

**GRADE 6**

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 mature form for all locomotor and non-locomotor manipulative skills.</p>	<ul style="list-style-type: none"> <li>◆ Perform single rope jumping with 5 variations.</li> <li>◆ Perform a football forward pass using proper technique.</li> <li>◆ Perform underhand pitching for accuracy.</li> <li>◆ Perform a volleyball set pass.</li> <li>◆ Participate in recreational lifetime activities.</li> <li>◆ Demonstrate a variety of multicultural dance patterns.</li> <li>◆ Demonstrate correct punting technique.</li> <li>◆ Demonstrate the correct technique for passing against a defender.</li> <li>◆ Demonstrate the proper technique for fielding a ground ball.</li> <li>◆ Demonstrate proper batting technique.</li> <li>◆ Demonstrate the proper technique for shooting a basketball</li> <li>◆ Demonstrate a variety of rhythm, dance patterns.</li> </ul>
	<p>2. Students will demonstrate increasing competence in more specialized skills.</p>	<ul style="list-style-type: none"> <li>◆ Perform a basketball lay-up with proper form.</li> <li>◆ Receive a football while moving.</li> <li>◆ Demonstrate an overhand tennis serve into the correct receiving area.</li> <li>◆ Rally across a net with a partner using forehand and backhand hits with a racquet/paddle.</li> <li>◆ Perform an overhand volleyball serve.</li> <li>◆ Demonstrate appropriate decision making in base running.</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 identify principles of practice and conditioning that enhances performance.</p>	<ul style="list-style-type: none"> <li>◆ Define warm-up and list examples of a warm-up activity.</li> <li>◆ Define cool-down and list examples of a cool-down activity.</li> <li>◆ State the effects of practice on performance of a physical skill.</li> </ul>

