

## KINDERGARTEN

Standard	Benchmarks	Activity/Example
<b>1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)</b>	1. Students will demonstrate progress toward the functional form of locomotor and non-locomotor skills.	<ul style="list-style-type: none"> <li>◆ Practices walk, jog, run, skip, gallop, hop, and jump during teacher directed movement exploratory activities.</li> <li>◆ Practices bending, swinging, swaying, twisting, push/ pull and reaching during teacher directed movement exploratory activities.</li> <li>◆ Practices levels, pathways, direction, and speed during teacher directed movement exploratory activities.</li> <li>◆ Demonstrates starting and stopping in response to a teacher-initiated signal.</li> <li>◆ Demonstrates personal and general space concepts in response to a teacher-initiated signal.</li> </ul>
	2. Students will demonstrate progress toward the functional form of manipulative skills	<ul style="list-style-type: none"> <li>◆ Tossing a variety of objects and catching it by self.</li> <li>◆ Receives a rolled ball.</li> <li>◆ Striking a slow object (e.g., balloon) with body parts.</li> <li>◆ Practice bouncing and catching a large ball.</li> </ul>
	3. Students will demonstrate progress towards rhythmical patterns and movements (e.g., creative)	<ul style="list-style-type: none"> <li>◆ Responds to a rhythmic beat (e.g., drum) with locomotor or non locomotor movement.</li> <li>◆ Performs a simple pattern to music.</li> <li>◆ Interprets music with creative movements.</li> </ul>
	4. Students will demonstrate progress towards control in weight-bearing and balancing activities on a variety of body parts	<ul style="list-style-type: none"> <li>◆ Performs a variety of animal walks.</li> <li>◆ Discover balance by using various body parts.</li> <li>◆ Practices balance by executing different shapes and poses.</li> <li>◆ Practices climbs, rolls, and transfers weight using various body part</li> <li>◆ Start or stop to music or cue</li> <li>◆ Demonstrate BASTE concepts: body parts, body shapes</li> </ul>
<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 identify fundamental movement patterns	<ul style="list-style-type: none"> <li>◆ Recognizes and can name basic loco-motor patterns.</li> <li>◆ Recognizes the difference between dribbling with hands versus feet.</li> <li>◆ Recognizes the difference between fleeing and chasing.</li> <li>◆ Knows how to tag safely.</li> <li>◆ Knows how to travel safely in personal and general space.</li> <li>◆ Recognizes the difference between climbs over and under.</li> <li>◆ Recognizes and can name types of rolls. (e.g., log, forward, and egg)</li> </ul>

Standard	Benchmarks	Activity/Example
	2. Students will establish a beginning movement vocabulary (e.g., start, stop, personal space, high/low levels, fast/slow speeds, Light/heavy weights, balance, twist)	<ul style="list-style-type: none"> <li>◆ Knows the signals for stop and start.</li> <li>◆ Responds to a slow, medium and fast pace.</li> <li>◆ Knows how to form a circle with appropriate spacing.</li> <li>◆ Knows that a good static balance requires a still body.</li> </ul>
	3. Students will apply appropriate concept to performance (e.g., change direction while running)	<ul style="list-style-type: none"> <li>◆ Knows the concepts of placing self in front of, behind, and to the side of an object.</li> <li>◆ Knows and responds to concepts of moving forward, backwards, and sideways.</li> <li>◆ Knows and responds to concepts of zigzag, straight, and curved.</li> <li>◆ Knows and responds to concepts of high, medium, and low.</li> <li>◆ Knows and responds to concepts of fast and slow.</li> <li>◆ Knows and responds to concepts of push verses pull.</li> <li>◆ Knows the concepts of traveling over, under, inside, and outside an object.</li> </ul>
	4. Students will identify various body parts and their location	<ul style="list-style-type: none"> <li>◆ Knows where to locate parts of the head. (e.g., eyes, eyebrows, nose, mouth, ears, chin, cheeks)</li> <li>◆ Knows where to locate parts of the body (e.g., arms, legs, ankles, feet, knees, wrists, hands)</li> <li>◆ Knows top verses bottom and front verses back. (e.g., top and bottom of foot)</li> </ul>
<b>3. Participates regularly in physical activity. (Physical Activity)</b>	1. Students will engage in moderate to vigorous physical activity	<ul style="list-style-type: none"> <li>◆ Performs a variety of locomotor movements for 3 – 5 minutes.</li> <li>◆ Participates in Simple Games that provide continuous movement.</li> <li>◆ Jumps a turned rope.</li> </ul>
	2. Students will participate in activities that require some physical exertion	<ul style="list-style-type: none"> <li>◆ Participates in a continuous obstacle course</li> <li>◆ Participates in stations.</li> <li>◆ Participates in life-long sports. (e.g., roller-skating, snowshoeing, and dance.)</li> <li>◆ Participates in various rhythm movements. (e.g., parachute, lummi sticks, rhythm sticks.)</li> </ul>

Standard	Benchmarks	Activity/Example
	3. Students will participate in physical activity that is good for one's health	<ul style="list-style-type: none"> <li>◆ Climb various pieces of equipment.</li> <li>◆ Participates in tumbling skills.</li> <li>◆ Participates in flexibility activities.</li> <li>◆ Participates in strengthening activities.</li> <li>◆ Participates in balance/ stability activities.</li> </ul>
<b>4. Achieves and maintains a health-enhancing level of fitness.</b>	1. Students will sustain moderate to vigorous physical activity for short periods of time	<ul style="list-style-type: none"> <li>◆ Students will consistently participate in various activities throughout the entire class period.</li> </ul>
	2. Students will identify how the body feels during different kinds of physical activity	<ul style="list-style-type: none"> <li>◆ Relate different items to heart rhythms. (e.g., drum beat)</li> <li>◆ Explains why sweating occurs during exercise.</li> <li>◆ Explains what happens to breathing during exercise.</li> <li>◆ Participate in school, family, and community activities designed to promote health-enhancing levels of fitness. (e.g., Jump Rope for Heart, Walk for Diabetes.)</li> <li>◆ Demonstrates use of various technologies in the physical setting. (e.g., pedometers, heart pulse bars.)</li> </ul>
<b>5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)</b>	1. Students will apply, with teacher reinforcement, classroom rules and procedures and safe practices.	<ul style="list-style-type: none"> <li>◆ Plays fairly during simple games.</li> <li>◆ Verbalizes rules and procedures. (e.g., positive and productive behavior plans.)</li> <li>◆ Moves safely during exploratory activities.</li> <li>◆ Properly tags and accepts tags from others</li> </ul>
	2. Students will apply with teacher reinforcement, respect for individuals, property, and equipment.	<ul style="list-style-type: none"> <li>◆ Uses equipment appropriately during skill practice.</li> <li>◆ Uses kind words with classmates during simple games.</li> <li>◆ Shares equipment with classmates.</li> <li>◆ Participates in team building and cooperative activities.</li> </ul>
<b>6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)</b>	1. Students will try new movement and activity skills.	<ul style="list-style-type: none"> <li>◆ Creates a variety of animal movements.</li> <li>◆ Properly tags and accepts tags from others.</li> </ul>
	2. Students will participate in a variety of physical activities.	<ul style="list-style-type: none"> <li>◆ Participates in lead up games.</li> <li>◆ Participate in continuous relay activities.</li> <li>◆ Participate in individual and group activities.</li> </ul>

