

# K-12 Physical Education

Standards, Benchmarks, and Objectives (SBOs)

Last Updated and Approved: 2021

## **Elementary Philosophy Statement**

The Waukee Elementary Physical Education program aims to provide inclusive, safe, and supportive learning communities where ALL students can feel empowered to become courageous movers. We encourage all students to adopt a positive relationship with healthy activity; to celebrate physical, mental, and social well-being; and to develop habits that lead to long, healthy, happy lives.

## **Secondary Philosophy Statement**

The Waukee Secondary Physical Education program seeks to empower all students to participate in regular, lifelong physical activity to create a foundation for a healthy, productive, and fulfilling life.

### **Standards At-A-Glance**

| Standard 1: | The physically literate individual demonstrates competency in a variety of motor skills and movement patterns  |
|-------------|--|
| Standard 2: | The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance                  |
| Standard 3: | The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness |
| Standard 4: | The physically literate individual exhibits responsible personal and social behavior that respects self and others   |
| Standard 5: | The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction   |

## **Primary Anchor Resources for Curriculum Development**

SHAPE America Grade-Level Outcomes for K-12 Physical Education

| Term/Acronym | Definition / Application   |
|--------------|--|
| SBO          | Standards, Benchmarks, and Objectives  |
| Standard     | Content standard which identifies knowledge and skills students should acquire; remains constant K-12  |
| Benchmark    | Specifies the standards - provides more detail on the knowledge and skills students should acquire; may be common across grade bands   |
| Objective    | Articulates the specific knowledge or skills learners should be able to exhibit by the end of each grade level or course   |
| KUD          | "Know, Understand, Do" - defines what all students must know, understand, and be able to do for each standard by the end of the course; can be used to design instruction, create differentiated learning opportunities, and develop assessments |
| S1.A1.K      | WAUKEE Standard 1, Benchmark A, Kindergarten. The SHAPE Outcome referenced will be identified in parentheses following the objective statement.  |

|  |  | K  | (-5 Physical Ed   | ucation   |   |  |
|--|--|--|---|---|---|--|
| STANDARD 1   | Kindergarten   | 1st Grade  | 2nd Grade   | 3rd Grade   | 4th Grade   | 5th Grade  |
| The physically litera                                      | te individual demonstrate  | s competency in a variety  | of motor skills and move  | ment patterns   |   |  |
| Benchmark A: Locomot                                       | tor  |  |   |   |   |  |
| Hopping, galloping, running,<br>sliding, skipping, leaping | S1.A1.K Performs locomotor skills<br>(hopping, galloping, running, sliding,<br>skipping) while maintaining balance.<br>(S1.E1.K) | S1.A1.1 Hops, gallops, jogs, and slides using a mature pattern. (S1. E1.1)   | S1.A1.2 Skips using a mature pattern. (S1.E1.2)   | S1.A1.3 Leaps using a mature pattern. (S1.E1.3)   | S1.A1.4 Uses various locomotor skills in<br>a variety of small-sided practice tasks,<br>dance and educational gymnastics<br>experiences. (S1.E1.4)  | S1.A1.5 Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance. (S1.E1.5a)   |
| Hopping, galloping, running,<br>sliding, skipping, leaping |  |  |   |   |   | S1.A2.5 Combines locomotor and<br>manipulative skills in a variety of small-<br>sided practice tasks in game<br>environments. (S1.E1.5b)                                 |
| Hopping, galloping, running,<br>sliding, skipping, leaping |  |  |   |   |   | S1.A3.5 Combines travelling with<br>manipulative skills for execution to a<br>target (e.g., scoring in soccer, hockey,<br>basketball). (S1.E1.5c)                        |
| Jogging, running   |  |  | S1.A4.2 Runs with a mature pattern. (S1.E2.2a)  | S1.A4.3 Travels showing<br>differentiation between sprinting and<br>running. (S1.E2.3)  | S1.A4.4 Runs for distance using a mature pattern. (S1.E2.4)   | S1.A4.5 Uses appropriate pacing for a variety of running distances. (S1.E2.5)  |
| Jogging, running   |  |  | S1.A5.2 Travels showing<br>differentiation between jogging and<br>sprinting. (S1.E2.2b)   |   |   |  |
| Jumping and landing,<br>horizontal plane                   | S1.A6.K Performs jumping and landing actions in the horizontal plane with balance. (S1.E3.K)                                     | S1.A6.1 Demonstrates two of the five critical elements for jumping and landing in a horizontal plane using two-foot take-offs and landings. (S1. E3.1) | S1.A6.2 Demonstrates four of the five <u>critical elements</u> for jumping and landing in a horizontal plane using a variety of one- and two-foot take-offs and landings. (S1.E3.2) | S1.A6.3 Jumps and lands in the horizontal plane using a mature pattern. (S1.E3.3)   | S1.A6.4 Uses sprinting-and-step takeoffs and landings specific to gymnastics. (S1. E3.4)  | S1.A6.5 Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics and small-sided practice tasks in game environments. (S1.E3.5) |
| Jumping and landing, vertical plane                        | S1.A6.K Performs jumping and<br>landing actions in the vertical plane<br>with balance. (S1.E3.K)                                 | S1.A7.1 Demonstrates two of the five<br>critical elements for jumping and<br>landing in a vertical plane. (S1.E4.1)                                    | S1.A7.2 Demonstrates four of the five <u>critical elements</u> for jumping and landing in a vertical plane. (S1. E4.2)  | S1.A7.3 Jumps and lands in the vertical plane using a mature pattern. (S1.E4.3)   | Refer to S1.A6.4  | Refer to \$1.A6.5  |
| Dance  | S1.A8.K Performs locomotor skills in response to teacher-led creative dance. (S1.E5.K)   | S1.A8.1 Combines locomotor and<br>nonlocomotor skills in a teacher-<br>designed dance. (S1.E5.1)   | S1.A8.2 Performs a teacher and/or<br>student-designed rhythmic activity<br>with correct response to simple<br>rhythms. (S1.E5.2)  | S1.A8.3 Performs teacher-selected<br>and developmentally appropriate<br>dance steps and movement patterns.<br>(S1.E5.3)             | S1.A8.4 Combines locomotor movement patterns and dance steps to create and perform an original dance. (S1.E5.4)   | S1.A8.5 Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern. (S1.E5.5)                                     |
| Combinations   |  |  |   | S1.A9.3 Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.E6.3) | S1.A9.4 Combines travelling with<br>manipulative skills of dribbling, throwing,<br>catching and striking in teacher - and/or<br>student-designed small-sided practice<br>tasks. (S1.E6.4) |  |
| Benchmark B: Non-Loc                                       | omotor (Stability)   |  |   |   |   |  |
| Balance  | S1.B1.K Maintains momentary<br>stillness on different bases of<br>support. (S1.E7.Ka)  | S1.B1.1 Maintains stillness on<br>different bases of support with<br>different body shapes. (S1.E7.1)  | S1.B1.2 Balances on different<br>bases of support, combining levels<br>and shapes. (S1.E7.2a)   | S1.B1.3 Balances on different bases<br>of support, demonstrating muscle<br>tension and extensions of free body<br>parts. (S1.E7.3)  | S1.B1.4 Balances on different bases of support on apparatus, demonstrating levels and shapes. (S1.E7.4)   | S1.B1.5 Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern. (S1.E5.5)                                     |
| Balance  | S1.B2.K Forms wide, narrow, curled, and twisted body shapes. (S1.E7.Kb)  |  | S1.B2.2 Balances in an inverted position with stillness and supportive base. (S1.E7.2b)   |   |   |  |
| Weight transfer  |  | S1.B3.1 Transfers weight from one<br>body part to another in self-space in<br>dance and gymnastics environments.<br>(S1.E8.1)                          | S1.B3.2 Transfers weight from feet<br>to different body parts/bases of<br>support for balance and/or travel.<br>(S1.E8.2)   | S1.B3.3 Transfers weight from feet to hands for momentary weight support. (S1.E8.3)   | S1.B3.4 Transfers weight from feet to<br>hands varying speed and using large<br>extensions (e.g., mule kick, handstand,<br>cartwheel). (S1.E8.4)  | S1.B3.5 Transfers weight in gymnastics and dance environments. (S1.E8.5)   |
| Weight transfer, rolling                                   | S1.B4.K Rolls sideways in a narrow<br>body shape. (S1.E9.K)  | S1.B4.1 Rolls with either a narrow or curled body shape. (S1.E9.1)   | S1.B4.2 Rolls in different directions with either a narrow or curled body shape. (S1.E9.2)  |   |   |  |

|   |  | k  | (-5 Physical Ed  | ucation   |  |  |
|---|--|--|--|---|--|--|
| STANDARD 1                                      | Kindergarten   | 1st Grade  | 2nd Grade  | 3rd Grade   | 4th Grade  | 5th Grade  |
| The physically literat                          | te individual demonstrate  | s competency in a variety  | of motor skills and move   | ment patterns   |  |  |
| Curling and stretching;<br>twisting and bending | S1.B5.K Constrasts the actions of curling and stretching. (S1.E10.K)             | S1.B5.1 Demonstrates twisting, curling, bending, and stretching actions. (S1.E10.1)                              | S1.B5.2 Differentiates among twisting, curling, bending, and stretching actions. (S1.E10.2)  | S1.B5.3 Moves into and out of gymnastics balances with curling, twisting and stretching actions. (S1. E10.3)  | S1.B5.4 Moves into and out of balances<br>on apparatus with curling, twisting and<br>stretching actions. (S1.E10.4)  | S1.B5.5 Performs curling, twisting and stretching actions with correct application in dance, gymnastics and small-sided practice tasks/games environments. (S1. E10.5)   |
| Combinations                                    |  |  | S1.B6.2 Combines balances and transfers into a 3-part sequence (e. g., dance, gymnastics). (S1.E11.2)                              | S1.86.3 Combines locomotor skills<br>and movement concepts (levels,<br>shapes, extensions, pathways, force,<br>time, flow) to create and perform a<br>dance. (S1.E11.3)   | S1.B6.4 Combines locomotors and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner. (S1.E11.4)                     | S1.B6.5 Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group. (S1.E11.5)                                       |
| Balance and weight transfers                    |  |  |  | S1.B7.3 Combines balance and<br>weight transfers with movement<br>concepts to create and perform a<br>dance. (S1.E12.3)   | S1.B7.4 Combines traveling with balance<br>and weight transfers to create a<br>gymnastics sequence with and without<br>equipment/ apparatus. (S1.E12.4)                                  | S1.B7.5 Combines actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment/apparatus. (S1.E12.5)  |
| Benchmark C: Manipula                           | tive   |  |  |   |  |  |
| Underhand throw                                 | S1.C1.K Throws underhand with opposite foot forward. (S1.E13.K)                  | S1.C1.1 Throws underhand demonstrating two of the five <u>critical elements</u> of a mature pattern. (S1. E13.1) | S1.C1.2 Throws underhand using a mature pattern. (S1.E13.2)  | S1.C1.3 Throws underhand to a partner or target with reasonable accuracy. (S1.E13.3)  | S1.C1.4 Applies skill learned in previous grades.  | S1.C1.5 Throws (underhand and overhand) using a mature pattern in non-dynamic environments, with different sizes and types of objects. (S1.E13.5a)  Throws (both underhand and overhand)                       |
|   |  |  |  |   |  | to a large target with accuracy. (S1.E13. 5b)  |
| Overhand throw                                  |  |  | S1.C2.2 Throws overhand demonstrating two of five <u>critical</u> elements of a mature pattern. (S1. E14.2)                        | S1.C2.3 Throws overhand, demonstrating three of the five <u>critical</u> elements of a mature pattern, in non-dynamic environments, for distance and/or force. (S1.E14.3) | S1.C2.4 Throws overhand using a mature pattern in non-dynamic environments. (S1.E14.4a)  Throws overhand to a partner or at a target with accuracy at a reasonable distance. (S1.E14.4b) | S1.C2.5 Throws overhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of balls. (S1. E14.5A)  Throws overhand to a large target with accuracy. (S1.E14.5b) |
| Passing with hands                              |  |  |  |   | S1.C3.4 Throws to a moving partner with reasonable accuracy in a non-dynamic environment. (S1.E15.4)   | S1.C3.5 Throws with accuracy, both partners moving. (S1.E15.5a)  Throws with reasonable accuracy in dynamic, small-sided practice tasks. (S1. E15.5b)  |
| Catching  | S1.C4.K Drops a ball and catches it<br>before it bounces twice. (S1.E16.<br>Ka)  | S1.C4.1 Catches a soft object from a self-toss before it bounces. (S1.E16. 1a)                                   | S1.C4.2 Catches a self-tossed or<br>well-thrown large ball with hands,<br>not trapping or cradling against the<br>body. (S1.E16.2) | S1.C4.3 Catches a gently tossed hand-sized ball from a partner, demonstrating four of the five <u>critical</u> elements of a mature pattern. (S1. E16.3)                  | S1.C4.4 Catches a thrown ball above the head, at chest/waist level and below the waist using a mature pattern in a non-dynamic environment. (S1.E16.4)                                   | S1.C4.5 Catches a batted ball above the head, at chest/waist level and along the ground using a mature pattern in a non-dynamic environment. (S1.E16.5a)   |
| Catching  | S1.C5.K Catches a large ball tossed<br>by a skilled thrower. (S1.E16.Kb)         | S1.C5.1 Catches various sizes of<br>balls self-tossed or tossed by a<br>skilled thrower. (S1.E16.1b)             |  |   |  | S1.C5.5 Catches with accuracy with both partners moving. (S1.E16.5b)   |
| Catching  |  |  |  |   |  | S1.C6.5 Catches with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E16.5c)   |
| Dribbling and/or ball control with hands        | S1.C7.K Dribbles a ball with one hand, attempting the second contact. (S1.E17.K) | S1.C7.1 Dribbles continuously in self-<br>space using the preferred hand. (S1.<br>E17.1)                         | S1.C7.2 Dribbles in self-space with preferred hand demonstrating a mature pattern. (S1.E17.2a)                                     | S1.C7.3 Dribbles and travels in<br>general space at slow to moderate<br>jogging speed with control of ball and<br>body. (S1.E17.3)  | S1.C7.4 Dribbles in selfspace with both<br>the preferred and the non-preferred hand<br>using a mature pattern. (S1.E17.4a)   | S1.C7.5 Combines hand dribbling with other skills during one-on-one practice tasks. (S1.E17.5)   |
| Dribbling and/or ball control with hands        |  |  | S1.C8.2 Dribbles using the preferred hand while walking in general space. (S1.E17.2b)  |   | S1.C8.4 Dribbles in general space with control of ball and body while increasing and decreasing speed. (S1.E17.4b)   |  |

