

Physical Education Standard 1

Demonstrates competency in many movement forms and proficiency in a few movement forms.
Students will:

1. demonstrate competency in selected motor skills;
 1. **Kindergarten**
 - i. travel in a variety of locomotor patterns (i.e., hop, skip, jump, gallop, slide, etc.) using mature form;
 - ii. demonstrate skills of chasing, fleeing and dodging to avoid others;
 - iii. demonstrate smooth transitions between sequential motor skills (i.e., running into a jump);
 2. **1st Grade**
 - i. travel in a variety of locomotor patterns (i.e., hop, skip, jump, gallop, slide, etc.) using mature form;
 - ii. demonstrate skills of chasing, fleeing and dodging to avoid others;
 - iii. demonstrate smooth transitions between sequential motor skills (i.e., running into a jump);
 3. **2nd Grade**
 - i. travel in a variety of locomotor patterns (i.e., hop, skip, jump, gallop, slide, etc.) using mature form;
 - ii. demonstrate skills of chasing, fleeing and dodging to avoid others;
 - iii. demonstrate smooth transitions between sequential motor skills (i.e., running into a jump);
2. demonstrate competency in selected non-motor patterns;
 1. **Kindergarten**
 - i. roll sideways and forwards without hesitating or stopping using control;
 - ii. balance demonstrating momentary stillness in symmetrical and asymmetrical shapes on a variety of body parts;
 - iii. form round, narrow, wide and twisted body shapes alone and with a partner;
 2. **1st Grade**
 - i. roll sideways and forwards without hesitating or stopping using control;
 - ii. balance demonstrating momentary stillness in symmetrical and asymmetrical shapes on a variety of body parts;
 - iii. form round, narrow, wide and twisted body shapes alone and with a partner;
 3. **2nd Grade**
 - i. roll sideways and forwards without hesitating or stopping using control;
 - ii. balance demonstrating momentary stillness in symmetrical and asymmetrical shapes on a variety of body parts;
 - iii. form round, narrow, wide and twisted body shapes alone and with a partner;
 4. **3rd Grade**
 - i. transfer weight from feet to hands using controlled movement;
 - ii. balance with control on a variety of objects;

- iii. develop and refine a gymnastics sequence demonstrating smooth transitions;
- 5. 4th Grade**
 - i. transfer weight from feet to hands using controlled movement;
 - ii. balance with control on a variety of objects;
 - iii. develop and refine a gymnastics sequence demonstrating smooth transitions;
- 3. demonstrate competency in selected skills utilizing age- appropriate equipment;
 - 1. Kindergarten**
 - i. repeatedly jump a self-turned rope and a rope turned by others;
 - ii. continuously dribble a ball, using hands or feet, without losing control;
 - iii. receive and send an object in a continuous motion (i.e., throwing/catching, kicking/trapping, striking, volleying, etc.);
 - 2. 1st Grade**
 - i. repeatedly jump a self-turned rope and a rope turned by others;
 - ii. continuously dribble a ball, using hands or feet, without losing control;
 - iii. receive and send an object in a continuous motion (i.e., throwing/catching, kicking/trapping, striking, volleying, etc.);
 - 3. 2nd Grade**
 - i. repeatedly jump a self-turned rope and a rope turned by others;
 - ii. continuously dribble a ball, using hands or feet, without losing control;
 - iii. receive and send an object in a continuous motion (i.e., throwing/catching, kicking/trapping, striking, volleying, etc.);
 - 4. 3rd Grade**
 - i. travel into and out of a rope turned by others;
 - ii. hand-dribble and foot-dribble a ball and maintain control while traveling within a group;
 - iii. throw, catch and kick using mature motor patterns;
 - iv. strike a softly-thrown lightweight ball using a bat, paddle or a variety of body parts.
 - 5. 4th Grade**
 - i. travel into and out of a rope turned by others;
 - ii. hand-dribble and foot-dribble a ball and maintain control while traveling within a group;
 - iii. throw, catch and kick using mature motor patterns;
 - iv. strike a softly-thrown lightweight ball using a bat, paddle or a variety of body parts.

Physical Education Standard 2

Applies movement concepts and principles to the learning and development of motor skills.

Students will:

- 1. demonstrate concepts of body, effort, space and relationships in movement;
 - 1. Kindergarten**

- i. travel, changing speed, direction and pathway, quickly and safely without falling; travel while demonstrating a variety of relationships with objects (i.e., over, under, behind, alongside, through, etc.);
 - ii. place a variety of body parts into high, medium and low levels;
 - 2. 1st Grade**
 - i. travel, changing speed, direction and pathway, quickly and safely without falling; travel while demonstrating a variety of relationships with objects (i.e., over, under, behind, alongside, through, etc.);
 - ii. place a variety of body parts into high, medium and low levels;
 - 3. 2nd Grade**
 - i. travel, changing speed, direction and pathway, quickly and safely without falling; travel while demonstrating a variety of relationships with objects (i.e., over, under, behind, alongside, through, etc.);
 - ii. place a variety of body parts into high, medium and low levels;
 - 4. 3rd Grade**
 - i. design and perform movement sequences that combine traveling, balancing and weight transfer into smooth sequences with intentional changes in direction (i.e., gymnastics, dance, etc.);
 - ii. consistently receive and send an object in an intended direction and height;
 - 5. 4th Grade**
 - i. design and perform movement sequences that combine traveling, balancing and weight transfer into smooth sequences with intentional changes in direction (i.e., gymnastics, dance, etc.);
 - ii. consistently receive and send an object in an intended direction and height;
2. demonstrate motor skills, motor behaviors and motor learning concepts in increasingly complex movement situations;
- 1. Kindergarten**
 - i. use concepts of space awareness and relationships to others to run, hop and skip in different pathways and directions in a large group without bumping into others or falling;
 - ii. recognize similar movement concepts in a variety of skills;
 - 2. 1st Grade**
 - i. use concepts of space awareness and relationships to others to run, hop and skip in different pathways and directions in a large group without bumping into others or falling;
 - ii. recognize similar movement concepts in a variety of skills;
 - 3. 2nd Grade**
 - i. use concepts of space awareness and relationships to others to run, hop and skip in different pathways and directions in a large group without bumping into others or falling;
 - ii. recognize similar movement concepts in a variety of skills;
 - 4. 3rd Grade**
 - i. adapt motor skills to the demands of a dynamic and unpredictable environment;

- ii. identify ways movement concepts can be used to refine movement skills;
 - iii. explain how appropriate practice improves performance;
- 5. 4th Grade**
 - i. adapt motor skills to the demands of a dynamic and unpredictable environment;
 - ii. identify ways movement concepts can be used to refine movement skills;
 - iii. explain how appropriate practice improves performance;
- 3. demonstrate critical elements of fundamental and specialized movement skills;
 - 1. Kindergarten**
 - i. repeat cue words for selected motor skills and demonstrate/explain what is meant by each;
 - ii. refine movement errors in response to positive information and corrective information feedback;
 - iii. demonstrate the application of critical cues in selected motor skills;
 - iv. accurately recognize critical elements of selected skills made by a fellow student and provide positive information and corrective information feedback to that student.
 - 2. 1st Grade**
 - i. repeat cue words for selected motor skills and demonstrate/explain what is meant by each;
 - ii. refine movement errors in response to positive information and corrective information feedback;
 - iii. demonstrate the application of critical cues in selected motor skills;
 - iv. accurately recognize critical elements of selected skills made by a fellow student and provide positive information and corrective information feedback to that student.
 - 3. 2nd Grade**
 - i. repeat cue words for selected motor skills and demonstrate/explain what is meant by each;
 - ii. refine movement errors in response to positive information and corrective information feedback;
 - iii. demonstrate the application of critical cues in selected motor skills;
 - iv. accurately recognize critical elements of selected skills made by a fellow student and provide positive information and corrective information feedback to that student.
 - 4. 3rd Grade**
 - i. repeat cue words for selected motor skills and demonstrate/explain what is meant by each;
 - ii. refine movement errors in response to positive information and corrective information feedback;
 - iii. demonstrate the application of critical cues in selected motor skills;
 - iv. accurately recognize critical elements of selected skills made by a fellow student and provide positive information and corrective information feedback to that student.
 - 5. 4th Grade**

- i. repeat cue words for selected motor skills and demonstrate/explain what is meant by each;
- ii. refine movement errors in response to positive information and corrective information feedback;
- iii. demonstrate the application of critical cues in selected motor skills;
- iv. accurately recognize critical elements of selected skills made by a fellow student and provide positive information and corrective information feedback to that student.

Physical Education Standard 3

Exhibits knowledge and ability to participate in a physically active lifestyle. Students will:

1. select and participate regularly in health-related physical activities for enjoyment;
 - 1. Kindergarten**
 - i. engage in moderate to vigorous physical activity most days of the week;
 - ii. participate regularly in a variety of non-structured and minimally-organized physical activities outside of physical education class (i.e., ball play, tag, hide and seek, skipping, etc.);
 - 2. 1st Grade**
 - i. engage in moderate to vigorous physical activity most days of the week;
 - ii. participate regularly in a variety of non-structured and minimally-organized physical activities outside of physical education class (i.e., ball play, tag, hide and seek, skipping, etc.);
 - 3. 2nd Grade**
 - i. engage in moderate to vigorous physical activity most days of the week;
 - ii. participate regularly in a variety of non-structured and minimally-organized physical activities outside of physical education class (i.e., ball play, tag, hide and seek, skipping, etc.);
 - 4. 3rd Grade**
 - i. participate in moderate to vigorous physical activity outside of physical education most days of the week;
 - ii. use information from a variety of sources, internal and external, to regulate their activity participation;
 - 5. 4th Grade**
 - i. participate in moderate to vigorous physical activity outside of physical education most days of the week;
 - ii. use information from a variety of sources, internal and external, to regulate their activity participation;
2. identify the benefits gained from regular physical activity;
 - 1. Kindergarten**
 - i. experience and recognize different types of physical activities and their healthful benefits;
 - 2. 1st Grade**
 - i. experience and recognize different types of physical activities and their healthful benefits;
 - 3. 2nd Grade**

- i. experience and recognize different types of physical activities and their healthful benefits;
- 4. 3rd Grade**
 - i. describe how participation in physical activity affects health.
- 5. 4th Grade**
 - i. describe how participation in physical activity affects health.

