

**GRADE 9**

Standard	Benchmarks	Activity/Example	Sequence/Assessment
<p><b>1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)</b></p>	<p>1. Students will demonstrate (basic skills, strategies, and rules) in an increasing number of more complex versions of at least three of the following different types of movement forms: aquatics, team sports, individual and dual sorts, outdoor pursuits, self-defense, dance, gymnastics, strength and conditioning, trust and cooperative activities.</p>	<ul style="list-style-type: none"> <li>• Uses correct body mechanics and shot technique in racket sports.</li> <li>• Demonstrates proficiency by hitting shots to open places on court, anticipates opponent’s shots in racket sports.</li> <li>• Performs forearm pass, overhead pass and serve using correct form in volleyball.</li> <li>• Moves to position quickly and prepares to receive pass in team sports.</li> <li>• Uses basic skills necessary to play offense to defense and incorporate team sport strategies.</li> <li>• Demonstrates a variety of swimming strokes, floats, treads water.</li> <li>• Demonstrates proficiency by hitting shots to open places on court, anticipates opponent’s shots, and communicates with partner in racket sports.</li> <li>• Demonstrates proper etiquette and safety while playing team and individual sports.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<p>2. Students will document their competence in two or more types of movement forms, such as playing a team sport using all the skills and strategies, demonstrating proficiency in a variety of swimming strokes or creating and demonstrating an aerobic/ workout routine.</p>	<ul style="list-style-type: none"> <li>• Use a quantitative analytic rating scale to assess skills and strategies in 2 types of movement forms.</li> <li>• Dribble a basketball or soccer ball at moderate to fast speeds while maintaining control of the ball, avoiding opponents and shielding the ball.</li> <li>• Correct positioning</li> <li>• Provide appropriate support for a teammate with the disc in ultimate game by being in an open position to receive a pass.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration of line and social dance, aerobic/workout routine.</li> </ul>

Standard	Benchmarks	Activity/Example	Sequence/Assessment
<b>2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)</b>	1. Students will assess the movement skills of self and others.	<ul style="list-style-type: none"> <li>• Correctly assesses his or her personal strengths and weaknesses in an activity.</li> <li>• Understands the basic anatomy and physiology as it relates to personal fitness.</li> <li>• Understands the concepts of exercise principles, i.e. F.I.T.T. formula.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	2. Students will analyze basic offensive and defensive strategies in games and sports.	<ul style="list-style-type: none"> <li>• Watch an organized sporting event and analyze how the basic offensive and defensive strategies contributed to the outcome of the event.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	3. Students will identify the characteristics of highly skilled performance in a few movement forms.	<ul style="list-style-type: none"> <li>• Use movement principles and concepts to improve the movement performance of self and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze how on-the-ball skills and off-the-ball movements contribute to performance.</li> <li>• Observe an elite athlete and analyze his or her movement form against a provided rubric.</li> </ul>
	4. Students will identify and apply critical elements to enable the development of movement competence/proficiency.	<ul style="list-style-type: none"> <li>• Use movement principles and concepts to improve the movement performance of self and others.</li> <li>• In cooperative groups, students select a physical activity, analyze it for its component skills, and create a drill or modified game designed to improve that skill.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

Standard	Benchmarks	Activity/Example	Sequence/Assessment
<b>3. Participates regularly in physical activity. (Physical Activity)</b>	1. Students will participate regularly in health enhancing and personally rewarding physical activity in multiple settings.	<ul style="list-style-type: none"> <li>Participates in a variety of physical activity appropriate for maintaining or enhancing a healthy, active lifestyle.</li> <li>Willingly participates in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>Monitors physical activity through the use of pedometers, heart-rate monitor, and/or physical activity log.</li> <li>Develop fitness log / fitness plan.</li> </ul>
	2. Students will seek and select physical activities from a variety of movement forms based on personal interest, meaning and fulfillment.	<ul style="list-style-type: none"> <li>Students may choose from a variety of elective classes based on personal interest.</li> </ul>	<ul style="list-style-type: none"> <li>Fitness plan.</li> </ul>
	3. Students will develop and conduct a personal physical activity program meeting their needs.	<ul style="list-style-type: none"> <li>Students will set goals, develop a fitness plan, incorporate the plan and evaluate the results.</li> </ul>	<ul style="list-style-type: none"> <li>Register of elective Physical Education courses.</li> </ul>
<b>4. Achieves and maintains a health-enhancing level of fitness.</b>	1. Students will participate in a variety of health-enhancing physical activities.	<ul style="list-style-type: none"> <li>Choose 3 types of physical activities to participate in to improve fitness in and out of the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Fitness plan.</li> </ul>
	2. Students will use principles of training for the purpose of modifying levels of fitness.	<ul style="list-style-type: none"> <li>Recognize contribution that physical conditioning and practice to improve performance.</li> </ul>	<ul style="list-style-type: none"> <li>Fitness plan.</li> </ul>
	3. Students will assess personal health-related fitness program based on an accurately assessed fitness profile.	<ul style="list-style-type: none"> <li>Attempt to meet appropriate levels of cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life based on results of health-related fitness assessment.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