|                                    |   | ŀ  | (-5 Physical Ed   | ucation  |   |  |
|------------------------------------|---|--|---|--|---|--|
| STANDARD 1                         | Kindergarten  | 1st Grade  | 2nd Grade   | 3rd Grade  | 4th Grade   | 5th Grade  |
| The physically litera              | te individual demonstrate   | s competency in a variety  | of motor skills and move  | ment patterns  |   |  |
| Dribbling / ball control with feet | S1.C9.K Taps the ball using the inside of the foot, sending it forward. (S1.E18.K)  | S1.C9.1 Taps or dribbles a ball using<br>the inside of the foot while walking in<br>general space. (S1.E18.1)  | S1.C9.2 Dribbles with the feet in general space with control of ball and body. (S1.E18.2)   | S1.C9.3 Dribbles with the feet in<br>general space at slow to moderate<br>jogging speed with control of ball and<br>body. (S1.E18.3)   | S1.C9.4 Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed. (S1. E18.4)  | S1.C9.5 Combines foot dribbling with other skills in one-on-one practice tasks. (S1.E18.5)   |
| Passing and receiving with feet    |   |  |   | S1.C10.3 Receives and passes a ball with the inside of the foot to a stationary partner, "giving" on reception before returning the pass. (S1.E19.3)   | S1.C10.4 Receives and passes a ball with the insides of the feet to a moving partner in a non-dynamic environment. (S1.E19. 4a)   | S1.C10.5 Passes with the feet, using a mature pattern, as both partners travel. (S1.E19.5a)  |
| Passing and receiving with feet    |   |  |   |  | S1.C11.4 Receives and passes a ball with the outsides and insides of the feet to a stationary partner, "giving" on reception before returning the pass. (S1. E19.4b)            | S1.C11.5 Receives a pass with the feet, using a mature pattern, as both partners travel. (S1.E19.5b)   |
| Dribbling in combination           |   |  |   |  | S1.C12.4 Dribbles with hand or feet in combination with other skills (e.g., passing, receiving, shooting). (S1.E20.4)   | S1.C12.5 Dribbles with hand or feet with<br>mature patterns in a variety of small-<br>sided game forms. (S1.E20.5)   |
| Kicking                            | S1.C13.K Kicks a stationary ball from a stationary position, demonstrating two of the five <u>critical elements</u> of a mature kicking pattern. (S1.E21.K) | S1.C13.1 Approaches a stationary ball and kicks it forward, demonstrating two of the five <u>critical elements</u> of a mature kicking pattern. (S1.E21.1) | S1.C13.2 Uses a continuous running approach and kicks a moving ball, demonstrating three of the five <u>critical elements</u> of a mature kicking pattern. (S1.E21.2) | S1.C13.3 Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating four of the five critical elements of a mature pattern for each. (S1.E21.3a)                                       |   | S1.C13.5 Demonstrates mature patterns in kicking and punting in small-sided practice task environments. (S1.E21.5)   |
| Kicking                            |   |  |   | S1.C14.3 Uses a continuous running approach and kicks a stationary ball for accuracy. (S1.E21.3b)  |   |  |
| Volley, underhand                  | S1.C15.K Volleys a lightweight object (e.g., balloon), sending it upward. (S1.E22.K)  | S1.C15.1 Volleys an object with an open palm, sending it upward. (S1. E22.1)   | S1.C15.2 Volleys an object upward with consecutive hits. (S1.E22.2)   | S1.C15.3 Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating three of the five critical elements of a mature pattern. (S1. E22.3)             | S1.C15.4 Underhand-volleys, using a mature pattern, in a dynamic environment (e.g., 2-square, 4-square, handball). (S1.E22.4)   | S1.C15.5 Applies skill learned in previous grades.   |
| Volley, overhand                   |   |  |   |  | S1.C16.4 Strikes/volleys a ball using a two-hand overhead pattern, sending a ball upward while demonstrating four of the five critical elements of a mature pattern. (S1.E23.4) | S1.C16.5 Strikes/volleys a ball using a two-hand overhead pattern, sending it upward to a target. (S1.E23.5)   |
| Striking, short implement          | S1.C17.K Strikes a lightweight object with a paddle or short-handled racket (S1.E24.K)  | S1.C17.1 Strikes a ball with a short-<br>handled implement, sending it<br>upward. (S1.E24.1)   | S1.C17.2 Strikes an object upward with a short-handled implement, using consecutive hits. (S1.E24.2)  | S1.C17.3 Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. (S1.E24.3a)   | S1.C17.4 Strikes an object with a short-<br>handled implement while demonstrating<br>a mature pattern. (S1.E24.4a)  | S1.C17.5 Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment. (S1.E24.5) |
| Striking, short implement          |   |  |   | S1.C18.3 Strikes an object with a short-handled implement while demonstrating three of the five <u>critical elements</u> of a mature pattern. (S1. E24.3b)   | S1.C18.4 Strikes an object with a short-<br>handled implement, alternating hits with<br>a partner over a low net or against a wall.<br>(S1.E24.4b)                              |  |
| Striking, long implement           |   |  | S1.C19.2 Strikes a ball off a tee or cone with a bat using correct grip and side orientation/proper body orientation. (S1.E25.2)                                      | S1.C19.3 Strikes a ball with a long-<br>handled implement, sending it<br>forward, while using proper grip for the<br>implement (e.g., hockey stick, bat, golf<br>club). Note: Use batting tee or ball<br>tossed by teacher for batting. (S1.E25.<br>3) | critical elements of a mature pattern for   | S1.C19.5 Strikes a pitched ball with a bat using a mature pattern. (S1.E25.5a)   |

|                               | K-5 Physical Education  |   |  |           |  |   |  |  |  |  |  |  |  |
|-------------------------------|---|---|--|-----------|--|---|--|--|--|--|--|--|--|
| STANDARD 1                    | Kindergarten  | 1st Grade   | 2nd Grade  | 3rd Grade | 4th Grade  | 5th Grade   |  |  |  |  |  |  |  |
| The physically literat        | The physically literate individual demonstrates competency in a variety of motor skills and movement patterns |   |  |           |  |   |  |  |  |  |  |  |  |
| Striking, long implement      |   |   |  |           |  | S1.C20.5 Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game. (S1.E25.5b) |  |  |  |  |  |  |  |
| In combination with locomotor |   |   |  |           | S1.C21.4 Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher- and/ or student-designed small-sided practice task environments. (S1.E26.4) | S1.C21.5 Combines manipulative skills and traveling for execution to a target (e. g., scoring in soccer, hockey, basketball). (S1.E26.5)          |  |  |  |  |  |  |  |
| Jumping rope                  | S1.C22.K Executes a single jump with a self-turned rope. (S1.E27.Ka)  | S1.C22.1 Jumps forward or<br>backward consecutively using a self-<br>turned rope. (S1.E27.1a)               | S1.C22.2 Jumps a self-turned rope<br>consecutively forward or backward<br>with a mature pattern. (S1.E27.2a) |           | S1.C22.4 Creates a jump-rope routine with either a short or long rope. (S1.E27. 4)   | S1.C22.5 Creates a jump-rope routine with a partner, using either a short or long rope. (S1.E27.5)  |  |  |  |  |  |  |  |
| Jumping rope                  | S1.C23.K Jumps a long rope with<br>teacher-assisted turning. (S1.E27.<br>Kb)                                  | S1.C23.1 Jumps a long rope up to<br>five times consecutively with teacher-<br>assisted turning. (S1.E27.1b) | S1.C23.2 Jumps a long rope five<br>times consecutively with student<br>turners. (S1.E27.2b)                  |           |  |   |  |  |  |  |  |  |  |

