



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 Education

STANDARD 1	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns						
Benchmark A: Locomotor						
<i>Hopping, galloping, running, sliding, skipping, leaping</i>	S1.A1.K Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. (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 a variety of small-sided practice tasks, dance and educational gymnastics 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)
<i>Hopping, galloping, running, sliding, skipping, leaping</i>						S1.A2.5 Combines locomotor and manipulative skills in a variety of small-sided practice tasks in game environments. (S1.E1.5b)
<i>Hopping, galloping, running, sliding, skipping, leaping</i>						S1.A3.5 Combines travelling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey, basketball). (S1.E1.5c)
<i>Jogging, running</i>			S1.A4.2 Runs with a mature pattern. (S1.E2.2a)	S1.A4.3 Travels showing differentiation between sprinting and 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)
<i>Jogging, running</i>			S1.A5.2 Travels showing differentiation between jogging and sprinting. (S1.E2.2b)			
<i>Jumping and landing, horizontal plane</i>	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 critical elements 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)
<i>Jumping and landing, vertical plane</i>	S1.A6.K Performs jumping and landing actions in the vertical plane with balance. (S1.E3.K)	S1.A7.1 Demonstrates two of the five critical elements for jumping and landing in a vertical plane. (S1.E4.1)	S1.A7.2 Demonstrates four of the five critical elements 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)	<i>Refer to S1.A6.4</i>	<i>Refer to S1.A6.5</i>
<i>Dance</i>	S1.A8.K Performs locomotor skills in response to teacher-led creative dance. (S1.E5.K)	S1.A8.1 Combines locomotor and nonlocomotor skills in a teacher-designed dance. (S1.E5.1)	S1.A8.2 Performs a teacher and/or student-designed rhythmic activity with correct response to simple rhythms. (S1.E5.2)	S1.A8.3 Performs teacher-selected and developmentally appropriate dance steps and movement patterns. (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)
<i>Combinations</i>				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 manipulative skills of dribbling, throwing, catching and striking in teacher - and/or student-designed small-sided practice tasks. (S1.E6.4)	
Benchmark B: Non-Locomotor (Stability)						
<i>Balance</i>	S1.B1.K Maintains momentary stillness on different bases of support. (S1.E7.Ka)	S1.B1.1 Maintains stillness on different bases of support with different body shapes. (S1.E7.1)	S1.B1.2 Balances on different bases of support, combining levels and shapes. (S1.E7.2a)	S1.B1.3 Balances on different bases of support, demonstrating muscle tension and extensions of free body 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)
<i>Balance</i>	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)			
<i>Weight transfer</i>		S1.B3.1 Transfers weight from one body part to another in self-space in dance and gymnastics environments. (S1.E8.1)	S1.B3.2 Transfers weight from feet to different body parts/bases of support for balance and/or travel. (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 hands varying speed and using large extensions (e.g., mule kick, handstand, cartwheel). (S1.E8.4)	S1.B3.5 Transfers weight in gymnastics and dance environments. (S1.E8.5)
<i>Weight transfer, rolling</i>	S1.B4.K Rolls sideways in a narrow 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 Education

STANDARD 1	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns						
<i>Curling and stretching; twisting and bending</i>	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 on apparatus with curling, twisting and 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)
<i>Combinations</i>			S1.B6.2 Combines balances and transfers into a 3-part sequence (e. g., dance, gymnastics). (S1.E11.2)	S1.B6.3 Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a 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)
<i>Balance and weight transfers</i>				S1.B7.3 Combines balance and weight transfers with movement concepts to create and perform a dance. (S1.E12.3)	S1.B7.4 Combines traveling with balance and weight transfers to create a gymnastics sequence with and without 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: Manipulative						
<i>Underhand throw</i>	S1.C1.K Throws underhand with opposite foot forward. (S1.E13.K)	S1.C1.1 Throws underhand demonstrating two of the five critical elements 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)
<i>Overhand throw</i>			S1.C2.2 Throws overhand demonstrating two of five critical elements of a mature pattern. (S1.E14.2)	S1.C2.3 Throws overhand, demonstrating three of the five critical 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)
<i>Passing with hands</i>					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)
<i>Catching</i>	S1.C4.K Drops a ball and catches it before it bounces twice. (S1.E16.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 well-thrown large ball with hands, not trapping or cradling against the body. (S1.E16.2)	S1.C4.3 Catches a gently tossed hand-sized ball from a partner, demonstrating four of the five critical 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)
<i>Catching</i>	S1.C5.K Catches a large ball tossed by a skilled thrower. (S1.E16.Kb)	S1.C5.1 Catches various sizes of balls self-tossed or tossed by a skilled thrower. (S1.E16.1b)				S1.C5.5 Catches with accuracy with both partners moving. (S1.E16.5b)
<i>Catching</i>						S1.C6.5 Catches with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E16.5c)
<i>Dribbling and/or ball control with hands</i>	S1.C7.K Dribbles a ball with one hand, attempting the second contact. (S1.E17.K)	S1.C7.1 Dribbles continuously in self-space using the preferred hand. (S1.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 general space at slow to moderate jogging speed with control of ball and body. (S1.E17.3)	S1.C7.4 Dribbles in selfspace with both the preferred and the non-preferred hand 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)
<i>Dribbling and/or ball control with hands</i>			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)	

