADVANCED:

- The student consistently and willingly strives to create and maintain a safe and supportive environment in all physical activity settings; s/he independently presents a positive character and models superlative standards of personal conduct during physical activity; the student effectively employs skills and techniques that facilitate harmonious human interactions. (*positive interaction*)
- The student consistently recognizes the impact of each member's contribution on maintaining a positive and meaningful group situation; s/he convincingly articulates the need for utilizing the strengths and skills of all individuals within the group; the student willingly and responsibly fulfills various roles and adjust personal behavior to facilitate positive group interactions and dynamics. (*responsible behavior*)
- The student consistently demonstrates the value of individual uniqueness through positive dialogue and interaction with others; s/he creates ways to include all members of a group in physical activity settings; the student's natural behavior demonstrates that s/her personally values the equitable participation of each individual. (*diversity*)

PROFICIENT:

- The student frequently portrays positive character and acceptable standards of personal conduct during physical activity; s/he generally demonstrates skills and techniques that facilitate harmonious human interactions. (*positive interaction*)
- The student accepts appropriate roles and typically adjusts behavior to contribute to positive group dynamics. (*responsible behavior*)
- The student effectively uses strategies that indicate s/he understands the value of equitable participation in physical activity settings. (*diversity*)

BASIC:

- The student practices acceptable standards of personal conduct during physical activity; s/he responds favorably to encouragement regarding positive human interactions. (*positive interaction*)
- The student, with guidance, responds to different roles and with encouragement, adjusts behavior to contribute to positive group dynamics. (*responsible behavior*)
- The student accepts the concept of equitable participation in physical activity settings. (*diversity*)

STANDARD FIVE: Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.

ADVANCED:

- The student clearly describes the psychological benefits derived from physical activity; s/he consistently chooses physical activities that enhance self-expression and self-confidence; the student advocates regular participation in physical activity which provides opportunities for personal enjoyment and positive social interaction. (*self-expression/self-confidence*)
- The student consistently demonstrates the motivation, personal desire, and/or determination to pursue an increased level of accomplishment and skill; the student consistently organizes her/his personal schedule to maintain a healthy balance among mental, physical, and social factors; s/he reflects on personal success and uses it as a springboard to continue striving to attain goals. (*challenge/satisfaction*)
- The student thoroughly researches the vast employment/career opportunities associated with the physical education and fitness fields; s/he insightfully articulates personal expectations and attributes for pursuing or eliminating employment options within these fields; the student accurately explains how physical education/fitness careers support and/or interrelate with other employment fields. (*employment opportunities*)

PROFICIENT:

- The student generally chooses physical activities that enhance self-expression and self-confidence; s/he values regular participation in physical activity as an opportunity for personal enjoyment and positive social interaction. (*self-expression/self-confidence*)
- The student demonstrates the personal desire and/or determination to pursue an increased level of accomplishment and skill; s/he recognizes personal success and uses it as a springboard to continue striving to attain goals. (*challenge/satisfaction*)
- The student explores the vast employment/career opportunities associated with the physical education and fitness fields; s/he determines feasible employment options within these fields. (*employment opportunities*)

BASIC:

- The student chooses, from suggestions, activities that enhance self-confidence; s/he realizes that regular participation in physical activity provides opportunities for personal enjoyment and positive social interaction. (*self-expression/self-confidence*)
- The student accepts guidance and encouragement to pursue an increased level of accomplishment and skill; s/he recognizes the exhilaration of personal success. (*challenge/satisfaction*).
- The student recognizes various employment/career opportunities associated with the physical education and fitness fields. (*employment*)

PHYSICAL EDUCATION STANDARDS
9-12

STANDARD/GOAL ONE: Students will develop competency in all fundamental movement skills and proficiency in some movement forms.

Indicator 1: Students will model complex locomotor movement patterns in specialized activities.

9-12 Benchmarks:

- a. model mature form of all locomotor skills while executing complex movement patterns.*
- b. transfer fundamental locomotor movement patterns into specialized activities and/or games.*
- c. evaluate the effectiveness of transferring complex locomotor movement patterns into specialized activities and/or games.*

9-12 Level Sample Activities/Tasks:
1. integrate various footwork patterns while jumping rope
2. cross country ski on a groomed track
3. evade opponents while playing flag football

Indicator 2: Students will apply correct technique when performing complex manipulative movement patterns in specialized activities

9-12 Benchmarks:

- a. model mature form of all manipulative skills while executing complex movement patterns.*
- b. transfer fundamental manipulative movement patterns into specialized activities and/or games.*
- c. evaluate the effectiveness of transferring complex manipulative movement patterns into specific activities and/or games.*

9-12 Level Sample Activities/Tasks:
1. pitch a baseball/softball in the strike zone
2. skillfully execute a variety of badminton shots
3. select and use a variety of golf clubs appropriate to the distance and terrain of a course

Indicator 3: Students will exhibit a mature kinesthetic sense in non-locomotor/stability movement patterns in specialized activities.