Standard	Benchmarks	Activity/Example
	3. Students will associate positive feelings with participation in physical activity.	<ul style="list-style-type: none"> <li>◆ Shows a thumbs-up during an activity when prompted by teacher for feedback.</li> <li>◆ Shows verbal and non-verbal indicators of enjoyment.</li> </ul>
	4. Students will demonstrate the ability to play with others regardless of differences (e.g., gender, ethnicity, disability).	<ul style="list-style-type: none"> <li>◆ Students willingly participate in activities without hesitation.</li> <li>◆ Student pairs with other students in class for activity.</li> <li>◆ Student consistently chooses different people for partner activities. (e.g., Character Education activities.)</li> </ul>

**GRADE 1**

Standard	Benchmarks	Activity/Example
<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 functional form of locomotor and non locomotor skills.</p>	<ul style="list-style-type: none"> <li>◆ Refines walk, jog, run, skip, gallop, hop, and jump during teacher directed movement exploratory activities.</li> <li>◆ Refines bending, swinging, swaying, twisting, push/ pull and reaching during teacher directed movement exploratory activities.</li> <li>◆ Uses locomotor skills by playing follow the leader activities with a partner.</li> </ul>
	<p>2. Students will travel and change directions quickly in response to a signal.</p>	<ul style="list-style-type: none"> <li>◆ Play tag safely by changing directions, stopping and starting when appropriate.</li> <li>◆ Responds to a variety of rhythmic. signals during movement exploratory activities.</li> <li>◆ Moves in various pathways (zigzag, straight, curved) while changing levels and directions.</li> </ul>
	<p>3. Students will demonstrate functional form of manipulative skills.</p>	<ul style="list-style-type: none"> <li>◆ Tosses and catches a variety of objects with a partner.</li> <li>◆ Bounces and catches a ball to self.</li> <li>◆ Strikes an object with a variety of implements, including hands.</li> <li>◆ Kicks a stationary ball</li> </ul>
	<p>4. Students will travel in relationship to objects (e.g., over, under, behind, and through).</p>	<ul style="list-style-type: none"> <li>◆ Travel through a simple obstacle course.</li> <li>◆ Creates a variety of shapes and forms with a partner; then moves through them.</li> <li>◆ Moves through general space controlling an object while avoiding obstacles and people.</li> <li>◆ Perform activities on balance beam, and/ or mats. (rolls, transfers of weight, and balance/ stability.)</li> <li>◆ Practices climbing up, down and horizontal.</li> </ul>
	<p>5. Students will perform simple rhythmical patterns (e.g., scattered, circle, partner).</p>	<ul style="list-style-type: none"> <li>◆ Responds to simple square dance calls</li> <li>◆ Performs a dance to music. (e.g., Lummi stick, rhythm wands, folk dance)</li> <li>◆ Interprets music with creative movements</li> <li>◆ Demonstrate BASTE concepts of Action and Space</li> </ul>

Standard	Benchmarks	Activity/Example
<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 increase the movement vocabulary (e.g., pathways–curved, zigzag; levels–high, medium, low).	<ul style="list-style-type: none"> <li>◆ Recognizes curved, straight, and zigzag pathways.</li> <li>◆ Recognizes high, medium, and low levels.</li> <li>◆ Knows various speeds (e.g., slow = walk, medium = jog, and fast = run)</li> <li>◆ Repeats cue words associated with movement skills (e.g. skip =step hop)</li> <li>◆ Recognizes right &amp; left side of body parts</li> </ul>
	2. Students will identify the basic functions of bones and muscles.	<ul style="list-style-type: none"> <li>◆ Knows that muscles in the legs help motor movements. (e.g., kicking and running)</li> <li>◆ Knows that muscles in the upper body (chest and arms) help motor skills (e.g., throwing, pushing, climbing)</li> <li>◆ Knows that bones are the “framework” of the body.</li> </ul>
	3. Students will apply appropriate movement concept to performance.	<ul style="list-style-type: none"> <li>◆ Recognizes that focal points help in the balance process.</li> <li>◆ Recognizes that heavier objects require more effort to move.</li> <li>◆ Recognizes locomotor skills that require light versus strong force concepts (e.g., tip toe versus stomping)</li> <li>◆ Recognizes the use of body position when kicking and throwing.</li> <li>◆ Identifies dominate and non dominate hand and foot.</li> </ul>
<b>3. Participates regularly in physical activity. (Physical Activity)</b>	1. Students will participate in regularly scheduled physical activities in a variety of settings.	<ul style="list-style-type: none"> <li>◆ Jogs/walks continuously for 5 – 10 minutes</li> <li>◆ Participates in low organized games</li> <li>◆ Participates in activities that use various pieces of equipment (e.g., ropes, balls, paddles)</li> <li>◆ Willingness to experience physical activities outside of school.</li> </ul>
	2. Students will practice the components of health-related fitness.	<ul style="list-style-type: none"> <li>◆ Practices age-appropriate fitness test skills</li> <li>◆ Participates in aerobic activities.</li> <li>◆ Participates in tumbling skills.</li> <li>◆ Participates in flexibility activities.</li> <li>◆ Participates in strengthening activities.</li> <li>◆ Participates in balance/ stability activities.</li> </ul>