K-5 Physical Education

STANDARD 1	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns						
<i>Dribbling / ball control with feet</i>	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 the inside of the foot while walking in 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 general space at slow to moderate jogging speed with control of ball and 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)
<i>Passing and receiving with feet</i>				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)
<i>Passing and receiving with feet</i>					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)
<i>Dribbling in combination</i>					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 mature patterns in a variety of small-sided game forms. (S1.E20.5)
<i>Kicking</i>	S1.C13.K Kicks a stationary ball from a stationary position, demonstrating two of the five critical elements of a mature kicking pattern. (S1.E21.K)	S1.C13.1 Approaches a stationary ball and kicks it forward, demonstrating two of the five critical elements 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 critical elements 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.C13.4 Kicks along the ground and in the air, and punts using mature patterns. (S1.E21.4)	S1.C13.5 Demonstrates mature patterns in kicking and punting in small-sided practice task environments. (S1.E21.5)
<i>Kicking</i>				S1.C14.3 Uses a continuous running approach and kicks a stationary ball for accuracy. (S1.E21.3b)		
<i>Volley, underhand</i>	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.
<i>Volley, overhand</i>					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)
<i>Striking, short implement</i>	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-handled implement, sending it 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-handled implement while demonstrating 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)
<i>Striking, short implement</i>				S1.C18.3 Strikes an object with a short-handled implement while demonstrating three of the five critical elements of a mature pattern. (S1.E24.3b)	S1.C18.4 Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. (S1.E24.4b)	
<i>Striking, long implement</i>			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-handled implement, sending it forward, while using proper grip for the implement (e.g., hockey stick, bat, golf club). Note: Use batting tee or ball tossed by teacher for batting. (S1.E25.3)	S1.C19.4 Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis/badminton racket), while demonstrating three of the five critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through). (S1.E25.4)	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 literate individual demonstrates competency in a variety of motor skills and movement patterns						
<i>Striking, long implement</i>						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)
<i>In combination with locomotor</i>					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)
<i>Jumping rope</i>	S1.C22.K Executes a single jump with a self-turned rope. (S1.E27.Ka)	S1.C22.1 Jumps forward or backward consecutively using a self-turned rope. (S1.E27.1a)	S1.C22.2 Jumps a self-turned rope consecutively forward or backward with a mature pattern. (S1.E27.2a)	S1.C22.3 Performs intermediate jump-rope skills (e.g., a variety of tricks, running in to / out of long rope) for both long and short ropes (S1.E27.3)	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)
<i>Jumping rope</i>	S1.C23.K Jumps a long rope with teacher-assisted turning. (S1.E27.Kb)	S1.C23.1 Jumps a long rope up to five times consecutively with teacher-assisted turning. (S1.E27.1b)	S1.C23.2 Jumps a long rope five times consecutively with student turners. (S1.E27.2b)			