9-12 Benchmarks:

- a. anticipate and respond to various forces to maintain static or dynamic balance while performing advanced skills.*
- b. maintain body equilibrium throughout complex movement patterns used within physical activities and/or games.*
- c. evaluate the effectiveness of kinesthetic adjustments made during complex non-locomotor/stability movement patterns.*

9-12 Level Sample Activities/Tasks:
1. avoid a wrestling opponent's attempt at a single leg take down
2. maintain balance, rhythm, and control while in-line skating
3. execute a forward roll on a balance beam

PHYSICAL EDUCATION STANDARDS

9-12

STANDARD TWO: Students will analyze scientific concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.

Indicator 1: Students will apply scientific concepts and principles to analyze performance of self and others.

9-12 Benchmarks:

- a. *differentiate which scientific concepts and principles relate to a specific movement.*
- b. *apply appropriate scientific concepts and principles to achieve advanced outcomes.*
- c. *evaluate the appropriate use of scientific concepts and principles within a performance.*

9-12 Level Sample Activities/Tasks:

- 1. determine how factors such as velocity, angle, and force impact the trajectory of a kicked ball
- 2. hit an archery target from standing, prone, and kneeling positions at varying distances
- 3. navigate a two mile cross country orienteering course using a map and compass

Indicator 2: Students will evaluate the influence of physical, emotional, and cognitive factors on improving performance.

9-12 Benchmarks:

- a. *understand the interrelationships among the physical, emotional, cognitive, and scientific factors affecting performance.*
- b. *analyze which training and conditioning practices have the greatest impact on skill acquisition and performance.*
- c. *create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance.*

9-12 Level Sample Activities/Tasks:

- 1. explain how physical, emotional, and cognitive factors affect goal attainment and peak performance
- 2. select specific training practices leading to higher level skill acquisition, e.g., plyometrics, cross training
- 3. create a quadriceps strengthening program to increase knee stability

Indicator 3: Students will evaluate various strategies leading to successful performance.

9-12 Benchmarks:

- a. *analyze specific situations to determine appropriate performance strategies.*
- b. *execute a creative/innovative strategy leading to successful performance.*
- c. *assess the effect/outcome of a specific performance strategy.*

9-12 Level Sample Activities/Tasks:

- 1. execute advanced offensive and defensive shots in a racquetball game
- 2. play to an opponent's weaknesses in a tennis match
- 3. combine the appropriate force and finesse to chip onto the green

PHYSICAL EDUCATION STANDARDS
9-12

STANDARD THREE: Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.

Indicator 1: Students will monitor personal fitness level and alter activity to enhance health-related fitness.

9-12 Benchmarks:

- a. analyze scientifically based data to determine the level of personal health-related fitness.*
- b. develop a plan which improves personal health-related fitness.*
- c. analyze and modify frequency, intensity, time, and type of physical activity based on personal need.*

9-12 Level Sample Activities/Tasks:
1. assess personal health-related fitness to determine areas of strength and weakness
2. integrate cardiovascular and muscular training with a nutrition plan to improve body composition
3. evaluate personal health-related fitness level and develop an individualized exercise prescription

Indicator 2: Students will evaluate the health-related/fitness benefits resulting from participation in different forms of physical activity.

9-12 Benchmarks:

- a. analyze and share the results of on-going physical activity.*
- b. justify the practice of a specific physical activity to achieve a desired fitness benefit.*
- c. evaluate the benefits of specific techniques and related theory to improve health-related fitness.*

9-12 Level Sample Activities/Tasks:
1. log detailed data of in-school and out-of-school physical activities and compare seasonal results
2. describe physiological and psychological benefits derived from routine endurance running
3. perform maximal repetitions through a full range of motion for optimal muscular endurance development

Indicator 3: Students will participate regularly in physical activities that contribute to attainment of personal health-related fitness.

9-12 Benchmarks:

- a. evaluate available options and quality of school/community health-related facilities and human resources.*
- b. evaluate and modify personal fitness plans to meet specific and/or changing needs.*
- c. advocate the participation of others in a variety of health-related fitness activities.*

9-12 Level Sample Activities/Tasks:
1. assess community facilities, programs, and personnel to determine those which best meet personal fitness needs
2. monitor health-related fitness needs and adjust personal goals/activities accordingly
3. encourage friends and family members to regularly participate in formal and informal physical fitness activities

PHYSICAL EDUCATION STANDARDS
9-12

STANDARD FOUR: Students will develop responsible and respectful personal and social behavior in physical activity settings.