Standard	Benchmarks	Activity/Example
	3. Students will engage in moderate to vigorous physical activity.	<ul style="list-style-type: none"> <li>◆ Participates in continuously moving simple games. (e.g., tag)</li> <li>◆ Participates in rope jumping activities.</li> <li>◆ Participates in continuous relay-type activities.</li> <li>◆ Participates in life-long sports. (e.g., roller-skating, snowshoeing, and dance.)</li> <li>◆ Participates in various rhythm movements. (e.g., parachute, lummi sticks, rhythm sticks.)</li> </ul>
<b>4. Achieves and maintains a health-enhancing level of fitness.</b>	1. Students will identify how the body feels during different kinds of physical activity.	<ul style="list-style-type: none"> <li>◆ Explains why breathing faster provides more oxygen during exercise.</li> <li>◆ Explains why blood flows faster through the body when we work harder.</li> <li>◆ Explains why sweat occurs during exercise.</li> </ul>
	2. Students will sustain moderate to vigorous physical activity for short periods of time.	<ul style="list-style-type: none"> <li>◆ Participate in short relays across the gym</li> <li>◆ Run/Jog/speed walks 1/4 of a mile</li> <li>◆ Participates in “never ending” tag games.</li> <li>◆ Participate in school, family, and community activities designed to promote health-enhancing levels of fitness. (e.g., Jump Rope for Heart, Walk for Diabetes.)</li> <li>◆ Demonstrates use of various technologies in the physical setting. (e.g., pedometers, heart pulse bars.)</li> </ul>
	3. Students will recognize the components of health-related fitness.	<ul style="list-style-type: none"> <li>◆ Knows that stretching helps flexibility</li> <li>◆ Knows that Jogging/Running helps to increase cardio respiratory endurance.</li> <li>◆ Knows that eating from healthy food groups helps maintain good body composition.</li> <li>◆ Knows that participating in specific exercises (e.g., modified pull ups, push ups and curl ups) helps make muscles strong (muscular strength and endurance)</li> </ul>
<b>5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)</b>	1. Students will apply with teacher reinforcement, classroom rules, procedures, and safe practices.	<ul style="list-style-type: none"> <li>◆ Plays fairly during simple games</li> <li>◆ Verbalizes rules and procedures (e.g., positive and productive behavior plans.)</li> <li>◆ Moves safely during exploratory activities</li> <li>◆ Practices specific skills as assigned until teacher signals the end of practice.</li> </ul>

Standard	Benchmarks	Activity/Example
	2. Students will share space and equipment with others.	<ul style="list-style-type: none"> <li>◆ Uses general space safely while moving during exploratory activities</li> <li>◆ Shares equipment during partner activities</li> <li>◆ Uses equipment in designated space without interfering with others.</li> <li>◆ Participates in team building and cooperative activities.</li> </ul>
	3. Students will use equipment safely and responsibly.	<ul style="list-style-type: none"> <li>◆ Follows teacher's directions regarding appropriate equipment use during skill practice</li> <li>◆ Jumps rope safely in general space</li> <li>◆ Chooses an area with enough space to throw and catch with a partner</li> </ul>
	4. Students will stop activity immediately at the signal to do so.	<ul style="list-style-type: none"> <li>◆ Returns equipment to appropriate place on teacher's signal</li> <li>◆ Freezes body on teacher's signal</li> <li>◆ Stops play during simple games on a signal</li> </ul>
<b>6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)</b>	1. Students will interact positively with others regardless of personal differences.	<ul style="list-style-type: none"> <li>◆ Involves other people in activities</li> <li>◆ Pairs with other students on a frequent basis</li> <li>◆ Offer a positive reinforcement towards other students</li> </ul>
	2. Students will recognize opportunities to be physically active at school, home, or in the community.	<ul style="list-style-type: none"> <li>◆ Participates in extracurricular activities and shares with the class</li> <li>◆ Encourages others in the class.</li> <li>◆ Participates with full effort in and out of class.</li> </ul>
	3. Students will associate positive feelings with participation in physical activity.	<ul style="list-style-type: none"> <li>◆ Participates and does not give up on the first attempt of an activity.</li> <li>◆ Uses verbal and nonverbal emotions to show outward feelings (e.g., smile and words of encouragement)</li> <li>◆ Ready to participate and engage at the beginning of class.</li> <li>◆ Demonstrates persistence in practicing skills.</li> </ul>
	4. Students will demonstrate the ability to play with others regardless of differences (e.g., gender, ethnicity, disability).	<ul style="list-style-type: none"> <li>◆ Engages in a variety of activities with different partner. (e.g., Character Education activities.)</li> <li>◆ Shows active involvement in everyday activities.</li> <li>◆ Involves other people in activities.</li> </ul>

**GRADE 2**

Standard	Benchmarks	Activity/Example
<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 skills of chasing, fleeing, and dodging in a variety of situations.</p>	<ul style="list-style-type: none"> <li>◆ Plays a variety of tag games.</li> <li>◆ Travels through space avoiding people and objects during movement exploration activities.</li> </ul>
	<p>2. Students will demonstrate progress toward mature locomotor and non-locomotor skills in a variety of settings.</p>	<ul style="list-style-type: none"> <li>◆ Performs smooth and continuous locomotor and non locomotor skills as directed by teacher for skill check</li> <li>◆ Demonstrates locomotor and non locomotor skills in music or game format or with partners.</li> </ul>
	<p>3. Students will demonstrate progress toward a mature form in manipulative skills.</p>	<ul style="list-style-type: none"> <li>◆ Will strike a stationary and/ or moving object.</li> <li>◆ Dribbles a ball alternating hands</li> <li>◆ Catch a ball bounced by a partner</li> <li>◆ Kicks a rolled ball.</li> <li>◆ Demonstrates proper overhand and underhand throwing technique.</li> <li>◆ Traps a rolled ball.</li> </ul>
	<p>4. Students will demonstrate a variety of rhythmical patterns.</p>	<ul style="list-style-type: none"> <li>◆ Use lummi sticks, rhythm wands, and parachute to repeat simple rhythmical patterns</li> <li>◆ Performs appropriate contemporary dances (e.g., Bunny Hop)</li> <li>◆ Keeps specific tempo while performing simple dance steps</li> <li>◆ Demonstrate BASTE concepts of time and Energy..</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 demonstrate motor patterns in simple combinations.</p>	<ul style="list-style-type: none"> <li>◆ Performs a routine, using a locomotor skill in combination with levels, pathways, direction, and/or speed. (e.g., skipping at a medium level in a zigzag pattern backwards)</li> <li>◆ pass and catch a ball with a partner using a variety of levels.</li> <li>◆ Performs a simple tumbling routine by combining a roll, turn, and balance.</li> </ul>

