

GRADE 9

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

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

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

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

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>1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)</p>	<p>1. Students will demonstrate competence in more than one activity.</p>	<ul style="list-style-type: none"> • Uses a variety of clubs competently to play a round of golf. • Shifts defensive position in response to ball movement. • Performs a variety of complex strength and conditioning movements. • Makes appropriate supportive movements on the court. • Documents ability using a self assessment rating scale. • Adapts badminton short and long serves with modified court size. • Uses strategies and skills appropriately when playing 3-on-3 basketball vs. 5-on-5. • Develops advanced competence in strength and conditioning. • Demonstrates a variety of yoga/pilates moves. • Demonstrates advanced skills in a chosen activity. • Demonstrates proper etiquette and safety while playing golf. 	<ul style="list-style-type: none"> •
	<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"> • 	<ul style="list-style-type: none"> •
	<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"> • 	<ul style="list-style-type: none"> •

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

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

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"> • 	<ul style="list-style-type: none"> • Fitness / plan.
	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"> • Demonstrate program planning skills by setting goals and devising strategies for a personal physical plan. 	<ul style="list-style-type: none"> • Fitness profile.
5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)	1. Students will initiate independent and responsible behavior in physical activity settings.	<ul style="list-style-type: none"> • Work cooperatively with teammates. • Accepts and takes responsibilities for mistakes. • Refrains from participation that may result in injury to self or others. • Encourages and is courteous to others. • Responsible for own behavior. 	<ul style="list-style-type: none"> • Teacher observation.
	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"> • 	<ul style="list-style-type: none"> •
	3. Students will anticipate potentially dangerous consequences and outcomes of participation in physical activity.	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

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

GRADE 10-12 Level II

Standard	Benchmarks	Activity/Example	Sequence/Assessment
<p>1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)</p>	<p>1. Students will demonstrate advanced competence in more than one activity.</p>	<ul style="list-style-type: none"> • Uses a variety of clubs competently to play a round of golf. • Shifts defensive position in response to ball movement. • Performs a variety of complex social and ballroom dances. • Makes appropriate supportive movements on the court. • Documents ability using a self assessment rating scale. • Adapts badminton short and long serves with modified court size. • Uses strategies and skills appropriately when playing 3-on-3 basketball vs. 5-on-5. 	<ul style="list-style-type: none"> •
	<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"> • 	<ul style="list-style-type: none"> •
	<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"> • 	<ul style="list-style-type: none"> •
<p>2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)</p>	<p>1. Students will know and understand pertinent scientifically based information regarding movement performance.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> •
	<p>2. Students will independently</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

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

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

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.	•
6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (Intrinsic Value)	1. Students will enjoy regular participation in physical activity.	<ul style="list-style-type: none"> • Creates self-rewards for achieving personal fitness/physical activity goals. • Participates in physical activities outside of class. • Explores new activity that meets their individual fitness needs. • Appreciate the physical benefits of personal fitness and its correlation to social interaction. 	•
	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.	•	•