Indicator 1: Students will model and encourage appropriate personal and social conduct in physical activities.

9-12 Benchmarks:

- a. accept personal responsibility to create and maintain a physically/emotionally safe and non-threatening environment.*
- b. model appropriate etiquette and exemplary sportsmanship in physical activity settings.*
- c. demonstrate timely and effective conflict resolution skills, techniques, and processes in physical activity settings.*

9-12 Level Sample Activities/Tasks:
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|---|
| <ul style="list-style-type: none">1. modify equipment so others feel emotionally and physically safe, e.g., assess and modify gymnastics matting2. display appreciation and respect for the successful performance of opponents and teammates3. solve problems by analyzing causes, potential solutions, and consequences |
|---|

Indicator 2: Students will value and maximize the contributions and potential of each individual in group activities.

9-12 Benchmarks:

- a. acknowledge and respect the intrinsic worth of the various roles inherent to a group setting.*
- b. recognize and utilize the potential and strengths of each individual by supporting his/her effort in physical activity settings.*
- c. provide leadership by actively fulfilling various roles within group settings.*

9-12 Level Sample Activities/Tasks:
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|---|
| <ul style="list-style-type: none">1. advocate the value of each role in a group setting2. encourage, support, and trust group members while maneuvering a ropes course3. fulfill any role necessary to facilitate group success, e.g., willingly share ideas, actively listen, and cooperatively implement strategies |
|---|

Indicator 3: Students will evaluate the positive impact of contributions provided through human diversity.

9-12 Benchmarks:

- a. analyze how an individual's uniqueness can enrich a physical activity setting and/or endeavor.*
- b. formulate strategies for maximizing inclusion of all students in physical activity settings.*
- c. model and advocate respect for diversity in physical activity settings.*

9-12 Level Sample Activities/Tasks:
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| <ul style="list-style-type: none">1. describe how the experience and perspective of others can enrich a physical activity setting, e.g., a foreign exchange student's understanding of soccer2. create a modified version of a physical activity to enable the full participation of each student3. seek opportunities to interact with students of other social groups, cultures, and abilities, e.g., volunteer to mentor others |
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PHYSICAL EDUCATION STANDARDS
9-12

STANDARD FIVE: Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.

Indicator 1: Students will evaluate how physical activity serves as a vehicle to provide opportunities for self-expression and personal growth.

9-12 Benchmarks:

- a. engage in a multitude of physical activities to determine those most personally satisfying.*
- b. participate regularly in physical activities which fulfill personal needs for self-expression and social interaction.*
- c. evaluate the psychological benefits derived from routine participation in physical activity.*

9-12 Level Sample Activities/Tasks:
1. participate in various indoor/outdoor activities to distinguish those most stimulating 2. choose individual or group activities which provide opportunities for uninhibited participation, e.g., creative dance; adventure sports 3. maintain a journal describing the range of positive feelings resulting from regular physical activity, e.g., improved physical appearance, greater self-esteem, enhanced ability

Indicator 2: Students will evaluate the unique benefits of perseverance and pursuance of challenging physical activity.

9-12 Benchmarks:

- a. analyze the role of attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.*
- b. maintain a healthy balance among mental, physical, and social factors related to participation in physical activities.*
- c. pursue and embrace new challenges based on past personal success and satisfaction.*

9-12 Level Sample Activities/Tasks:
1. maintain a positive mental attitude when performing a difficult physical activity 2. evaluate personal lifestyle and make healthy adjustments to neglected factors 3. strive to achieve a higher level of success following completion of a challenging physical activity

Indicator 3: Students will analyze employment/career options in the physical education/fitness fields.

9-12 Benchmarks:

- a. evaluate various employment options affiliated with physical education/fitness careers and how they impact society.*
- b. evaluate personal compatibility with the various elements of an identified physical education/fitness career.*
- c. analyze the interrelationships among physical education/fitness careers and other employment fields.*

9-12 Level Sample Activities/Tasks:

1. mentor with a Certified Strength and Conditioning Specialist and record various interactions with community and clients
2. articulate the pros and cons of a personal “best fit” with a physical education/fitness profession
3. create a concept map reflecting the support that selected physical education/fitness professionals provide other professions

STANDARD ONE: Students will develop competency in all fundamental movement skills and proficiency in some movement forms.