Standard	Benchmarks	Activity/Example
	2. Students will apply movement concepts to a variety of basic skills.	<ul style="list-style-type: none"> <li>◆ Recognize appropriate safety practices in general space (throwing or kicking in a safe area)</li> <li>◆ Twist trunk when throwing an object overhand.</li> <li>◆ Be able to explain that the harder you kick an object the further it will travel. (e.g., concept of force)</li> <li>◆ Absorb force when landing by bending your knees.</li> <li>◆ Recognizes the higher your center of gravity the harder it is to balance.</li> </ul>
	3. Students will follow cues to improve performance.	<ul style="list-style-type: none"> <li>◆ Keep eyes focused on an object when striking or receiving.</li> <li>◆ Keep elbow above your shoulder when performing an overhand throw.</li> <li>◆ Use wrists to continue moving a self turned rope</li> </ul>
	4. Students will use feedback to improve performance.	<ul style="list-style-type: none"> <li>◆ Corrects movement errors in response to teacher feedback. (e.g., bat above shoulder when striking a ball)</li> <li>◆ Corrects movement errors in response to peer feedback. (e.g., moves closer to allow partner to receive an accurate throw)</li> <li>◆ Corrects movement errors in response to self feedback (e.g., adjust distance to provide a more accurate kick towards a target)</li> </ul>
	5. Students will identify at least one activity related to the components of health-related fitness.	<ul style="list-style-type: none"> <li>◆ List an activity that is associated with flexibility</li> <li>◆ List an activity that is associated with muscular strength and endurance</li> <li>◆ List an activity that is associated with cardio-respiratory endurance</li> </ul>
<b>3. Participates regularly in physical activity. (Physical Activity)</b>	1. Students will experience and express pleasure from participation in physical activity.	<ul style="list-style-type: none"> <li>◆ Enjoys Low-organized games</li> <li>◆ Expresses satisfaction after learning new skills</li> <li>◆ Enjoys rhythmic activities</li> </ul>
	2. Students will engage in moderate to vigorous physical activity.	<ul style="list-style-type: none"> <li>◆ Jogs/speed walks continuously from 5 – 12 minutes</li> <li>◆ Engages in activity provided by a continuous obstacle course.</li> <li>◆ Participates in life-long sports. (e.g., roller-skating, snowshoeing, and dance.)</li> </ul>

Standard	Benchmarks	Activity/Example
	3. Students will identify and participate in at least one activity related to the components of health-related fitness.	<ul style="list-style-type: none"> <li>◆ Practices age-appropriate fitness tests</li> <li>◆ Engages in arm strength and endurance activities. ( e.g., modified pushups)</li> <li>◆ Engages in abdominal strength and endurance activities. ( e.g., modified curl ups)</li> <li>◆ Participates in continuous aerobic activities. ( e.g., jogging, jumping rope)</li> <li>◆ Participates in stretching activities</li> </ul>
<b>4. Achieves and maintains a health-enhancing level of fitness.</b>	1. Students will engage in sustained physical activity that causes an increased heart rate and heavy breathing.	<ul style="list-style-type: none"> <li>◆ Run/Jog/Speed-walk 1/2 mile</li> <li>◆ Engages in continuous activity during physical education class.</li> <li>◆ Uses jogging as a means of a warm-up activity</li> </ul>
	2. Students will recognize the physiological indicators that accompany moderate to vigorous physical activity (e.g., sweating, increased heart rate, heavy breathing).	<ul style="list-style-type: none"> <li>◆ Relates sweating to everyday activities</li> <li>◆ Knows that one’s heart beat is directly related to the amount of one’s effort</li> <li>◆ Knows that breathing controls oxygen input.</li> <li>◆ Demonstrates use of various technologies in the physical setting. (e.g., pedometers, heart pulse bars.)</li> </ul>
	3. Students will progress in their ability to participate in moderate physical activities.	<ul style="list-style-type: none"> <li>◆ Increases continuous jogging time</li> <li>◆ Increases number of modified arm strength exercise.</li> <li>◆ Climbs higher or further as arm strength increases</li> </ul>
	4. Students will participate in physical activities that reflect the components of health-related fitness.	<ul style="list-style-type: none"> <li>◆ Participates in climbing.</li> <li>◆ Move hand over hand along a horizontal ladder. (e.g., monkey bars)</li> <li>◆ Support one’s body on a balance beam.</li> <li>◆ Participate in a variety of games that increase breathing and heart rate.</li> <li>◆ Participate in school, family, and community activities designed to promote health-enhancing levels of fitness. (e.g., Jump Rope for Heart, Walk for Diabetes.)</li> </ul>

Standard	Benchmarks	Activity/Example
<b>5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)</b>	1. Students will apply rules, procedures and safe practices with few reminders.	<ul style="list-style-type: none"> <li>◆ Tags with appropriate force during Tag games</li> <li>◆ Follows rules in simple games. (e.g., positive and productive behavior plans.)</li> <li>◆ Moves randomly through general space safely during movement exploratory activities</li> <li>◆ Uses equipment and space safely and properly.</li> </ul>
	2. Students will work cooperatively with a partner or small group to complete a task.	<ul style="list-style-type: none"> <li>◆ Cooperatively practices tossing and catching with a partner</li> <li>◆ Cooperatively works at a station with a partner or small group</li> <li>◆ Completes a cooperative motor task with a small group</li> <li>◆ Honestly reports results of work.</li> </ul>
	3. Students will practice conflict resolution skills.	<ul style="list-style-type: none"> <li>◆ Talks out simple solutions regarding minor conflict with partner</li> <li>◆ Peers talk through conflict, with teacher assistance, and choose an appropriate solution for resolution.</li> <li>◆ Takes turns fairly within a small group.</li> <li>◆ Participates in team building and cooperative activities.</li> </ul>
<b>6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)</b>	1. Students will gain competence to provide enjoyment of movement.	<ul style="list-style-type: none"> <li>◆ Dribbles a ball fluently.</li> <li>◆ Walks, jogs, and runs without colliding into another student.</li> <li>◆ Participates in folk or ethnic dance with positive attitude</li> </ul>
	2. Students will try new skills and games for challenge.	<ul style="list-style-type: none"> <li>◆ Understands and participates in a modified bowling game</li> <li>◆ Participates in different partner balance stunts.</li> <li>◆ Tries simple juggling skills</li> </ul>
	3. Students will enjoy interaction with friends through physical activity.	<ul style="list-style-type: none"> <li>◆ Positively discusses with other students the outcomes of an activity.</li> <li>◆ Able to accept a tag from a classmate.</li> <li>◆ Offers words of encouragement to students throughout the class.(e.g., Character Education activities.)</li> </ul>
	4. Students will demonstrate the ability to play with others regardless of differences (e.g., gender, ethnicity, disability).	<ul style="list-style-type: none"> <li>◆ Participates in partner style games without hesitation (e.g., catch with a ball)</li> <li>◆ Gives examples of cooperation and sharing</li> <li>◆ Students gain new friendships during activities from the different interaction.</li> </ul>