Standard	Benchmarks	Activity/Example	Sequence/Assessment
	4. Students will meet or show progress towards health-related fitness standards such as Fitnessgram or another standardized health-related assessment.	<ul style="list-style-type: none"> <li>• Use scientific principles and concepts (e.g., methods of stretching, types of muscular contractions) as strategies for improvement of personal fitness goals.</li> <li>• Use a variety of resources, including available technology, to assess, design, and evaluate a personal fitness plan.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)</b>	1. Students will apply safe practices, rules, procedures, and etiquette in all physical activity settings.	<ul style="list-style-type: none"> <li>• Exhibits respect for the unique characteristics and abilities of peers.</li> <li>• Acts responsibly to avoid conflict.</li> <li>• Works cooperatively with students of all levels.</li> <li>• Focuses on teamwork rather than winning.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation.</li> </ul>
	2. Students will act independently of peer pressure.	<ul style="list-style-type: none"> <li>• Involve people of all skills to participate in a variety of activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation.</li> </ul>
	3. Students will resolve conflicts in appropriate ways.	<ul style="list-style-type: none"> <li>• Shows leadership by diffusing conflict during competition.</li> <li>• While officiating a competition, listen to all sides of an issue before taking action.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	4. Students will keep the importance of winning and losing in perspective.	<ul style="list-style-type: none"> <li>• Game emphasis will be on cooperation rather than competition.</li> <li>• Acknowledge the strong performance of other players.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (Intrinsic Value)</b>	1. Students will enjoy participation in a variety of activities in competitive and recreational settings.	<ul style="list-style-type: none"> <li>• Reflect on reasons for choosing to participate in selected physical activities.</li> <li>• Identify reasons to participate in physical activities (e.g., health, enjoyment, challenge, self-expression, and social interaction).</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

Standard	Benchmarks	Activity/Example	Sequence/Assessment
	2. Students will pursue new activities both alone and with others.	•	•
	3. Students will enjoy working with others in a sport activity to achieve a common goal.	• Participate in a cooperative activity where you work together to accomplish a group goal.	• Participate in a group activity where you work together to accomplish a group goal. • Teacher observation.
	4. Students will recognize that physical activity can provide a positive personal social environment for activities with others.	•	•

**GRADE 10-12 Level I**

Standard	Benchmarks	Activity/Example	Sequence/Assessment
<p><b>1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)</b></p>	<p>1. Students will demonstrate competence in more than one activity.</p>	<ul style="list-style-type: none"> <li>• Uses a variety of clubs competently to play a round of golf.</li> <li>• Shifts defensive position in response to ball movement.</li> <li>• Performs a variety of complex strength and conditioning movements.</li> <li>• Makes appropriate supportive movements on the court.</li> <li>• Documents ability using a self assessment rating scale.</li> <li>• Adapts badminton short and long serves with modified court size.</li> <li>• Uses strategies and skills appropriately when playing 3-on-3 basketball vs. 5-on-5.</li> <li>• Develops advanced competence in strength and conditioning.</li> <li>• Demonstrates a variety of yoga/pilates moves.</li> <li>• Demonstrates advanced skills in a chosen activity.</li> <li>• Demonstrates proper etiquette and safety while playing golf.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<p>2. Students will recognize that physical activity can provide a positive personal social environment for activities with others.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<p>3. Students will demonstrate competence in modified versions of a variety of individual, dual and/or team sports.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