Physical Education Standard 4

Achieves and maintains a health-enhancing level of physical fitness. Students will:

1. match different types of physical activities with health-related physical fitness components;
 - 1. Kindergarten**
 - i. recognize that health-related physical fitness consists of several components;
 - ii. identify activities designed to improve health-related fitness components;
 - 2. 1st Grade**
 - i. recognize that health-related physical fitness consists of several components;
 - ii. identify activities designed to improve health-related fitness components;
 - 3. 2nd Grade**
 - i. recognize that health-related physical fitness consists of several components;
 - ii. identify activities designed to improve health-related fitness components;
 - 4. 3rd Grade**
 - i. select activities designed to improve and maintain levels of fitness in each component of health-related fitness;
 - 5. 4th Grade**
 - i. select activities designed to improve and maintain levels of fitness in each component of health-related fitness;
2. participate in moderate to vigorous physical activities in a variety of settings;
 - 1. Kindergarten**
 - i. participate in a variety of games and activities that increase respiration and heart rate;
 - ii. demonstrate sufficient muscular strength to be able to bear body weight for climbing, hanging and momentary body support on the hands;
 - iii. sustain activity for increasingly longer periods of time;
 - 2. 1st Grade**
 - i. participate in a variety of games and activities that increase respiration and heart rate;
 - ii. demonstrate sufficient muscular strength to be able to bear body weight for climbing, hanging and momentary body support on the hands;
 - iii. sustain activity for increasingly longer periods of time;
 - 3. 2nd Grade**
 - i. participate in a variety of games and activities that increase respiration and heart rate;

- ii. demonstrate sufficient muscular strength to be able to bear body weight for climbing, hanging and momentary body support on the hands;
 - iii. sustain activity for increasingly longer periods of time;
- 4. **3rd Grade**
 - i. participate in a variety of physical activities in order to improve each component of health-related fitness;
- 5. **4th Grade**
 - i. participate in a variety of physical activities in order to improve each component of health-related fitness;
- 3. begin to interpret the results and demonstrate understanding of the significance of information provided by measures of physical fitness;
 - 1. **Kindergarten**
 - i. recognize physiological signs and benefits associated with participation in moderate to vigorous physical activity;
 - ii. recognize personal strengths and weaknesses based on participation in various physical activities;
 - 2. **1st Grade**
 - i. recognize physiological signs and benefits associated with participation in moderate to vigorous physical activity;
 - ii. recognize personal strengths and weaknesses based on participation in various physical activities;
 - 3. **2nd Grade**
 - i. recognize physiological signs and benefits associated with participation in moderate to vigorous physical activity;
 - ii. recognize personal strengths and weaknesses based on participation in various physical activities;
 - 4. **3rd Grade**
 - i. explain the relationship of body weight, body composition and participation in regular physical activity;
 - ii. develop strategies to show progress towards at least one personal fitness goal as determined by health-related fitness assessments.
 - 5. **4th Grade**
 - i. explain the relationship of body weight, body composition and participation in regular physical activity;
 - ii. develop strategies to show progress towards at least one personal fitness goal as determined by health-related fitness assessments.

Physical Education Standard 5

Demonstrates responsible personal and social behavior in physical activity settings. Students will:

- 1. utilize safety principles in physical activity settings;
 - 1. **Kindergarten**
 - i. use space and equipment safely and properly;
 - ii. recognize that personal space and emotional safety will be protected;
 - 2. **1st Grade**

- i. use space and equipment safely and properly;
 - ii. recognize that personal space and emotional safety will be protected;
 - 3. 2nd Grade**
 - i. use space and equipment safely and properly;
 - ii. recognize that personal space and emotional safety will be protected;
 - 4. 3rd Grade**
 - i. recognize importance of equipment placement and usage during physical education class;
 - ii. initiate the appropriate use of space in game and activity settings;
 - 5. 4th Grade**
 - i. recognize importance of equipment placement and usage during physical education class;
 - ii. initiate the appropriate use of space in game and activity settings;
2. work cooperatively and productively with a partner or small group;
- 1. Kindergarten**
 - i. invite a peer to take his turn at a piece of apparatus before repeating turn;
 - ii. assist partner by sharing observations about skill performance during practice;
 - 2. 1st Grade**
 - i. invite a peer to take his turn at a piece of apparatus before repeating turn;
 - ii. assist partner by sharing observations about skill performance during practice;
 - 3. 2nd Grade**
 - i. invite a peer to take his turn at a piece of apparatus before repeating turn;
 - ii. assist partner by sharing observations about skill performance during practice;
 - 4. 3rd Grade**
 - i. work productively with a partner to improve selected motor skills by using the critical elements of the process;
 - ii. demonstrate the ability to teach an activity or skill to a group of classmates;
 - 5. 4th Grade**
 - i. work productively with a partner to improve selected motor skills by using the critical elements of the process;
 - ii. demonstrate the ability to teach an activity or skill to a group of classmates;
3. recognize the influence of peer pressure and identify ways of resolving conflict;
- 1. Kindergarten**
 - i. demonstrate the elements of socially acceptable conflict resolution;
 - ii. demonstrate effective communication skills;
 - 2. 1st Grade**
 - i. demonstrate the elements of socially acceptable conflict resolution;
 - ii. demonstrate effective communication skills;
 - 3. 2nd Grade**
 - i. demonstrate the elements of socially acceptable conflict resolution;
 - ii. demonstrate effective communication skills;

4. **3rd Grade**
 - i. identify and avoid the negative influence of peers;
5. **4th Grade**
 - i. identify and avoid the negative influence of peers;
4. work independently and on-task for short periods of time;
 1. **Kindergarten**
 - i. demonstrate independent work habits during short-term activity;
 2. **1st Grade**
 - i. demonstrate independent work habits during short-term activity;
 3. **2nd Grade**
 - i. demonstrate independent work habits during short-term activity;
 4. **3rd Grade**
 - i. honestly report the results of independent work;
 5. **4th Grade**
 - i. honestly report the results of independent work;
5. recognize classroom and activity rules;
 1. **Kindergarten**
 - i. consistently comply with the physical education classroom rules to ensure the physical and emotional safety for all;
 - ii. distinguish between compliance and non-compliance with game rules and fair play;
 - iii. accept consequences of personal choices.
 2. **1st Grade**
 - i. consistently comply with the physical education classroom rules to ensure the physical and emotional safety for all;
 - ii. distinguish between compliance and non-compliance with game rules and fair play;
 - iii. accept consequences of personal choices.
 3. **2nd Grade**
 - i. consistently comply with the physical education classroom rules to ensure the physical and emotional safety for all;
 - ii. distinguish between compliance and non-compliance with game rules and fair play;
 - iii. accept consequences of personal choices.
 4. **3rd Grade**
 - i. consistently comply with the physical education classroom rules to ensure the physical and emotional safety for all;
 - ii. distinguish between compliance and non-compliance with game rules and fair play;
 - iii. accept consequences of personal choices.
 5. **4th Grade**
 - i. consistently comply with the physical education classroom rules to ensure the physical and emotional safety for all;
 - ii. distinguish between compliance and non-compliance with game rules and fair play;
 - iii. accept consequences of personal choices.

Physical Education Standard 6

Demonstrates understanding and respect for differences among people in physical activity settings. Students will:

1. explore cultural/ethnic self-awareness through participation in physical activity;
 1. **Kindergarten**
 - i. articulate cultural/ethnic self awareness through written, oral or physical expression;
 2. **1st Grade**
 - i. articulate cultural/ethnic self awareness through written, oral or physical expression;
 3. **2nd Grade**
 - i. articulate cultural/ethnic self awareness through written, oral or physical expression;
 4. **3rd Grade**
 - i. articulate cultural/ethnic self awareness through written, oral or physical expression;
 5. **4th Grade**
 - i. articulate cultural/ethnic self awareness through written, oral or physical expression;
2. recognize the talents that individuals with differences can bring to group activities;
 1. **Kindergarten**
 - i. work productively with a variety of partners;
 2. **1st Grade**
 - i. work productively with a variety of partners;
 3. **2nd Grade**
 - i. work productively with a variety of partners;
 4. **3rd Grade**
 - i. recognize and value the role of each individual in a small group;
 5. **4th Grade**
 - i. recognize and value the role of each individual in a small group;
3. experience differences and similarities among people of different backgrounds by participating in activities of national, cultural and ethnic origins;
 1. **Kindergarten**
 - i. accept all playmates without regard to personal differences (i.e., age, race, ethnicity, gender, ability level, etc.);
 2. **1st Grade**
 - i. accept all playmates without regard to personal differences (i.e., age, race, ethnicity, gender, ability level, etc.);
 3. **2nd Grade**
 - i. accept all playmates without regard to personal differences (i.e., age, race, ethnicity, gender, ability level, etc.);
 4. **3rd Grade**
 - i. demonstrate the ability to successfully work in a variety of cultural or ethnic activities;

5. **4th Grade**
 - i. demonstrate the ability to successfully work in a variety of cultural or ethnic activities;
4. recognize how the media, particularly advertising, influences the perception of ideal body types;
 1. **Kindergarten**
 - i. identify the three human somatotypes (endomorph, ectomorph and mesomorph) and recognize own healthy body type;
 2. **1st Grade**
 - i. identify the three human somatotypes (endomorph, ectomorph and mesomorph) and recognize own healthy body type;
 3. **2nd Grade**
 - i. identify the three human somatotypes (endomorph, ectomorph and mesomorph) and recognize own healthy body type;
 4. **3rd Grade**
 - i. differentiate between body type presented in the media and own healthy body type;
 - ii. identify lifestyle factors that can be controlled and their impact on health and wellness.
 5. **4th Grade**
 - i. differentiate between body type presented in the media and own healthy body type;
 - ii. identify lifestyle factors that can be controlled and their impact on health and wellness.