**GRADE 3**

Standard	Benchmarks	Activity/Example
<b>1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)</b>	1. Students will demonstrate mature form in all locomotor and non locomotor skills.	<ul style="list-style-type: none"> <li>◆ Combine three locomotor skills (e.g., hop, skip, and jump) to develop a sequence.</li> <li>◆ Demonstrates locomotor and non locomotor skills in a game setting.</li> </ul>
	2. Students will demonstrate an understanding the elements of dance.	<ul style="list-style-type: none"> <li>◆ Creates a dance sequence</li> <li>◆ Performs a mixer dance.</li> <li>◆ Performs rhythmic activities using various body parts and objects.</li> </ul>
	3. Students will demonstrate dynamic and static balance in a variety of activities.	<ul style="list-style-type: none"> <li>◆ Demonstrates a counterbalance with a partner.</li> <li>◆ Walks the length of the balance beam demonstrating a variety of movements.</li> <li>◆ Uses a variety of balance equipment. (e.g., stilts, pogo sticks, pedalos.)</li> <li>◆ Experience a forward, backward, shoulder or straddle roll.</li> </ul>
	4. Students will develop manipulative skills in game situations.	<ul style="list-style-type: none"> <li>◆ Plays “Keep It Up” with a partner.</li> <li>◆ Demonstrate dribble with dominant hand.</li> <li>◆ Demonstrate proper catching technique (criteria: catching the ball and absorbing force without trapping)</li> <li>◆ Demonstrate dribbling a ball with feet with proper form</li> <li>◆ Demonstrate dribbling with dominant hand.</li> </ul>
<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 learn to focus on important cues and adjust movement to specific situations.	<ul style="list-style-type: none"> <li>◆ Aligns body in the pathway of the ball when receiving a pass</li> <li>◆ Focuses on the rope striking the floor when entering the front door of a long rope</li> <li>◆ Focuses on the beat of the music, when performing a simple dance.</li> </ul>
	2. Students will use feedback to improve performance.	<ul style="list-style-type: none"> <li>◆ Keeps elbow up when shooting a free throw</li> <li>◆ Follows through upon completion of skill (e.g., tennis racquet follow through, softball pitch follow through)</li> <li>◆ Increases force to increase speed (e.g., throwing a runner out at a base)</li> <li>◆ Uses checklists to assess a skill</li> </ul>

Standard	Benchmarks	Activity/Example
	3. Students will identify major bones and muscles.	<ul style="list-style-type: none"> <li>◆ Identifies major bones of arms and legs (e.g., femur, tibia, fibula, radius, ulna, humerus)</li> <li>◆ Identifies major bones of head and trunk (e.g., cranium, mandible, ribs, sternum, clavicle, spine)</li> <li>◆ Identifies major muscles of arms and legs (e.g., biceps, triceps, hamstrings, quadriceps, Gastrocnemius/calf)</li> <li>◆ Identifies major muscles of trunk (e.g., gluteus maximus, hip flexors, abdominals, pectorals, latissimus dorsi)</li> </ul>
	4. Students will recognize the fitness components.	<ul style="list-style-type: none"> <li>◆ Identifies flexibility as a component of health related fitness.</li> <li>◆ Identifies muscular endurance as a component of health related fitness.</li> <li>◆ Identifies muscular strength as a component of health related fitness.</li> <li>◆ Identifies body composition as a component of health related fitness.</li> <li>◆ Identifies cardio-respiratory endurance as a component of health related fitness.</li> </ul>
<b>3. Participates regularly in physical activity. (Physical Activity)</b>	1. Students will identify opportunities to be physically active outside of the school setting.	<ul style="list-style-type: none"> <li>◆ Identifies swimming, riding bicycle, organized team sports, dance team, gymnastics, etc... as family and community activities.</li> <li>◆ Identifies activities/opportunities to be physically active in the community.</li> </ul>
	2. Students will experience and express pleasure from daily participation in physical activity.	<ul style="list-style-type: none"> <li>◆ Enjoys playing simple games.</li> <li>◆ Enjoys aerobic activities to music.</li> <li>◆ Names physical activities to enjoy outside of school day.</li> </ul>
	3. Students will engage in moderate to vigorous activity.	<ul style="list-style-type: none"> <li>◆ Participates in continuous tag games.</li> <li>◆ Participates in continuous “relay” type activities.</li> <li>◆ Participates in circuit stations.</li> <li>◆ Participates in life-long sports. (e.g., roller-skating, snowshoeing, curling, recreation/ yard games, non- traditional games and dance.)</li> </ul>

Standard	Benchmarks	Activity/Example
<b>4. Achieves and maintains a health-enhancing level of fitness.</b>	1. Students will participate in moderate to vigorous physical activity.	<ul style="list-style-type: none"> <li>◆ Participates in a continuous team lead-up game without stopping</li> <li>◆ Plays tag games that involve strategy</li> <li>◆ Skates continuously for 10-15 minutes.</li> <li>◆ Participate in school, family, and community activities designed to promote health-enhancing levels of fitness. (e.g., Jump Rope for Heart, Walk for Diabetes.)</li> </ul>
	2. Students will identify the physiological indicators that accompany moderate to vigorous activity.	<ul style="list-style-type: none"> <li>◆ Recognizes that some people sweat more than others</li> <li>◆ Recognizes that muscles grow in comparison to work</li> <li>◆ Recognizes that lung capacity increases with a variety of aerobic activities.</li> <li>◆ Demonstrates use of various technologies in the physical setting. (e.g., pedometers, heart pulse bars.)</li> </ul>
	3. Students will identify personal (fitness-component) strengths and weaknesses using a National Fitness Test.	<ul style="list-style-type: none"> <li>◆ Measure personal flexibility, upper body strength, abdominal strength, and cardiorespiratory and compares score to recommended score.</li> <li>◆ Maintain a fitness journal/ log for a desired length of time.</li> </ul>
<b>5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)</b>	1. Students will apply rules, procedures, etiquette, and safe practices with little or no reinforcement.	<ul style="list-style-type: none"> <li>◆ Wears appropriate safety equipment during play.</li> <li>◆ Follows rules. (e.g., positive and productive behavior plans.)</li> </ul>
	2. Students will work cooperatively with a partner or small group.	<ul style="list-style-type: none"> <li>◆ Cooperatively works with small group to complete assigned task</li> <li>◆ Partners cooperatively check off each other's skills.</li> <li>◆ Cooperates and treats others with respect during physical activities.</li> <li>◆ Participates in team building and cooperative activities.</li> </ul>
	3. Students will apply conflict resolution skills with little or no reinforcement.	<ul style="list-style-type: none"> <li>◆ Responds appropriately to peer when questioned about rule infraction</li> <li>◆ Quickly corrects inappropriate actions on first reminder by teacher.</li> <li>◆ Compromises with peers.</li> <li>◆ Describes positive ways to solve problems.</li> </ul>