Standard	Benchmarks	Activity/Example	Sequence/Assessment
<b>2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)</b>	1. Students will know and understand pertinent scientifically based information regarding movement performance.	<ul style="list-style-type: none"> <li>• Design, implement, evaluate, and modify a plan for two movement forms. Key concepts include analysis of performance, application of principles of movement and training, and focus on goal setting and improvement of personal goals.</li> <li>• Understands that the intensity of conditioning skills is appropriate to the physical demands of the activity.</li> <li>• Develops an appropriate conditioning program for a self-selected game/activity to engage in for life.</li> <li>• Correctly identifies the psychological factors that govern successful movement performance of a given activity.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	2. Students will independently apply advanced movement-specific information.	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	3. Students will integrate discipline-specific knowledge to enable the independent learning movement skills.	<ul style="list-style-type: none"> <li>• Explain and apply selected scientific principles (e.g., physiological, biomechanical) that aid in the improvement of movement skills.</li> <li>• Develop an appropriate conditioning program for a self-selected game/activity to engage in for life.</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness log / plan.</li> </ul>

Standard	Benchmarks	Activity/Example	Sequence/Assessment
<b>3. Participates regularly in physical activity. (Physical Activity)</b>	1. Students will have the skills, knowledge, interest, and desire to independently maintain an active lifestyle throughout life.	<ul style="list-style-type: none"> <li>• Participate in physical activity regularly for the personal health enhancing benefits of physical activity outside the classroom.</li> <li>• Apply individual goal setting for fitness components.</li> <li>• Participate in physical activity and monitor and adjust activity level to meet personal needs.</li> <li>• Interview an adult to determine their physical activity and how their participation and activity level changes with age.</li> <li>• Explore strategies to use when physical changes dictate activity choices.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	2. Students will understand how activity participation patterns are likely to change throughout life and have some strategies to deal with those changes.	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Compare/contrast a lifestyle with and without fitness.</li> </ul>
<b>4. Achieves and maintains a health-enhancing level of fitness.</b>	1. Students will demonstrate the skill, knowledge, and desire to monitor and adjust activity levels to meet personal fitness needs.	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Assess physical fitness status in terms of cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition.</li> </ul>
	2. Students will participate regularly in health-enhancing fitness activities.	<ul style="list-style-type: none"> <li>• Choose cardio respiratory and strength training activities to use on a regular basis for current fitness level.</li> <li>• Use a variety of resources, including available technology, to analyze, assess, and improve physical activity and personal fitness.</li> <li>• Research the relationship between physical activity and stress management.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a personal fitness profile on the basis of fitness assessment results.</li> </ul>

Standard	Benchmarks	Activity/Example	Sequence/Assessment
	3. Students will design and implement a personal health related fitness program based on accurately assessed fitness profile.	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness / plan.</li> </ul>
	4. Students will meet or show progress towards the health-related fitness standards of Fitnessgram or other standardized health-related assessment.	<ul style="list-style-type: none"> <li>• Demonstrate program planning skills by setting goals and devising strategies for a personal physical plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness profile.</li> </ul>
<b>5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)</b>	1. Students will initiate independent and responsible behavior in physical activity settings.	<ul style="list-style-type: none"> <li>• Work cooperatively with teammates.</li> <li>• Accepts and takes responsibilities for mistakes.</li> <li>• Refrains from participation that may result in injury to self or others.</li> <li>• Encourages and is courteous to others.</li> <li>• Responsible for own behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation.</li> </ul>
	2. Students will accept the responsibility for taking a leadership role and willingly follow as appropriate in order to accomplish goals.	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	3. Students will anticipate potentially dangerous consequences and outcomes of participation in physical activity.	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

Standard	Benchmarks	Activity/Example	Sequence/Assessment
	4. Students will develop strategies to avoid potential inappropriate behaviors during physical activities.	<ul style="list-style-type: none"> <li>• While officiating a competition, listen to all sides of the issue before taking action in a conflict.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (Intrinsic Value)</b>	1. Students will enjoy regular participation in physical activity.	<ul style="list-style-type: none"> <li>• Creates self-rewards for achieving personal fitness/physical activity goals.</li> <li>• Participates in physical activities outside of class.</li> <li>• Explores new activity that meets their individual fitness needs.</li> <li>• Appreciates the physical benefits of personal fitness and its correlation to social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness plan.</li> </ul>
	2. Students will recognize that physical activity can provide opportunities for positive social interaction.	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	3. Students will enjoy learning new activities.	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	4. Students will recognize the positive feelings that result from physical activity participation alone and with others.	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Journal entry self evaluation.</li> </ul>

