| Standard 1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Peer-Assisted Learning | Lifetime Fitness | Sports Fitness | Aerobic Conditioning | Individual Sports | Team Sports |
| Benchmark A: Develop basic locomotor skills. | | Develop fundamental motor skills. | | | | Develop specialized motor skills. | | | | | Demonstrate competency in using advanced sport specific skills | | | | |
| Demonstrate basic locomotor movements. | Apply basic forms of locomotor movements. | Demonstrate several basic movement forms. | Demonstrate an increasing number of mature movement forms. | Construct combinations of mature movement forms. | Apply multiple combinations of movement in complex environments. | Develop an awareness of agility in sport activities. | Demonstrate agility in sport activities. | Differentiate personal agility level in sport activities. | Compare and contrast skill-related components used in a variety of physical activities. | Develop movement patterns for recreation activities. | Evaluate personal agility level in Lifetime Fitness. | Evaluate personal agility level in Sports Fitness. | Evaluate personal agility level in Cardiovascular Training. | Evaluate personal agility level in Individual Sports. | Evaluate personal agility level in Team Sports. |
| | | | | | | Develop an awareness of balance in sport activities. | Demonstrate balance in sport activities. | Differentiate personal balance level in sport activities. | | | Evaluate personal balance level in Lifetime Fitness. | Evaluate personal balance level in Sports Fitness. | Evaluate personal balance level in Lifetime Fitness. | Evaluate personal balance level in Individual Sports. | Evaluate personal balance level in Team Sports. |
| | | | | | | Develop an awareness of reaction time in sport activities. | Demonstrate reaction time in sport activities. | Differentiate personal reaction time level in sport activities. | | | Evaluate personal reaction time level in Lifetime Fitness. | Evaluate personal reaction time level in Sports Fitness. | Evaluate personal reaction time level in Lifetime Fitness. | Evaluate personal reaction time level in Individual Sports. | Evaluate personal reaction time level in Team Sports. |
| | | | | | | Develop an awareness of speed in sport activities. | Demonstrate speed in sport activities. | Differentiate personal speed level in sport activities. | | | Evaluate personal speed level in Lifetime Fitness. | Evaluate personal speed level in Sports Fitness. | Evaluate personal speed level in Lifetime Fitness. | Evaluate personal speed level in Individual Sports. | Evaluate personal speed time level in Team Sports. |
| | | | | | | Develop an awareness of coordination in sport activities. | Demonstrate coordination in sport activities. | Differentiate personal coordination level in sport activities. | | | Evaluate personal coordination level in Lifetime Fitness. | Evaluate personal coordination level in Sports Fitness. | Evaluate personal coordination level in Lifetime Fitness. | Evaluate personal coordination level in Individual Sports. | Evaluate personal coordination time level in Team Sports. |
| | | | | | | Develop an awareness of power in sport activities. | Demonstrate power in sport activities. | Differentiate personal power level in sport activities. | | | Evaluate personal power level in Lifetime Fitness. | Evaluate personal power level in Sports Fitness. | Evaluate personal power level in Lifetime Fitness. | Evaluate personal power level in Individual Sports. | Evaluate personal power time level in Team Sports. |
| Benchmark B: Manipulate objects. | | | | | | | | | | | | | | | |
| Strike a stationary object. | Strike a stationary object with a piece of equipment. | Strike a moving object. | Strike a moving object with a piece of equipment. | Strike a moving object with a piece of equipment in a game situation. | Strike a moving object with a piece of equipment in a game situation. | | | | | | | | | | |
| Throw underhand using mature form. | Throw overhand using mature form. | Throw overhand at a stationary target using mature form. | Throw overhand at various targets using mature form. | Throw overhand to a moving partner. | Throw overhand using mature form in a game situation. | | | | | | | | | | |
| Catch a self-tossed ball using hands and body. | Catch a self-tossed ball using hands. | Catch a thrown ball using hands and body. | Catch a thrown ball using hands. | Catch with hands using mature form. | Catch using mature form in a game situation. | | | | | | | | | | |
| Dribble a soccer ball. | Dribble a soccer ball forward with increased speed. | Dribble a soccer ball in specific directions. | Dribble a soccer ball in specific directions while jogging. | Dribble a soccer ball around objects using mature form. | Dribble a soccer ball in a game situation. | | | | | | | | | | |
| Dribble a basketball while stationary. | Dribble a basketball while stationary using both right and left hand. | Dribble a basketball in general space. | Dribble a basketball in general space using both right and left hand. | Dribble a basketball around objects using both right and left hand. | Dribble a basketball using both right and left hand in a game situation. | | | | | | | | | | |
| Benchmark C: Understand movement concepts, principles, strategies, and tactics in physical activity. | | | | | | | | | | | | | | | |