|  |  |  |   | 6-  | 12 Physical  | Education   |  |   |   |   |  |   |
|--|--|--|---|---|--|---|--|---|---|---|--|---|
|  |  |  | 8th-9   | th PE   |  |   |  |   |   |   |  |   |
| STANDARD 1   | 6th Grade PE   | 7th Grade PE   | 8th Grade Standards   | 9th Grade Standards   | 8-12 Intro to Strength<br>Training   | HS Advanced<br>Strength Training  | HS Individual Sports   | HS Team Sports  | HS Lifeguarding   | HS Peer Assistance<br>(PAL PE)  | HS Virtual PE  | HS Wolf / Warrior Fit   |
| The physically literate inc<br>Benchmark A: Individual-Per | dividual demonstrates com  | petency in a variety of mo   | tor skills and movement p   |   | ing (including but not lim   | ited to the entererine of   | outdoor pursuito, colocto  | d individual norformana   | activities equation paths   | uall sames and torset say   | man Invasion and field as  | od atricina gamaa ara nat   |
| Benchmark A: Individual-Per                                | tormance Activities  |  |   | Benchmark A: Lifetime Activit<br>addressed in the secondary out   | comes because those ac   | ctivities require team part   | outdoor pursuits, selecte<br>licipation and are not wel  | la individual-performance<br>Il-suited to lifelong particip   | activities, aquatics, net/v<br>pation SHAPE America   | vali games, and target gar<br>Outcomes, pg. 39)   | nes. Invasion and field ar   | id strking games are not  |
|  | S14.1.6 Demonstrates correct technique for basis skills in 1 self-selected individual-performance activity (S1.M24.6)  | S1:4.1.7 Demonstrates correct technique for a variety of skills in 1 self-selected individual-performance activity (S1.M24.7)  | S1.4.1.8 Demonstrates correct technique for <i>basic</i> skills in at least 2 self-selected individual-performance activities (S1.M.24.8)   | S14.1.3 Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, individual-performance activities, acquatics, netwo | competency and/or refines activity-specific movement skills in 2 or more lifetime activities cuidal-performance activities cuidal-performance activities, activities, activities, aqualiscs, netivalli games or target games) (S.1.H1.L.1) | activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, netivall games or target games) (S.I.H.I.1.1) SI:A1.ASTD Refines activity-specific movement skills in 1 or more lifetime activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities (aquatics, netivall games, or target games) (S.I.H.I.2) | competency and/or refines activity-specific movement skills in 2 or more lifetime activities, acquatics, individual-performance activities, aquatics, net/wall games or target games) (ST.H.I.1.1) ST.AT.I.Sb Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance | games or target games) (S1<br>H1.L1)<br>S1:A1.TSb Refines activity-   | H1.L1) S1:A1.LGb Refines activity- specific movement skills in or more lifetime activities  | <br>1_  | specific movement skills in<br>1 or more lifetime or<br>individual-performance   | S1A1.WFa Demonstrates competency and/or refines activity-specific movement skills in 2 or more littlem activities (outdoor pursuits, individual-performance activities, aquatics, netivities (outdoor pursuits, individual-performance activities, aquatics, netivities) (S1.H1.L1)  S1.A1.WFb Refines activities, superficient or comments skills in 1 or more litefuline activities (outdoor pursuits, individual-performance activities, acquisities, netival games, or target games) (S1.H1.L2) |
| Benchmark B: Dance and rhy                                 | thms (including but not limited to   |  | ovement or creative dance, balle<br>S1.B1.8 Exhibits command of rhythm  |   | atin, line, ballroom, soci   | al and square dances)   | 1  | T   | 1   | S1:B1.PAL Demonstrates  | C1:D1 VDE Domonotratos   | S1:B1.WFa Demonstrates  |
|  | S1.8.1.6 Demonstrates correct myntm and pattern for one of the following dance forms: folk, social, creative, line or world dance (S1.M1.6)  | and pattern for a different dance form   | S1.8.1.8 Exhibits command or myrim and timing by creating a movement sequence to music as an individual or in a group (S1.M1.8)   | in dance forms used in cultural and   |  |   |  |   |   | S1:B1.PAL Demonstrates comptency in dance forms used in cultural and social occasions (e.g. weddings, parties) or demonstrates competency in 1 form of dance (e.g. ballet, modern, hip hop, tap) (S2.H2.L1) | S1:B1.VPE Demonstrates<br>competency in dance forms<br>used in cultural and social<br>occasions (e.g. weddings,<br>parties) (S1.H2.L1) | S1:B1.WFa Demonstrates competency in dance forms used in cultural and social occasions (e.g. weddings, parties) (S1.H2.L1) S1:B1.WFb Demonstrates competency in a form of dance by choreographing a dance or by giving a performance (S1.H2.L2)   |
|  | uits (including but not limited to hi  |  |   | Benchmark C: Fitness activiti   | es (including but not limit  | ted to yoga, Pilates, resis   | stance training, spinning,   | running, fitness walking,   | fitness swimming, kickbo  | oxing, cardio-kick, Zumba,  | and exergaming)  |   |
| DIKING, ropes courses, climbing                            | S1:C1.6 Demonstrates correct   | S1:C1.7 Demonstrates correct   | S1:C1.8 Demonstrates correct  | S1:C1.9 Demonstrates competency   | S1:C1.IST Demonstrates   | S1:C1.ASa Demonstrates  | S1:C1.ISa Demonstrates   | S1:C1.TSa Demonstrates  | S1:C1.LGa Demonstrates  |   | S1:C1.VPE Demonstrates   | S1:C1.WFa Demonstrates  |
|  | technique for basic skills in 1 self-<br>selected outdoor activity (S1.M22.6)  | technique for a variety of skills in 1<br>self-selected outdoor activity (S1.<br>M22.7)  | technique for basic skills in at least 2 self-selected outdoor activities (S1. M22.8)   | in 1 or more specialized skills in health-related fitness activities (S1. H3.L1)  | competency in 1 or more<br>specialized skills in health-<br>related fitness activities (S1.<br>H3.L1)  | competency in 1 or more specialized skills in health-<br>related fitness activities (S1. H3.L1)  S1:C1.ASb Desmonstrates competency in 2 or more specialized skills in health-<br>related fitness activities (S1. H3.L2)  | (S1.H3.L1) S1:C1.ISb Desmonstrates competency in <u>2 or more</u> specialized skills in health-  | competency in 1 or more specialized skills in health-<br>related fitness activities (S1. H3.L1) S1.C1.TSb Desmonstrates competency in 2 or more specialized skills in health-<br>related fitness activities (S1. H3.L2) | competency in 1 or more specialized skills in health-<br>related fitness activities (S1. H3.L1) S1:C1.LGb Desmonstrates<br>competency in 2 or more<br>specialized skills in health-<br>related fitness activities (S1. H3.L2) |   | competency in 2 or more<br>specialized skills in health-<br>related fitness activities<br>(S1.H3.L2)                                   | comptency in 1 or more specialized skills in health-related fitness activities (S1.H3.L1)  S1:C1.WFb Demonstrates competency in 2 or more specialized skills in health-related fitness activities (S1.H3.L2)  |
| Benchmark D: Games and Sp                                  | orts - Invasion and Field Game   |  | S1:D1 8 Throws with a mature  |   |  |   |  |   |   |   |  |   |
|  | for distance or power appropriate to<br>the practice task (e.g. distance =<br>outfield to home plate; power = 2nd<br>base to 1st base) (S1.M2.6)   | pattern for distance or power<br>appropriate to the activity in a<br>dynamic environment (S1.M2.7)   | pattern for distance or power<br>appropriate to the activity during<br>small-sided game play (S1.M2.8)  |   |  |   |  |   |   |   |  |   |
| Catching   | S1:D2.6 Catches with a mature<br>pattern from a variety of trajectories<br>using different objects in varying<br>practice tasks (S1.M3.6)  | S1:D2.7 Catches with a mature<br>pattern from a variety of trajectories<br>using different objects in small-sided<br>game play (S1.M3.7)   | S1:D2.8 Catches using an implement<br>in a dynamic, environment or<br>modified game play (S1.M3.8)  |   |  |   |  |   |   |   |  |   |
| Passing and Receiving                                      | S1:D3.6 Passes and receives with<br>hands in combination with locomotor<br>patterns of running and change of<br>direction & speed with competency in<br>invasion games such as basketball,<br>flag (ootball, speedball or team<br>handball (S1.M4.6) | S1:D3.7 Passes and receives with<br>feet in combination with locomotor<br>patterns of running and change of<br>direction and speed with competency<br>in invasion games such as soccer or<br>speedball (S1.M4.7) | S1:D3.8 Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (floor, fled, ice) (S1.M4.8) |   |  |   |  |   |   |   |  |   |
| Passing and Receiving                                      |  | S1:D4.7 Throws, while moving, a<br>leading pass to a moving receiver<br>(S1.M5.7)  | S1:D4.8 Throws a lead pass to a<br>moving partner off a dribble or pass<br>(S1.M5.8)  |   |  |   |  |   |   |   |  |   |
| Offensive Skills   | S1:D5.6 Performs pivots, fakes and<br>jab steps designed to create open<br>space during practice tasks (S1.M6.6)   | S1:D5.7 Executes at least 1 of the following designed to create open space during small-sided game play: pivots, fakes, jab steps (S1.M5.7)  | S1:D5.8 Executes at least 2 of the<br>following to create open space during<br>modified game play: pivots, fakes, jab<br>steps, screens (S1.M5.8)   |   |  |   |  |   |   |   |  |   |
| Offensive Skills   | S1:D6.6 Performs the following<br>offensive skills without defensive<br>pressure: pivot, give and go, and<br>fakes (S1.M7.6)   | S1:D6.7 Performs the following offensive skills with defensive pressure: pivot, give and go, and fakes (S1.M7.7)   | S1:D6.8 Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes (S1.M7.8)   |   |  |   |  |   |   |   |  |   |
| Dribbling and Ball Control                                 | (S1.M8.6)  | S1:D7.7 Dribbles with dominant and<br>non-dominant hands using a change<br>of speed and direction in a variety of<br>practice tasks (S1.M8.7)  | S1:D7.8 Dribbles with dominant and<br>non-dominant hands using a change<br>of speed and direction in a small-<br>sided game play (S1.M8.8)  |   |  |   |  |   |   |   |  |   |
| Dribbling and Ball Control                                 | S1:D8.6 Foot-dribbles or dribbles with<br>an implement with control, changing<br>speed and direction in a variety of<br>practice tasks (S1.M9.6)   | S1:D8.7 Foot-dribbles or dribbles with<br>an implement combined with passing<br>in a variety of practice tasks (S1.M9.<br>7)   | S1:D8.8 Foot-dribbles or dribbles with<br>an implement with control, changing<br>speed and direction during small-<br>sided game play (S1.M9.8)   |   |  |   |  |   |   |   |  |   |
| Shooting on Goal   | S1:D9.6 Shoots on goal with power in<br>a dynamic environment as<br>appropriate to the activity (S1.M10.6)   | and accuracy in small-sided game<br>play (S1.M10.7)  | S1:D9.8 Shoots on goal with a long-<br>handled implement for powr and<br>accuracy in modified invasion games<br>such as hockey (floor, field, ice) or<br>lacrosse (S1.M10.8)  |   |  |   |  |   |   |   |  |   |
| Defensive Skills   | S1:D10.6 Maintains defensive-ready<br>position, with weight on balls of feet,<br>arms extended and eyes on<br>midsection of the offensive player<br>(S1 M11.6)   | S1:D10.7 Slides in all directions while<br>on defense without crossing feet (S1.<br>M11.7)   | S1:D10.8 Drop-steps in the direction of the pass during player-to-player defense (S1.M11.8)   |   |  |   |  |   |   |   |  |   |
| Benchmark E: Games and Sp                                  | (=)  | 1  |   |   |  |   |  |   |   |   |  |   |
| Serving  | S1:E1.6 Performs a legal underhand<br>serve with control for net and wall<br>games such as badminton, volleyball<br>or pickleball (S1.M12.6)   | S1:E1.7 Executes consistently (at least 70 percent of the time) a legal underhand serve to a predetermined target for net and wall games such as badminton, volleyball or pickleball (S1.M12.7)                  | S1:E1.8 Executes consistently (at least 70 percent of the time) a legal underhand serve for distance and accuracy for net and wall games such as badminton, volleyball or pickleball (S1.M12.8)                                       |   |  |   |  |   |   |   |  |   |

|                            |   |   |   | 6.                  | -12 Physical                       | Education                        |                      |                |                 |                                |               |                       |
|----------------------------|---|---|---|---------------------|------------------------------------|----------------------------------|----------------------|----------------|-----------------|--------------------------------|---------------|-----------------------|
|                            |   |   | 8th-9   |                     | 12111701041                        |                                  |                      |                |                 |                                |               |                       |
| STANDARD 1                 | 6th Grade PE  | 7th Grade PE  | 8th Grade Standards   | 9th Grade Standards | 8-12 Intro to Strength<br>Training | HS Advanced<br>Strength Training | HS Individual Sports | HS Team Sports | HS Lifeguarding | HS Peer Assistance<br>(PAL PE) | HS Virtual PE | HS Wolf / Warrior Fit |
| The physically literate in | dividual demonstrates com   | petency in a variety of mo  | tor skills and movement pa  | atterns             |                                    |                                  |                      |                |                 |                                |               |                       |
| Striking                   | as volleyball, handball, badminton or<br>tennis (S1.M13.6)  | S1:E2.7 Strikes with a mature<br>overhand pattern in a dynamic<br>environment for net/wall games such<br>as volleyball, handball, badminton or<br>tennis (S1.M13.7) | S1:E2.8 Strikes with a mature<br>overhand pattern in a modified<br>net/wall game such as volleyball,<br>handball, badminton or tennis (S1.<br>M13.8)  |                     |                                    |                                  |                      |                |                 |                                |               |                       |
| Forehand and Backhand      | S1:E3.6 Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddle ball, pickleball or short-handled racket tennis (S1.M14.6) | S1:E3.7 Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis (S1.M14.7)             | S1:E3.8 Demonstrates the mature form of forehand and backhand strongs with a short- or long-handled implement with power and accuracy in net games such as pickleball, tennis, badminton or paddle ball (S1. M14.8) |                     |                                    |                                  |                      |                |                 |                                |               |                       |
| Weight Transfer            | S1:E4.6 Transfers weight with correct<br>timing for the striking patterns (S1.<br>M15.6)  | S1:E4.7 Transfers weight with correct<br>timing using low to high striking<br>pattern with a short-handled<br>implement on the forehand side (S1.<br>M15.7)         | S1:E4.8 Transfers weight with correct<br>timing using low to high strking<br>pattern with a long-handled<br>implement on the forehand and<br>backhand sides (S1.M15.8)  |                     |                                    |                                  |                      |                |                 |                                |               |                       |
| Volley                     | S1:E5.6 Forehand-volleys with a<br>mature form and control using a<br>short-handled implement (S1.M16.6)  | S1:E5.7 Forehand- and backhand-<br>volleys with a mature form and<br>control using a short-handled<br>implement (S1.M16.7)  | S1:E5.8 Forehand- and backhand-<br>volleys with a mature form and<br>control using a short-handled<br>implement during modified game play<br>(S1.M16.8)   |                     |                                    |                                  |                      |                |                 |                                |               |                       |
| Two-hand Volley            | S1:E6.6 Two-hand-volleys with<br>control in a variety of practice tasks<br>(S1.M17.6)   | S1:E6.7 Two-hand-volleys with<br>control in a dynamic environment<br>(S1.M17.7)   | S1:E6.8 Two-hand-volleys with<br>control in a small-sided game (S1.<br>M17.8)   |                     |                                    |                                  |                      |                |                 |                                |               |                       |
| Benchmark F: Games and Sp  | oorts - Target Games  |   |   |                     | -                                  |                                  |                      |                |                 |                                |               |                       |
| Throwing                   | S1:F1.6 Demonstrates a mature<br>throwing pattern for a modified target<br>game such as bowling, bocce or<br>horseshoes (S1.M18.6)  | S1:F1.7 Executes consistently (70% or more of the time) a mature throwing pattern for target games such as bowling, bocce or horseshoes (S1.M18.7)                  | S1:F1.8 Performs consistently (70% or more of the time) a mature throwing pattern, with accuracy and control, for target games such as bowling, bocce or horseshoes (S1. M18.8)                                     |                     |                                    |                                  |                      |                |                 |                                |               |                       |
| Striking                   | stationary object for accuracy and<br>distance in activities such as croquet,<br>shuffleboard and golf (S1.M19.6)   | croquest, shuffleboard and golf (S1. M19.7)   | S1:F2.8 Strikes, with an implement, a<br>stationary object for accuracy and<br>power in activities such as croquet,<br>shuffleboard and golf (S1.M19.8)   |                     |                                    |                                  |                      |                |                 |                                |               |                       |
|                            | ports - Fielding and Striking Ga  | ,   |   |                     |                                    |                                  |                      |                |                 |                                |               |                       |
| Throwing                   | implement with force in a variety of<br>practice tasks (S1.M20.6)   | implement to open space in a variety<br>of practice tasks (\$1.M20.7)   | S1:G1.8 Strikes a pitched ball with an<br>implement for power to open space in<br>a variety of small-sided games (S1.<br>M20.8)   |                     |                                    |                                  |                      |                |                 |                                |               |                       |
| Catching                   | S1:G2.6 Catches, with a mature<br>pattern, from different trajectories<br>using a variety of objects in varying<br>tasks (S1.M21.6)   | S1:G2.7 Catches, with a mature pattern, from different trajectories using a variety of objects in small-sided game play (S1.M21.7)                                  | S1:G2.8 Catches, using an<br>implement, from different trajectories<br>and speeds in a dynamic<br>environment or modified game play<br>(S1.M21.8)   |                     |                                    |                                  |                      |                |                 |                                |               |                       |