K-5 Physical Education

STANDARD 2	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance						
Benchmark A: Movement Concepts						
<i>Space</i>	S2.A1.K Differentiates between movement in personal (self-space) 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 spaces to combination skills involving traveling (e.g., dribbling and traveling) (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)
<i>Space</i>	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)	
<i>Space</i>					S2.A3.4 Dribbles in general space with changes in direction and speed (S2.E1.4c)	
<i>Pathways, shapes, levels</i>	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 and pathways into simple travel, dance and gymnastics sequences (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)
<i>Pathways, shapes, levels</i>		S2.A5.1 Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through) (S2.E2.1b)				
<i>Speed, direction, force</i>	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 gradual increases and decreases (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)
<i>Speed, direction, force</i>		S2.A7.1 Differentiates between strong and light force (S2.E3.1b)			S2.A7.4 Applies the concepts of direction and force when striking an object with a short-hand-led implement, sending it 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)
<i>Speed, direction, force</i>						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)
<i>Alignment and muscular tension</i>				S2.A9.3 Employs the concept of alignment in gymnastics and dance (S2.E4.3a)	S2.A9.4 Applies skill learned in previous grades.	S2.A9.5 Applies skill learned in previous grades.
<i>Alignment and muscular tension</i>				S2.A10.3 Employs the concept of muscular tension with balance in gymnastics and dance (S2.E4.3b)	S2.A10.4 Applies skill learned in previous grades.	S2.A10.5 Applies skill learned in previous grades.
<i>Strategies and tactics</i>				S2.A11.3 Applies simple strategies and tactics in chasing activities (S2.E5.3a)	S2.A11.4 Applies simple offensive strategies and tactics in chasing and 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)
<i>Strategies and tactics</i>				S2.A12.3 Applies simple strategies in fleeing activities (S2.E5.3b)	S2.A12.4 Applies simple defensive strategies and tactics in chasing and 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)
<i>Strategies and tactics</i>					S2.A13.4 Recognizes the types of kicks needed for different games and sports 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)

6-12 Physical Education

8th-9th PE												
STANDARD 2	6th Grade PE	7th Grade PE	8th Grade Standards	9th Grade Standards	8-12 Intro to Strength Training	HS Advanced Strength Training	HS Individual Sports	HS Team Sports	HS Lifeguarding	HS Peer Assistance (PAL PE)	HS Virtual PE	HS Wolf / Warrior Fit
The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance												
Benchmark A: Games and Sports - Invasion Games												
<i>Creating space with movement</i>	S2.A1.6 Creates open space by using locomotor movements (e.g. walking, running, jumping and landing) in combination with movement (e.g. varying pathways, change of speed, direction, or pace) (S2.M1.6)	S2.A1.7 Reduces open space by using locomotor movements (e.g. walking, running, jumping and landing, changing size and shape of the body) in combination with movement concepts (e.g. reducing the angle in the space, reducing distance between player and goal) (S2.M1.7)	S2.A1.8 Opens and closes space during small-sided game play by combining locomotor movements with movement concepts (S2.M1.8)	S2.A1.9 Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately (S2.H1.L1)	S2.A1.IST Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately (S2.H1.L1) <i>Ex: Individual performance includes resistance and strength training.</i>	S2.A1.AST Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately (S2.H1.L1)	S2.A1.IS Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately (S2.H1.L1)	S2.A1.TS Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately (S2.H1.L1)	S2.A1.LG Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately (S2.H1.L1)	S2.A1.PAL Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately (S2.H1.L1)	S2.A1.VPEa Applies the terminology associated with exercise and participation in selected individual-performance activities or lifetime activities (S2.H1.L.1)	S2.A1.WFa Applies the terminology associated with exercise and participation in selected individual-performance activities or lifetime activities (S2.H1.L.1)