Standard	Benchmarks	Activity/Example
	2. Students will identify personal or peer age appropriate information feedback for performance improvement.	<ul style="list-style-type: none"> <li>◆ Identify parts of a skill and correct errors of self or another student on this skill.</li> <li>◆ Suggest practice activities to improve an overhand serve.</li> </ul>
	3. Students will identify basic offensive and defensive strategies in noncomplex settings	<ul style="list-style-type: none"> <li>◆ Describe the positioning of a defensive basketball player when guarding an offensive player.</li> <li>◆ Diagram where to play as the goalie when your team has the ball and when the opponent has the ball in soccer.</li> <li>◆ Demonstrate correct skills and strategies while participating in individual and dual sport activities.</li> <li>◆ Demonstrate correct rules and scoring of sport activities.</li> </ul>
	4. Students will introduce the basic concepts of cardiovascular fitness (e.g. F.I.T.T.).	<ul style="list-style-type: none"> <li>◆ Identify the 4 components of cardiovascular fitness.</li> <li>◆ Explain the difference between aerobic and anaerobic activity.</li> <li>◆ Define resting heart rate.</li> <li>◆ Explain target heart rate zone.</li> </ul>
<b>3. Participates regularly in physical activity. (Physical Activity)</b>	1. Students will identify opportunities in the school and community for regular participation in physical activity.	<ul style="list-style-type: none"> <li>◆ List opportunities in your community for participation in physical activity during community recreational activities.</li> <li>◆ List opportunities in your community for participation in physical activity during intra- and inter-school sports.</li> </ul>
	2. Students will participate daily in some form of health-enhancing physical activity	<ul style="list-style-type: none"> <li>◆ Keep a record on a weekly calendar of daily participation in physical activity.</li> <li>◆ Participate in various physical activities during and out of school.</li> </ul>
	3. Students will investigate personal interests and capabilities in regard to one's exercise behavior.	<ul style="list-style-type: none"> <li>◆ Identify an activity to try and explain why this activity was selected .</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 activity in a variety of settings.	<ul style="list-style-type: none"> <li>◆ Record your heart rate and/or pedometer after participation in 5 different physical activities.</li> <li>◆ Journal each physical activity that you participate in for 20 minutes or more in a given week.</li> <li>◆ Demonstrate activities to improve fitness in the areas of cardio-endurance, muscle strength and endurance, and flexibility.</li> </ul>
	2. Students will introduce the basics of the F.I.T.T. principles in a variety of activities.	<ul style="list-style-type: none"> <li>◆ Identify what “FITT” stands for.</li> <li>◆ Explain each of the “FITT” training principles.</li> <li>◆ List 3 activities that have elevated your heart rate into your target zone.</li> </ul>
	3. Students will begin to develop a strategy for the improvement of selected fitness components.	<ul style="list-style-type: none"> <li>◆ Set a realistic fitness goal for yourself.</li> <li>◆ List steps you will take to accomplish your fitness goal.</li> <li>◆ Explain how you selected the steps you will take to accomplish your fitness goal.</li> </ul>
	4. Students will meet health-related fitness standards as defined by a valid and reliable test.	<ul style="list-style-type: none"> <li>◆ Perform health related fitness tests, record your scores and compare them with test standards.</li> <li>◆ Create and carry out a plan to improve one facet of your fitness.</li> </ul>
<b>5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)</b>	1. Students will apply rules, procedures and etiquette, which exhibit good sportsmanship.	<ul style="list-style-type: none"> <li>◆ Demonstrates rule following during a physical activity.</li> <li>◆ Demonstrate safe participation during a physical activity.</li> <li>◆ Demonstrate etiquette in units presented (e.g. bowling, golf, soccer).</li> </ul>
	2. Students will participate in establishing rules, procedures and etiquette that are safe and effective for specific activity situations.	<ul style="list-style-type: none"> <li>◆ In a group, create a game/activity that includes 5+ rules, 5+ etiquette procedure, and 5+ safety rules.</li> <li>◆ Suggest modifications in rules, procedures, etiquette to make an activity safer.</li> </ul>
	3. Students will work in a group to achieve goals in cooperative and competitive activities.	<ul style="list-style-type: none"> <li>◆ Design a game where participants cooperate with team members to achieve success.</li> <li>◆ Design a game where participants compete with an opponent to achieve success.</li> <li>◆ Works with both more and less skilled peers.</li> </ul>

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	4. Students will utilize time effectively to complete assigned tasks.	<ul style="list-style-type: none"> <li>◆ Stay on task to use practice time effectively.</li> <li>◆ Shares equipment and practice space with others.</li> </ul>
	5. Students will demonstrate personal responsibility by accepting consequences of personal behavior.	<ul style="list-style-type: none"> <li>◆ Treats equipment with care.</li> <li>◆ Accepts constructive feedback with grace.</li> <li>◆ Follows class rules.</li> </ul>
<b>6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)</b>	1. Students will recognize physical activity as a positive opportunity for social and group interaction and communication.	<ul style="list-style-type: none"> <li>◆ Cooperates with teammates in activity.</li> <li>◆ Communicates with teammates in activity.</li> <li>◆ Compliments other players on their play.</li> </ul>
	2. Students will enjoy participation in physical activities.	<ul style="list-style-type: none"> <li>◆ Explain how you feel as you participate in your favorite physical activity and why you participate in it.</li> <li>◆ Participate in a PE activity outside of the school setting.</li> </ul>
	3. Students will seek personally challenging experiences in physically active opportunities.	<ul style="list-style-type: none"> <li>◆ Participate in a physical activity that you have never tried</li> <li>◆ Learn a new skill in an activity in which you already participate.</li> </ul>
	4. Students will demonstrate enjoyment from participation in physical activities.	<ul style="list-style-type: none"> <li>◆ Exhibit joy and enthusiasm while participating in physical activity.</li> </ul>
	5. Students will communicate feelings towards others in a socially acceptable manner	<ul style="list-style-type: none"> <li>◆ Compliment others on their participation.</li> <li>◆ Offer help to improve the skill of another student in a socially acceptable way.</li> </ul>