Physical Education Standard 7

Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction. Students will:

1. identify physical activities that are enjoyable;
 1. **Kindergarten**
 - i. identify several individual and dual physical activities that they find personally enjoyable;
 2. **1st Grade**
 - i. identify several individual and dual physical activities that they find personally enjoyable;
 3. **2nd Grade**
 - i. identify several individual and dual physical activities that they find personally enjoyable;
 4. **3rd Grade**
 - i. explain the enjoyable characteristics of small group physical activities;
 5. **4th Grade**
 - i. explain the enjoyable characteristics of small group physical activities;
2. practice physical activities to increase skills;
 1. **Kindergarten**
 - i. willingly try new activities;

- ii. continue to participate when not successful on the first attempt;
- 2. **1st Grade**
 - i. willingly try new activities;
 - ii. continue to participate when not successful on the first attempt;
- 3. **2nd Grade**
 - i. willingly try new activities;
 - ii. continue to participate when not successful on the first attempt;
- 4. **3rd Grade**
 - i. willingly try new activities;
 - ii. voluntarily initiate skill practice to improve performance;
- 5. **4th Grade**
 - i. willingly try new activities;
 - ii. voluntarily initiate skill practice to improve performance;
- 3. demonstrate interaction with others while participating in physical activities;
 - 1. **Kindergarten**
 - i. celebrate personal successes and achievements and those of others;
 - ii. cooperate and share with partners in physical activities;
 - 2. **1st Grade**
 - i. celebrate personal successes and achievements and those of others;
 - ii. cooperate and share with partners in physical activities;
 - 3. **2nd Grade**
 - i. celebrate personal successes and achievements and those of others;
 - ii. cooperate and share with partners in physical activities;
 - 4. **3rd Grade**
 - i. celebrate personal successes and achievements and those of others;
 - ii. interact with others by helping them successfully complete their small-group physical activity challenges;
 - 5. **4th Grade**
 - i. celebrate personal successes and achievements and those of others;
 - ii. interact with others by helping them successfully complete their small-group physical activity challenges;
- 4. use physical activity as a measure of self-expression;
 - 1. **Kindergarten**
 - i. create movement sequences that are personally interesting and satisfying;
 - 2. **1st Grade**
 - i. create movement sequences that are personally interesting and satisfying;
 - 3. **2nd Grade**
 - i. create movement sequences that are personally interesting and satisfying;
 - 4. **3rd Grade**
 - i. design a movement sequence/game that includes all members of the group in the success of the activity.
 - 5. **4th Grade**
 - i. design a movement sequence/game that includes all members of the group in the success of the activity.

Physical Education Standard 1

Demonstrates competency in many movement forms and proficiency in a few movement forms. Students will:

1. aquatics, dance, outdoor pursuits, individual activities/sports and team activities/sports;

- 1. 5th Grade**

- i. using basic team sport skills, students will reproduce sequences of combined skills in practice situations and modified games (i.e., basketball: pivot and shoot; receive a pass and dribble; soccer: receive and control; dribble and shoot; baseball/softball: run and slide; catch and throw, etc.);
 - ii. using basic individual activity skills, students will reproduce sequences of combined skills in practice situations and modified activities (i.e., table tennis: stance, grip, serve, return-forehand/backhand; aerobic: in rhythm high step, squat step, boxes, grapevine, low march; roller blades: stand up, “V” push, turn, stop, etc.);

- 2. 6th Grade**

- i. using basic team sport skills, students will reproduce sequences of combined skills in practice situations and modified games (i.e., basketball: pivot and shoot; receive a pass and dribble; soccer: receive and control; dribble and shoot; baseball/softball: run and slide; catch and throw, etc.);
 - ii. using basic individual activity skills, students will reproduce sequences of combined skills in practice situations and modified activities (i.e., table tennis: stance, grip, serve, return-forehand/backhand; aerobic: in rhythm high step, squat step, boxes, grapevine, low march; roller blades: stand up, “V” push, turn, stop, etc.);

- 3. 7th Grade**

- i. using basic team sport skills, students will display a combination of skills in response to a variety of game situations (i.e., basketball: receive, pivot, dribble, shoot; soccer: receive, control, dribble, pass/shoot; baseball/softball: batting, base running, sliding, etc.);
 - ii. using basic individual activity skills, students will display a combination of skills in response to a variety of activity situations (i.e., tennis: serve, center court, forehand; golf: drive, chip, pitch, putt determined by lay of the ball; wall climbing: “on belay,” 3-point contact, climb with legs, stabilize with arms, etc.);

- 4. 8th Grade**

- i. using basic team sport skills, students will display a combination of skills in response to a variety of game situations (i.e., basketball: receive, pivot, dribble, shoot; soccer: receive, control, dribble, pass/shoot; baseball/softball: batting, base running, sliding, etc.);
 - ii. using basic individual activity skills, students will display a combination of skills in response to a variety of activity situations (i.e., tennis: serve, center court, forehand; golf: drive, chip, pitch, putt determined by lay of the ball; wall climbing: “on belay,” 3-point contact, climb with legs, stabilize with arms, etc.);

2. demonstrate proficiency using basic offensive and defensive strategies while playing a modified version of a learned team and individual sport;
 1. **5th Grade**
 - i. for team sports, in a practice situation, defensive players will show and maintain proper position and techniques while offensive players use practiced plays and deception to attempt to move to open space;
 - ii. for dual sports, during practice and game situations, students will reproduce sequences of basic techniques and skills consisting of: foot work, court position, offensive and defensive strokes, placement of projectile and court position in relation to partner;
 2. **6th Grade**
 - i. for team sports, in a practice situation, defensive players will show and maintain proper position and techniques while offensive players use practiced plays and deception to attempt to move to open space;
 - ii. for dual sports, during practice and game situations, students will reproduce sequences of basic techniques and skills consisting of: foot work, court position, offensive and defensive strokes, placement of projectile and court position in relation to partner;
 3. **7th Grade**
 - i. for team sports, in a game situation, defensive players will show and maintain proper position and techniques while offensive players use practiced plays and deception to move to open space;
 - ii. for dual sports, during game situations, students will reproduce sequences of basic techniques and skills consisting of: foot work, court position, offensive and defensive strokes, placement of projectile and court position in relation to partner.
 4. **8th Grade**
 - i. for team sports, in a game situation, defensive players will show and maintain proper position and techniques while offensive players use practiced plays and deception to move to open space;
 - ii. for dual sports, during game situations, students will reproduce sequences of basic techniques and skills consisting of: foot work, court position, offensive and defensive strokes, placement of projectile and court position in relation to partner.

Physical Education Standard 2

Applies movement concepts and principles to the learning and development of motor skills.

Students will:

1. demonstrate competency in the use of the concepts of body, effort, space and relationships in movement;
 1. **5th Grade**
 - i. long distance run versus sprint, etc.);
 2. **6th Grade**
 - i. long distance run versus sprint, etc.);
 3. **7th Grade**

- i. outcomes of passing and receiving, etc.);
 - 4. 8th Grade**
 - i. outcomes of passing and receiving, etc.);
- 2. demonstrate competency in the use of motor skills, motor behaviors and motor learning concepts in increasingly complex movement situations;
 - 1. 5th Grade**
 - i. use increasingly complex skills and movements to achieve the desired level of motor skill and performances (i.e., progress from dribbling without opposition to dribbling with opposition to dribbling in a game situation, etc.);
 - 2. 6th Grade**
 - i. use increasingly complex skills and movements to achieve the desired level of motor skill and performances (i.e., progress from dribbling without opposition to dribbling with opposition to dribbling in a game situation, etc.);
 - 3. 7th Grade**
 - i. detect and correct errors in personal performance, based on knowledge of results, while participating in selected activities;
 - ii. analyze a task to identify movement skills, how they are sequenced and how they are applied to produce a desired outcome;
 - 4. 8th Grade**
 - i. detect and correct errors in personal performance, based on knowledge of results, while participating in selected activities;
 - ii. analyze a task to identify movement skills, how they are sequenced and how they are applied to produce a desired outcome;
- 3. demonstrate competency in the use of critical elements of fundamental and specialized movement skills;
 - 1. 5th Grade**
 - i. apply knowledge of results to correct and improve future performance;
 - ii. demonstrate ability to analyze a movement pattern by using knowledge of its critical elements (i.e., self-analysis and peer observation, etc.).
 - 2. 6th Grade**
 - i. apply knowledge of results to correct and improve future performance;
 - ii. demonstrate ability to analyze a movement pattern by using knowledge of its critical elements (i.e., self-analysis and peer observation, etc.).
 - 3. 7th Grade**
 - i. apply knowledge of results to correct and improve future performance;
 - ii. demonstrate ability to analyze a movement pattern by using knowledge of its critical elements (i.e., self-analysis and peer observation, etc.).
 - 4. 8th Grade**
 - i. apply knowledge of results to correct and improve future performance;
 - ii. demonstrate ability to analyze a movement pattern by using knowledge of its critical elements (i.e., self-analysis and peer observation, etc.).

Physical Education Standard 3

Exhibits knowledge and ability to participate in a physically active lifestyle. Students will:

1. be able to set personal physical activity goals and participate in individualized programs of physical activity and exercise;

- 1. 5th Grade**

- i. list and describe the benefits of setting personal fitness goals;
- ii. maintain heart rate within the target heart rate zone (i.e., demonstrate proper technique of taking heart rate, explain target heart rate zone, etc.);
- iii. choose physical activities with the intent to improve and or maintain each of the following health-related fitness components: muscular strength (i.e., push-ups, thera-bands, weights, pull-ups, tumbling, etc.); endurance (i.e., running, aerobic activities, etc.); flexibility (i.e., stretching/warm-up, cool-down activities, tumbling, etc.); cardiovascular (i.e., running and aerobic activities, etc.); body composition (i.e., toning activities, aerobic/anaerobic activities, weight training, etc.);

- 2. 6th Grade**

- i. list and describe the benefits of setting personal fitness goals;
- ii. maintain heart rate within the target heart rate zone (i.e., demonstrate proper technique of taking heart rate, explain target heart rate zone, etc.);
- iii. choose physical activities with the intent to improve and or maintain each of the following health-related fitness components: muscular strength (i.e., push-ups, thera-bands, weights, pull-ups, tumbling, etc.); endurance (i.e., running, aerobic activities, etc.); flexibility (i.e., stretching/warm-up, cool-down activities, tumbling, etc.); cardiovascular (i.e., running and aerobic activities, etc.); body composition (i.e., toning activities, aerobic/anaerobic activities, weight training, etc.);

- 3. 7th Grade**

- i. analyze and interpret personal fitness data in order to establish personal fitness/activity goals;
- ii. maintain heart rate within the target heart rate zone (i.e., apply personal target heart rate data into an individualized personal physical activity, etc.);
- iii. choose and record levels of participation in physical activities with the intent to improve and or maintain each of the following components of health-related fitness: muscular strength (i.e., push-ups, thera-bands, weights, pull-ups, tumbling, etc.); endurance (i.e., running, aerobic activities, etc.); flexibility (i.e., stretching/warm-up, cool-down activities, tumbling, etc.); cardiovascular (i.e., running and aerobic activities, etc.); body composition (i.e., toning activities, aerobic/anaerobic activities, weight training, etc.).