|                                |   |   | (-5 Physical Ed  | lucation   |  |  |
|--------------------------------|---|---|--|--|--|--|
| STANDARD 2                     | Kindergarten  | 1st Grade   | 2nd Grade  | 3rd Grade  | 4th Grade  | 5th Grade  |
| The physically litera          | te individual applies know  | ledge of concepts, princi   | oles, strategies, and tacti  | cs related to movement an  | d performance  |  |
| Benchmark A: Movemen           | nt Concepts   |   |  |  |  |  |
| Space                          | S2.A1.K Differentiates between<br>movement in personal (self-space)<br>and general space (S2.E1.Ka) | S2.A1.1 Moves in self-space and general space in response to designated beats or rhythms (S2.E1. 1)                   | S2.A1.2 Combines locomotor skills in general space to a rhythm (S2. E1.2)  | S2.A1.3 Recognizes the concept of open spaces in a movement context (S2.E1.3)  | S2.A1.4 Applies the concept of open<br>spaces to combination skills involving<br>traveling (e.g., dribbling and traveling)<br>(S2.E1.4a)                               | S2.A1.5 Combines spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance and games environments (S2.E1.5)   |
| Space                          | S2.A2.K Moves in personal space to a rhythm (S2.E1.Kb)  |   |  |  | S2.A2.4 Applies the concept of closing spaces in small-sided practice tasks (S2. E1.4b)  |  |
| Space                          |   |   |  |  | S2.A3.4 Dribbles in general space with changes in direction and speed (S2.E1. 4c)  |  |
| Pathways, shapes, levels       | S2.A4.K Travels in three different pathways (S2.E2.K)   | S2.A4.1 Travels demonstrating low, middle, and high levels (S2.E2.1a)   | S2.A4.2 Combines shapes, levels<br>and pathways into simple travel,<br>dance and gymnastics sequences<br>(S2.E2.2) | S2.A4.3 Recognizes locomotor skills specific to a wide variety of physical activities (S2.E2.3)                      | S2.A4.4 Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments (S2. E2.4)   | S2.A4.5 Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics and dance with self-direction (S2.E2.5)  |
| Pathways, shapes, levels       |   | S2.A5.1 Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through) (S2.E2.1b) |  |  |  |  |
| Speed, direction, force        | S2.A6.K Travels in general space with different speeds (S2.E3.K)                                    | S2.A6.1 Differentiates between fast and slow speeds (S2.E3.1a)  | S2.A6.2 Varies time and force with<br>gradual increases and decreases<br>(S2.E3.2)                                 | S2.A6.3 Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (S2.E3.3) | S2.A6.4 Applies the movement concepts of speed, endurance and pacing for running (S2.E3.4a)  | S2.A6.5 Applies movement concepts to strategy in game situations (S2.E3.5)   |
| Speed, direction, force        |   | S2.A7.1 Differentiates between strong and light force (S2.E3.1b)  |  |  | S2.A7.4 Applies the concepts of direction<br>and force when striking an object with a<br>short-hand-led implement, sending it<br>toward a designated target (S2.E3.4b) | S2.A7.5 Applies the concepts of direction and force to strike an object with a long-handled implement (S2.E3.5b)   |
| Speed, direction, force        |   |   |  |  |  | S2.A8.5 Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics (S2.E3.5c) |
| Alignment and muscular tension |   |   |  | S2.A9.3 Employs the concept of<br>alignment in gymnastics and dance<br>(S2.E4.3a)                                    | S2.A9.4 Applies skill learned in previous grades.  | S2.A9.5 Applies skill learned in previous grades.  |
| Alignment and muscular tension |   |   |  | S2.A10.3 Employs the concept of<br>muscular tension with balance in<br>gymnastics and dance (S2.E4.3b)               | S2.A10.4 Applies skill learned in previous grades.   | S2.A10.5 Applies skill learned in previous grades.   |
| Strategies and tactics         |   |   |  | S2.A11.3 Applies simple strategies and tactics in chasing activities (S2. E5.3a)                                     | S2.A11.4 Applies simple offensive<br>strategies and tactics in chasing and<br>fleeing activities (S2.E5.4a)  | S2.A11.5 Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks (S2. E5.5a)   |
| Strategies and tactics         |   |   |  | S2.A12.3 Applies simple strategies in fleeing activities (S2.E5.3b)  | S2.A12.4 Applies simple defensive<br>strategies and tactics in chasing and<br>fleeing activities (S2.E5.4b)  | S2.A12.5 Applies basic offensive and defensive strategies and tactics in net and wall small-sided practice tasks (S2. E5.5b)   |
| Strategies and tactics         |   |   |  |  | S2.A13.4 Recognizes the types of kicks<br>needed for different games and sports<br>situations. (S2.E5.4c)  | S2.A13.5 Recognizes the type of throw, volley or striking action needed for different games and sports situations (S2. E5.5c)  |

| SF<br>m<br>rr<br>la<br>w<br>vs   | corts - Invasion Game<br>52.A1.6 Creates open<br>pace by using locomotor<br>novements (e.g. walking,<br>unning, jumping and<br>anding) in combination<br>with movement (e.g.<br>arrying pathways, change                        |   | 8th Grade Standards epts, principles, strat  S2.A1.8 Opens and closes space during small-sided  | th PE  9th Grade Standards egies, and tactics reli  | 8-12 Intro to Strength<br>Training   | HS Advanced<br>Strength Training  | HS Individual  |   |   | HS Peer   |  |  |
|--|---|---|---|---|--|---|--|---|---|---|--|--|
| The physically literate inc Benchmark A: Games and Sp. Creating space with movement   Si. IIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIII   | dividual applies ki<br>ports - Invasion Game<br>52 A.1.6 Creates open<br>pace by using locomotor<br>novements (e.g. walking,<br>unning, jumping and<br>anding) in combination<br>with movement (e.g.<br>arying pathways, change | nowledge of conces<br>S2.A1.7 Reduces open<br>space by using<br>locomotor movements<br>(e.g. walking, running,  | epts, principles, strat  S2.A1.8 Opens and closes space during small-sided  |   | Training   |   |  |   |   |   |  |  |
| Benchmark A: Games and Sp.  Creating space with movement S: St. In It is specified by the s | corts - Invasion Game<br>52.A1.6 Creates open<br>pace by using locomotor<br>novements (e.g. walking,<br>unning, jumping and<br>anding) in combination<br>with movement (e.g.<br>arrying pathways, change                        | S2.A1.7 Reduces open<br>space by using<br>locomotor movements<br>(e.g. walking, running,  | S2.A1.8 Opens and closes space during small-sided   | egies, and tactics rel  |  | Outlingth Hummig  | Sports   | HS Team Sports  | HS Lifeguarding   | Assistance (PAL<br>PE)  | HS Virtual PE  | HS Wolf / Warrior Fit  |
| Creating space with movement S: ss m ru ru la w ve of  | 32.A1.6 Creates open<br>space by using locomotor<br>novements (e.g. walking,<br>unning, jumping and<br>anding) in combination<br>with movement (e.g.<br>arying pathways, change   | S2.A1.7 Reduces open<br>space by using<br>locomotor movements<br>(e.g. walking, running,  | space during small-sided  |   | ated to movement and   | performance   |  |   |   |   |  |  |
| SF<br>m<br>ru<br>la<br>w<br>vs   | pace by using locomotor<br>novements (e.g. walking,<br>unning, jumping and<br>anding) in combination<br>with movement (e.g.<br>arying pathways, change  | space by using<br>locomotor movements<br>(e.g. walking, running,  | space during small-sided  |   | Benchmark A: Movemen   |   |  |   |   |   |  |  |
| pa   | of speed, direction, or sace) (S2.M1.6)   | changing size and<br>shape of the body) in<br>combination with<br>movement concepts (e.<br>g. reducing the angle in<br>the space, reducing<br>distance betwen player<br>and goal) (S2.M1.7)   | game play by combining locomotor movements with movement concepts (S2.M1. 8)  | S2.A.1.9 Applies the<br>terminology associated with<br>exercise and participation in<br>selected individual-<br>performance activities, dance,<br>net/wall games, target games,<br>aquatics, and/or outdoor<br>pursuits appropriately (S2.H1. | S2.A.I.ST Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, netwall games, target games, aquatics, and/or outdoor pursuits appropriately (S2.H1.L1) Ex: Individual performance includes resistance and strength training. | S2:A1.AST Applies the<br>terminology associated<br>with exercise and<br>participation in selected<br>individual-performance<br>activities, dance, net/wall<br>games, target games,<br>aquatics, and/or outdoor<br>pursuits appropriately (S2.<br>H1.L1) | S2:A1.IS Applies the<br>terminology associated<br>with exercise and<br>participation in selected<br>individual-performance<br>activities, dance, net/wall<br>games, target games,<br>aquatics, and/or outdoor<br>pursuits appropriately (S2.<br>H1.L1) | S2:A1.TS Applies the<br>terminology associated<br>with exercise and<br>participation in selected<br>individual-performance<br>activities, dance, net/wall<br>games, target games,<br>aquatics, and/or outdoor<br>pursuits appropriately (S2<br>H1.L1) | S2:A1.LG Applies the<br>terminology associated<br>with exercise and<br>participation in selected<br>individual-performance<br>activities, dance, net/wall<br>games, target games,<br>aquatics, and/or outdoor<br>pursuits appropriately (S2<br>H1.L1) | terminology associated<br>with exercise and<br>participation in selected<br>individual-performance<br>activities, dance,<br>net/wall games, target<br>games, aquatics, and/or | S2:A1.VPEa Applies the<br>terminology associated<br>with exercise and<br>participation in selected<br>individual-performance<br>activities or lifetime<br>activities (S2:H1.L1)<br>S2:A1.VPEb Identifies<br>and discusses the<br>historical and cultural<br>roles of games, sports<br>and dance in a society<br>(S2:H1.L2) | S2:A1.WFa Applies the<br>terminology associated with<br>exercise and participation ir<br>selected individual-<br>performance activities or<br>lifetime activities (S2.H1L1)<br>S2:A1.WFb Identifies and<br>cultural roles of games,<br>sports and dance in a<br>society (S2.H1.L2) |
| tactics 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1  | actics to create open<br>pace: moves to open<br>pace without the ball;<br>ses a variety of passes,<br>iivots and fakes; give and<br>lo (S2.M2.6)  | least 2 of the following<br>offensive tactics to<br>create open space: uses<br>a variety of passes,<br>pivots and fakes; give<br>and go (S2.M2.7)   | S2.A.2.8 Executes at least.3 of the following offensive tactics to create open space: moves to create open space on and off the ball: uses a variety of passes, fakes and pathways; give and go (S2.M2.8) | concepts and principles (e.g. force, motion, rotation) to analyze and improve performance of self and or others in a selected skill (S2. H2.L1)   | S2.A2.IST Uses movement concepts and principles (e.g. force, motion, rotation) to analyze and improve performance of self and or others in a selected skill (S2. H2.L1)  | S2:A2.ASTa Uses movement concepts and principles (e.g. force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (S2:H2.L1) S2:A2.ASTb Identifies the stages of learning a motor skill (S2:H2.L2)           | others in a selected skill<br>(S2.H2.L1)<br>S2:A2.ISb Identifies the   | S2:A2.TS Uses movement concepts and principles (e.g. force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (S2:H2.L1)  S2:A2.TSb Identifies the stages of learning a motor skill (S2.H2.L2)           | S2:A2.LG Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/outlers in a selected skill (S2:H2.L1)  S2:A2.LGb Identifies the stages of learning a motor skill (S2:H2.L2)            |   | S2:A2.VPE Uses<br>movement concepts and<br>principles to improve<br>performance for a self-<br>selected skill (S2.H2.L1)   | S2:A2.WF Uses movement concepts and principles to improve performance for a self-selected skill (S2.H2.L1  |
| length s, s, ar file M   | /I3.6)  | S2.A3.7 Creates open<br>space by staying spread<br>on offense, and cutting<br>and passing quickly (S2.<br>M3.7)   | S2.A3.8 Creates open space<br>by staying spread on offense,<br>cutting and passing quickly,<br>and using fakes off the ball<br>(S2.M3.8)  | S2.A3.9 Creates a practice<br>plan to improve performance<br>for a self-selected skill (S2.<br>H3.L1)   | S2.A3.IST Creates a practice<br>plan to improve performance<br>for a self-selected skill (S2.H3.<br>L1)  |   |  |   |   | S2.A3.PAL Creates a<br>practice plan to improve<br>performance for a self-<br>selected skill (S2.H3.L1)   |  | S2:A3.WFa Creates a practice plan to improve performance for a self-selected skill (S2:H3.L1) S2:A3.WFb Identifies the stages of learning a motor skill (S2:H3.L2)   |
| and shape sp<br>m<br>ar  | 62.A4.6 Reduces open<br>pace on defense by<br>naking the body larger<br>ind reducing passing<br>ingles (S2.M4.6)  | S2.A4.7 Reduces open<br>space on defense by<br>staying close to the<br>opponent as he/she<br>nears the goal (S2.M4.<br>7)   | S2.A4.8 Reduces open space<br>on defense by staying on the<br>goal side of the offensive<br>player and reducing the<br>distance to them (third-party<br>perspective)                                      | S2.A4.9 Identifies examples<br>of social and technical dance<br>forms (S2.H4.L1)  |  |   |  |   |   | S2.A4.PAL Identifies<br>examples of social and<br>technical dance forms<br>(S2.H4.L1)   | S2:A4.VPE Identifies<br>examples of movement<br>for lifetime physical<br>fitness.  | S2:A4.WF Identifies<br>examples of social and<br>technical dance forms (S2.<br>H4.L1)  |
| sp<br>ca<br>al   | \$2.A5.6 Reduces open<br>pace by not allowing the<br>atch (denial) or by<br>illowing the catch but not<br>he return pass (\$2.M5.6)   | S2.A5.7 Reduces open<br>space by not allowing<br>the catch (denial) or<br>anticipating the speed of<br>the object and person<br>for the purpose of<br>interception or deflection<br>(S2.M5.7) | S2 A5.8 Reduces open space<br>by not allowing the catch<br>(denial) and anticipating the<br>speed of the object and<br>person for the purpose of<br>interception or deflection (S2.<br>M5.8)              | S2.A5.9 Uses strategies and<br>tactics effectively during game<br>play in net/wall and/or target<br>games (S2.H5.L1)  |  |   | S2:A5.ISa Uses strategies and tactics effectively during game play in net/wall and/or target games (S2.H5.L1). S2:A5.ISb Applies strategies and tactics effectively during game play in net/wall and/or target games (S2.H5.L2).                       | strategies and tactics<br>effectively during game<br>play in net/wall and/or<br>target games (S2.H5.L1)<br>S2:A5.TSb Applies<br>strategies and tactics<br>effectively during game<br>play in net/wall and/or  |   |   |  |  |
| of<br>de<br>re<br>6)   | S2.A6.6 Transitions from<br>iffense to defense or<br>lefense to offense by<br>ecovering quickly (S2.M6.<br>i)   | communicating with<br>teammates (S2.M6.7)   | S2.A6.8 Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on an advantage (S2.M6.8)   |   |  |   |  | ,   |   |   |  |  |
| Benchmark B: Games and Sp  |   |   | S2 D1 9 Croates and an  |   |  |   |  |   |   |   |  |  |
| sp.<br>w.<br>in<br>fo  | S2.B1.6 Creates open<br>pace in net/wall games<br>with a short-handled<br>mplement by varying<br>orce and direction (S2.<br>47.6)   | S2.B1.7 Creates open<br>space in net/wall games<br>with a long-handled<br>implement by varying<br>force and direction, and<br>by moving opponent<br>from side to side (S2.<br>M7.7)           | S2.B.1.8 Creates open space in net/wall games with either a long- or short-handled implement by varying force or direction or by moving opponent from side to side and/or forward and back (S2. M7.8)     |   |  |   |  |   |   |   |  |  |
| of   | S2.B2.6 Reduces iffensive options for ipponents by returning to iome position (S2.M8.7)   | S2.B2.7 Selects<br>offensive shot based on<br>opponent's location (hit<br>where opponent is not)<br>(S2.M8.7)   | S2.B2.8 Varies placement,<br>force and tiing of return to<br>prevent anticipation by<br>opponent (S2.M8.8)  |   |  |   |  |   |   |   |  |  |
| Benchmark C: Games and Sp  |   |   | 00.04.03/22/22 #52.22   |   |  |   |  |   |   |   |  |  |
| ap<br>cl<br>th   | S2.C1.6 Selects appropriate shot and/or lub based on locatino of the object in relation to the arget (S2.M9.6)  | S2.C1.7 Varies the speed and/or trajectory of the shot based on locatino of the object in relation to the target (S2.M9.7)  | S2.C1.8 Varies the speed, force, and trajectory of the shot based on location of the object in relation to the target (S2.M9.8)   |   |  |   |  |   |   |   |  |  |