**GRADE 7**

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 beginning strategies for net and invasion games.	<ul style="list-style-type: none"> <li>◆ In a group of 3, demonstrate pass, set, and pass for volleyball.</li> <li>◆ Rally using forehand and backhand strokes with 2-3 different racquets/paddles.</li> <li>◆ Demonstrate the give and go in basketball.</li> <li>◆ Using a modified game of 4-square, play a game of tennis using only the 4 service courts.</li> </ul>
	2. Students will adapt and combine skills to meet the demands of increasingly complex situations of selected movement forms.	<ul style="list-style-type: none"> <li>◆ Demonstrate shots on a soccer goal from various positions on the field.</li> <li>◆ Determine where to throw a softball from right field with runners on bases in various configurations.</li> <li>◆ Places the ball away from opponent during a tennis rally.</li> <li>◆ Demonstrates various forms of dance.</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 recognize general characteristics of movement that can be applied to specific settings.	<ul style="list-style-type: none"> <li>◆ Compare an overhand throw and a tennis serve.</li> <li>◆ Compare and contrast walking and running.</li> <li>◆ Choose a favorite activity and analyze the health related fitness and motor components that affect performance.</li> <li>◆ Identifies similarities in body position when waiting to receive a serve in VB and defending a player in Soccer and the reasons why they are similar.</li> </ul>
	2. Students will identify the characteristics of higher skilled performance in a few movement forms.	<ul style="list-style-type: none"> <li>◆ Observe two swimmers of different skill level doing the front crawl. Critique each and determine which has more skill; and explain how you made this decision.</li> <li>◆ Teach an intermediate skill to another student.</li> </ul>
	3. Students will demonstrate discipline specific knowledge.	<ul style="list-style-type: none"> <li>◆ Choose an advanced skill in an activity, describe each phase of the skill, list common errors and corrections, and explain when and how this skill could be used in the activity</li> <li>◆ Detects and corrects errors in personal performance of a skill.</li> </ul>

Standard	Benchmarks	Activity/Example
	4. Students will apply principles of practice and conditioning that enhances performance.	<ul style="list-style-type: none"> <li>◆ Choose an activity that you would like to improve and create a plan for self-improvement including goal, practice schedule, types of conditioning, drills, etc.</li> <li>◆ Design a conditioning program for a selected activity and use it to improve performance.</li> </ul>
<b>3. Participates regularly in physical activity. (Physical Activity)</b>	1. Students will identify critical aspects of a healthy lifestyle.	<ul style="list-style-type: none"> <li>◆ List 4 aspects of a healthy life-style and tell how each contributes to a health life-style.</li> <li>◆ Interview an adult who regularly participates in physical activity. Ask what they do, how often, why, when they began and what motivates them to be active. Write a summary of what you learn.</li> </ul>
	2. Students will establish personal physical activity goals.	<ul style="list-style-type: none"> <li>◆ Set a performance goal for each unit/activity during a marking period.</li> <li>◆ Set a goal and work to improve one facet of over-all fitness</li> </ul>
	3. Students will participate daily in some form of health-enhancing physical activity.	<ul style="list-style-type: none"> <li>◆ Record daily physical activity participation on a weekly calendar for one month.</li> <li>◆ Using a pedometer or digiwalker, accumulate a specified number of steps each day.</li> <li>◆ Calculate stride length to determine actual miles covered in a day.</li> <li>◆ Participate in games, sports, dance and outdoor activities both in and out of school based on personal interests and capabilities.</li> </ul>
<b>4. Achieves and maintains a health-enhancing level of fitness.</b>	1. Students will participate in moderate to vigorous activity in a variety of settings.	<ul style="list-style-type: none"> <li>◆ Participate in an activity at their target zone for 20 minutes.</li> <li>◆ Choose 3 of the following activities to participate in during a week: mile run, endurance swim for 20 min, play 3-on-3 basketball for 30 min., etc...</li> <li>◆ Compare body responses to each of three different vigorous physical activities.</li> </ul>