- 4. 8th Grade**

- i. analyze and interpret personal fitness data in order to establish personal fitness/activity goals;
- ii. maintain heart rate within the target heart rate zone (i.e., apply personal target heart rate data into an individualized personal physical activity, etc.);

- iii. choose and record levels of participation in physical activities with the intent to improve and or maintain each of the following components of health-related fitness: muscular strength (i.e., push-ups, thera-bands, weights, pull-ups, tumbling, etc.); endurance (i.e., running, aerobic activities, etc.); flexibility (i.e., stretching/warm-up, cool-down activities, tumbling, etc.); cardiovascular (i.e., running and aerobic activities, etc.); body composition (i.e., toning activities, aerobic/anaerobic activities, weight training, etc.).
- 2. determine long-term benefits that may result from regular participation in physical activity;
 - 1. **5th Grade**
 - i. comprehend the benefits of physical activity (i.e., list and describe the health risks associated with an inactive lifestyle, list and describe the benefits of active lifestyles, etc.);
 - ii. recognize the difference between anaerobic and aerobic fitness activities;
 - 2. **6th Grade**
 - i. comprehend the benefits of physical activity (i.e., list and describe the health risks associated with an inactive lifestyle, list and describe the benefits of active lifestyles, etc.);
 - ii. recognize the difference between anaerobic and aerobic fitness activities;
 - 3. **7th Grade**
 - i. analyze and illustrate the benefits of physical activity (i.e., differentiate inactive versus active lifestyles;
 - ii. outline the health risk factors associated with an inactive lifestyle versus an active lifestyle, etc.);
 - iii. compare and contrast the difference between aerobic and anaerobic fitness activities.
 - 4. **8th Grade**
 - i. analyze and illustrate the benefits of physical activity (i.e., differentiate inactive versus active lifestyles;
 - ii. outline the health risk factors associated with an inactive lifestyle versus an active lifestyle, etc.);
 - iii. compare and contrast the difference between aerobic and anaerobic fitness activities.

Physical Education Standard 4

Achieves and maintains a health-enhancing level of physical fitness. Students will:

- 1. participate in physical activities that address each health-related physical fitness component;
 - 1. **5th Grade**
 - i. engage in appropriate physical activity that results in the development of cardiovascular endurance;
 - ii. select appropriate fitness activities that require muscular strength and muscular endurance;
 - iii. comprehend the benefits of flexibility;

- iv. explain the benefits of a healthy body composition;
- 2. 6th Grade**
 - i. engage in appropriate physical activity that results in the development of cardiovascular endurance;
 - ii. select appropriate fitness activities that require muscular strength and muscular endurance;
 - iii. comprehend the benefits of flexibility;
 - iv. explain the benefits of a healthy body composition;
- 3. 7th Grade**
 - i. analyze appropriate physical activities that result in the development of cardiovascular endurances;
 - ii. demonstrate and identify fitness activities that require muscular strength and muscular endurance;
 - iii. select appropriate flexibility activities;
 - iv. identify the benefits of a healthy body composition versus the risks of an unhealthy body composition;
- 4. 8th Grade**
 - i. analyze appropriate physical activities that result in the development of cardiovascular endurances;
 - ii. demonstrate and identify fitness activities that require muscular strength and muscular endurance;
 - iii. select appropriate flexibility activities;
 - iv. identify the benefits of a healthy body composition versus the risks of an unhealthy body composition;
- 2. assess personal fitness status within each health-related physical fitness component;
 - 1. 5th Grade**
 - i. comprehend personal fitness data and recognize individual strengths and weaknesses;
 - 2. 6th Grade**
 - i. comprehend personal fitness data and recognize individual strengths and weaknesses;
 - 3. 7th Grade**
 - i. analyze personal fitness data and evaluate individual strengths and weaknesses;
 - 4. 8th Grade**
 - i. analyze personal fitness data and evaluate individual strengths and weaknesses;
- 3. interpret the results of physical fitness assessments and use this information to develop individualized physical fitness goals with guidance from the teacher;
 - 1. 5th Grade**
 - i. comprehend personal fitness data and recognize individual strengths and weaknesses;
 - ii. choose appropriate physical activities to maintain and or improve strengths and weaknesses;
 - 2. 6th Grade**

- i. comprehend personal fitness data and recognize individual strengths and weaknesses;
 - ii. choose appropriate physical activities to maintain and or improve strengths and weaknesses;
- 3. 7th Grade**
 - i. analyze personal fitness data and evaluate individual strengths and weaknesses;
 - ii. generate an appropriate physical fitness plan to maintain and or improve strengths and weaknesses;
- 4. 8th Grade**
 - i. analyze personal fitness data and evaluate individual strengths and weaknesses;
 - ii. generate an appropriate physical fitness plan to maintain and or improve strengths and weaknesses;
- 4. evaluate the effectiveness of exercise and other factors to obtain personal fitness goals;
 - 1. 5th Grade**
 - i. identify the components of a fitness program and apply them to personal fitness plans (i.e., include more aerobic activities, adjust sets and reps in strength programs, etc.);
 - 2. 6th Grade**
 - i. identify the components of a fitness program and apply them to personal fitness plans (i.e., include more aerobic activities, adjust sets and reps in strength programs, etc.);
 - 3. 7th Grade**
 - i. analyze the effectiveness of current fitness programs and revise physical fitness activities to meet fitness goals (i.e., include more aerobic activities, adjust sets and reps in strength programs, etc.).
 - 4. 8th Grade**
 - i. analyze the effectiveness of current fitness programs and revise physical fitness activities to meet fitness goals (i.e., include more aerobic activities, adjust sets and reps in strength programs, etc.).

Physical Education Standard 5

Demonstrates responsible personal and social behavior in physical activity settings. Students will:

- 1. select and utilize safety principles in physical activity settings;
 - 1. 5th Grade**
 - i. use equipment appropriately (i.e., use specific equipment for intended purposes, proper care and management of equipment, etc.);
 - ii. follow general classroom and specific activity rules (i.e., treat each other with respect, honor specific boundaries, use appropriate personal contact, positive response to teachers' instruction/comments, distinguish between compliance and non-compliance with rules and regulations and apply agreed-upon consequences when officiating, etc.);

- iii. follow established emergency procedures (i.e., first aid, fire drills, etc.); wear appropriate activity attire properly (i.e., shoes and socks, clothing specific to activity, clothing specific to school and district rules, no potentially harmful accessories, etc.);

2. 6th Grade

- i. use equipment appropriately (i.e., use specific equipment for intended purposes, proper care and management of equipment, etc.);
- ii. follow general classroom and specific activity rules (i.e., treat each other with respect, honor specific boundaries, use appropriate personal contact, positive response to teachers' instruction/comments, distinguish between compliance and non-compliance with rules and regulations and apply agreed-upon consequences when officiating, etc.);
- iii. follow established emergency procedures (i.e., first aid, fire drills, etc.); wear appropriate activity attire properly (i.e., shoes and socks, clothing specific to activity, clothing specific to school and district rules, no potentially harmful accessories, etc.);

3. 7th Grade

- i. use equipment appropriately (i.e., use specific equipment for intended purposes, proper care and management of equipment, etc.);
- ii. follow general classroom and specific activity rules (i.e., treat each other with respect, honor specific boundaries, use appropriate personal contact, positive response to teachers' instruction/comments, distinguish between compliance and non-compliance with rules and regulations and apply agreed-upon consequences when officiating, etc.);
- iii. follow established emergency procedures (i.e., first aid, fire drills, etc.); wear appropriate activity attire properly (i.e., shoes and socks, clothing specific to activity, clothing specific to school and district rules, no potentially harmful accessories, etc.);

4. 8th Grade

- i. use equipment appropriately (i.e., use specific equipment for intended purposes, proper care and management of equipment, etc.);
- ii. follow general classroom and specific activity rules (i.e., treat each other with respect, honor specific boundaries, use appropriate personal contact, positive response to teachers' instruction/comments, distinguish between compliance and non-compliance with rules and regulations and apply agreed-upon consequences when officiating, etc.);
- iii. follow established emergency procedures (i.e., first aid, fire drills, etc.); wear appropriate activity attire properly (i.e., shoes and socks, clothing specific to activity, clothing specific to school and district rules, no potentially harmful accessories, etc.);

- 2. exhibit appropriate personal and group conduct while engaging in physical activity;

1. 5th Grade

- i. identify a bullying situation and respond appropriately (i.e., refer to specific district “bully proofing” programs/parameters, go to a safe adult when in an unsafe situation, etc.);

- ii. identify a sexual harassment situation and respond appropriately (i.e., refer to specific district regulations/policies, go to a safe adult when in an unsafe situation, demonstrate use of appropriate language and personal contact during physical activities, etc.);
- iii. accept responsibility for own actions and modify behaviors accordingly (i.e., take self out of negative situation, go to a safe adult in an unsafe situation, etc.);

2. 6th Grade

- i. identify a bullying situation and respond appropriately (i.e., refer to specific district “bully proofing” programs/parameters, go to a safe adult when in an unsafe situation, etc.);
- ii. identify a sexual harassment situation and respond appropriately (i.e., refer to specific district regulations/policies, go to a safe adult when in an unsafe situation, demonstrate use of appropriate language and personal contact during physical activities, etc.);
- iii. accept responsibility for own actions and modify behaviors accordingly (i.e., take self out of negative situation, go to a safe adult in an unsafe situation, etc.);

3. 7th Grade

- i. identify a bullying situation and respond appropriately (i.e., refer to specific district “bully proofing” programs/parameters, go to a safe adult when in an unsafe situation, etc.);
- ii. identify a sexual harassment situation and respond appropriately (i.e., refer to specific district regulations/policies, go to a safe adult when in an unsafe situation, demonstrate use of appropriate language and personal contact during physical activities, etc.);
- iii. accept responsibility for own actions and modify behaviors accordingly (i.e., take self out of negative situation, go to a safe adult in an unsafe situation, etc.);