|                            |   |   |   |                         | 4-12 Physic                        | cal Educati                      | on                      |                |                 |                                   |               |                       |
|----------------------------|---|---|---|-------------------------|------------------------------------|----------------------------------|-------------------------|----------------|-----------------|-----------------------------------|---------------|-----------------------|
|                            |   |   |   |                         | 0-12 1 11y 31                      | cai Laucaii                      | OII                     |                |                 |                                   |               |                       |
|                            |   |   | 8th-9   | th PE                   |                                    |                                  |                         |                |                 |                                   |               |                       |
| STANDARD 2                 | 6th Grade PE  | 7th Grade PE  | 8th Grade Standards   | 9th Grade Standards     | 8-12 Intro to Strength<br>Training | HS Advanced<br>Strength Training | HS Individual<br>Sports | HS Team Sports | HS Lifeguarding | HS Peer<br>Assistance (PAL<br>PE) | HS Virtual PE | HS Wolf / Warrior Fit |
| The physically literate i  | ndividual applies k   | nowledge of cond  | epts, principles, strat   | egies, and tactics rela | ated to movement and               | performance                      |                         |                |                 |                                   |               |                       |
| Offensive strategies       | S2.D1.6 Identifies open<br>spaces and attempts to<br>strike object into that<br>space (S2.M10.6)  | S2.D1.7 Uses a variety<br>of shots (e.g. line drive<br>high arc) to hit the ball<br>into open space (S2.<br>M10.7)  | S2.D1.8 Identifies sacrifice<br>situations and attempt to<br>advance a teammate (S2.<br>M10.8)                |                         |                                    |                                  |                         |                |                 |                                   |               |                       |
| Reducing space             | S2.D2.6 Identifies the correct defensive play based on the situation (e. g. number of outs) (S2. M11.6)   | S2.D2.7 Selects the<br>correct defensive play<br>based on the situation<br>(e.g. number of outs)<br>(S2.M11.7)      | S2.D2.8 Reduces open<br>spaces in the field by working<br>with teammates to maximize<br>coverage (S2.M11.8)   |                         |                                    |                                  |                         |                |                 |                                   |               |                       |
| Benchmark E: Individual Pe | erformance Activities /   | Dance and Rhythms   |   |                         |                                    |                                  |                         |                |                 |                                   |               |                       |
| Movement concepts          | S2.E1.6 Varies application<br>of force during dance or<br>gymnastic activities (S2.<br>M12.6)   | applies Newton's laws of  | S2.E1.8 Describes and<br>applies mechanical advantage<br>(s) for a variety of movement<br>patterns (S2.M12.8) |                         |                                    |                                  |                         |                |                 |                                   |               |                       |
| Benchmark F: Outdoor Pur   | suits   |   |   |                         |                                    |                                  |                         |                |                 |                                   |               |                       |
| Movement concepts          | S2.F1.6 Makes<br>appropriate decisions<br>based on the weather,<br>level of difficulty due to<br>conditions or ability to<br>ensure the safety of self<br>and others (S2.M13.6) | S2.F1.7 Analyzes the<br>situation and makes<br>adjustments to ensure<br>the safety of self and<br>others (S2.M13.7) | S2.F1.8 Implements safe protocols in self-selected outdoor activities (S2.M13.8)                              |                         |                                    |                                  |                         |                |                 |                                   |               |                       |

|                                  |   | K-5 Ph   | ysical Educa  | tion   |   |  |
|----------------------------------|---|--|---|--|---|--|
| STANDARD 3                       | Kindergarten  | 1st Grade  | 2nd Grade   | 3rd Grade  | 4th Grade   | 5th Grade  |
| The physically literate inc      | dividual demonstrate  | s the knowledge and s  | skills to achieve and m   | aintain a health-enha  | ancing level of physic  | al activity and fitness  |
| Benchmark A: Physical activi     | ty knowledge  |  |   |  |   |  |
|                                  | opportunities outside of  | S3.A1.1 Discusses the benefits of being active and exercising and/or playing (S3.E1.1)                                     | S3.A1.2 Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with family) (S3.E1.2) | ,  | S3.A1.4 Analyzes<br>opportunities for participating<br>in physical activity outside<br>physical education class (S3.<br>E1.4)   | S3.A1.5 Charts and analyzes physical activity outside physical education class for fitness benefits of activities (S3. E1.5)                   |
|                                  |   |  |   | S3.A2.3 Identifies physical activity benefits as a way to become healthier (S3.E1.3b)                            |   |  |
| Benchmark B: Engages in ph       | ysical activity   |  |   |  |   |  |
|                                  | S3.B1.K Actively participates<br>in physical education class<br>(S3.E2.K)                                     | S3.B1.1 Actively engages in physical education class (S3. E2.1)  | S3.B1.2 Actively engages in<br>physical education class in<br>response to instruction and<br>practice (S3.E2.2)   | S3.B1.3 Engages in the activities of physical education class without teacher prompting (S3.E2.3)                | S3.B1.4 Actively engages in<br>the activities of physical<br>education class, both teacher-<br>directed and independent (S3.<br>E2.4)                                       | S3.B1.5 Actively engages in all<br>the activities of physical<br>education (S3.E2.5)   |
| Benchmark C: Fitness knowle      | edge  |  |   |  |   |  |
|                                  | S3.C1.K Recognizes that<br>when you move fast, your<br>heart beats faster and you<br>breathe faster (S3.E3.K) | S3.C1.1 Identifies the heart as<br>a muscle that grows stronger<br>with exercise, play, and<br>physical activity (S3.E3.1) | S3.C1.2 Recognizes the use of<br>the body as resistance (e.g.,<br>holds body in plank position,<br>animal walks) for developing<br>strength (S3.E3.2a)  | S3.C1.3 Describes the concept of fitness and provides examples of physical activity to enhance fitness (S3.E3.3) | S3.C1.4 Identifies the components of health-related fitness (S3.E3.4)   | S3.C1.5 Differentiates between skill-related and health-related fitness (S3.E3.5)  |
|                                  |   |  | S3.C2.2 Identifies physical activities that contribute to fitness (S3.E3.2b)  |  |   |  |
| Benchmark D: Assessment ar       | nd program planning   |  |   |  |   |  |
|                                  |   |  |   | S3.D1.3 Demonstrates, with<br>teacher direction, the health-<br>related fitness components<br>(S3.E5.3)          | S3.D1.4 Completes fitness assessments (pre and post) (S3.E5.4a)   | S3.D1.5 Analyzes results of<br>fitness assessments (pre and<br>post), comparing results to<br>fitness components for good<br>health (S3.E5.5a) |
|                                  |   |  |   |  | S3.D2.4 Identifies areas of<br>needed remediation from<br>personal test and, with teacher<br>assistance, identifies<br>strategies for progress in those<br>areas (S3.E5.4b) | S3.D2.5 Designs a fitness plan<br>to address ways to use physical<br>activity to enhance fitness (S3.<br>E5.5b)                                |
| Benchmark E: Nutrition           |   |  |   | ·  | , , , , , , , , , , , , , , , , , , ,   |  |
|                                  | S3.E1.K Recognizes that<br>food provides energy for<br>physical activity (S3.E6.K)                            | S3.E1.1 Differentiates between<br>healthy and unhealthy foods<br>(S3.E6.1)   | S3.E1.2 Recognizes the "good<br>health balance" of nutrition and<br>physical activity (S3.E6.2)   | S3.E1.3 Identifies foods that are beneficial for pre- and post-physical activity (S3.E6. 3)                      | S3.E1.4 Discusses the importance of hydration and hydration choices relative to physical activities (S3.E6.4)   | S3.E1.5 Analyzes the impact of<br>food choices relative to physical<br>activity, youth sports & personal<br>health (S3.E6.5)                   |
| Benchmark F: Stress manage       | ment  |  |   |  |   |  |
| Outcomes first appear in Grade 6 |   |  |   |  |   |  |

|                              |  |  |  |  | 6-12   | Physical Ec  | lucation   |   |   |  |  |  |   |   |   |  |  |  |  |   |  |
|------------------------------|--|--|--|--|--|--|--|---|---|--|--|--|---|---|---|--|--|--|--|---|--|
|                              |  |  | 8th-9  | th PE  |  |  |  |   |   |  |  |  |   |   |   |  |  |  |  |   |  |
| STANDARD 3                   | 6th Grade PE   | 7th Grade PE   | 8th Grade<br>Standards   | 9th Grade<br>Standards   | 8-12 Intro to Strength<br>Training   | HS Advanced<br>Strength Training   | HS Individual<br>Sports  | HS Team Sports  | HS Lifeguarding   | HS Peer Assistance<br>(PAL PE)   | HS Virtual PE  | HS Wolf / Warrior Fit  |   |   |   |  |  |  |  |   |  |
| The physically literate inc  |  | ates the knowledc  | e and skills to ac   | hieve and maintai  | n a health-enhancir  | ng level of physica  | l activity and fitnes  | s   |   |  |  |  |   |   |   |  |  |  |  |   |  |
| Benchmark A: Physical activi | ty knowledge S3:A1.6 Describes how being physically active leads to a healthy body (S3.M1.6)   | S3:A1.7 Identifies<br>barriers related to<br>maintaining a physically<br>active lifestyle and<br>seeks solutions for<br>eliminating those<br>barriers (S3.M1.7)                    | S3:A1.8 Identifies the five components of health-related fitness and explains the connections between fitness and overall physical and mental health (S3.M1.8)     | S3:A1.9 Discusses the<br>benefits of a physically<br>active lifestyle as it<br>relates to college or<br>career readiness (S3.<br>H1.L1)              |  | S3:A1.ASTa Discusses the benefits of a physically active lifestyle as it relates to college or career productivity (S3. H11.11) S3:A1.ASTb Investigates the relationships among physical activity, nutrition and body composition (S3.H11.2) | S3:A1.IS Discusses the<br>benefits of a physically<br>active lifestyle as it relates<br>to college or career<br>productivity (S3.H1.L1)  | S3:A1.TS Discusses the<br>benefits of a physically<br>active lifestyle as it relates<br>to college or career<br>productivity (S3.H1.L1)   | S3:A1.LG Discusses the<br>benefits of a physically<br>active lifestyle as it<br>relates to college or<br>career productivity (S3.<br>H1.L1) | S3:A1.PAL Discusses the<br>benefits of a physically<br>active lifestyle as it relates<br>to college or career<br>productivity (S3.H1.L1)   | S3:A1.VPE Discusses the benefits of a physically active lifestyle as it relates to college or career productivity (S3.H1.L1)   | S3:A1.WF Discusses the benefits of a physically active lifestyle as it relates to college or career productivity (S3.H1. L1)   |   |   |   |  |  |  |  |   |  |
|                              |  |  |  | S3:A2.9 Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle. (S3.H2. L1) | S3:A2.IST Evaluates the<br>validity of claims made by<br>commercial products and<br>programs pertaining to<br>fitness and a healthy,<br>active lifestyle. (S3.H2.L1) | S3:A2.AST Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle (S3.H2.L2)  |  |   |   | S3:A2.PAL Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle (S3.H2.L2)  | S3:AZ:VPEa Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle (S3. H2.L1) S3:AZ:VPEb Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle (S3.H2. L2) | S3:A2.WFa Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle (S3:H2.L1). S3:A2.WFb Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle (S3:H2.L2). |   |   |   |  |  |  |  |   |  |
|                              |  |  |  |  |  |  |  |   |   |  |  |  | S3:A3.9 Identifies issues<br>associated with<br>exercising in heat,<br>humidity and cold (S3.<br>H3.L1)   |   | S3:A3.AST Applies rates<br>of perceived exertion and<br>pacing (S3.H3.L2) |  |  |  |  | S3:A3.VPE Applies rates of perceived exertion and pacing (S3.H3.L2) | S3:A3.WFa Identifies issues<br>associated with exercising in<br>heat, humidity, and cold (S3.<br>H3.L1)<br>S3:A3.WFb Applies rates of<br>perceived exertion and pacing<br>(S3.H3.L2) |
|                              |  |  |  |  |  | S3:A4.9 Evaluates -<br>according to their<br>benefits, social support<br>network and<br>participation<br>requirements - activities<br>that can be pursued in<br>the local environment<br>(S3.H4.L1)  | S3:A4.IST Evaluates -<br>according to their benefits,<br>social support network and<br>participation requirements -<br>activities that can be<br>pursued in the local<br>environment (S3.H4.L1)  | S3:A4.AST Evaluates -<br>according to their<br>benefits, social support<br>network and participation<br>requirements - activities<br>that can be pursued in the<br>local environment (S3.H4.<br>L1) | local environment (S3.H4.<br>L1)  | S3:A4.TS Evaluates -<br>according to their<br>benefits, social support<br>network and participation<br>requirements - activities<br>that can be pursued in the<br>local environment (S3.H4.<br>L1)   | the local environment<br>(S3.H4.L1)  | S3:A4.PAL Evaluates -<br>according to their benefits,<br>social support network and<br>participation requirements -<br>activities that can be<br>pursued in the local<br>environment (S3.H4.L1)  | S3:A4.VPE Evaluates - according to their benefits, social support networks, and participation requirements - activities that can be pursued in the local environment (S3.H4.L1) | according to their benefits,<br>social support networks, and<br>participation requirements -<br>activities that can be pursued<br>in the local environment (S3.<br>H4.L1) |   |  |  |  |  |   |  |
|                              |  |  |  | S3.A5.9 Evaluates ris<br>and safety factors tha<br>might affect physical<br>activity preferences<br>throughout the life cyc<br>(S3.H5.L1)            |  |  | S3:AS ASTa Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle (S3:H5.L1) S3:AS ASTD Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings (S3.H5.L2) | S3:AS IS Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle (S3.H5.L1)  | S3:A5.TS Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle (S3.H5.L1)            | S3:A5.LGa Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle (S3:H5.L1) S3:A5.LGb Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings (S3:H5.L2) | S3:A5.PAL Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle (S3.H5.L1)  | S3:AS:VPE Evaluates risks and<br>safety factors that might affect<br>physical activity preferences<br>throughout the life cycle (S3.H5.<br>L1)   | S3:AS WF Evaluates risks and<br>safety factors that might after<br>physical activity preferences<br>throughout the life cycle (S3.<br>H5.L1)                                    |   |   |  |  |  |  |   |  |
| Benchmark B: Engages in ph   | veical activity  |  |  |  | l  |  |  |   | [L2)  |  |  |  |   |   |   |  |  |  |  |   |  |
|                              | S3:B1.6 Participates in<br>self-selected physical<br>activity outside of<br>physical education class<br>(S3.M2.6)                            | S3:B1.7 Participates in a<br>physical activity 2 times<br>a week outside of<br>physical education class<br>(S3.M2.7)   | Participates in a<br>physical activity 3 times<br>a week outside of<br>physical education class<br>(S3.M2.8)   | S3.B1.9 Participates<br>several times a week in<br>a self-selected lifetime<br>activity, dance or fitness<br>activity outside of the                 | S3.B1.IST Participates<br>several times a week in a<br>self-selected lifetime<br>activity, dance or fitness<br>activity outside of the                               |  |  |   |   |  | S3.B1.VPE Participates several<br>times a week in a self-selected<br>lifetime activity, dance or fitness<br>activity outside of the school day<br>(S3.H6.L1)   |  |   |   |   |  |  |  |  |   |  |
|                              | S3:B2.6 Participates in a<br>variety of aerobic fitness<br>activities such as cardio-<br>kick, step aerobics, and<br>aerobic dance (S3.M3.6) | S3:B2.7 Participates in a variety of strength- and endurance-fitness activites such as Pilates, resistance training, body-weight training and light free-weight training (S3.M3.7) | variety of self-selected<br>aerobic fitness activities<br>outside of school such<br>as walking, jogging,<br>biking, skating, dancing<br>and swimming (S3.M3.<br>8) | school day (S3.H6.L1)  | school day (S3.H6.L1)  |  |  |   |   |  |  |  |   |   |   |  |  |  |  |   |  |
|                              | variety of aerobic fitness<br>activites using<br>technology such as<br>Dance Dance Revolution<br>or Wii Fit (S3.M4.6)                        | S3:B3.7 Participates in a<br>variety of strength- and<br>endurance-fitness<br>activities such as weight<br>or resistance training<br>(S3.M4.7)                                     | implements a program<br>of cross-training to<br>include aerobic, strength<br>and endurance, and<br>flexibility training (S3.<br>M4.8)                              | orogram<br>g to<br>, strength<br>e, and<br>ng (S3.   |  |  |  |   |   |  |  |  |   |   |   |  |  |  |  |   |  |
|                              | S3:B4.6 Participates in a<br>variety of lifetime<br>recreational team sports,<br>outdoor pursuits, or<br>dance activities (S3.M5.<br>6)      | S3:B4.7 Participates in a<br>variety of lifetime dual<br>and individual sports,<br>martial arts, or aquatic<br>activities (S3.M5.7)  | S3:B4.8 Participates in a<br>self-selected lifetime<br>sport, dance, aquatic or<br>outdoor activity outside<br>of the school day (S3.<br>M5.8)                     |  |  |  |  |   |   |  |  |  |   |   |   |  |  |  |  |   |  |