| Recognize appropriate spacing. | Demonstrate appropriate spacing during individual movement. | Demonstrate appropriate spacing in basic group or team activities. | Demonstrate appropriate spacing in a variety of group or team activities. | Demonstrate appropriate spacing in a variety of group or team activities. | Demonstrate appropriate spacing in more complex physical activity settings. | Recognize strategies and tactics in physical activity settings. | Apply strategies and tactics in physical activity settings. | Analyze strategies and tactics in physical activity settings. | Analyze elite skill level performance in physical activity. | Apply strategies and techniques to specific physical activities. | Apply strategies and techniques to specific physical activities. | Apply strategies and techniques to specific physical activities. | Apply strategies and techniques to specific physical activities. | Apply strategies and techniques to specific physical activities. | Apply strategies and techniques to specific physical activities. |

| Standard 2: Achieve and maintain a health-enhancing level of physical fitness. | | | | | | | | | | | | | | | |
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| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Peer-Assisted Learning | Lifetime Fitness | Sports Fitness | Aerobic Conditioning | Individual Sports | Team Sports |
| Benchmark A: Acquire basic knowledge of health-related fitness components. | | | | | | Acquire understanding of health-related fitness components. | | | | | Apply understanding of health-related fitness components. | | | | |
| Perform basic stretches with guidance from teacher. | Perform basic stretches with a model. | Perform basic stretches independently. | Perform various stretches appropriate for specific physical activities. | Understand flexibility in physical activity. | Apply the concept of flexibility in various physical activities. | Develop an awareness of flexibilty in fitness activities. | Demonstrate flexibility in fitness activities. | Differentiate fitness activities to improve personal flexibility level. | Compare and contrast the health-related fitness components used in variety of physical activities. | Develop an awareness of health-related fitness components through a variety of recreational activities. | Evaluate personal cardiovascular endurance level in Lifetime Fitness. | Evaluate personal cardiovascular endurance level in Sports Fitness. | Evaluate personal cardiovascular endurance level in Cardiovascular Training. | Evaluate personal cardiovascular endurance level in Individual Sports. | Evaluate personal cardiovascular endurance level in Team Sports. |
| Perform activities that increase heart rate. | Recognize activities that impact heart rate. | Establish an awareness of cardiovascular endurance in physical activity. | Develop cardiovascular endurance through various physical activities. | Understand cardiovascular endurance in physical activity. | Apply the concept of cardiovascular endurance in various physical activities. | Develop an awareness of cardiovascular endurance in fitness activities. | Demonstrate cardiovascular endurance in fitness activities. | Differentiate fitness activities to improve personal cardiovascular endurance level. | | | Evaluate personal muscular strength level in Lifetime Fitness. | Evaluate personal muscular strength level in Sports Fitness. | Evaluate personal muscular strength level in Cardiovascular Training. | Evaluate personal muscular strength level in Individual Sports. | Evaluate personal muscular strength level in Team Sports. |
| Perform activities that utilize various muscle groups. | Recognize activities that impact muscular strength and endurance. | Establish an awareness of muscular strength and endurance in physical activity. | Develop muscular strength and endurance through various physical activities. | Understand muscular strength and endurance in physical activity. | Apply the concept of muscular strength and endurance in various physical activities. | Develop an awareness of muscular strength in fitness activities. | Demonstrate muscular strength in fitness activities. | Differentiate fitness activities to improve personal muscular strength level. | | | Evaluate personal muscular endurance level in Lifetime Fitness. | Evaluate personal muscular endurance level in Sports Fitness. | Evaluate personal muscular endurance level in Cardiovascular Training. | Evaluate personal muscular endurance level in Individual Sports. | Evaluate personal muscular endurance level in Team Sports. |
| | | | | | | Develop an awareness of muscular endurance in fitness activities. | Demonstrate muscular endurance in fitness activities. | Differentiate fitness activities to improve personal muscular endurance level. | | | Evaluate personal flexibility level in Sports Fitness. | Evaluate personal body composition level in Sports Fitness. | Evaluate personal flexibility level in Cardiovascular Training. | Evaluate personal flexibility level in Individual Sports. | Evaluate personal flexibility level in Team Sports. |