4. 8th Grade

- i. identify a bullying situation and respond appropriately (i.e., refer to specific district “bully proofing” programs/parameters, go to a safe adult when in an unsafe situation, etc.);
- ii. identify a sexual harassment situation and respond appropriately (i.e., refer to specific district regulations/policies, go to a safe adult when in an unsafe situation, demonstrate use of appropriate language and personal contact during physical activities, etc.);
- iii. accept responsibility for own actions and modify behaviors accordingly (i.e., take self out of negative situation, go to a safe adult in an unsafe situation, etc.);

- 3. recognize the influence of peer pressure and make appropriate decisions using problem-solving techniques to resolve conflict;

1. 5th Grade

- i. identify/make positive choices in a variety of physical education settings (i.e., no teasing, name calling - use positive language, follow physical safety rules, follow all game/activity rules, etc.);

- ii. recognize and ignore poor behavior choices of peers (i.e., identify bullying behaviors, identify sexual harassment behaviors, etc.);
- iii. list coping skills for dealing with negative behaviors (i.e., bully proofing, sexual harassment awareness, peer mediation, conflict resolution, etc.);
- iv. when in conflict, use appropriate problem-solving techniques (i.e., conflict mediation, cooperative discipline techniques, small group discussion/processing, etc.);
- v. identify and list components of sportsmanship (i.e., differentiate between positive and negative sportsmanship, fair play, respect referee's decision, understand importance of following rules, adhere to good sportsmanship concepts/ideas, etc.);
- vi. demonstrate ability to apply concepts of good sportsmanship (i.e., as participant, as spectator, as referee, as coach, etc.);

2. 6th Grade

- i. identify/make positive choices in a variety of physical education settings (i.e., no teasing, name calling - use positive language, follow physical safety rules, follow all game/activity rules, etc.);
- ii. recognize and ignore poor behavior choices of peers (i.e., identify bullying behaviors, identify sexual harassment behaviors, etc.);
- iii. list coping skills for dealing with negative behaviors (i.e., bully proofing, sexual harassment awareness, peer mediation, conflict resolution, etc.);
- iv. when in conflict, use appropriate problem-solving techniques (i.e., conflict mediation, cooperative discipline techniques, small group discussion/processing, etc.);
- v. identify and list components of sportsmanship (i.e., differentiate between positive and negative sportsmanship, fair play, respect referee's decision, understand importance of following rules, adhere to good sportsmanship concepts/ideas, etc.);
- vi. demonstrate ability to apply concepts of good sportsmanship (i.e., as participant, as spectator, as referee, as coach, etc.);

3. 7th Grade

- i. identify/make positive choices in a variety of physical education settings (i.e., no teasing, name calling - use positive language, follow physical safety rules, follow all game/activity rules, etc.);
- ii. recognize and ignore poor behavior choices of peers (i.e., identify bullying behaviors, identify sexual harassment behaviors, etc.);
- iii. list coping skills for dealing with negative behaviors (i.e., bully proofing, sexual harassment awareness, peer mediation, conflict resolution, etc.);
- iv. when in conflict, use appropriate problem-solving techniques (i.e., conflict mediation, cooperative discipline techniques, small group discussion/processing, etc.);
- v. identify and list components of sportsmanship (i.e., differentiate between positive and negative sportsmanship, fair play, respect referee's decision, understand importance of following rules, adhere to good sportsmanship concepts/ideas, etc.);

- vi. demonstrate ability to apply concepts of good sportsmanship (i.e., as participant, as spectator, as referee, as coach, etc.);
- 4. 8th Grade**
- i. identify/make positive choices in a variety of physical education settings (i.e., no teasing, name calling - use positive language, follow physical safety rules, follow all game/activity rules, etc.);
 - ii. recognize and ignore poor behavior choices of peers (i.e., identify bullying behaviors, identify sexual harassment behaviors, etc.);
 - iii. list coping skills for dealing with negative behaviors (i.e., bully proofing, sexual harassment awareness, peer mediation, conflict resolution, etc.);
 - iv. when in conflict, use appropriate problem-solving techniques (i.e., conflict mediation, cooperative discipline techniques, small group discussion/processing, etc.);
 - v. identify and list components of sportsmanship (i.e., differentiate between positive and negative sportsmanship, fair play, respect referee's decision, understand importance of following rules, adhere to good sportsmanship concepts/ideas, etc.);
 - vi. demonstrate ability to apply concepts of good sportsmanship (i.e., as participant, as spectator, as referee, as coach, etc.);
4. work cooperatively with a group to achieve group goals;
- 1. 5th Grade**
- i. explain aspects of cooperative activities;
 - ii. participate positively in team building/cooperative activities;
 - iii. apply listening skills;
 - iv. explain different styles of leadership skills;
 - v. demonstrate importance of positive attitudes (i.e., communication, body language and listening skills, etc.);
 - vi. explain what it means to be a good team player;
 - vii. analyze cause and effect during physical activities.
- 2. 6th Grade**
- i. explain aspects of cooperative activities;
 - ii. participate positively in team building/cooperative activities;
 - iii. apply listening skills;
 - iv. explain different styles of leadership skills;
 - v. demonstrate importance of positive attitudes (i.e., communication, body language and listening skills, etc.);
 - vi. explain what it means to be a good team player;
 - vii. analyze cause and effect during physical activities.
- 3. 7th Grade**
- i. explain aspects of cooperative activities;
 - ii. participate positively in team building/cooperative activities;
 - iii. apply listening skills;
 - iv. explain different styles of leadership skills;
 - v. demonstrate importance of positive attitudes (i.e., communication, body language and listening skills, etc.);
 - vi. explain what it means to be a good team player;

- vii. analyze cause and effect during physical activities.
- 4. 8th Grade**
- i. explain aspects of cooperative activities;
 - ii. participate positively in team building/cooperative activities;
 - iii. apply listening skills;
 - iv. explain different styles of leadership skills;
 - v. demonstrate importance of positive attitudes (i.e., communication, body language and listening skills, etc.);
 - vi. explain what it means to be a good team player;
 - vii. analyze cause and effect during physical activities.

Physical Education Standard 6

Demonstrates understanding and respect for differences among people in physical activity settings. Students will:

1. identify the contribution that physical activity plays in multicultural/ethnic awareness and in the acceptance of all peers;
 - 1. 5th Grade**
 - i. identify/explain the role of games, sports and dance in getting to know and understand various cultures;
 - ii. distinguish the differences between varying cultures and their “native” sports/activities;
 - 2. 6th Grade**
 - i. identify/explain the role of games, sports and dance in getting to know and understand various cultures;
 - ii. distinguish the differences between varying cultures and their “native” sports/activities;
 - 3. 7th Grade**
 - i. describe why certain sports/dances/activities are more prevalent in specific countries/cultures;
 - ii. describe why “I” (student) participate in certain sports/dance/activities based on my culture;
 - iii. research and present an unfamiliar game or dance from another country;
 - 4. 8th Grade**
 - i. describe why certain sports/dances/activities are more prevalent in specific countries/cultures;
 - ii. describe why “I” (student) participate in certain sports/dance/activities based on my culture;
 - iii. research and present an unfamiliar game or dance from another country;
2. acknowledge all people of different gender, culture, ethnicity and disability and seek to learn more about both similarities and differences;
 - 1. 5th Grade**
 - i. understand the need for game modifications to allow persons with special needs to participate;
 - ii. recognize the diverse attributes of age, race, ethnicity, gender and ability level and acknowledge how these differences can enhance group activities;

- iii. participate in games/activities in which handicapping conditions are simulated (i.e., wheelchair basketball, etc.);
 - iv. describe the social dynamics that occur when peers participate with partners in cooperative activities;
- 2. 6th Grade**
- i. understand the need for game modifications to allow persons with special needs to participate;
 - ii. recognize the diverse attributes of age, race, ethnicity, gender and ability level and acknowledge how these differences can enhance group activities;
 - iii. participate in games/activities in which handicapping conditions are simulated (i.e., wheelchair basketball, etc.);
 - iv. describe the social dynamics that occur when peers participate with partners in cooperative activities;
- 3. 7th Grade**
- i. understand the need for game modifications to allow persons with special needs to participate;
 - ii. recognize the diverse attributes of age, race, ethnicity, gender and ability level and acknowledge how these differences can enhance group activities;
 - iii. participate in games/activities in which handicapping conditions are simulated (i.e., wheelchair basketball, etc.);
 - iv. describe the social dynamics that occur when peers participate with partners in cooperative activities;
- 4. 8th Grade**
- i. understand the need for game modifications to allow persons with special needs to participate;
 - ii. recognize the diverse attributes of age, race, ethnicity, gender and ability level and acknowledge how these differences can enhance group activities;
 - iii. participate in games/activities in which handicapping conditions are simulated (i.e., wheelchair basketball, etc.);
 - iv. describe the social dynamics that occur when peers participate with partners in cooperative activities;
3. analyze how the media, particularly advertising, influences the perception of ideal body types;
- 1. 5th Grade**
- i. initiate discussion of media influences on behavior choices (i.e., print, radio, TV, etc.);
 - ii. explain/describe how media influences our consumer choices and personal/physical self-concept;
 - iii. describe differences between healthy bodies and media-generated bodies;
 - iv. produce a media advertisement that promotes the benefits of an active and healthy lifestyle.
- 2. 6th Grade**
- i. initiate discussion of media influences on behavior choices (i.e., print, radio, TV, etc.);
 - ii. explain/describe how media influences our consumer choices and personal/physical self-concept;

- iii. describe differences between healthy bodies and media-generated bodies;
 - iv. produce a media advertisement that promotes the benefits of an active and healthy lifestyle.
- 3. 7th Grade**
- i. initiate discussion of media influences on behavior choices (i.e., print, radio, TV, etc.);
 - ii. explain/describe how media influences our consumer choices and personal/physical self-concept;
 - iii. describe differences between healthy bodies and media-generated bodies;
 - iv. produce a media advertisement that promotes the benefits of an active and healthy lifestyle.
- 4. 8th Grade**
- i. initiate discussion of media influences on behavior choices (i.e., print, radio, TV, etc.);
 - ii. explain/describe how media influences our consumer choices and personal/physical self-concept;
 - iii. describe differences between healthy bodies and media-generated bodies;
 - iv. produce a media advertisement that promotes the benefits of an active and healthy lifestyle.