|                            |  |  |  |  | 6-12   | Physical Ec  | lucation  |   |                 |                                |   |  |
|----------------------------|--|--|--|--|--|--|---|---|-----------------|--------------------------------|---|--|
|                            |  |  | 8th-9  | th PE  |  |  |   |   |                 |                                |   |  |
| STANDARD 3                 | 6th Grade PE   | 7th Grade PE   | 8th Grade<br>Standards   | 9th Grade<br>Standards   | 8-12 Intro to Strength<br>Training   | HS Advanced<br>Strength Training   | HS Individual<br>Sports   | HS Team Sports  | HS Lifeguarding | HS Peer Assistance<br>(PAL PE) | HS Virtual PE   | HS Wolf / Warrior Fit  |
| The physically literate in | dividual demonstra<br>S3:B5.6 Participates in<br>moderate to vigorously<br>that includes intermittent<br>or continuous aerobic<br>physical activity of both<br>moderate and vigorous<br>intensity for at least 60<br>minutes per day (S3.M6.<br>6) | ates the knowledg<br>S3:B5.7 Participates in<br>moderate to vigorous<br>muscle- and bone-<br>strengthening physical<br>activity at least 3 times a<br>week (S3.M6.7)   | s. B. Participates in moderate to vigorous aerobic and/or muscle-and bone-strengthening physical activity for at least 50 minutes per day at least 5 times a week (\$3.M6.8)   | hieve and maintai  | n a health-enhancir  | ig level of physica  | l activity and fitnes   | ss  |                 |                                |   |  |
| Benchmark C: Fitness knowl | edge   |  |  |  |  |  | 1   |   |                 |                                |   |  |
|                            | S3:C1.6 Identifies the components of skill-related fitness (S3.M7.6)   | S3:C1.7 Distinguishes<br>between health-related<br>and skill-related fitness<br>(S3.M7.7)  | S3:C1.8 Compares and<br>contrasts health-related<br>fitness components (S3.<br>M7.8)   |  | S3.C1.IST Demonstrates<br>appropriate technique on<br>resistance training<br>machines and with free<br>weights (S3.H7.L1)  | S3:C1.AST Demonstrates<br>appropriate technique on<br>resistance-training<br>machines and with free<br>weights (S3.H7.L1)  |   |   |                 |                                |   | S3.C1.WF Demonstrates<br>appropriate technique on<br>resistance training machines<br>and with free weights (S3.H7.<br>L1)  |
|                            | S3:C2.6 Sets and monitors a self-selected physical activity goal for aerobic and/or muscleand bone-strengthening activity based on current fitness level (S3.M8.6)   | S3:C2.7 Adjusts<br>physical activity based<br>on quantity of exercise<br>needed for a minimal<br>health standard and/or<br>optimal functioning<br>based on current fitness<br>level (S3.M8.7)                    | S3:C2.8 Uses available technology to self-monitor quantity of exercise needed for a minmal health standard and/or optimal functioning based on current fitness level (S3. M8.8)  | S3.C2.9 Relates<br>physiological responses<br>to individual levels of<br>fitness and nutritional<br>balance (S3.H8.L1)   | S3.C2.IST Relates<br>physiological responses to<br>individual levels of fitness<br>and nutritional balance<br>(S3.H8.L1)   | S3:C2.AST Relates<br>physiological responses<br>to individual levels of<br>fitness and nutritional<br>balance (S3.H8.L1)   | S3:C2.IS Relates<br>physiological responses<br>to individual levels of<br>fitness and nutritional<br>balance (S3.H8.L1) | S3:C2.TS Relates<br>physiological responses<br>to individual levels of<br>fitness and nutritional<br>balance (S3.H8.L1) |                 |                                |   | S3.C2.WF Relates<br>physiological responses to<br>individual levels of fitness and<br>nutritional balance (S3.H8.L1)   |
|                            | S3:C3.6 Employs correct<br>techniques and methods<br>of stretching (S3.M9.6)   | S3:C3.7 Describes and demonstrates the difference between dynamic and static stretches (S3.M9.7)   | S3:C3.8 Employs a variety of appropriate state-stretching techniques for all major muscle groups (S3.M9. 8)  | S3 C3.9 Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static) and stretching exercises (static), proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion) (S3.H9. L1) | S3.C3.IST Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNIF), dynamic) for personal fitness development (e.g. strength, endurance, range of motion) (S3.H9.L1) | S3:C3 ASTa Identifies types of strength exercises (isometric, concentric) and stretching exercises (static, proprioceptive neuromuscular facilitation [PNF], dynamic) for personal fitness development (e.g. strength, endurance, range of motion) (S3.H9. L1)  S3:C3.ASTb Identifies the structure of skeletal muscle and fiber types as they relate to muscle development (S3.H9.L2) |   |   |                 |                                |   | S3.C3.WFa Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), oynamic) for personal fitness development (e.g. strength, endurance, range of motion) (S3.H9.L1)  S3.C3.WFb Identifies the structure of skeletal muscle and fiber types as they relate to muscle development (S3.H9.L2) |
|                            | S3:C4.6 Differentiates<br>between aerobic and<br>anaerobic capacity, and<br>between muscular<br>strength and endurance<br>(S3.M10.6)   | S3:C4.7 Describes the<br>role of exercise and<br>nutrition in weight<br>management (S3.M10.<br>7)  | S3:C4.8 Describes the<br>role of flexibility in injury<br>prevention (S3.M10.8)  | S3:C4.9 Calculates<br>target heart rate and<br>applies that information<br>to personal fitness plan<br>(S3.H10.L1)   | S3:C4.IST Calculates<br>target heart rate and<br>applies that information to<br>personal fitness plan (S3.<br>H10.L1)  |  |   |   |                 |                                | S3:C4.VPE Calculates target<br>heart rate and applies that<br>information to personal fitness<br>plan (S3.H10.L1) |  |
|                            | S3:C5.6 Identifies each of the components of the overload principle (FITT formulate: frequency, intensity, time & type) for different types of physical activity (aerobic, muscular fitness and flexibility) (S3.M11.6)                            | S3:C5.7 Describes overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness (S3.M11.7) | S3:C5.8 Uses the<br>overload principle (FITT<br>formula) in preparing a<br>personal workout (S3.<br>M11.8)   |  |  |  |   |   |                 |                                |   |  |
|                            | S3:C6.6 Describes the<br>role of warm-ups and<br>cool-downs before and<br>after physical activity<br>(S3.M12.6)  | S3:C6.7 Designs a<br>warm-up and cool-down<br>regimen for a self-<br>selectedd physical<br>activity (S3.M12.7)   | S3:C6.8 Designs and<br>implements a warm-up<br>and cool-down regimen<br>for a self-selected<br>physical activity (S3.<br>M12.8)  |  |  |  |   |   |                 |                                |   |  |
|                            | S3:C7.6 Defines resting<br>heart rate and describes<br>its relationship to aerobic<br>fitness and the Borg<br>rating of perceived<br>exertion (RPE) scale (S3.<br>M13.6)   |  | S3:C7.8 Defines how<br>the RPE scale can be<br>used to adjust workout<br>intensity during physical<br>activity (S3.M13.8)  |  |  |  |   |   |                 |                                |   |  |
| Benchmark D: Assessment a  | S3:C8.6 Identifies major muscles used in selected physical activities (S3. M14.6)  | muscles pull on bones<br>to create movement in<br>pairs by relaxing and<br>contracting (S3.M14.7)  | S3:C8.8 Explains how<br>body systems interact<br>with one another (e.g.<br>blood transports<br>nutrients from the<br>digestive system,<br>oxygen from the<br>respiratory system)<br>during physical activity<br>(S3.M14.8) |  |  |  |   |   |                 |                                |   |  |

|                             |  |   |  |                        | 6-12   | Physical Ed   | lucation   |  |   |                                |   |  |
|-----------------------------|--|---|--|------------------------|--|---|--|--|---|--------------------------------|---|--|
|                             |  |   | 8th-9t   | n PE                   |  |   |  |  |   |                                |   |  |
| STANDARD 3                  | 6th Grade PE   | 7th Grade PE  | 8th Grade<br>Standards   | 9th Grade<br>Standards | 8-12 Intro to Strength<br>Training   | HS Advanced<br>Strength Training  | HS Individual<br>Sports  | HS Team Sports   | HS Lifeguarding   | HS Peer Assistance<br>(PAL PE) | HS Virtual PE   | HS Wolf / Warrior Fit  |
| The physically literate inc | dividual demonstr  | ates the knowledg   | je and skills to ach   | ieve and maintai       | n a health-enhancir  | ig level of physica   | activity and fitnes  | ss   |   |                                |   |  |
|                             | remediation for an area of weakness based on the results of health-related fitness assessment (\$3.M15.6)  | S3:D1.7 Designs and implements a program of remediation for 2 areas of weakness based on the results of health-related fitness assessment (S3.M15.7)                              | S3:D1.8 Designs and implements a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment (S3.M15.8) |                        | S3.D1.IST Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings (S3.H11.L1)  |   |  |  |   |                                | S3.D1.VPEa Creates and implements a behavior modification plan that enhances a healthy, active lifestyle in college or career settings (S3.H11.L1) S3.D2.VPEb Develops and maintains a fitness portfolio (exassessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement) (S3.H11.L2)      |  |
|                             | S3:D2.6 Maintains a<br>physical activity log for at<br>least 2 weeks, and<br>reflects on activity levels<br>as documented in the log<br>(S3.M16.6)                     | S3:D2.7 Maintains a<br>physical activity and<br>nutrition log for at least 2<br>weeks, and reflects on<br>activity levels and<br>nutrition as documented<br>in the log (S3.M16.7) | S3:D2.8 Designs and implements a program to improve levels of health-related fitness and nutrition (S3.M16.8)  |                        | S3.D2.IST Designs a<br>fitness program, including<br>all components of health-<br>related fitness, for a<br>college student and/or an<br>employee in the learner's<br>chosen field of work (S3.<br>H12.L1) |   |  |  |   |                                |   |  |
| Benchmark E: Nutrition      |  |   |  |                        |  |   |  |  |   |                                |   |  |
|                             | S3:E1.6 Identifies foods within each of the basic food groups and selects appropriate servings and portions for his or her age and physical activity levels (S3.M17.6) | with daily physical   | S3:E1.8 Describes the relationship between poor nutrition and health risk factors (S3.M17.8)   |                        | S3.E1.IST Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle (S3. H13.L1)   |   |  |  |   |                                |   |  |
| Benchmark F: Stress manage  | ement  |   |  |                        |  |   |  |  |   |                                |   |  |
|                             | S3:F1.6 Identifies positive and negative results of stress and appropriate ways of dealing with each (S3. M18.6)   | S3:F1.7 Practices strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise (S3.M18.8)  | S3:F1.8 Demonstrates<br>basic movements used<br>in other stress-reducing<br>activities such as yoga<br>and tai chi (\$3.M18.8)                       |                        |  | S3.F1.ASTa Identifies stress-management strategies (ex.mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress (S3.H1.ASTb Applies stress-management strategies (ex.mental imagery, relaxation techniques, deep breathing, aerobic breathing, aerobic | S3.F1.ISb Applies stress-<br>management strategies<br>(ex.mental imagery,<br>relaxation techniques,<br>deep breathing, aerobic<br>exercise, meditation) to | S3.F1.TSa Identifies stress-management strategies (ex.mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress (S3.H14.L1) S3.F1.TSb Applies stress-management strategies (ex.mental imagery, relaxation techniques, deep breathing, aerobic latentifications). | L1) S3.F1.LGb Applies stress-management strategies (ex.mental imagery, relaxation techniques, deep breathing, aerobic |                                | S3.F1.VPEa Identifies stress-<br>management strategies (ex.<br>mental imagery, relaxation<br>techniques, deep breathing,<br>aerobic exercise, meditation) to<br>reduce stress (S3.H14.L1)  S3.F1.VPEb Applies stress-<br>management strategies (ex.<br>mental imagery, relaxation<br>techniques, deep breathing,<br>aerobic exercise, meditation) to<br>reduce stress (S3.H14.L2) | S3.F1.WFa Identifies stress-<br>management strategies (ex.<br>mental imagery, relaxation<br>techniques, deep breathing,<br>aerobic exercise, meditation)<br>to reduce stress (S3.H14.L1)<br>S3.F1.WFb Applies stress-<br>management strategies (ex.<br>mental imagery, relaxation<br>techniques, deep breathing,<br>aerobic exercise, meditation) to reduce stress (S3.H14.L2) |
|                             |  |   |  |                        |  | exercise, meditation) to<br>reduce stress (S3.H14.L2)   | reduce stress (S3.H14.L2)  | reduce stress (S3.H14.L2)  | exercise, meditation) to<br>reduce stress (S3.H14.<br>L2)   |                                |   |  |