Standard	Benchmarks	Activity/Example
	2. Students will meet health related fitness standards as defined by a reliable and valid fitness test.	<ul style="list-style-type: none"> <li>◆ Using a fitness assessment as your baseline, design a 4 week plan to improve your fitness level on one component.</li> <li>◆ Using fall scores from fall Physical Fitness tests, student will identify strengths and areas that need improvement.</li> <li>◆ List the components of health related fitness and how they relate to their fitness status.</li> </ul>
	3. Students will begin to develop personal fitness goals independently.	<ul style="list-style-type: none"> <li>◆ Design a workout using each health related component. Describe and model an activity/exercise for each component.</li> <li>◆ Assess your fitness level using a nationally normed fitness test battery.</li> <li>◆ Work to meet fitness standards as defined by a nationally normed fitness test battery.</li> </ul>
<b>5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)</b>	1. Students will follow appropriate rules, procedures and etiquette that are safe and effective for specific activity situations.	<ul style="list-style-type: none"> <li>◆ Demonstrates rule following during a physical activity.</li> <li>◆ Demonstrate safe participation during a physical activity.</li> <li>◆ List 3-5 rules of etiquette for playing soccer.</li> <li>◆ Stays on task without close teacher monitoring.</li> </ul>
	2. Students will work in a group to achieve group goals in cooperative and competitive settings.	<ul style="list-style-type: none"> <li>◆ Demonstrate supportive behavior toward a teammate and toward an opponent.</li> <li>◆ Describe a situation where you used conflict resolution during physical activity.</li> <li>◆ Work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities.</li> </ul>
	3. Students will demonstrate personal responsibility by accepting the consequences of personal behavior.	<ul style="list-style-type: none"> <li>◆ Plays within the rules of an activity.</li> <li>◆ Uses appropriate problem solving techniques to resolve a conflict.</li> <li>◆ Utilizes time effectively to complete assigned tasks.</li> </ul>
<b>6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)</b>	1. Students will enjoy participation in physical activities.	<ul style="list-style-type: none"> <li>◆ While participating in a team challenge the student uses only positive comments and encouragement of peers.</li> <li>◆ Describe or write about your favorite physical activity telling why you enjoy it</li> <li>◆ Demonstrates enjoyment from participation in physical activities.</li> </ul>

Standard	Benchmarks	Activity/Example
	2. Students will recognize the importance of physical activity as a tool for displaying socially acceptable behavior.	<ul style="list-style-type: none"> <li>◆ Watch a professional sport and identify (by making a list) both positive and negative displays of sportsmanship.</li> <li>◆ List 5 rules of etiquette for a team activity.</li> <li>◆ Explain the importance of etiquette rules to a chosen physical activity.</li> </ul>
	3. Students will recognize the social benefits of participation in a variety of physical activities.	<ul style="list-style-type: none"> <li>◆ List the social benefits of participation in physical activity.</li> <li>◆ Compare the social opportunities for team and individual activities.</li> <li>◆ Identify how cooperation and communication were used during a team challenge.</li> </ul>
	4. Students will communicate feelings towards others in a socially acceptable manner.	<ul style="list-style-type: none"> <li>◆ Seek out, participate with, and show respect for persons of like and different skill levels.</li> <li>◆ Demonstrates appropriate verbal and nonverbal communication during physical activities.</li> </ul>