<i>Creating space with offensive tactics</i>	S2.A2.6 Executes at least 1 of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give and go (S2.M2.6)	S2.A2.7 Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give and go (S2.M2.7)	S2.A2.8 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)	S2.A2.9 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.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.ISa 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.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.LG 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.VPEb Identifies the stages of learning a motor skill (S2.H2.L2)	S2.A2.VPEc Identifies the stages of learning a motor skill (S2.H2.L2)	S2.A2.WFb Uses movement concepts and principles to improve performance for a self-selected skill (S2.H2.L1)
<i>Creating space using width and length</i>	S2.A3.6 Creates open space by using the width and length of the field/court on offense (S2.M3.6)	S2.A3.7 Creates open space by staying spread on offense, and cutting and passing quickly (S2.M3.7)	S2.A3.8 Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball (S2.M3.8)	S2.A3.9 Creates a practice plan to improve performance for a self-selected skill (S2.H3.L1)	S2.A3.IST Creates a practice plan to improve performance for a self-selected skill (S2.H3.L1)					S2.A3.PAL Creates a practice plan to improve performance for a self-selected skill (S2.H3.L1)		S2.A3.WFa Creates a practice plan to improve performance for a self-selected skill (S2.H3.L1)
<i>Reducing space by changing size and shape</i>	S2.A4.6 Reduces open space on defense by making the body larger and reducing passing angles (S2.M4.6)	S2.A4.7 Reduces open space on defense by staying close to the opponent as he/she nears the goal (S2.M4.7)	S2.A4.8 Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to them (third-party perspective)	S2.A4.9 Identifies examples of social and technical dance forms (S2.H4.L1)						S2.A4.PAL Identifies examples of social and technical dance forms (S2.H4.L1)	S2.A4.VPE Identifies examples of movement for lifetime physical fitness.	S2.A4.WF Identifies examples of social and technical dance forms (S2.H4.L1)
<i>Reducing space using denial</i>	S2.A5.6 Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass (S2.M5.6)	S2.A5.7 Reduces open space by not allowing the catch (denial) or anticipating the speed of the object and person for the purpose of interception or deflection (S2.M5.7)	S2.A5.8 Reduces open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection (S2.M5.8)	S2.A5.9 Uses strategies and tactics effectively during game play in net/wall and/or target 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.TSb Applies strategies and tactics effectively during game play in net/wall and/or target games (S2.H5.L2)				
<i>Transitions</i>	S2.A6.6 Transitions from offense to defense or defense to offense by recovering quickly (S2.M6.6)	S2.A6.7 Transitions from offense to defense or defense to offense by recovering quickly and communicating with 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 Sports - Net and Wall Games												
<i>Creating space through variation</i>	S2.B1.6 Creates open space in net/wall games with a short-handled implement by varying force and direction (S2.M7.6)	S2.B1.7 Creates open space in net/wall games with a long-handled implement by varying force and direction, and by moving opponent from side to side (S2.M7.7)	S2.B1.8 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)									
<i>Using tactics and shots</i>	S2.B2.6 Reduces offensive options for opponents by returning to home position (S2.M8.7)	S2.B2.7 Selects offensive shot based on opponent's location (hit where opponent is not) (S2.M8.7)	S2.B2.8 Varies placement, force and timing of return to prevent anticipation by opponent (S2.M8.8)									
Benchmark C: Games and Sports - Target Games												
<i>Shot selection</i>	S2.C1.6 Selects appropriate shot and/or club based on location of the object in relation to the target (S2.M9.6)	S2.C1.7 Varies the speed and/or trajectory of the shot based on location 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)									
Benchmark D: Fielding and Striking Games												