|                        |  | K-5 P   | hysical Ed   | ucation  |   |  |
|------------------------|--|---|--|--|---|--|
| STANDARD 4             | Kindergarten   | 1st Grade   | 2nd Grade  | 3rd Grade  | 4th Grade   | 5th Grade  |
| The physically literat | te individual exhibit  | s responsible pers  | onal and social b  | ehavior that respect   | ts self and others  |  |
| Benchmark A: Personal  | responsibility   |   |  |  |   |  |
|                        | S4.A1.K Follows directions<br>in group settings (e.g., safe<br>behaviors, following rules,<br>taking turns) (S4.E1.K)                  | S4.A1.1 Accepts personal responsibility by using equipment and space appropriately (S4.E1.1)  | S4.A1.2 Practices skills<br>with minimal teacher<br>prompting (S4.E1.2)  | S4.A1.3 Exhibits personal responsibility in teacher-directed activities (S4.E1.3)            | S4.A1.4 Exhibits<br>responsible behavior in<br>independent group<br>situations (S4.E1.4)                  | S4.A1.5 Engages in physical activity with responsible interpersonal behavior (e.g., peer-to-peer, student-to-referee) (S4.E1.5)                            |
|                        | S4.A2.K Acknowledges<br>responsibility for behavior<br>when prompted (S4.E2.K)   | S4.A2.1 Follows the rules<br>and parameters of the<br>learning environment (S4.<br>E2.1)  | S4.A2.2 Accepts<br>responsibility for class<br>protocols with behavior<br>and performance<br>actions (S4.E2.2) | S4.A2.3 Works<br>independently for extended<br>periods of time (S4.E2.3)                     | S4.A2.4 Reflects on<br>personal social behavior in<br>physical activity (S4.E2.4)                         | S4.A2.5 Participates with<br>responsible personal behavior in<br>a variety of physical activity<br>contexts, environments, and<br>facilities (S4.E2.5a)    |
|                        |  |   |  |  |   | S4.A3.5 Exhibits respect for self<br>with appropriate behavior while<br>engaging in physical activity (S4.<br>E2.5b)                                       |
| Benchmark B: Rules and | d etiquette  |   |  |  |   |  |
|                        | S4.B1.K Recognizes the established protocols for class activities (S4.E5.K)  | S4.B1.1 Exhibits the established protocols for class activities (S4.E5.1)   | role of rules and  | S4.B1.3 Recognizes the role of rules and etiquette in physical activity with peers (S4.E5.3) | S4.B1.4 Exhibits etiquette<br>and adherence to rules in a<br>variety of physical activities<br>(S4.E5.4)  | S4.B1.5 Critiques the etiquette involved in rules of various game activities (S4.E5.5)   |
| Benchmark C: Working   | with others  |   |  |  |   |  |
|                        | S4.C1.K Shares equipment<br>and space with others (S4.<br>E4.K)  | S4.C1.1 Works<br>independently with others<br>in a variety of class<br>environments (e.g., small<br>and large groups) (S4.E4.<br>1) | S4.C1.2 Works<br>independently with<br>others in partner<br>environments (S4.E4.2)                             | S4.C1.3 Works<br>cooperatively with others<br>(S4.E4.3a)                                     | S4.C1.4 Praises the<br>movement performance of<br>others, both more skilled<br>and less skilled (S4.E4.4) | S4.C1.5 Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (S4.E4.5) |
|                        |  |   |  | S4.C2.3 Praises others for<br>their success in movement<br>performance (S4.E4.3b)            | S4.C2.4 Accepts players of<br>all skill levels into the<br>physical activity (S4.E4.4b)                   |  |
| Benchmark D: Safety    |  |   |  |  |   |  |
|                        | S4.D1.K Follows teacher<br>directions for safe<br>participation and proper<br>use of equipment with<br>minimal reminders (S4.E6.<br>K) | S4.D1.1 Follows teacher directions for safe participation and proper use of equipment without teacher reminders (S4.E6. 1)          | S4.D1.2 Works<br>independently and<br>safely in physical<br>education (S4.E6.2a)                               | S4.D1.3 Works<br>independently and safely in<br>physical activity settings<br>(S4.E6.3)      | S4.D1.4 Works safely with<br>peers and equipment in<br>physical activity settings<br>(S4.E6.4)            | S4.D1.5 Applies safety principles with age-appropriate physical activities (S4.E6.5)   |
|                        |  |   | S4.D2.2 Works safely<br>with physical education<br>equipment (S4.E6.2b)  |  |   |  |

| K-5 Physical Education  |  |  |  |  |  |                                |  |  |  |  |  |
|---|--|--|--|--|--|--------------------------------|--|--|--|--|--|
| STANDARD 4 Kindergarten 1st Grade 2nd Grade 3rd Grade 4th Grade 5th Grade |  |  |  |  |  |                                |  |  |  |  |  |
| The physically literat  |  | s responsible pers                                 | onal and social b  | pehavior that respec   | ts self and others   |                                |  |  |  |  |  |
| Benchmark E: Accepting  | у теенраск   |  |  |  |  |                                |  |  |  |  |  |
|   | S4.E1.K Follows<br>instruction and directions<br>when prompted (S4.E3.K) | appropriately to general feedback from the teacher | S4.E1.2 Accepts<br>specific corrective<br>feedback from the<br>teacher (S4.E3.2) | S4.E1.3 Accepts and implements specific corrective feedback from the teacher (S4.E3.3) | S4.E1.4 Listens respectfully<br>to corrective feedback from<br>others (e.g., peers, adults)<br>(S4.E3.4) | feedback respectfully to peers |  |  |  |  |  |

|                         |  |  |   |   | 6-12   | Physical E  | ducation   |  |   |  |   |  |
|-------------------------|--|--|---|---|--|---|--|--|---|--|---|--|
|                         |  |  | 8th-0   | th PE   |  | , , , , ,   |  |  |   |  |   |  |
| STANDARD 4              | 6th Grade PE   | 7th Grade PE   | 8th Grade<br>Standards  | 9th Grade<br>Standards  | 8-12 Intro to<br>Strength Training   | HS Advanced<br>Strength Training  | HS Individual Sports   | HS Team Sports   | HS Lifeguarding   | HS Peer Assistance<br>(PAL PE)   | HS Virtual PE   | HS Wolf / Warrior Fit  |
| The physically literate | e individual exhibit   | s responsible per  | sonal and social l  | ehavior that resp   | ects self and othe   | rs  |  |  |   |  |   |  |
| Benchmark A: Personal   |  |  |   |   |  |   | ,  |  |   |  |   | ,  |
|                         | responsibility by using<br>appropriate etiquette,<br>demonstratting respect for<br>facilities and exhibiting<br>safe behaviors (S4.M1.6) | S4:A1.7 Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates (S4.M1.7)  | S4:A1.8 Accepts responsibility for improving one's own levels of physical activity and fitness (S4.M1.8)  | S4:A1.9 Employs effective self-<br>effective self-<br>management skills to<br>analyze barriers and<br>modify physical activity<br>patterns appropriately,<br>as needed (S4.H1.L1) | S4:A1.IST Employs effective self-<br>management skills to<br>analyze barriers and<br>modify physical activity<br>patterns appropriately, as<br>needed (S4.H1.L1) | S4:A1.AST Employs effective self-<br>management skills to analyze barriers and modify physical activity patterns appropriately, as needed (S4.H1.L1)  | S4.A.1.S Employs effective self-in management skills to analyze barriers and modify physical activity patterns appropriately, as needed (S4.H1.L1)   | S4:A1.TS Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed (S4.H1.L1)  | S4-A1.I.G Employs<br>effective self-management<br>skills to analyze barriers<br>and modify physical<br>activity patterns<br>appropriately, as needed<br>(S4.H1.L1)  | S4'A1 PAL Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed (S4.H1.L1)   | S4:A1 VPEa Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed (S4.H1.L1) S4:A2.VPEb Accepts differences between personal characteristics and the idealized body images portrayed in various media (S4.H1.L2) | S4:A1.WF Employs effective<br>self-management skills to<br>analyze barriers and modify<br>physical activity patterns<br>appropriately, as needed<br>(S4.H1.L1)   |
|                         | uses appropriate strategies<br>to self-reinforce positive<br>fitness behaviors, such as<br>positive self-talk (S4.M2.6)                  | S4:A2.7 Demonstrates<br>both intrinsic and<br>extrinsic motivation by<br>selecting opportunities<br>to participate in physical<br>activity outside of class<br>(S4.M2.7)                                     | S4:A2.8 Uses effective<br>self-monitoring skills to<br>incorporate<br>opportunities for<br>physical activity in and<br>outside of school (S4.<br>M2.8)  |   |  |   |  |  |   |  |   |  |
| Benchmark B: Rules and  | l etiquette  | <u>'</u>   |   |   |  | <u> </u>  | ·  | •  | •   | •  | •   |  |
|                         | S4:B1.6 Identifies the rules and etiquette for physical activities, games, and dance activities (S4.M6.6)                                | S4.B.1.7 Demonstrates<br>knowledge of rules and<br>etiquette by self-<br>officiating modified<br>physical activities and<br>games or by following<br>parameters to create or<br>modify a dance (S4.M6.<br>7) | S4-B1.8 Applies rules<br>and etiquette by acting<br>as an official for<br>modified physical<br>activities and games<br>and creating dance<br>routines within a given<br>set of parameters (S4.<br>M6.8) | S4.B.1.9 Exhibits proper<br>etiquette, respect for<br>others and teamwork<br>while engaging in<br>physical activity and/or<br>social dance (S4.H2.L1)                             | S4:B1.IST Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance (S4.H2.L1)                          | Is4B1.ASTa Exhibits proper etiquette, respect for others and learnwork while engaging in physica activity and/or social dance (S4.H2.L1). S4B1.ASTb Examines moral and ethical conduct in specific competitive situations (e.g. intentional fouls, performance-enhancing substances, gambling, current events in sport) (S4.H2.L2). | activity and/or social<br>dance (S4.H2.L1)<br>S4:B1.ISb Examines   | proper etiquette, respect<br>for others and teamwork<br>I while engaging in physica<br>activity and/or social<br>dance (S4.H2.L1)<br>S4:B1.ASb Examines  |   | S4B1 PAL Exhibits proper eliquette, respect for others and tearnwork while engaging in physical activity and/or social dance (S4.H2.L1)  | S4-B1.VPE Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance (S4.H2.L1)   | S4:B1.WF Exhibits proper<br>etiquette, respect for others<br>and tearmwork while<br>engaging in physical activity<br>and/or social dance (S4.H2.<br>L1)  |
| Benchmark C: Working v  | vith others  |  |   |   |  | , ,,  |  | , ,,   | 1   | 1  | 1   | 1  |
|                         |  | S4:C1.7 Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts (S4.M4.7)   | S4:C1.8 Responds<br>appropriately to<br>participants' ethical and<br>unethical behavior<br>during physical activity<br>by using rules and<br>guidelines for resolving<br>conflicts (S4.M4.8)            | S4:C1.9 Uses<br>communication skills<br>and strategies that<br>promote team or group<br>dynamics (S4.H3.L1)   | S4:C1.IST Uses<br>communication skills and<br>strategies that promote<br>team or group dynamics<br>(S4.H3.L1)  | S4:C1:ASTa Uses communication skills and strategies that promote team or group dynamics (S4.H3.L1) S4:C1.ASTb Assumes a leadership role (e.g. task or group leader, referee, coach) in a physical activity setting (S4.H3.L2)   | S4:C1:IS Uses<br>communication skills and<br>strategies that promote<br>team or group dynamics<br>(S4.H3.L1)   | S4:C1:TSa Uses communication skills and strategies that promote team or group dynamics (S4.H3.L1) S4:C1.TSb Assumes a leadership role (e.g. task or group leader, referee, coach) in a physical activity setting (S4.H3.L2)    | S4:C1:LGa Uses communication skills and strategies that promote team or group dynamics (S4.H3.L1) S4:C1.LGb Assumes a leadership role (e.g. task or group leader, referee, coach) in a physical activity setting (S4.H3.L2)   | S4:C1:PALa Uses communication skills and strategies that promote team or group dynamics (S4:H3.L1) S4:C1.PALb Assumes a leadership role (e.g. task or group leader, referee, coach) in a physical activity setting (S4.H3.L2)  | S4:C1:VPE Uses communication skills and strategies that promote team or group dynamics (S4.H3.L1)   | S4:C1.WFa Uses communication skills and strategies that promote team or group dynamics (S4.H3. L1) S4:C1.WFb Assumes a leadership role (e.g. task or group leader, referee, coach) in a physical activity setting (S4.H3.L2)   |
|                         | S4:C2.6 Cooperates with a small group of classmates during adventure activities, game play or team-building activities (S4.M5.6)         | with a small group of<br>classmates during   | S4:C2.8 Cooperates with multiple classmates on problem-solving initiatives including initiatives including adventure activities, large-group initiatives and game play (S4.M5. 8)                       | S4:C2.9 Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups (S4.H4.L1)  | S4:C2.IST Solves problems and thinks ortically in physical activity and/or dance settings, both as an individual and in groups (S4.H4.L1)                        |   |  |  |   | S4:C2 PALa Solves problems and thinks critically in a physical activity and/or dance settings, both as an individual and in groups (S4-H4L.1) S4:C2-PALb Accepts others' ideas cultural diversity, and body types by engaging in cooperative and collaborative movement projects (S4-H4L.1). | S4:C2:VPE Accepts others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects (S4.H4.L2  | S4:C2.WFa Solves problems and thinks critically in a physical activity and/or dance settings, both as a individual and in groups (S4. H4.L1)  S4:C2.WFb Accepts other's ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects (S4.H4.L2) |
|                         |  |  |   |   |  | S4:C3.AST Applies best practices for participating safely in physical activity, exercise and dance (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (S4.H5. L1)   | S4:C3.IS Applies best practices for participating safely in physical activity, exercise and dance (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (S4.H5. L1) | S4:C3.TS Applies best practices for participating safely in physical activity, exercise and dance (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (S4.H5. L1) | S4:C3.LG Applies best practices for participating safely in physical activity, exercise and dance (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (S4.H5.L1) | S4:C3.PAL Applies best practices for participating safely in physical activity, exercise and dance (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (S4.H5.L1)   |   | S4:C3.WF Applies best practices for participating safely in physical activity, exercise and dance (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (S4. H5.L1)   |
| Benchmark D: Safety     |  |  |   |   |  |   |  |  |   |  | S4:C4:VPE Identifies and<br>analyzes biases based on<br>idealized body images,<br>cultural diversity, and body<br>types portrayed in various<br>media (WCSD)  |  |