**GRADE 8**

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 competence in modified versions of a variety of movement forms.	<ul style="list-style-type: none"> <li>◆ Demonstrate 5 skills and 2 strategies while participating in 3 of the following: 3 on 3 basketball, volleyball, badminton singles, 4 on 4 soccer, floor hockey, softball, tennis doubles.</li> <li>◆ Participate in recreational, lifetime activities.</li> <li>◆ Participate in a variety of rhythm and dance activities.</li> </ul>
	2. Students will demonstrate competence in modified versions of a variety of individual, dual or team activities.	<ul style="list-style-type: none"> <li>◆ Demonstrate appropriate rules and strategies for activities presented.</li> <li>◆ Uses basic offensive and defensive strategies in a modified version of a team sport and individual sport.</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 critical elements of more advanced movement skills and game strategies.	<ul style="list-style-type: none"> <li>◆ Observe a game (hockey, tennis, BB, soccer, football). Record 2 advanced skills observed and identify the critical elements of each skill. Then identify &amp; describe 2 strategies observed.</li> <li>◆ Accurately assess personal motor fitness in a selected activity</li> <li>◆ Identify the differences between offense and defense strategies in team activities.</li> </ul>
	2. Students will apply more discipline specific knowledge.	<ul style="list-style-type: none"> <li>◆ Participate in a physical activity of choice using advanced skills and game strategies.</li> <li>◆ Improve motor fitness skills through a training and conditioning program.</li> <li>◆ Detect and correct errors in shooting a free throw</li> <li>◆ Describe and perform the characteristics of a successful volleyball pass.</li> </ul>
<b>3. Participates regularly in physical activity. (Physical Activity)</b>	1. Students will participate daily in some form of health enhancing physical activity.	<ul style="list-style-type: none"> <li>◆ Record daily participation in physical activity over a period of time.</li> <li>◆ Participate in physical activity for at least 20 minutes a day, 5 days per week. Record pulse immediately after the activity; at one minute after and then at 5 minutes.</li> </ul>

Standard	Benchmarks	Activity/Example
	2. Students will explore a variety of new physical activities for personal interest in and outside of the physical education class.	<ul style="list-style-type: none"> <li>◆ Participates in a variety of new physical activities for personal interest in and out of the physical education class.</li> <li>◆ Observe an activity that you have not participated in. Describe the activity: skills, equipment, rules, cost, accessibility, etc.</li> </ul>
	3. Students will describe and document the relationship between a healthy lifestyle and “feeling good” through the use of a fit-folio.	<ul style="list-style-type: none"> <li>◆ Record participation in physical activity over a period of time and also include daily comments on our physical and emotional state before, during and after activity.</li> <li>◆ Compare and contrast your physical and emotional health before and after a fitness program.</li> </ul>
	4. Students will participate in new and challenging lifelong activities.	<ul style="list-style-type: none"> <li>◆ Participate in a physical activity that you have not tried previously.</li> <li>◆ Participate in a lifetime activity that challenges you physically, and write a reflection on; your experience.</li> <li>◆ Identify an activity available in the community that they might enjoy (curling, disc golf course, fitness course in the park) and participate in that activity several times. Write a report of the type of activity, cost of participation, equipment needed and the health related component of fitness the activity addressed.</li> </ul>
<b>4. Achieves and maintains a health-enhancing level of fitness.</b>	1. Students will participate in moderate to vigorous activity in a variety of settings.	<ul style="list-style-type: none"> <li>◆ Maintain your heart rate in your target heart rate zone while participating in a physical activity.</li> <li>◆ Participate in a moderate to vigorous activity 5 times per week for 4 weeks. Record the activity type, duration, frequency and intensity on a fitness log.</li> </ul>
	2. Students will maintain the basics of the “F.I.T.T.” principles in a variety of activities.	<ul style="list-style-type: none"> <li>◆ Take and record your pulse rate before, during and after 4 different physical activities, and based on your pulse rate, correlate these readings with the frequency, intensity and type of activities in which you participated.</li> <li>◆ Participate in 4 different physical activities taking your pulse before, during and after activity. Tell which activity will provide the best workout for you and why.</li> </ul>