6-12 Physical Education

8th-9th PE												
STANDARD 3	6th Grade PE	7th Grade PE	8th Grade Standards	9th Grade Standards	8-12 Intro to Strength Training	HS Advanced Strength Training	HS Individual Sports	HS Team Sports	HS Lifeguarding	HS Peer Assistance (PAL PE)	HS Virtual PE	HS Wolf / Warrior Fit
The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness												
	S3:B5.6 Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day (S3.M6.6)	S3:B5.7 Participates in moderate to vigorous muscle- and bone-strengthening physical activity at least 3 times a week (S3.M6.7)	S3:B5.8 Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day at least 5 times a week (S3.M6.8)									
Benchmark C: Fitness knowledge												
	S3:C1.6 Identifies the components of skill-related fitness (S3.M7.6)	S3:C1.7 Distinguishes between health-related and skill-related fitness (S3.M7.7)	S3:C1.8 Compares and contrasts health-related and skill-related fitness components (S3.M7.8)		S3:C1.1ST Demonstrates appropriate technique on resistance training machines and with free weights (S3.H7.L1)	S3:C1.AST Demonstrates appropriate technique on resistance-training machines and with free weights (S3.H7.L1)						S3.C1.WF Demonstrates appropriate technique on resistance training machines and with free weights (S3.H7.L1)
	S3:C2.6 Sets and monitors a self-selected physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level (S3.M8.6)	S3:C2.7 Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level (S3.M8.7)	S3:C2.8 Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level (S3.M8.8)	S3:C2.9 Relates physiological responses to individual levels of fitness and nutritional balance (S3.H8.L1)	S3:C2.IST Relates physiological responses to individual levels of fitness and nutritional balance (S3.H8.L1)	S3:C2.AST Relates physiological responses to individual levels of fitness and nutritional balance (S3.H8.L1)	S3:C2.IS Relates physiological responses to individual levels of fitness and nutritional balance (S3.H8.L1)	S3:C2.TS Relates physiological responses to individual levels of fitness and nutritional balance (S3.H8.L1)				S3.C2.WF Relates physiological responses to individual levels of fitness and nutritional balance (S3.H8.L1)
	S3:C3.6 Employs correct techniques and methods 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 static-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, 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 (PNF), 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, eccentric) 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), dynamic) 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 between aerobic and anaerobic capacity, and between muscular strength and endurance (S3.M10.6)	S3:C4.7 Describes the role of exercise and nutrition in weight management (S3.M10.7)	S3:C4.8 Describes the role of flexibility in injury prevention (S3.M10.8)	S3:C4.9 Calculates target heart rate and applies that information to personal fitness plan (S3.H10.L1)	S3:C4.IST Calculates target heart rate and applies that information to personal fitness plan (S3.H10.L1)						S3:C4.VPE Calculates target heart rate and applies that information to personal fitness plan (S3.H10.L1)	
	S3:C5.6 Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time & type) for different types of physical activity (aerobic, muscular fitness and flexibility) (S3.M11.6)	S3:C5.7 Describes the role of warm-ups and cool-downs before and after physical activity (S3.M12.6)	S3:C5.8 Uses the overload principle (FITT formula) in preparing a personal workout (S3.M11.8)									
	S3:C6.6 Describes the role of warm-ups and cool-downs before and after physical activity (S3.M12.6)	S3:C6.7 Designs a warm-up and cool-down regimen for a self-selected physical activity (S3.M12.7)	S3:C6.8 Designs and implements a warm-up and cool-down regimen for a self-selected physical activity (S3.M12.8)									
	S3:C7.6 Defines resting heart rate and describes its relationship to aerobic fitness and the Borg rating of perceived exertion (RPE) scale (S3.M13.6)	S3:C7.7 Defines how the RPE scale can be used to determine the work effort or intensity of exercise (S3.M13.7)	S3:C7.8 Defines how the RPE scale can be used to adjust workout intensity during physical activity (S3.M13.8)									
	S3:C8.6 Identifies major muscles used in selected physical activities (S3.M14.6)	S3:C8.7 Describes how muscles pull on bones to create movement in pairs by relaxing and contracting (S3.M14.7)	S3:C8.8 Explains how body systems interact with one another (e.g. blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity (S3.M14.8)									
Benchmark D: Assessment and program planning												

6-12 Physical Education

8th-9th PE												
STANDARD 3	6th Grade PE	7th Grade PE	8th Grade Standards	9th Grade Standards	8-12 Intro to Strength Training	HS Advanced Strength Training	HS Individual Sports	HS Team Sports	HS Lifeguarding	HS Peer Assistance (PAL PE)	HS Virtual PE	HS Wolf / Warrior Fit
The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness												
	S3:D1.6 Designs and implements a program of remediation for an area of weakness based on the results of health-related fitness assessment (S3.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:D1.1ST 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 (ex. assessment 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 physical activity log for at least 2 weeks, and reflects on activity levels as documented in the log (S3.M16.6)	S3:D2.7 Maintains a physical activity and nutrition log for at least 2 weeks, and reflects on activity levels and nutrition as documented 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:D2.1ST Designs a fitness program, including all components of health-related fitness, for a college student and/or an employee in the learner's chosen field of work (S3.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)	S3:E1.7 Develops strategies for balancing healthy food, snacks and water intake, along with daily physical activity (S3.M17.7)	S3:E1.8 Describes the relationship between poor nutrition and health risk factors (S3.M17.8)		S3:E1.1ST Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle (S3.H13.L1)							
Benchmark F: Stress management												
	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 basic movements used in other stress-reducing activities such as yoga and tai chi (S3.M18.8)			S3:F1.ASTa Identifies stress-management strategies (ex.mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress (S3.H14.L1)	S3:F1.ISa Identifies stress-management strategies (ex.mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress (S3.H14.L1)	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.LGa Identifies stress-management strategies (ex.mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress (S3.H14.L1)		S3:F1.VPEa Identifies stress-management strategies (ex.mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress (S3.H14.L1)	S3:F1.WFa Identifies stress-management strategies (ex.mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress (S3.H14.L1)
						S3:F1.ASTb Applies stress-management strategies (ex.mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress (S3.H14.L2)	S3:F1.ISb Applies stress-management strategies (ex.mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress (S3.H14.L2)	S3:F1.TSb Applies stress-management strategies (ex.mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress (S3.H14.L2)	S3:F1.LGb Applies stress-management strategies (ex.mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress (S3.H14.L2)		S3:F1.VPEb Applies stress-management strategies (ex.mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress (S3.H14.L2)	S3:F1.WFb Applies stress-management strategies (ex.mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress (S3.H14.L2)