|                        |  |   |  |   | 6-12  | Physical Ec                      | lucation                |                |                 |                                |  |                       |
|------------------------|--|---|--|---|---|----------------------------------|-------------------------|----------------|-----------------|--------------------------------|--|-----------------------|
|                        |  |   | 8th-9  | Oth PE  |   | •                                |                         |                |                 |                                |  |                       |
| STANDARD 4             | 6th Grade PE   | 7th Grade PE  | 8th Grade<br>Standards   | 9th Grade<br>Standards  | 8-12 Intro to<br>Strength Training  | HS Advanced<br>Strength Training | HS Individual<br>Sports | HS Team Sports | HS Lifeguarding | HS Peer Assistance<br>(PAL PE) | HS Virtual PE  | HS Wolf / Warrior Fit |
| The physically literat | e individual exhibit   | s responsible per   | sonal and social   | behavior that resp  | ects self and other   | s                                |                         |                |                 |                                |  |                       |
|                        |  | uses physical activity<br>and exercise equipment<br>appropriately and safely  | S4:D1.8 Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity (S4.M7.8) | S4:D1.9 Applies best practices for participating safely in physical activity, exercise and dance (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (S4.H5. L1) | S4:D1.IST Applies best practices for participating safely in physical activity, exercise and dance (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (S4.H5. |                                  |                         |                |                 |                                | S4:D1:VPE Applies best practices for participating and recovering safely in physical activity or exercise (ex. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (S4.H5.L1) |                       |
| Benchmark E: Accepting | feedback   |   |  |   |   |                                  |                         |                |                 |                                |  |                       |
|                        | S4:E1.6 Demonstrates<br>self-responsibility by<br>implementing specific<br>corrective feedback to<br>improve performance (S4.<br>M3.6) | S4:E1.7 Provides<br>corrective feedback to a<br>peer, using teacher-<br>generated guidelines,<br>and incorporating<br>appropriate tone and<br>other communication<br>skills (S4.M3.7) | S4:E1.8 Provides<br>encouragement and<br>feedback to peers<br>without prompting from<br>the teacher (S4.M3.8)  |   |   |                                  |                         |                |                 |                                |  |                       |

|                          |   | K-5 F  | hysical Educ  | ation  |  |  |
|--------------------------|---|--|---|--|--|--|
| STANDARD 5               | Kindergarten  | 1st Grade  | 2nd Grade   | 3rd Grade  | 4th Grade  | 5th Grade  |
| The physically literate  | e individual recognizes   | the value of physical a  | activity for health, enjo   | yment, challenge, self-  | expression and/or soc  | ial interaction  |
| Benchmark A: Health      |   |  |   |  |  |  |
|                          | S5.A1.K Recognizes that physical activity is important for good health (S5.E1.K)          | S5.A1.1 Identifies physical activity as a component of good health (S5.E1.1)                         | S5.A1.2 Recognizes the value of "good health balance" (S5. E1.2)  | S5.A1.3 Discusses the relationship between physical activity and good health (S5.E1. 3)                              | S5.A1.4 Examines the health<br>benefits of participating in<br>physical activity (S5.E1.4)   | S5.A1.5 Compares the health<br>benefits of participating in<br>selected physical activities (S5.<br>E1.5)  |
| Benchmark B: Challenge   |   |  | •   | •  | •  |  |
|                          | S5.B1.K Acknowledges that some physical activities are challenging or difficult (S5.E2.K) | S5.B1.1 Recognizes that challenge in physical activities can lead to success (S5.E2.1)               | S5.B1.2 Compares physical activities that bring confidence and challenge (S5.E2.2)  | S5.B1.3 Discusses the challenge that comes from learning a new physical activity (S5.E2.3)                           | S5.B1.4 Rates the enjoyment of participating in challenging and mastered physical activities (S5. E2.4)  | S5.B1.5 Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity (S5.E2. 5) |
| Benchmark C: Self-expre  | ssion and enjoyment   |  |   |  |  |  |
|                          | S5.C1.K Identifies physical activities that are enjoyable (S5. E3.Ka)                     | S5.C1.1 Describes positive feelings that result from participating in physical activities (S5.E3.1a) | S5.C1.2 Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks in game environments) (S5.E3.2) | S5.C1.3 Reflects on the reasons for enjoying selected physical activities (S5.E3.3)                                  | S5.C1.4 Ranks the enjoyment of participating in different physical activities (S5.E3.4)  | S5.C1.5 Analyzes different<br>physical activities for enjoyment<br>and challenge, identifying<br>reasons for a positive or<br>negative response (S5.E3.5)    |
|                          | S5.C2.K Discusses the enjoyment of playing with friends (S5.E3.Kb)                        | S5.C2.1 Discusses personal reasons (i.e., the "why") for enjoying physical activities (S5. E3.1b)    |   |  |  |  |
| Benchmark D: Social inte | eraction  |  |   |  |  |  |
|                          |   |  |   | S5.D1.3 Describes the positive social interactions that come when engaged with others in physical activity (S5.E4.3) | S5.D1.4 Describes / compares the positive social interactions when engaged in partner, small-group and large-group physical activities (S5.E4.4) | S5.D1.5 Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport) (S5. E4.5)                                  |

|                          |   |   | 8th-9  | Oth PE   |  |   |   |   |   |   |  |   |
|--------------------------|---|---|--|--|--|---|---|---|---|---|--|---|
| STANDARD 5               | 6th Grade PE  | 7th Grade PE  | 8th Grade Standards  | 9th Grade Standards  | 8-12 Intro to Strength<br>Training   | HS Advanced Strength<br>Training  | HS Individual Sports  | HS Team Sports  | HS Lifeguarding   | HS Peer Assistance<br>(PAL PE)  | HS Virtual PE  | HS Wolf / Warrior Fit   |
| The physically literate  | e individual recognizes   | s the value of physical a   | activity for health, enjo  | yment, challenge, self-  | expression and/or soc  | ial interaction   |   |   |   |   |  |   |
| Benchmark A: Health      |   |   |  |  |  |   |   |   |   |   |  |   |
|                          | SS-A1.6 Describes how being<br>physically active leads to a<br>healthy body (S5.M1.6)   | describes each exerts a positive effect on health (S5.M1.7)   | fitness (muscular strength,<br>muscular endurance, flexibility,<br>cardiorespiratory endurance<br>and body composition) and<br>explains the connections<br>between fitness and overall<br>physical and mental health (S5.<br>M1.8) | S5:A1.9 Analyzes the health<br>benefits of a self-selected<br>physical activity (S5.H1.L1)                                       | SSA1.IST Analyzes the health<br>benefits of a self-selected<br>physical activity (35.H1.L1)                      | SSA1 AST Analyzes the health<br>benefits of a self-selected<br>physical activity (SS.H1.L1)   | S5-X1.IS Analyzes the health<br>benefits of a self-selected<br>physical activity (S5.H1.L1)                     | SS-A1.TS Analyzes the health<br>benefits of a self-selected<br>physical activity (SS.H1.L1)                               | S5:A1.LG Analyzes the health<br>benefits of a self-selected<br>physical activity (S5.H1.L1)                               | S5:A1:PAL Analyzes the health<br>benefits of a self-selected<br>physical activity (S5.H1.L1)  | SS:A1.VPE Analyzes the health<br>benefits of a self-selected<br>physical activity (S5.H1.L1)   | SS:A1.WF Analyzes the health<br>benefits of a self-selected<br>physical activity (S5.H1.L1)   |
|                          | S5:A2.6 Identifies components<br>of physical activity that provide<br>opportunities for reducing stress<br>and for social interaction (S5.<br>M2.6)                             | mental and emotional aspects  | S5:A2.8 Analyzes the<br>empowering consequences of<br>being physically active (S5.M2.<br>8)  |  |  |   |   |   |   |   |  |   |
| Benchmark B: Challenge   |   |   |  |  |  |   |   |   |   |   |  |   |
|                          | S5:B1.6 Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, and/or modifying the tasks (S5.M3.6)               |   | S5:B1.8 Develops a plan of<br>action and makes appropriate<br>decisions based on that plan<br>when faced with an individual<br>challenge (S5.M3.8)   |  |  | S5:B1:AST Chooses an<br>appropriate level of challenge to<br>experience success and desire<br>to participate in a self-selected<br>physical activity (S5.H2.L2) |   |   |   |   |  | S5:B1.WF Chooses an appopriate level of challenge to experience success and desire to participate in a self-selected activity (S5.H2.L2)  |
| Benchmark C: Self-expre  | ssion and enjoyment   |   |  |  |  |   |   |   |   |   |  |   |
|                          | S5.C1.6 Describes how moving competently in a physical activity setting creates enjoyment (S5.M4.6)   | selected physical activities create enjoyment (S5.M4.7)   | S5C1.8 Discusses how enjoyment could be increased in self-selected physical activities (S5.M4.8)   | S5:C1.9 Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment (S5:H3.L1) | or dance that meet the need for  | S5:C1 AST Selects and<br>participates in physical activities<br>or dance that meet the need for<br>self-expression and enjoyment<br>(S5.H3.L1)                  |   | SS:C1:TS Selects and participates in physical activities that meet the need for self-expression and enjoyment (SS. H3.L1) | S5:C1:LG Selects and participates in physical activities that meet the need for self-expression and enjoyment (S5. H3.L1) | that meet the need for self-<br>expression and enjoyment (S5.<br>H3.L1)<br>S5:C2.PALb identifies the<br>uniqueness of creative dance<br>(and various other activities) as   | SS:C1:VPEa Selects and sparticipates in physical activities that meet the need for self-expression and enjoyment (SS. H3.L1). SS:C2:VPEb Identifies the uniqueness of creative dance (and various other activities) as means of self-expression (ex. dance, performing arts, cheer, martial arts, etc) (SS:H3.L2). | S5:C1.WF Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment (S5.H3.L1)   |
|                          | S5:C2.6 Identifies how self-<br>expression and physical activity<br>are related (S5.M5.6)   |   | S5:C2.8 Identifies and<br>participates in an enjoyable<br>activity that prompts individual<br>self-expression (S5.M5.8)  |  |  |   |   |   |   |   |  |   |
| Benchmark D: Social inte | eraction  |   |  |  |  |   |   |   |   |   |  |   |
|                          | S5.D1.6 Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity (S5.M6.6) | S5:D1.7 Demonstrates the<br>importance of social interaction<br>by helping and encouraging<br>others, avoiding trash talk and<br>providing support to classmates<br>(S5.M6.7) | S5:D1.8 Demonstrates respect for self by asking for help and helping others in various physical activities (S5.M6.8)   | S5:D1.9 Identifies the opportunity for social support in a self-selected physical activity or dance (S5.H4.L1)                   | S5:D1.IST Identifies the opportunity for social support in a self-selected physical activity or dance (S5.H4.L1) | S5:D1.AST Identifies the opportunity for social support in a self-selected physical activity or dance (S5.H4.L1)  | S5:D1.IS Identifies the opportunity for social support in a self-selected physical activity or dance (S5.H4.L1) | S5:D1.TS Identifies the opportunity for social support in a self-selected physical activity or dance (S5.H4.L1)           |   | S5:D1.PALa Identifies the opportunity for social support in a self-selected physical activity or dance (S5.H4.L1) S5:D1.PALb Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance (S5.H4.L2) | SS:D1:VPE Identifies the opportunity for social support in a self-selected physical activity (S5.H4.L1)  | S5:D1.WFa Identifies the opportunity for social support in a self-selected physical activity or dance (S5.H4.L1) S5:D1.WFb Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance (S5.H4.L2) |