ADVANCED:

- The student consistently demonstrates control, rhythm, coordination, fluid movement, and proper technique in the execution of locomotor skills; s/he consistently transfers these skills into movement patterns and/or specialized activities/games; the student consistently reflects on the effectiveness of skills transferred and makes adjustments if necessary. (*locomotor skills*)
- The student consistently demonstrates correct technique in controlling the force applied to or received from an object; s/he consistently and effectively transfers these skill into movement patterns and/or specialized activities/games; the student consistently reflects on the effectiveness of skills transferred and makes adjustments if necessary. (*manipulative skills*)
- The student consistently controls balance and weight transfer in a variety of complex body positions; s/he uses kinesthetic sense to adjust body position as needed; the student effectively transfers these skills into complex combinations and/or sequences, reflects on the effectiveness of the transfer, and makes adjustments if necessary. (*non-locomotor/stability skills*)

PROFICIENT:

- The student frequently demonstrates appropriate coordination and proper technique in the execution of locomotor skills; s/he frequently transfers these into various movement patters, activities, and/or games. (*locomotor skills*)
- The student usually displays correct technique while applying force to or receiving force from an object; s/he generally transfers these skills to be modified movement patterns. (*manipulative skills*)
- The student frequently controls balance and weight transfer in a variety of increasingly complex body positions; s/he often uses kinesthetic sense to successfully adjust body in complex movement combinations and/sequences. (*non-locomotor/stability skills*)

BASIC:

- The student occasionally demonstrates appropriate coordination and proper technique in the execution of locomotor skills; s/he transfers these skills to some movement patterns or to limited activities with assistance. (*locomotor skills*)
- The student displays some elements of correct technique when applying force to or receiving force from an object. (*manipulative skills*)
- The student sporadically achieves balance and successful weight transfer in a variety of body positions; s/he demonstrates emerging kinesthetic sense and ability to adjust body position and weight transfer. (*non-locomotor/stability skills*)

STANDARD TWO: Students will analyze movement concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.

ADVANCED:

- The student consistently demonstrates the ability to utilize knowledge of scientific principles to enhance her/his performance; s/he applies skill-specific information to improve personal performance and to assist others; the student consistently and accurately evaluates personal performance and the performance of others based on proven scientific concepts. (*movement concepts*)
- The student consistently analyzes scientific concepts to identify the effects of physical, emotional, and cognitive factors on performance; s/he accurately develops a fitness plan based on an evaluation of personal need; the student effectively modifies specific elements of her/his practice/training plan when appropriate. (*training*)
- The student consistently analyzes various options related to a specific situation; s/he creates and/or appropriately adapts movement patterns/strategies that lead to successful performance; the student consistently uses pre-established criteria to determine if a specific pattern/strategy provides the desired outcome. (*strategies*)

PROFICIENT:

- The student demonstrates the ability to apply self-determined or teacher-directed skills-specific information to enhance her/his performance and the performance of others; s/he applies the knowledge of scientific principles to her/his performance and the performance of others. (*concepts/principles*)
- The student frequently applies scientific concepts to identify the effects of physical, emotional, and cognitive factors on performance; s/he uses guidance to effectively modify appropriate elements of practice/training plan. (*training*)
- The student analyzes a situation and usually creates and appropriately adapts movement patterns and/or movement forms that lead to successful performance. (*strategies*)

BASIC:

- The student incorporates teacher-directed skills-specific information into the performance of her/his movement skills; s/he attempts to apply the knowledge of scientific principles to her/his performance. (*concepts/principles*)
- The student occasionally applies scientific concepts to identify the effects of physical, emotional, and cognitive factors on performance; s/he requires significant assistance to effectively modify appropriate elements of a practice/training plan. (*training*)
- The student uses teacher guidance to appropriately adapt movement patterns and/or movement forms that lead to successful performance. (*strategies*)

STANDARD THREE: Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.

ADVANCED:

- The student uses scientifically based data to independently and consistently monitor her/his personal fitness level; s/he subsequently develops a personal plan to achieve fitness goals; the student consistently and effectively re-evaluates and adjusts the plan to maintain or improve the desired fitness level. (*health-related fitness components*)
- The student consistently and effectively communicates the benefits of ongoing physical activity; s/he distinguishes appropriate from inappropriate practice and provides sound rationale for choosing specific activities; the student consistently offers reasonable evidence that specific activities bring about desired fitness benefits. (*benefits*)
- The student consistently describes the various school and community resources available to maintain personal health and fitness; s/he regularly participates in physical activity routine which addresses personal needs and enhances health-related fitness; the student regularly creates opportunities and encourages others to participate in various fitness activities. (*participation*)