**GRADE 10-12 Level II**

Standard	Benchmarks	Activity/Example	Sequence/Assessment
<p><b>1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)</b></p>	<p>1. Students will demonstrate advanced competence in more than one activity.</p>	<ul style="list-style-type: none"> <li>• Uses a variety of clubs competently to play a round of golf.</li> <li>• Shifts defensive position in response to ball movement.</li> <li>• Performs a variety of complex social and ballroom dances.</li> <li>• Makes appropriate supportive movements on the court.</li> <li>• Documents ability using a self assessment rating scale.</li> <li>• Adapts badminton short and long serves with modified court size.</li> <li>• Uses strategies and skills appropriately when playing 3-on-3 basketball vs. 5-on-5.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<p>2. Students will recognize that physical activity can provide a positive personal social environment for activities with others.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<p>3. Students will demonstrate competence in modified versions of a variety of individual, dual and/or team sports.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)</b></p>	<p>1. Students will know and understand pertinent scientifically based information regarding movement performance.</p>	<ul style="list-style-type: none"> <li>• Design, implement, evaluate, and modify a plan for two movement forms. Key concepts include analysis of performance, application of principles of movement and training, and focus on goal setting and improvement of personal goals.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<p>2. Students will independently</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

Standard	Benchmarks	Activity/Example	Sequence/Assessment
	apply advanced movement-specific information.		
	3. Students will integrate discipline-specific knowledge to enable the independent learning movement skills.	<ul style="list-style-type: none"> <li>• Explain and apply selected scientific principles (e.g., physiological, biomechanical) that aid in the improvement of movement skills.</li> <li>• Develop an appropriate conditioning program for a self-selected game/activity to engage in for life.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>3. Participates regularly in physical activity. (Physical Activity)</b>	1. Students will have the skills, knowledge, interest, and desire to independently maintain an active lifestyle throughout life.	<ul style="list-style-type: none"> <li>• Participate in physical activity regularly for the personal health enhancing benefits of physical activity outside the classroom.</li> <li>• Apply individual goal setting for fitness components.</li> <li>• Participate in physical activity and monitor and adjust activity level to meet personal needs.</li> <li>• Interview an adult to determine their physical activity and how their participation and activity level changes with age.</li> <li>• Explore strategies to use when physical changes dictate activity choices.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	2. Students will understand how activity participation patterns are likely to change throughout life and have some strategies to deal with those changes.	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>4. Achieves and maintains a health-enhancing level of fitness.</b>	1. Students will demonstrate the skill, knowledge, and desire to monitor and adjust activity levels to meet personal fitness needs.	<ul style="list-style-type: none"> <li>• Assess physical fitness status in terms of cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

Standard	Benchmarks	Activity/Example	Sequence/Assessment
	2. Students will participate regularly in health-enhancing fitness activities.	<ul style="list-style-type: none"> <li>• Choose cardio respiratory and strength training activities to use on a regular basis for current fitness level.</li> <li>• Use a variety of resources, including available technology, to analyze, assess, and improve physical activity and personal fitness.</li> <li>• Research the relationship between physical activity and stress management.</li> <li>• Develop a personal fitness profile on the basis of fitness assessment results.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	3. Students will design and implement a personal health related fitness program based on accurately assessed fitness profile.	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	4. Students will meet or show progress towards the health-related fitness standards of Fitnessgram or other standardized health-related assessment.	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)</b>	1. Students will initiate independent and responsible behavior in physical activity settings.	<ul style="list-style-type: none"> <li>• Work cooperatively with teammates.</li> <li>• Accepts and takes responsibilities for mistakes.</li> <li>• Refrains from participation that may result in injury to self or others.</li> <li>• Encourages and is courteous to others.</li> <li>• Responsible for own behavior.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

Standard	Benchmarks	Activity/Example	Sequence/Assessment
	2. Students will accept the responsibility for taking a leadership role and willingly follow as appropriate in order to accomplish goals.	•	•
	3. Students will anticipate potentially dangerous consequences and outcomes of participation in physical activity.	•	•
	4. Students will develop strategies to avoid potential inappropriate behaviors during physical activities.	• While officiating a competition listen to all sides of the issue before taking action in a conflict.	•
<b>6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (Intrinsic Value)</b>	1. Students will enjoy regular participation in physical activity.	<ul style="list-style-type: none"> <li>• Creates self-rewards for achieving personal fitness/physical activity goals.</li> <li>• Participates in physical activities outside of class.</li> <li>• Explores new activity that meets their individual fitness needs.</li> <li>• Appreciate the physical benefits of personal fitness and its correlation to social interaction.</li> </ul>	•
	2. Students will recognize that physical activity can provide opportunities for positive social interaction.	•	•
	3. Students will enjoy learning new activities.	•	•
	4. Students will recognize the positive feelings that result from physical activity participation alone and with others.	•	•