Physical Education Standard 7

Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction. Students will:

1. participate in physical activity;

1. 5th Grade

- i. identify a variety of physical activities that will provide satisfaction and lead to continued participation;
- ii. choose to participate consistently in games, sports, dance and outdoor activities, both in and out of school, based on individual interests and capabilities (i.e., at school during self-selection times, after-school free time, teams, lessons, family recreation, etc.);
- iii. identify benefits of participating in physical activities throughout one's lifetime (i.e., discussion, lists, outline, role playing, etc.);
- iv. show a desire to improve one's own physical ability, fitness level and performance (i.e., fitness journals, activity calendars, fitness level assessments, etc);

2. 6th Grade

- i. identify a variety of physical activities that will provide satisfaction and lead to continued participation;
- ii. choose to participate consistently in games, sports, dance and outdoor activities, both in and out of school, based on individual interests and capabilities (i.e., at school during self-selection times, after-school free time, teams, lessons, family recreation, etc.);
- iii. identify benefits of participating in physical activities throughout one's lifetime (i.e., discussion, lists, outline, role playing, etc.);

- iv. show a desire to improve one's own physical ability, fitness level and performance (i.e., fitness journals, activity calendars, fitness level assessments, etc);
- 3. 7th Grade**
 - i. identify a variety of physical activities that will provide satisfaction and lead to continued participation;
 - ii. choose to participate consistently in games, sports, dance and outdoor activities, both in and out of school, based on individual interests and capabilities (i.e., at school during self-selection times, after-school free time, teams, lessons, family recreation, etc.);
 - iii. identify benefits of participating in physical activities throughout one's lifetime (i.e., discussion, lists, outline, role playing, etc.);
 - iv. show a desire to improve one's own physical ability, fitness level and performance (i.e., fitness journals, activity calendars, fitness level assessments, etc);
 - 4. 8th Grade**
 - i. identify a variety of physical activities that will provide satisfaction and lead to continued participation;
 - ii. choose to participate consistently in games, sports, dance and outdoor activities, both in and out of school, based on individual interests and capabilities (i.e., at school during self-selection times, after-school free time, teams, lessons, family recreation, etc.);
 - iii. identify benefits of participating in physical activities throughout one's lifetime (i.e., discussion, lists, outline, role playing, etc.);
 - iv. show a desire to improve one's own physical ability, fitness level and performance (i.e., fitness journals, activity calendars, fitness level assessments, etc);
2. participate in new and challenging physical activities;
 - 1. 5th Grade**
 - i. identify opportunities in school and community that encourage/allow for regular participation in physical activity (i.e., community bulletin boards, online searches, class discussions, etc);
 - ii. actively choose and join in on new activities in and out of the school environment (i.e., recess, self-selection times, after-school clubs, family recreation time, etc.);
 - 2. 6th Grade**
 - i. identify opportunities in school and community that encourage/allow for regular participation in physical activity (i.e., community bulletin boards, online searches, class discussions, etc);
 - ii. actively choose and join in on new activities in and out of the school environment (i.e., recess, self-selection times, after-school clubs, family recreation time, etc.);
 - 3. 7th Grade**
 - i. develop a matrix of available school and community physical activity resources;

- ii. demonstrate a willingness to try an unfamiliar position within the context of a practice or a game situation (i.e., offense versus defense, guard versus forward, catcher versus pitcher, etc.);
- 4. 8th Grade**
- i. develop a matrix of available school and community physical activity resources;
 - ii. demonstrate a willingness to try an unfamiliar position within the context of a practice or a game situation (i.e., offense versus defense, guard versus forward, catcher versus pitcher, etc.);
3. identify the social benefits of participation in physical activity;
- 1. 5th Grade**
- i. identify basic ideals of fair play, acceptance of rules and group communication (i.e., give appropriate feedback to partners and teammates, etc.);
 - ii. appreciate the challenging aspects of competition with self and others (i.e., praise opponents, accept teammates' and opponents' contributions, enjoy physical activity for its own sake, etc.);
 - iii. sharing feelings of satisfaction felt as a result of physical activity (i.e., improved individual self-esteem, good feelings gained from being part of a team, activity journals, class discussions, etc.);
- 2. 6th Grade**
- i. identify basic ideals of fair play, acceptance of rules and group communication (i.e., give appropriate feedback to partners and teammates, etc.);
 - ii. appreciate the challenging aspects of competition with self and others (i.e., praise opponents, accept teammates' and opponents' contributions, enjoy physical activity for its own sake, etc.);
 - iii. sharing feelings of satisfaction felt as a result of physical activity (i.e., improved individual self-esteem, good feelings gained from being part of a team, activity journals, class discussions, etc.);
- 3. 7th Grade**
- i. identify basic ideals of fair play, acceptance of rules and group communication (i.e., give appropriate feedback to partners and teammates, etc.);
 - ii. appreciate the challenging aspects of competition with self and others (i.e., praise opponents, accept teammates' and opponents' contributions, enjoy physical activity for its own sake, etc.);
 - iii. sharing feelings of satisfaction felt as a result of physical activity (i.e., improved individual self-esteem, good feelings gained from being part of a team, activity journals, class discussions, etc.);
- 4. 8th Grade**
- i. identify basic ideals of fair play, acceptance of rules and group communication (i.e., give appropriate feedback to partners and teammates, etc.);

- ii. appreciate the challenging aspects of competition with self and others (i.e., praise opponents, accept teammates' and opponents' contributions, enjoy physical activity for its own sake, etc.);
 - iii. sharing feelings of satisfaction felt as a result of physical activity (i.e., improved individual self-esteem, good feelings gained from being part of a team, activity journals, class discussions, etc.);
4. practice and demonstrate physical activity as a vehicle for self-expression;
- 1. 5th Grade**
 - i. identify and use a variety of physical activities and movements to communicate ideas and feelings (i.e., dance, sports, gymnastics, intensity levels, etc.);
 - ii. demonstrate aesthetic appreciation of skilled movement of the body (i.e., create body silhouettes, etc.);
 - iii. identify and describe personal feelings resulting from participation in physical activity (i.e., journals, activity calendars, peer mentoring, class discussions, etc.);
 - iv. exhibit appropriate protocol during dance, fine arts or other physical activity events.
 - 2. 6th Grade**
 - i. identify and use a variety of physical activities and movements to communicate ideas and feelings (i.e., dance, sports, gymnastics, intensity levels, etc.);
 - ii. demonstrate aesthetic appreciation of skilled movement of the body (i.e., create body silhouettes, etc.);
 - iii. identify and describe personal feelings resulting from participation in physical activity (i.e., journals, activity calendars, peer mentoring, class discussions, etc.);
 - iv. exhibit appropriate protocol during dance, fine arts or other physical activity events.
 - 3. 7th Grade**
 - i. identify and use a variety of physical activities and movements to communicate ideas and feelings (i.e., dance, sports, gymnastics, intensity levels, etc.);
 - ii. demonstrate aesthetic appreciation of skilled movement of the body (i.e., create body silhouettes, etc.);
 - iii. identify and describe personal feelings resulting from participation in physical activity (i.e., journals, activity calendars, peer mentoring, class discussions, etc.);
 - iv. exhibit appropriate protocol during dance, fine arts or other physical activity events.
 - 4. 8th Grade**
 - i. identify and use a variety of physical activities and movements to communicate ideas and feelings (i.e., dance, sports, gymnastics, intensity levels, etc.);
 - ii. demonstrate aesthetic appreciation of skilled movement of the body (i.e., create body silhouettes, etc.);

- iii. identify and describe personal feelings resulting from participation in physical activity (i.e., journals, activity calendars, peer mentoring, class discussions, etc.);
- iv. exhibit appropriate protocol during dance, fine arts or other physical activity events.

Physical Education Standard 1

Demonstrates competency in many movement forms and proficiency in a few movement forms. Students will:

1. aquatics, dance, outdoor pursuits, individual activities/sports and team activities/sports;

1. 9th Grade

- i. identify the critical elements contained in the preparatory, action and follow-through phases of movement;
- ii. analyze the critical elements contained in the preparatory, action and follow-through phases of movement;
- iii. evaluate skill based on self, peer and teacher feedback while utilizing sound principles of biomechanics;
- iv. modify and transition future skill performances based on self, peer and teacher feedback while utilizing sound principles of biomechanics to guide skill improvement.

2. 10th Grade

- i. identify the critical elements contained in the preparatory, action and follow-through phases of movement;
- ii. analyze the critical elements contained in the preparatory, action and follow-through phases of movement;
- iii. evaluate skill based on self, peer and teacher feedback while utilizing sound principles of biomechanics;
- iv. modify and transition future skill performances based on self, peer and teacher feedback while utilizing sound principles of biomechanics to guide skill improvement.

3. 11th Grade

- i. identify the critical elements contained in the preparatory, action and follow-through phases of movement;
- ii. analyze the critical elements contained in the preparatory, action and follow-through phases of movement;
- iii. evaluate skill based on self, peer and teacher feedback while utilizing sound principles of biomechanics;
- iv. modify and transition future skill performances based on self, peer and teacher feedback while utilizing sound principles of biomechanics to guide skill improvement.

4. 12th Grade

- i. identify the critical elements contained in the preparatory, action and follow-through phases of movement;
- ii. analyze the critical elements contained in the preparatory, action and follow-through phases of movement;
- iii. evaluate skill based on self, peer and teacher feedback while utilizing sound principles of biomechanics;
- iv. modify and transition future skill performances based on self, peer and teacher feedback while utilizing sound principles of biomechanics to guide skill improvement.