PROFICIENT:

- The student generally incorporates external guidance to monitor her/his own fitness level and develops a personal plan to achieve fitness goals; s/he, with assistance, re-evaluates and adjusts the plan to maintain or improve the desired fitness level. (*health-related fitness components*)
- The student frequently communicates the benefits of physical activity and recognized differences between appropriate and inappropriate practices. (*benefits*)
- The student routinely participates in physical activity and increases/decreases the frequency, intensity, time, and type as instructed; s/he is aware of some school and community resources available to maintain personal health and fitness. (*participation*)

BASIC:

- The student understands information regarding her/his own fitness level; s/he can follow a pre-established fitness plan and recognize personal improvement. (*health-related fitness components*)
- The student understands the benefits of physical activity and follows instruction regarding appropriate practices. (*benefits*)
- The student randomly participates in physical activity; s/he has limited knowledge of school and community resources available to maintain personal health and fitness. (*participating*)

STANDARD FOUR: Students will develop responsible and respectful personal and social behavior in physical activity settings.

ADVANCED:

- The student consistently and willingly strives to create and maintain a safe and supportive environment in all physical activity settings; s/he independently presents a positive character and models superlative standards of personal conduct during physical activity; the student effectively employs skills and techniques that facilitate harmonious human interactions. (*positive interaction*)
- The student consistently recognizes the impact of each member's contribution on maintaining a positive and meaningful group situation; s/he convincingly articulates the need for utilizing the strengths and skills of all individuals within the group; the student willingly and responsibly fulfills various roles and adjust personal behavior to facilitate positive group interactions and dynamics. (*responsible behavior*)
- The student consistently demonstrates the value of individual uniqueness through positive dialogue and interaction with others; s/he creates ways to include all members of a group in physical activity settings; the student's natural behavior demonstrates that s/her personally values the equitable participation of each individual. (*diversity*)

PROFICIENT:

- The student frequently portrays positive character and acceptable standards of personal conduct during physical activity; s/he generally demonstrates skills and techniques that facilitate harmonious human interactions. (*positive interaction*)
- The student accepts appropriate roles and typically adjusts behavior to contribute to positive group dynamics. (*responsible behavior*)
- The student effectively uses strategies that indicate s/he understands the value of equitable participation in physical activity settings. (*diversity*)

BASIC:

- The student practices acceptable standards of personal conduct during physical activity; s/he responds favorably to encouragement regarding positive human interactions. (*positive interaction*)
- The student, with guidance, responds to different roles and with encouragement, adjusts behavior to contribute to positive group dynamics. (*responsible behavior*)
- The student accepts the concept of equitable participation in physical activity settings. (*diversity*)

STANDARD FIVE: Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.

ADVANCED:

- The student clearly describes the psychological benefits derived from physical activity; s/he consistently chooses physical activities that enhance self-expression and self-confidence; the student advocates regular participation in physical activity which provides opportunities for personal enjoyment and positive social interaction. (*self-expression/self-confidence*)
- The student consistently demonstrates the motivation, personal desire, and/or determination to pursue an increased level of accomplishment and skill; the student consistently organizes her/his personal schedule to maintain a healthy balance among mental, physical, and social factors; s/he reflects on personal success and uses it as a springboard to continue striving to attain goals. (*challenge/satisfaction*)
- The student thoroughly researches the vast employment/career opportunities associated with the physical education and fitness fields; s/he insightfully articulates personal expectations and attributes for pursuing or eliminating employment options within these fields; the student accurately explains how physical education/fitness careers support and/or interrelate with other employment fields. (*employment opportunities*)

PROFICIENT:

- The student generally chooses physical activities that enhance self-expression and self-confidence; s/he values regular participation in physical activity as an opportunity for personal enjoyment and positive social interaction. (*self-expression/self-confidence*)
- The student demonstrates the personal desire and/or determination to pursue an increased level of accomplishment and skill; s/he recognizes personal success and uses it as a springboard to continue striving to attain goals. (*challenge/satisfaction*)
- The student explores the vast employment/career opportunities associated with the physical education and fitness fields; s/he determines feasible employment options within these fields. (*employment opportunities*)

BASIC:

- The student chooses, from suggestions, activities that enhance self-confidence; s/he realizes that regular participation in physical activity provides opportunities for personal enjoyment and positive social interaction. (*self-expression/self-confidence*)
- The student accepts guidance and encouragement to pursue an increased level of accomplishment and skill; s/he recognizes the exhilaration of personal success. (*challenge/satisfaction*).
- The student recognizes various employment/career opportunities associated with the physical education and fitness fields. (*employment*)