Standard	Benchmarks	Activity/Example
<b>6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)</b>	1. Students will experience enjoyment while participating in physical activity.	<ul style="list-style-type: none"> <li>◆ Smiles during activity</li> <li>◆ Participates in activities without hesitation</li> <li>◆ Maintains a high level of participation during the class period.</li> </ul>
	2. Students will accept the feelings resulting from challenges, successes, and failures in physical activity.	<ul style="list-style-type: none"> <li>◆ Acknowledge other students for their achievements in physical education class.</li> <li>◆ Keeps participating no matter the outcome of a particular activity (e.g., relay games)</li> <li>◆ Does not exploit success in front of the class or others..</li> <li>◆ Accepts winning and losing graciously.(e.g., Character Education activities.)</li> </ul>
	3. Students will demonstrate the ability to play with others regardless of differences (e.g., gender, ethnicity, disability).	<ul style="list-style-type: none"> <li>◆ Participate in a modern dance with everyone in class</li> <li>◆ Participate in lead up activities (e.g., around the world in basketball) with everyone.</li> <li>◆ Demonstrates patience by letting all the people in class participate.</li> <li>◆ Recognizes that people have different preferences and abilities in physical activities.</li> </ul>
	4. Students will interact appropriately with peers while participating in group activities.	<ul style="list-style-type: none"> <li>◆ Knows the rules to the activity or game and follows them to the best of their ability.</li> <li>◆ Recognizes the differences in the group and gives everyone an opportunity to participate.</li> <li>◆ Capitalizes on the strengths of the other students in the group during activities.</li> <li>◆ Interacts with others by helping with their physical activity challenges.</li> </ul>

**GRADE 4**

Standard	Benchmarks	Activity/Example
<b>1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)</b>	1. Students will demonstrate a mature form in all locomotor patterns and selective manipulative and non locomotor skills.	<ul style="list-style-type: none"> <li>◆ Throws a variety of objects to a target using correct form.</li> <li>◆ Dribbles while protecting ball from defender.</li> <li>◆ Demonstrate proper technique for stick handling (puck control, passing and receiving)</li> </ul>
	2. Students will adapt a skill to the demands of a dynamic, unpredictable environment.	<ul style="list-style-type: none"> <li>◆ Receives an object while guarded by a defender.</li> <li>◆ Plays versions of “Capture the Flag.”</li> </ul>
	3. Students will acquire beginning skills of a few specialized movement forms (e.g., lead-up skills).	<ul style="list-style-type: none"> <li>◆ Participates in Frisbee activities</li> <li>◆ Demonstrates short and long rope skills</li> <li>◆ Participates in small-sided games (e.g., 2 on 2 basketball)</li> </ul>
	4. Students will combine movement skills in applied settings.	<ul style="list-style-type: none"> <li>◆ Develops a tumbling sequence.</li> <li>◆ Participates in 4-on-4 “Keep Away” with a ball</li> <li>◆ Participates in lead-up activities</li> </ul>
	5. Students will create a dance sequence and refine it into a repeatable pattern.	<ul style="list-style-type: none"> <li>◆ Creates a dance</li> <li>◆ Creates a tinkling or jump band routine.</li> <li>◆ Creates an interpretive dance to a musical selection.</li> <li>◆ Identify various elements of dance using the BASTE concepts.</li> </ul>
<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 apply critical elements to improve personal performance in fundamental and selected specialized motorized motor skills.	<ul style="list-style-type: none"> <li>◆ Performs a long jump with vs. without arm lift and examines the difference</li> <li>◆ Examines the results using various points of release when throwing a ball overhand</li> <li>◆ Examines the difference between being “on the balls of feet” vs. flat footed when applying the concept of “ready position”</li> <li>◆ Examine how varied anchor points can change the trajectory of an arrow</li> </ul>
	2. Students will use critical elements of fundamental and specialized movement skills to provide feedback to others.	<ul style="list-style-type: none"> <li>◆ Explains the importance of weight transfer during any action that propels an object forward</li> <li>◆ Explains the importance of keeping “eyes on the ball” when batting</li> </ul>
	3. Students will identify the fitness components. (e.g. health related and skill related)	<ul style="list-style-type: none"> <li>◆ List the five component of health related fitness</li> <li>◆ Participates in warm up exercises, and identifies the component associated with each exercise</li> <li>◆ Identify that daily practice shooting a bow improves accuracy through arrow grouping.</li> </ul>

Standard	Benchmarks	Activity/Example
	4. Students will understand that appropriate practice improves performance.	<ul style="list-style-type: none"> <li>◆ Identifies that sprinting will improve short distance running</li> <li>◆ Identifies that striking, throwing and catching all improve eye-hand coordination</li> <li>◆ Identifies that stretching improves flexibility.</li> </ul>
	5. Students will recognize strategies that improve movement performance (e.g., angle of throw, spin).	<ul style="list-style-type: none"> <li>◆ Knows running speed can be increased by taking faster strides.</li> <li>◆ Knows an object can be propelled farther with increased force.</li> </ul>
<b>3. Participates regularly in physical activity. (Physical Activity)</b>	1. Students will select and participate regularly in physical activities for the purpose of improving skill and health.	<ul style="list-style-type: none"> <li>◆ Participates in lead up games for team sports</li> <li>◆ Participate in variety of cardiorespiratory activities within the physical education program</li> <li>◆ Participates in lead up games for individual and dual sports</li> </ul>
	2. Students will identify the benefits derived from physical activity.	<ul style="list-style-type: none"> <li>◆ Identifies that continuous aerobic activity strengthens heart &amp; lungs</li> <li>◆ Identifies specific exercises that strengthen specific muscle groups</li> <li>◆ Identifies specific stretches assist specific muscle groups in becoming more flexible.</li> </ul>
	3. Students will identify and participate in several moderate to vigorous activities that provide personal pleasure.	<ul style="list-style-type: none"> <li>◆ Participates in small sided games (soccer, football, basketball)</li> <li>◆ Participates in aerobic dance routines to music</li> <li>◆ Participates in life-long sports _e.g. roller-skating, snowshoeing, curling, lacrosse, recreation/yard games, nontraditional games and dance.)</li> </ul>
<b>4. Achieves and maintains a health-enhancing level of fitness.</b>	1. Students will identify and participate in several activities related to each component of physical fitness.	<ul style="list-style-type: none"> <li>◆ Jumps rope to improve cardiovascular system</li> <li>◆ Participates in long toss to improve arm strength</li> <li>◆ Understands that plyometrics increases muscle endurance and strength in the legs.</li> <li>◆ Participates in stretching activities to increase flexibility</li> <li>◆ Knows that physical activity levels and eating habits affect body composition</li> </ul>
	2. Students will associate results of fitness testing to personal health status and ability to perform various activities	<ul style="list-style-type: none"> <li>◆ Recognizes that flexibility tested by sit and reach is associated with improved performance and reduction of injury.</li> <li>◆ Recognizes that running improves cardiovascular endurance.</li> <li>◆ Recognizes that multiple repetitions of a skill improves the muscular endurance</li> </ul>