Physical Education Standard 2

Applies movement concepts and principles to the learning and development of motor skills.
Students will:

1. apply scientific principles to learn and improve skills;
 - 1. 9th Grade**
 - i. explain and demonstrate motor learning cues to help regulate their physical performance;
 - ii. explain the principles of exercise science and demonstrate the understanding of physiological changes that occur to the body due to the efficiency of movement, training and the aging process;
 - iii. apply biomechanical concepts while identifying basic biomechanical principles of movement (i.e., leverage, torque, transfer of energy and angular velocity, mass and momentum, net joint torque, etc.);
 - iv. identify and utilize biomechanical, motor development, exercise physiology and motor learning concepts to learn and improve skills.
 - 2. 10th Grade**
 - i. explain and demonstrate motor learning cues to help regulate their physical performance;
 - ii. explain the principles of exercise science and demonstrate the understanding of physiological changes that occur to the body due to the efficiency of movement, training and the aging process;
 - iii. apply biomechanical concepts while identifying basic biomechanical principles of movement (i.e., leverage, torque, transfer of energy and angular velocity, mass and momentum, net joint torque, etc.);
 - iv. identify and utilize biomechanical, motor development, exercise physiology and motor learning concepts to learn and improve skills.
 - 3. 11th Grade**
 - i. explain and demonstrate motor learning cues to help regulate their physical performance;
 - ii. explain the principles of exercise science and demonstrate the understanding of physiological changes that occur to the body due to the efficiency of movement, training and the aging process;
 - iii. apply biomechanical concepts while identifying basic biomechanical principles of movement (i.e., leverage, torque, transfer of energy and angular velocity, mass and momentum, net joint torque, etc.);
 - iv. identify and utilize biomechanical, motor development, exercise physiology and motor learning concepts to learn and improve skills.
 - 4. 12th Grade**
 - i. explain and demonstrate motor learning cues to help regulate their physical performance;
 - ii. explain the principles of exercise science and demonstrate the understanding of physiological changes that occur to the body due to the efficiency of movement, training and the aging process;

- iii. apply biomechanical concepts while identifying basic biomechanical principles of movement (i.e., leverage, torque, transfer of energy and angular velocity, mass and momentum, net joint torque, etc.);
- iv. identify and utilize biomechanical, motor development, exercise physiology and motor learning concepts to learn and improve skills.

Physical Education Standard 3

Exhibits knowledge and ability to participate in a physically active lifestyle. Students will:

1. participate in physical activities which contribute to the attainment of personal goals and the maintenance of wellness;
 - 1. 9th Grade**
 - i. identify realistic personal fitness goals based on a pre-assessment;
 - ii. maintain a personal fitness program by using exercise strategies (i.e., goal statements, graphs, charts, software, log books, etc.);
 - 2. 10th Grade**
 - i. identify realistic personal fitness goals based on a pre-assessment;
 - ii. maintain a personal fitness program by using exercise strategies (i.e., goal statements, graphs, charts, software, log books, etc.);
 - 3. 11th Grade**
 - i. identify realistic personal fitness goals based on a pre-assessment;
 - ii. maintain a personal fitness program by using exercise strategies (i.e., goal statements, graphs, charts, software, log books, etc.);
 - 4. 12th Grade**
 - i. identify realistic personal fitness goals based on a pre-assessment;
 - ii. maintain a personal fitness program by using exercise strategies (i.e., goal statements, graphs, charts, software, log books, etc.);
2. monitor exercise, eating and other behaviors related to a healthy lifestyle;
 - 1. 9th Grade**
 - i. demonstrate an understanding of chronic sedentary diseases and at-risk behaviors (i.e., smoking, alcohol consumption, drug use, etc.) as they pertain to health-related fitness (i.e., track, identify and draw conclusions about personal nutrition and physical activity and how it relates to one's personal health, etc.);
 - 2. 10th Grade**
 - i. demonstrate an understanding of chronic sedentary diseases and at-risk behaviors (i.e., smoking, alcohol consumption, drug use, etc.) as they pertain to health-related fitness (i.e., track, identify and draw conclusions about personal nutrition and physical activity and how it relates to one's personal health, etc.);
 - 3. 11th Grade**
 - i. demonstrate an understanding of chronic sedentary diseases and at-risk behaviors (i.e., smoking, alcohol consumption, drug use, etc.) as they pertain to health-related fitness (i.e., track, identify and draw conclusions about personal nutrition and physical activity and how it relates to one's personal health, etc.);

- 4. 12th Grade**
 - i. demonstrate an understanding of chronic sedentary diseases and at-risk behaviors (i.e., smoking, alcohol consumption, drug use, etc.) as they pertain to health-related fitness (i.e., track, identify and draw conclusions about personal nutrition and physical activity and how it relates to one's personal health, etc.);
3. understand how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes;
 - 1. 9th Grade**
 - i. identify and explain the physiological challenges and metabolic changes that occur to the human body across the lifespan;
 - ii. create a physical activity and nutrition plan for the different stages of life based on personal health history, areas of interest and desired individual outcomes;
 - 2. 10th Grade**
 - i. identify and explain the physiological challenges and metabolic changes that occur to the human body across the lifespan;
 - ii. create a physical activity and nutrition plan for the different stages of life based on personal health history, areas of interest and desired individual outcomes;
 - 3. 11th Grade**
 - i. identify and explain the physiological challenges and metabolic changes that occur to the human body across the lifespan;
 - ii. create a physical activity and nutrition plan for the different stages of life based on personal health history, areas of interest and desired individual outcomes;
 - 4. 12th Grade**
 - i. identify and explain the physiological challenges and metabolic changes that occur to the human body across the lifespan;
 - ii. create a physical activity and nutrition plan for the different stages of life based on personal health history, areas of interest and desired individual outcomes;
4. use scientific knowledge to analyze personal characteristics that relate to participation in physical activities;
 - 1. 9th Grade**
 - i. use technology and scientific methods to collect data in order to analyze personal physical activity patterns (i.e., pedometers, heart rate monitors, activity-gram, etc.);
 - ii. analyze different physical activities to determine a well-balanced health-related fitness program to help enhance overall fitness (i.e., cardiovascular, muscular endurance, muscular strength, flexibility activities, etc.).
 - 2. 10th Grade**
 - i. use technology and scientific methods to collect data in order to analyze personal physical activity patterns (i.e., pedometers, heart rate monitors, activity-gram, etc.);

- ii. analyze different physical activities to determine a well-balanced health-related fitness program to help enhance overall fitness (i.e., cardiovascular, muscular endurance, muscular strength, flexibility activities, etc.).
3. **11th Grade**
 - i. use technology and scientific methods to collect data in order to analyze personal physical activity patterns (i.e., pedometers, heart rate monitors, activity-gram, etc.);
 - ii. analyze different physical activities to determine a well-balanced health-related fitness program to help enhance overall fitness (i.e., cardiovascular, muscular endurance, muscular strength, flexibility activities, etc.).
 4. **12th Grade**
 - i. use technology and scientific methods to collect data in order to analyze personal physical activity patterns (i.e., pedometers, heart rate monitors, activity-gram, etc.);
 - ii. analyze different physical activities to determine a well-balanced health-related fitness program to help enhance overall fitness (i.e., cardiovascular, muscular endurance, muscular strength, flexibility activities, etc.).

Physical Education Standard 4

Achieves and maintains a health-enhancing level of physical fitness. Students will:

1. recognize the importance of participation in physical activity on a regular basis;
 1. **9th Grade**
 - i. maintain a personal fitness program by using exercise strategies (i.e., goal statements, graphs, charts, software, log books, etc.);
 2. **10th Grade**
 - i. maintain a personal fitness program by using exercise strategies (i.e., goal statements, graphs, charts, software, log books, etc.);
 3. **11th Grade**
 - i. maintain a personal fitness program by using exercise strategies (i.e., goal statements, graphs, charts, software, log books, etc.);
 4. **12th Grade**
 - i. maintain a personal fitness program by using exercise strategies (i.e., goal statements, graphs, charts, software, log books, etc.);
2. demonstrate independence in assessing, achieving and maintaining personal health-related fitness goals;
 1. **9th Grade**
 - i. demonstrate the ability and knowledge to self-assess health-related fitness levels (i.e., resting heart rate, recovery heart rate, target heart rate, heart rate zone, muscular strength, endurance, flexibility, body composition, etc.) based upon health-related fitness criteria (i.e., develop strategies for achieving and maintaining a personal fitness program);
 2. **10th Grade**
 - i. demonstrate the ability and knowledge to self-assess health-related fitness levels (i.e., resting heart rate, recovery heart rate, target heart rate, heart rate zone, muscular strength, endurance, flexibility, body composition,

etc.) based upon health-related fitness criteria (i.e., develop strategies for achieving and maintaining a personal fitness program);

3. 11th Grade

- i. demonstrate the ability and knowledge to self-assess health-related fitness levels (i.e., resting heart rate, recovery heart rate, target heart rate, heart rate zone, muscular strength, endurance, flexibility, body composition, etc.) based upon health-related fitness criteria (i.e., develop strategies for achieving and maintaining a personal fitness program);

4. 12th Grade

- i. demonstrate the ability and knowledge to self-assess health-related fitness levels (i.e., resting heart rate, recovery heart rate, target heart rate, heart rate zone, muscular strength, endurance, flexibility, body composition, etc.) based upon health-related fitness criteria (i.e., develop strategies for achieving and maintaining a personal fitness program);

3. design personal fitness programs that encompass all health-related physical fitness components;

1. 9th Grade

- i. provide rationale for the use of scientific concepts in the development of one's fitness program;
- ii. provide rationale for the principles of frequency, intensity, time and type;
- iii. demonstrate a knowledge base on training principles (i.e., progression, overload, specificity, etc.);
- iv. create a scientifically-based personal fitness program that encompasses cardiovascular, muscular strength, muscular endurance, flexibility and body composition principles in the fitness plan.

2. 10th Grade

- i. provide rationale for the use of scientific concepts in the development of one's fitness program;
- ii. provide rationale for the principles of frequency, intensity, time and type;
- iii. demonstrate a knowledge base on training principles (i.e., progression, overload, specificity, etc.);
- iv. create a scientifically-based personal fitness program that encompasses cardiovascular, muscular strength, muscular endurance, flexibility and body composition principles in the fitness plan.

3. 11th Grade

- i. provide rationale for the use of scientific concepts in the development of one's fitness program;
- ii. provide rationale for the principles of frequency, intensity, time and type;
- iii. demonstrate a knowledge base on training principles (i.e., progression, overload, specificity, etc.);
- iv. create a scientifically-based personal fitness program that encompasses cardiovascular, muscular strength, muscular endurance, flexibility and body composition principles in the fitness plan.