| Standard 3: Exhibit responsible personal and social behavior that respects self and others in physical activity settings. | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Peer-Assisted Learning | Lifetime Fitness | Sports Fitness | Aerobic Conditioning | Individual Sports | Team Sports |
| Benchmark A: Demonstrate safe practices, rules, procedures, and etiquette in all physical activity settings. | | | | | | | | | | | | | | | |
| Know rules and procedures exist. | Apply rules and procedures during class. | Distinguish between rules and procedures within various activities. | Demonstrate safe practices within various activites. | Apply safe practices for meeting individual and team goals. | Reflect on safe practices for meeting individual and team goals. | Recognize rules and procedures for meeting individual and team goals. | Demonstrate independence when working on rules and procedures. | Reflect on rules and procedures in the physical education setting. | Determine appropriate protocols in a variety of physical activity settings. | Develop an awareness of appropriate and safe attitudes and behaviors while engaging in recreational activities. | Determine appropriate protocols in a specific physical activity setting. | Determine appropriate protocols in a specific physical activity setting. | Determine appropriate protocols in a specific physical activity setting. | Determine appropriate protocols in a specific physical activity setting. | Determine appropriate protocols in a specific physical activity setting. |
| Benchmark B: Develop respect for others and participate cooperatively in physical activity. | | | | | | | | | | | | | | | |
| Recognize respectful behavior. | Demonstrate respectful behavior. | Demonstrate cooperation with a partner. | Cooperate with a group when practicing skills. | Cooperate as a team within an activity. | Cooperate as a team against an opponent. | Reflect on respectful behavior for meeting individual and team goals. | Recognize the role of cooperation with diverse groups of students. | Recognize the role of games, sports and dance in respecting diverse backgrounds. | Respectfully participate in physical activity with a diverse population. | Develop interpersonal skills while working with a diverse group in an adaptive setting. | Respectfully participate in a specific physical activity with a diverse population. | Respectfully participate in a specific physical activity with a diverse population. | Respectfully participate in a specific physical activity with a diverse population. | Respectfully participate in a specific physical activity with a diverse population. | Respectfully participate in a specific physical activity with a diverse population. |

| Standard 4: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Peer-Assisted Learning | Lifetime Fitness | Sports Fitness | Aerobic Conditioning | Individual Sports | Team Sports |
| Benchmark A: Understand the personal, social and emotional benefits of physical activity. | | | | | | | | | | | | | | | |
| Show personal best during physical activities. | Show personal best during physical activities. | Show personal best during physical activities. | Show personal best during physical activities. | Show personal best during physical activities. | Show personal best during physical activities. | Describe ways to use the body and movement to communicate ideas and feelings. | Identify social and emotional reasons to participate in physical activity. | Analyze selected physical activities for social and emotional benefits. | Differentiate between the social and emotional benefits of multiple physical activities. | Identify social and emotional reasons to participate in recreational activities. | Reflect on the social and emotional benefits of participating in Lifetime Fitness. | Reflect on the social and emotional benefits of participating in Sports Fitness. | Reflect on the social and emotional benefits of participating in Cardiovascular Training. | Reflect on the social and emotional benefits of participating in Individual Sports. | Reflect on the social and emotional benefits of participating in Team Sports. |
| | | | | | | | | | | Develop an awareness of a variety of recreational activities to promote personal and social growth. | | | | | |
| Benchmark B: Understand the health benefits of physical activity. | | | | | | | | | | | | | | | |
| Participate in physical activities that promote a healthy lifestyle. | Participate in physical activities that promote a healthy lifestyle. | Identify physical activities that promote a healthy lifestyle. | Identify physical activities that promote a healthy lifestyle. | Identify the health benefits associated with physical activity. | Identify the health benefits associated with physical activity. | Demonstrate physical activities that help enhance your health. | Identify long-term benefits of regular physical activity. | Describe the relationship between a healthy lifestyle and wellness. | Understand how technology supports the health benefits of physical activity. | Develop a daily routine to promote physical well-being through experience in recreational activities. | Reflect on the health benefits of Lifetime Fitness. | Reflect on the health benefits of Sports Fitness. | Reflect on the health benefits of Cardiovascular Training. | Reflect on the health benefits of Individual Sports. | Reflect on the health benefits of Team Sports. |