Standard	Benchmarks	Activity/Example
	3. Students will assess physiological indicators of exercise during and after physical activity.	<ul style="list-style-type: none"> <li>◆ Participate in a physical activity for 20 minutes. Explain the physiological responses to this exercise that you experienced.</li> <li>◆ Participate in a physical activity for 20 minutes take your pulse at the end of the 20 minutes at 1, 2, and 3 minutes later. Describe your fitness level based on your recovery rate.</li> </ul>
	4. Students will meet health related fitness standards as defined by a reliable and valid fitness test.	<ul style="list-style-type: none"> <li>◆ Assess your fitness level using a nationally normed fitness battery.</li> <li>◆ Work to meet fitness standards as defined by a nationally normed fitness test battery</li> <li>◆ Using results from fall Fitness tests, develop a personal plan for improving their weakest component</li> </ul>
<b>5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)</b>	1. Students will demonstrate personal responsibility by accepting the consequences of personal behavior.	<ul style="list-style-type: none"> <li>◆ Accepts a controversial decision by an official.</li> <li>◆ Journal examples of positive and negative behavior you exhibited during an activity and identify the results if each behavior.</li> <li>◆ Observe peer participation in physical activity and journal positive and negative behaviors you see. Identify the results of those behaviors. Suggest alternative behaviors and predict their results.</li> </ul>
	2. Students will work in a group to achieve goals in cooperative and competitive activities.	<ul style="list-style-type: none"> <li>◆ Participate in a cooperative group activity and list behaviors that contributed to the group and those that did not.</li> <li>◆ Participate in a group competitive activity and list behaviors that exemplified good sportsmanship and those that did not. For those that did not, suggest an alternative.</li> <li>◆ Explain how to tell a teammate that they need to improve their team cooperative skills.</li> </ul>
	3. Students will solve problems by analyzing causes and potential solutions.	<ul style="list-style-type: none"> <li>◆ Describe a conflict you experienced during activity. Identify the causes and evaluate the solution.</li> <li>◆ Observe peer participation in physical activity, record the conflicts that arise, the reason for the conflict, how it was resolved, and a suggestion for a better resolution.</li> </ul>

Standard	Benchmarks	Activity/Example
	4. Students will identify the influence of peer pressure on physical activity.	<ul style="list-style-type: none"> <li>◆ Observe peers in physical activity. Describe 3 situations where participants were influenced by peers.</li> <li>◆ Describe a situation where you were influenced by peer pressure in a negative way and a positive way. Describe your actions and how you felt about the actions. Discuss if they were appropriate or not.</li> <li>◆ Demonstrate appropriate behavior during activities.</li> </ul>
<b>6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)</b>	1. Students will enjoy participation in physical activities.	<ul style="list-style-type: none"> <li>◆ Participate in a favorite physical activity. Explain why it is your favorite and explain how you felt during the activity.</li> <li>◆ Invites all students, regardless of ability, to participate in activities.</li> </ul>
	2. Students will recognize the importance of physical activity as a tool for displaying socially acceptable behaviors.	<ul style="list-style-type: none"> <li>◆ Compare/contrast a team and an individual activity on the trait of social interaction.</li> <li>◆ List 5-6 socially acceptable behaviors (etiquette) to use during a team activity.</li> <li>◆ List 5-6 socially acceptable behaviors (etiquette) to use during an individual activity.</li> <li>◆ Identify social benefits of physical activity.</li> </ul>
	3. Students will recognize physical activity as a vehicle for self-expression.	<ul style="list-style-type: none"> <li>◆ Identify an activity that you participate in that allows for self-expression. Describe how this happens and how you feel when you finish the activity.</li> <li>◆ Seeks personally challenging experiences in physical activity opportunities.</li> </ul>
	4. Students will communicate feelings towards others in a socially acceptable manner.	<ul style="list-style-type: none"> <li>◆ Describe how you could create a positive experience for yourself and others during physical activity.</li> <li>◆ Displays supportive behaviors during physical activity.</li> </ul>