4. 12th Grade

- i. provide rationale for the use of scientific concepts in the development of one's fitness program;

- ii. provide rationale for the principles of frequency, intensity, time and type;
- iii. demonstrate a knowledge base on training principles (i.e., progression, overload, specificity, etc.);
- iv. create a scientifically-based personal fitness program that encompasses cardiovascular, muscular strength, muscular endurance, flexibility and body composition principles in the fitness plan.

Physical Education Standard 5

Demonstrates responsible personal and social behavior in physical activity settings. Students will:

1. identify and evaluate risks and safety factors that may affect physical activity choices throughout the life cycle;
 1. **9th Grade**
 - i. adhere to the general classroom and specific activity rules as well as assisting with the care of the equipment and facilities;
 - ii. apply appropriate etiquette in all activities;
 2. **10th Grade**
 - i. adhere to the general classroom and specific activity rules as well as assisting with the care of the equipment and facilities;
 - ii. apply appropriate etiquette in all activities;
 3. **11th Grade**
 - i. adhere to the general classroom and specific activity rules as well as assisting with the care of the equipment and facilities;
 - ii. apply appropriate etiquette in all activities;
 4. **12th Grade**
 - i. adhere to the general classroom and specific activity rules as well as assisting with the care of the equipment and facilities;
 - ii. apply appropriate etiquette in all activities;
2. initiate independent and responsible personal behavior in physical activity settings;
 1. **9th Grade**
 - i. follow general classroom and specific activity rules to insure physical and emotional safety;
 2. **10th Grade**
 - i. follow general classroom and specific activity rules to insure physical and emotional safety;
 3. **11th Grade**
 - i. follow general classroom and specific activity rules to insure physical and emotional safety;
 4. **12th Grade**
 - i. follow general classroom and specific activity rules to insure physical and emotional safety;
3. recognize the influence of peer pressure and exhibit appropriate strategies for conflict resolution;
 1. **9th Grade**

- i. demonstrate the ability to make responsible decisions regardless of peer pressure;
 - ii. accept consequences of personal choices;
 - iii. openly discuss conflicts with the teacher and others involved while using conflict resolution skills;
- 2. 10th Grade**
 - i. demonstrate the ability to make responsible decisions regardless of peer pressure;
 - ii. accept consequences of personal choices;
 - iii. openly discuss conflicts with the teacher and others involved while using conflict resolution skills;
- 3. 11th Grade**
 - i. demonstrate the ability to make responsible decisions regardless of peer pressure;
 - ii. accept consequences of personal choices;
 - iii. openly discuss conflicts with the teacher and others involved while using conflict resolution skills;
- 4. 12th Grade**
 - i. demonstrate the ability to make responsible decisions regardless of peer pressure;
 - ii. accept consequences of personal choices;
 - iii. openly discuss conflicts with the teacher and others involved while using conflict resolution skills;
- 4. accept leadership responsibility and a willingness to follow, as appropriate, in order to accomplish group goals;
 - 1. 9th Grade**
 - i. distinguish between group member roles (e.g. leader, follower, etc.) and act accordingly to accomplish group goals.
 - 2. 10th Grade**
 - i. distinguish between group member roles (e.g. leader, follower, etc.) and act accordingly to accomplish group goals.
 - 3. 11th Grade**
 - i. distinguish between group member roles (e.g. leader, follower, etc.) and act accordingly to accomplish group goals.
 - 4. 12th Grade**
 - i. distinguish between group member roles (e.g. leader, follower, etc.) and act accordingly to accomplish group goals.

Physical Education Standard 6

Demonstrates understanding and respect for differences among people in physical activity settings. Students will:

- 1. identify the effects of age, gender, race, ethnicity, socioeconomic standing and culture upon physical activity choices and participation;
 - 1. 9th Grade**

- i. discuss why social differences and other aspects keep young adults from participating in an active lifestyle;
 - ii. acknowledge the attributes that individuals with differences bring to a group;
 - 2. 10th Grade**
 - i. discuss why social differences and other aspects keep young adults from participating in an active lifestyle;
 - ii. acknowledge the attributes that individuals with differences bring to a group;
 - 3. 11th Grade**
 - i. discuss why social differences and other aspects keep young adults from participating in an active lifestyle;
 - ii. acknowledge the attributes that individuals with differences bring to a group;
 - 4. 12th Grade**
 - i. discuss why social differences and other aspects keep young adults from participating in an active lifestyle;
 - ii. acknowledge the attributes that individuals with differences bring to a group;
2. develop strategies for including persons of diverse backgrounds and abilities in physical activity;
- 1. 9th Grade**
 - i. recognize the importance of working cooperatively with persons of diverse backgrounds and abilities during any activity;
 - ii. display a sensitive attitude and a willingness to participate with others in physical activities;
 - 2. 10th Grade**
 - i. recognize the importance of working cooperatively with persons of diverse backgrounds and abilities during any activity;
 - ii. display a sensitive attitude and a willingness to participate with others in physical activities;
 - 3. 11th Grade**
 - i. recognize the importance of working cooperatively with persons of diverse backgrounds and abilities during any activity;
 - ii. display a sensitive attitude and a willingness to participate with others in physical activities;
 - 4. 12th Grade**
 - i. recognize the importance of working cooperatively with persons of diverse backgrounds and abilities during any activity;
 - ii. display a sensitive attitude and a willingness to participate with others in physical activities;
3. evaluate how the media, particularly advertising, influence the perception of the ideal body types;
- 1. 9th Grade**
 - i. recognize that media messages are trying to sell products;

- ii. know that billboards, magazines and television will show idealistic body types;
 - iii. critically analyze advertising messages; create print ads endorsing healthy lifestyles.
- 2. 10th Grade**
- i. recognize that media messages are trying to sell products;
 - ii. know that billboards, magazines and television will show idealistic body types;
 - iii. critically analyze advertising messages; create print ads endorsing healthy lifestyles.
- 3. 11th Grade**
- i. recognize that media messages are trying to sell products;
 - ii. know that billboards, magazines and television will show idealistic body types;
 - iii. critically analyze advertising messages; create print ads endorsing healthy lifestyles.
- 4. 12th Grade**
- i. recognize that media messages are trying to sell products;
 - ii. know that billboards, magazines and television will show idealistic body types;
 - iii. critically analyze advertising messages; create print ads endorsing healthy lifestyles.

Physical Education Standard 7

Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction. Students will:

1. Maintain and improve physical fitness, motor skills and knowledge about physical activity;
 - 1. 9th Grade**
 - i. select activities that are enjoyable and promote fitness;
 - ii. identify activities that best fit their individual needs;
 - iii. choose activities outside of school that provide challenges and social interaction;
 - iv. recognize intrinsic value of physical activity;
 - 2. 10th Grade**
 - i. select activities that are enjoyable and promote fitness;
 - ii. identify activities that best fit their individual needs;
 - iii. choose activities outside of school that provide challenges and social interaction;
 - iv. recognize intrinsic value of physical activity;
 - 3. 11th Grade**
 - i. select activities that are enjoyable and promote fitness;
 - ii. identify activities that best fit their individual needs;
 - iii. choose activities outside of school that provide challenges and social interaction;

- iv. recognize intrinsic value of physical activity;
 - 4. 12th Grade**
 - i. select activities that are enjoyable and promote fitness;
 - ii. identify activities that best fit their individual needs;
 - iii. choose activities outside of school that provide challenges and social interaction;
 - iv. recognize intrinsic value of physical activity;
2. evaluate the importance of physical activity and healthy nutrition as part of one's lifestyle;
- 1. 9th Grade**
 - i. identify key reasons to develop and maintain physical activity and healthy eating habits;
 - ii. recognize the connections with lifestyle choices regarding activity and nutrition and the impact on health;
 - 2. 10th Grade**
 - i. identify key reasons to develop and maintain physical activity and healthy eating habits;
 - ii. recognize the connections with lifestyle choices regarding activity and nutrition and the impact on health;
 - 3. 11th Grade**
 - i. identify key reasons to develop and maintain physical activity and healthy eating habits;
 - ii. recognize the connections with lifestyle choices regarding activity and nutrition and the impact on health;
 - 4. 12th Grade**
 - i. identify key reasons to develop and maintain physical activity and healthy eating habits;
 - ii. recognize the connections with lifestyle choices regarding activity and nutrition and the impact on health;
3. analyze time, cost and accessibility factors related to regular participation in physical activities;
- 1. 9th Grade**
 - i. identify barriers and enablers to regular physical activity specific to his or her situation;
 - ii. create a time management plan to facilitate regular physical activity participation;
 - 2. 10th Grade**
 - i. identify barriers and enablers to regular physical activity specific to his or her situation;
 - ii. create a time management plan to facilitate regular physical activity participation;
 - 3. 11th Grade**
 - i. identify barriers and enablers to regular physical activity specific to his or her situation;
 - ii. create a time management plan to facilitate regular physical activity participation;

- 4. 12th Grade**
 - i. identify barriers and enablers to regular physical activity specific to his or her situation;
 - ii. create a time management plan to facilitate regular physical activity participation;
4. recognize the feelings that result from physical activity participation;
 - 1. 9th Grade**
 - i. reflect on reasons for choosing to participate in selected physical activity;
 - ii. create self rewards for achieving personal fitness goals;
 - iii. experience the feeling of satisfaction about personal fitness accomplishments;
 - iv. evaluate the physical, social and psychological benefits of a healthy and active lifestyle.
 - 2. 10th Grade**
 - i. reflect on reasons for choosing to participate in selected physical activity;
 - ii. create self rewards for achieving personal fitness goals;
 - iii. experience the feeling of satisfaction about personal fitness accomplishments;
 - iv. evaluate the physical, social and psychological benefits of a healthy and active lifestyle.
 - 3. 11th Grade**
 - i. reflect on reasons for choosing to participate in selected physical activity;
 - ii. create self rewards for achieving personal fitness goals;
 - iii. experience the feeling of satisfaction about personal fitness accomplishments;
 - iv. evaluate the physical, social and psychological benefits of a healthy and active lifestyle.
 - 4. 12th Grade**
 - i. reflect on reasons for choosing to participate in selected physical activity;
 - ii. create self rewards for achieving personal fitness goals;
 - iii. experience the feeling of satisfaction about personal fitness accomplishments;
 - iv. evaluate the physical, social and psychological benefits of a healthy and active lifestyle.