

***Standards By Design:***

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***Third Grade, Fifth Grade, Eighth Grade and  
High School for Physical Education***



# Physical Education

## Third Grade

Benchmark 1 (Grades K-3) physical education students work on the basic skills of moving, using equipment and varying the manner in which the skills are performed in relationship to changing conditions and expectations. Students achieve mature form in the less complex skills (e.g., underhand throw) and progress toward achieving mature form in the more complex skills (e.g., foot dribble). They also work on safe practices, physical education class rules and procedures.

### Expressive and Efficient Moving

Demonstrate knowledge of a variety of motor skills.

PE.03.EE.01 Demonstrate mature form of basic locomotor patterns: run, gallop, slide, horizontal jump, hop, leap, and skip, starting and stopping on command and in control.

PE.03.EE.02 Demonstrate critical elements in manipulative skills: throw, catch, kick, and strike.

PE.03.EE.03 Balance, demonstrating momentary stillness, in symmetrical and asymmetrical shapes on a variety of body parts.

PE.03.EE.04 Demonstrate three different step patterns and combinations of movements into repeatable sequences.

Understand and participate in a variety of physical and recreational activities available in the school and community.

No standards currently exist for this CCG

Understand and apply movement concepts.

No standards currently exist for this CCG

Understand and apply physical education vocabulary as it relates to movement concepts.

No standards currently exist for this CCG

Understand rules and strategies for a variety of physical activities.

No standards currently exist for this CCG

## **Fitness for Lifetime**

Demonstrate knowledge of a physically active lifestyle.

PE.03.FL.01 Identify changes in his/her body during moderate to vigorous exercise.

Understand the meaning of physical fitness and how personal fitness can be improved and maintained using a health-related fitness assessment as one tool for measuring.

No standards currently exist for this CCG

## **Self- Management and Social Behavior**

Understand appropriate and positive behavior management (social skills) and respect for all individual differences, including gender, ethnicity, and physical ability during physical activity.

PE.03.SM.01 Identify rules, procedures, and etiquette in a specified physical activity.

PE.03.SM.02 Identify positive ways to resolve conflict.

Understand and apply safety in movement activities.

No standards currently exist for this CCG

Understand that history and culture influence games, sports, play, and dance.

No standards currently exist for this CCG

## **Fifth Grade**

Benchmark 2 (Grades 4-5) physical education students continue to build on achieving mature form of more complex skills (e.g., hand dribble, throw). Students begin to engage in physical activities specifically related to each component of physical fitness (cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition), complete standardized fitness testing comprised of these components and with teacher assistance interpret the results. Students become capable of monitoring their own activity and use performance feedback to increase their understanding of a skill as well as to improve performance.

## Expressive and Efficient Moving

Demonstrate knowledge of a variety of motor skills.

PE.05.EE.01 Demonstrate the use of a foot dribble (R/L foot), hand dribble (R/L hand), strike, throw, catch, and volley with a partner.

PE.05.EE.02 Perform one dance or rhythmic activity to music.

Understand and participate in a variety of physical and recreational activities available in the school and community.

No standards currently exist for this CCG

Understand and apply movement concepts.

PE.05.EE.03 Through feedback and practice, demonstrate improvement in performance of a new motor skill.

Understand and apply physical education vocabulary as it relates to movement concepts.

No standards currently exist for this CCG

Understand rules and strategies for a variety of physical activities.

PE.05.EE.04 Use basic offensive and defensive roles in physical activities, or games, or sports.

PE.05.EE.05 Identify rules and procedures in specified physical activities.

## Fitness for Lifetime

Demonstrate knowledge of a physically active lifestyle.

PE.05.FL.01 Identify changes in his/her body before, during and after moderate to vigorous exercise (e.g., perspiration, increased heart and breathing rates).

Understand the meaning of physical fitness and how personal fitness can be improved and maintained using a health-related fitness assessment as one tool for measuring.

PE.05.FL.02 Identify and assess the health-related components of fitness.

## **Self- Management and Social Behavior**

Understand appropriate and positive behavior management (social skills) and respect for all individual differences, including gender, ethnicity, and physical ability during physical activity.

PE.05.SM.01 Explain and demonstrate safety, rules, procedures, and etiquette to be followed during participation in physical activities.

Understand and apply safety in movement activities.

No standards currently exist for this CCG

Understand that history and culture influence games, sports, play, and dance.

No standards currently exist for this CCG

## **Eighth Grade**

Benchmark 3 (Grades 6-8) students use the mature forms of the basic skills in more specialized sports, dance and activities. They identify principles of practice and conditioning and know when, why and how to use strategies within game play. Additionally, students know the components of fitness and how these relate to their overall fitness status. They assess their personal fitness status on each component and use this information in the development of individualized physical fitness goals. Moving from merely identifying and following rules, procedures, safe practices, ethical behavior, students start reflecting upon their role in physical activity setting and the benefits of physical activity. They make appropriate decisions to resolve conflict arising from the influence of peers and practiced appropriate problem-solving techniques.

### **Expressive and Efficient Moving**

Demonstrate knowledge of a variety of motor skills.

PE.08.EE.01 Demonstrate movement principles (mechanics, force, speed) in performing skills related to a team activity and an individual or partner activity.