Standard	Benchmarks	Activity/Example
	3. Students will meet the health-related fitness standards as defined by a National Fitness Test.	<ul style="list-style-type: none"> <li>◆ Participate in a fitness assessment</li> <li>◆ Participates in fitness journaling.</li> <li>◆ Demonstrates use of various technologies in the physical setting. (e.g. pedometers, heart pulse bars.)</li> </ul>
<b>5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)</b>	1. Students will follow, with few reminders, activity specific rules, procedures and etiquette.	<ul style="list-style-type: none"> <li>◆ Plays modified games.</li> <li>◆ Correctly uses specified boundaries</li> <li>◆ Shows good sportsmanship qualities during game play.</li> <li>◆ Demonstrate rules and scoring for units presented</li> </ul>
	2. Students will utilize safety principles in activity situations.	<ul style="list-style-type: none"> <li>◆ Keeps hockey stick below knee level during skill work and game play</li> <li>◆ Will keep bow pointed down range at all times</li> <li>◆ Climbs to heights appropriate to strength and comfort level of self, as well as, guidelines set by teacher</li> <li>◆ Throws and catches with a partner utilizing safe spacing</li> </ul>
	3. Students will work cooperatively and productively with a partner or small group resulting in good sportsmanship.	<ul style="list-style-type: none"> <li>◆ Participate in school, family, and community activities designed to promote health-enhancing levels of fitness. (e.g., jump rope for heart, walk for diabetes.)</li> <li>◆ Encourages team.</li> <li>◆ Successfully participates in simple partner skill challenges</li> <li>◆ Accepts individual responsibility for completing specific tasks in a group activity (cooperative and team building activities.)</li> </ul>
	4. Students will work independently and on-task for short periods of time.	<ul style="list-style-type: none"> <li>◆ Uses video to independently practice a skill</li> <li>◆ Successfully completes one step in juggling before moving onto the next progression</li> <li>◆ Complete a string bow and be able to duplicate it daily</li> <li>◆ Completes skill work independently</li> </ul>
<b>6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)</b>	1. Students will experience enjoyment while participating in physical activity.	<ul style="list-style-type: none"> <li>◆ Tries new skills and activities.</li> <li>◆ Shares fun experiences in physical activity</li> <li>◆ Shows outward verbal and nonverbal signs of a positive experience (e.g., constant movement, smiling, effort)</li> </ul>
	2. Students will practice activities to increase skill competence.	<ul style="list-style-type: none"> <li>◆ Participates in lead-up activities, such as lightening in basketball, to achieve competence in shooting...</li> <li>◆ Participates in “Give and Go” drills to increase passing skills</li> <li>◆ Builds a string bow and uses it to practice proper shot execution</li> </ul>

Standard	Benchmarks	Activity/Example
	3. Students will interact appropriately with peers while participating in group activities.	<ul style="list-style-type: none"> <li>◆ Uses positive comments and refrains from using “put downs” during physical activity</li> <li>◆ Sets group goals based on teamwork and sportsmanship.</li> <li>◆ Takes responsibility for playing position in group activities</li> <li>◆ Passes to open teammate advancing to a goal</li> </ul>
	4. Students will use physical activity as a means of self-expression.	<ul style="list-style-type: none"> <li>◆ Create a gymnastics routine</li> <li>◆ Designs a new game</li> <li>◆ Creates and performs a dance sequence.</li> </ul>
	5. Students will demonstrate the acceptance of other skills and abilities.	<ul style="list-style-type: none"> <li>◆ Creates and executes an activity that involves an impairment (e.g., hearing or vision impairment)</li> <li>◆ Invites all students regardless of ability to participate in physical activities (e.g., Character Education activities.).</li> <li>◆ Shows through discussion an understanding that all students exhibit varying skill levels depending on the activity</li> </ul>

**GRADE 5**

Standard	Benchmarks	Activity/Example
<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 manipulate objects with accuracy and speed.</p>	<ul style="list-style-type: none"> <li>◆ Effectively serves a ball.</li> <li>◆ Effectively shoots at a goal.</li> <li>◆ Pitches a horseshoe.</li> <li>◆ Throws a runner out at base.</li> <li>◆ Demonstrates technically correct throwing movement (criteria: trunk rotation, elbow elevation, step with opposite foot, follow through)</li> <li>◆ Demonstrate correct serving technique</li> </ul>
	<p>2. Students will develop specialized movement skills (e.g., juggling, jump rope).</p>	<ul style="list-style-type: none"> <li>◆ Juggles three scarves.</li> <li>◆ Jumps a self-turned rope in a variety of different ways.</li> <li>◆ Develops balance skills (e.g., stilts, unicycles, pogo sticks)</li> </ul>
	<p>3. Students will demonstrate beginning strategies for games and activities.</p>	<ul style="list-style-type: none"> <li>◆ Moves to an open space to receive a pass.</li> <li>◆ Passes to an open teammate.</li> <li>◆ Directs a shot to an undefended area.</li> </ul>
	<p>4. Students will perform sequences of rhythmic movement with a beginning, middle, and end.</p>	<ul style="list-style-type: none"> <li>◆ Performs a rhythmic ball routine.</li> <li>◆ Performs a jump rope routine</li> <li>◆ Performs a dance routine.</li> <li>◆ Demonstrates various styles of dance from one or more form or tradition.</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 use fundamental strategies in modified sports-related games.</p>	<ul style="list-style-type: none"> <li>◆ Fakes a hand off in football to deceive opponents</li> <li>◆ Bunts a pitched ball to advance a runner</li> <li>◆ Moves away from a defensive player to receive a pass</li> <li>◆ Uses offensive and defensive strategies for small sided, keep away games</li> </ul>
	<p>2. Students will identify and apply the functions of bone and muscles to performance.</p>	<ul style="list-style-type: none"> <li>◆ Identifies that the skill of throwing involves the shoulder area and associated muscles</li> <li>◆ Identifies that full extension of the leg on impact provides for a longer lever producing greater force when kicking</li> <li>◆ Demonstrates safety procedures with warm up stretches</li> <li>◆ Identify that the skill of drawing a bow involves the shoulder, back and arm area as well as associated muscles</li> </ul>