PE.08.EE.02 Execute a floor exercise, jump rope, or manipulative routine with intentional changes in direction, speed, and flow.

PE.08.EE.03 Demonstrate one of the following rhythmic activities: folk, square, social, creative dance, aerobic.

Understand and participate in a variety of physical and recreational activities available in the school and community.

No standards currently exist for this CCG

Understand and apply movement concepts.

PE.08.EE.04 Describe and apply principles of training, conditioning, and practice for specific physical activities.

PE.08.EE.05 Detect and correct errors of a critical element of movement.

Understand and apply physical education vocabulary as it relates to movement concepts.

No standards currently exist for this CCG

Understand rules and strategies for a variety of physical activities.

PE.08.EE.06 Demonstrate basic strategies specific to one team activity and one dual or individual activity.

PE.08.EE.07 Demonstrate an understanding of the rules to be followed during participation in specified physical activities.

## **Fitness for Lifetime**

Demonstrate knowledge of a physically active lifestyle.

PE.08.FL.01 Develop personal activity goals and describe benefits that result from regular participation in physical education.

PE.08.FL.02 Analyze and categorize physical activities according to potential fitness benefits.

Understand the meaning of physical fitness and how personal fitness can be improved and maintained using a health-related fitness assessment as one tool for measuring.

PE.08.FL.03 Correctly interpret results of physical fitness assessments and use them to develop a written fitness program.

PE.08.FL.04 Identify the principles of fitness training using the FITT (Frequency, Intensity, Time and Type) model.

## **Self- Management and Social Behavior**

Understand appropriate and positive behavior management (social skills) and respect for all individual differences, including gender, ethnicity, and physical ability during physical activity.

PE.08.SM.01 Apply rules, procedures, and etiquette that are safe and effective for specific activities/situations.

PE.08.SM.02 Identify the elements of socially acceptable conflict resolution and sportsmanship.

Understand and apply safety in movement activities.

No standards currently exist for this CCG

Understand that history and culture influence games, sports, play, and dance.

No standards currently exist for this CCG

## **High School**

High school students possess motor skills and movement patterns allowing them to perform a variety of physical activities and to achieve a degree of success making activities enjoyable. In addition, they show the ability to perform basic and advanced skills and tactics to participate in at least one activity from each of three major categories. Students demonstrate responsibility for their own health-related fitness status and are largely independent in assessing their personal fitness status, and they can interpret information from fitness tests and use this information to plan and design their own program to achieve and maintain personal fitness goals. Students demonstrate leadership by holding themselves and others responsible for safe practices, rules, procedures, and etiquette in all physical activity.

## **Expressive and Efficient Moving**

Demonstrate knowledge of a variety of motor skills.

PE.HS.EE.01 Demonstrate competency (basic skills) in complex versions of three or more of the following categories of movement forms and more advanced skills in one or more movement forms. (One activity counts in one category)

Individual activities

Dual activities

Aerobic/cardio-respiratory lifetime activities

Outdoor pursuits

Dance, self-defense, yoga, martial arts

Team sports

Strength training & conditioning

Aquatics

Understand and participate in a variety of physical and recreational activities available in the school and community.

No standards currently exist for this CCG

Understand and apply movement concepts.

PE.HS.EE.02 Utilize the following components to critique an activity: skills and strategies, use of feedback, positive and negative aspects of personal performance, appropriate practice and conditioning procedures.

Understand and apply physical education vocabulary as it relates to movement concepts.

No standards currently exist for this CCG

Understand rules and strategies for a variety of physical activities.

PE.HS.EE.03 Communicate to others basic strategies specific to one team activity and one dual or individual activity.

PE.HS.EE.04 Demonstrate rules and strategies in complex versions of at least two different categories of the following movement forms:

Individual activities

Dual activities

Aerobic/cardio-respiratory lifetime activities

Outdoor pursuits

Dance, self-defense, yoga, martial arts

Team sports

Strength training & conditioning

Aquatics

## **Fitness for Lifetime**

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Demonstrate knowledge of a physically active lifestyle.

PE.HS.FL.01 Participate in physical activities and evaluate personal factors that impact participation.

PE.HS.FL.02 Through physical activity, understand ways in which personal characteristics, performance styles, and activity preferences will change over the life span.

Understand the meaning of physical fitness and how personal fitness can be improved and maintained using a health-related fitness assessment as one tool for measuring.

PE.HS.FL.03 Assess and analyze personal health-related fitness status.

PE.HS.FL.04 Independently design a written personal fitness and activity program which incorporates related physical fitness components and principles (overload, progression, specificity, and individuality).

## **Self- Management and Social Behavior**

Understand appropriate and positive behavior management (social skills) and respect for all individual differences, including gender, ethnicity, and physical ability during physical activity.

PE.HS.SM.01 Analyze and apply rules, procedures, and etiquette that are safe and effective for specific activities/situations.

PE.HS.SM.02 Apply conflict resolution strategies in appropriate ways and analyze potential consequences when confronted with unsportsman-like behavior.

Understand and apply safety in movement activities.

No standards currently exist for this CCG

Understand that history and culture influence games, sports, play, and dance.

No standards currently exist for this CCG