Standard	Benchmarks	Activity/Example
	3. Students will describe the fitness components.	<ul style="list-style-type: none"> <li>◆ Define the five components of health-related fitness</li> <li>◆ Define the six components of skill-related fitness</li> <li>◆ Give an example of an exercise or activity that improves each of the five components of health-related fitness</li> <li>◆ Give an example of an activity that demonstrates each of the six skill-related fitness components</li> </ul>
<b>3. Participates regularly in physical activity. (Physical Activity)</b>	1. Students will select and participate regularly in physical activities for the purpose of improving skill and health.	<ul style="list-style-type: none"> <li>◆ Plays small-sided, modified team sport games (e.g., 3 on 3 basketball)</li> <li>◆ Plays continuous tag games while manipulating equipment</li> <li>◆ Participates in life-long sports. (e.g., roller-skating, snowshoeing, curling, recreation/yard games, lacrosse nontraditional games, dance and archery).</li> </ul>
	2. Students will identify the benefits derived from physical activity.	<ul style="list-style-type: none"> <li>◆ Understands that engaging in physical activities that increase the heart rate, strengthens the heart</li> <li>◆ Understands that stretching before vigorous physical activity decreases the chance of pulling muscles during play</li> <li>◆ Understands that using the arms and shoulders in climbing and archery activities, increases upper body strength</li> </ul>
	3. Students will participate in moderate to vigorous physical activity.	<ul style="list-style-type: none"> <li>◆ Participates in fitness circuit stations</li> <li>◆ Participates in continuous jog /walk for 5 – 15 minutes</li> <li>◆ Continuously jumps a self-turn rope from 5 to 15 minutes</li> </ul>
<b>4. Achieves and maintains a health-enhancing level of fitness.</b>	1. Students will assess personal fitness based on valid, reliable fitness test.	<ul style="list-style-type: none"> <li>◆ Uses own fitness scores to assess areas for improvement</li> <li>◆ Analyzes strengths and weakness of personal fitness level based on fitness test results</li> <li>◆ Fitness journaling</li> </ul>
	2. Students will set goals to improve or maintain personal fitness.	<ul style="list-style-type: none"> <li>◆ Chooses a component of fitness to improve on based on fitness test results and sets a personal goal accordingly</li> <li>◆ Sets personal, nutritional goal/s based on fitness test results</li> </ul>
	3. Students will identify and choose activities and work to improve personal fitness level.	<ul style="list-style-type: none"> <li>◆ Uses a log to record activities performed to improve selected fitness goals</li> <li>◆ Demonstrates use of various technologies in physical setting. (e.g., pedometers, heart pulse bars)</li> </ul>

Standard	Benchmarks	Activity/Example
	4. Students will participate in moderate to vigorous activity in a variety of settings.	<ul style="list-style-type: none"> <li>◆ Participates in physical activity in the school setting</li> <li>◆ Participates in physical activity with family members</li> <li>◆ Participates in physical activity with peers outside of school.</li> <li>◆ Participate in school, family, and community activities designed to promote health-enhancing levels of fitness. (e.g., Jump Rope for Heart, Walk for Diabetes.)</li> </ul>
	5. Students will meet the health-related fitness standards as defined by a national fitness test.	<ul style="list-style-type: none"> <li>◆ Participates in Fitnessgram or President’s Challenge fitness tests successfully</li> <li>◆ Observe and provide feedback to peers during archery</li> </ul>
<b>5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)</b>	1. Students will remain on-task in a group activity without close teacher monitoring.	<ul style="list-style-type: none"> <li>◆ Successfully completes one step in juggling before moving onto the next progression</li> <li>◆ Passes puck back and forth within group for specified period of time.</li> <li>◆ Participates in co-op games and initiatives</li> </ul>
	2. Students will complete teacher-directed attempts at skill work independently.	<ul style="list-style-type: none"> <li>◆ Successfully completes number of lay-up attempts as directed by teacher</li> <li>◆ Throws at target continuously until teacher directs change in activity.</li> <li>◆ Independently works to successfully complete skill check list</li> </ul>
	3. Students will utilize safety principles in activity situations.	<ul style="list-style-type: none"> <li>◆ Swings racket only when enough space is allowed to accommodate a safe stroke</li> <li>◆ Checks area around self before turning rope to jump safely.</li> <li>◆ Throws with appropriate speed and power for situation/partner ability</li> <li>◆ Demonstrate safety skills related to archery</li> </ul>
	4. Students will choose a partner that he or she can work with productively.	<ul style="list-style-type: none"> <li>◆ Chooses productive partner over best friend to practice skill work</li> <li>◆ Willingly accepts partner/team configurations assigned by teacher</li> </ul>
	5. Students will use time wisely when given the opportunity to practice and improve performance.	<ul style="list-style-type: none"> <li>◆ Warms up independently after initial teacher instructions</li> <li>◆ Completes skill specific practice independently before game play.</li> <li>◆ Accepts individual responsibility for practicing skill to competency</li> </ul>

Standard	Benchmarks	Activity/Example
	6. Students will identify responsible decisions about using time, applying rules, and following through with the decisions resulting in good sportsmanship.	<ul style="list-style-type: none"> <li>◆ Records results accurately</li> <li>◆ Accepts official's call regarding rule infractions</li> <li>◆ Accepts individual responsibility for completing a specific task within directed time frame.(e.g., positive and productive behavior plans.)</li> </ul>
<b>6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)</b>	1. Students will identify opportunities to be physically active at home, school, and in the community.	<ul style="list-style-type: none"> <li>◆ Participates in extra curricular events outside the classroom.</li> <li>◆ Recognize healthy fitness choices (e.g., walking or biking to an area rather than driving)</li> <li>◆ Lists a variety of physical activity opportunities available in community.</li> </ul>
	2. Students will celebrate personal and or peer successes and achievements.	<ul style="list-style-type: none"> <li>◆ Students set goals and choose celebration to acknowledge successful completion of goal/s</li> <li>◆ Congratulates other students upon successful outcome/s</li> </ul>
	3. Students will design games, gymnastics, and dance sequences that are personally interesting.	<ul style="list-style-type: none"> <li>◆ Creates and performs a dance sequence to current musical selection</li> <li>◆ Creates a gymnastics routine that integrates individual uniqueness and skills</li> <li>◆ Create a game using specific skills.</li> </ul>
	4. Students will demonstrate the acceptance of others skills and abilities.	<ul style="list-style-type: none"> <li>◆ List similarities and differences in games and activities of today versus games and activities of the past.</li> <li>◆ Demonstrates ways to adapt various physical activities to include students of varying ability levels</li> <li>◆ Creates a game where one student has a visual impairment and the other must assist that person</li> </ul>
	5. Students will recognize physical activity as a positive opportunity for social and group interaction and communication.	<ul style="list-style-type: none"> <li>◆ Students share ideas regarding favorite activities.</li> <li>◆ Students express their appreciation of success with peers and class.</li> <li>◆ Students participate in cooperative games and icebreaker activities.</li> <li>◆ Students express positive sense of accomplishment after completing a team building challenge during a class closure activity</li> <li>◆ Students use positive, encouraging statements while completing a group goal-oriented task. ("You can do it." "Way to go." "We did it.")</li> </ul>