K-5 Physical Education

STANDARD 4

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

The physically literate individual exhibits responsible personal and social behavior that respects self and others

Benchmark A: Personal responsibility

	S4.A1.K Follows directions in group settings (e.g., safe behaviors, following rules, 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 with minimal teacher prompting (S4.E1.2)	S4.A1.3 Exhibits personal responsibility in teacher-directed activities (S4.E1.3)	S4.A1.4 Exhibits responsible behavior in independent group situations (S4.E1.4)	S4.A1.5 Engages in physical activity with responsible interpersonal behavior (e.g., peer-to-peer, student-to-teacher, student-to-referee) (S4.E1.5)
	S4.A2.K Acknowledges responsibility for behavior when prompted (S4.E2.K)	S4.A2.1 Follows the rules and parameters of the learning environment (S4.E2.1)	S4.A2.2 Accepts responsibility for class protocols with behavior and performance actions (S4.E2.2)	S4.A2.3 Works independently for extended periods of time (S4.E2.3)	S4.A2.4 Reflects on personal social behavior in physical activity (S4.E2.4)	S4.A2.5 Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities (S4.E2.5a)
						S4.A3.5 Exhibits respect for self with appropriate behavior while engaging in physical activity (S4.E2.5b)

Benchmark B: Rules and 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)	S4.B1.2 Recognizes the role of rules and etiquette in teacher-designed physical activities (S4.E5.2)	S4.B1.3 Recognizes the role of rules and etiquette in physical activity with peers (S4.E5.3)	S4.B1.4 Exhibits etiquette and adherence to rules in a variety of physical activities (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 and space with others (S4.E4.K)	S4.C1.1 Works independently with others in a variety of class environments (e.g., small and large groups) (S4.E4.1)	S4.C1.2 Works independently with others in partner environments (S4.E4.2)	S4.C1.3 Works cooperatively with others (S4.E4.3a)	S4.C1.4 Praises the movement performance of others, both more skilled 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 their success in movement performance (S4.E4.3b)	S4.C2.4 Accepts players of all skill levels into the physical activity (S4.E4.4b)	

Benchmark D: Safety

	S4.D1.K Follows teacher directions for safe participation and proper use of equipment with minimal reminders (S4.E6.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 independently and safely in physical education (S4.E6.2a)	S4.D1.3 Works independently and safely in physical activity settings (S4.E6.3)	S4.D1.4 Works safely with peers and equipment in physical activity settings (S4.E6.4)	S4.D1.5 Applies safety principles with age-appropriate physical activities (S4.E6.5)
			S4.D2.2 Works safely with physical education equipment (S4.E6.2b)			

K-5 Physical Education

STANDARD 4

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

The physically literate individual exhibits responsible personal and social behavior that respects self and others

Benchmark E: Accepting feedback

S4.E1.K Follows instruction and directions when prompted (S4.E3.K)

S4.E1.1 Responds appropriately to general feedback from the teacher (S4.E3.1)

S4.E1.2 Accepts specific corrective feedback from the teacher (S4.E3.2)

S4.E1.3 Accepts and implements specific corrective feedback from the teacher (S4.E3.3)

S4.E1.4 Listens respectfully to corrective feedback from others (e.g., peers, adults) (S4.E3.4)

S4.E1.5 Gives corrective feedback respectfully to peers (S4.E3.5)

6-12 Physical Education

8th-9th PE												
STANDARD 4	6th Grade PE	7th Grade PE	8th Grade Standards	9th Grade Standards	8-12 Intro to Strength Training	HS Advanced Strength Training	HS Individual Sports	HS Team Sports	HS Lifeguarding	HS Peer Assistance (PAL PE)	HS Virtual PE	HS Wolf / Warrior Fit
The physically literate individual exhibits responsible personal and social behavior that respects self and others												
Benchmark A: Personal responsibility												
	S4:A1.6 Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting 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-management skills to analyze barriers and modify physical activity patterns appropriately, as needed (S4.H1.L1)	S4:A1.IST Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed (S4.H1.L1)	S4:A1.AST Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed (S4.H1.L1)	S4:A1.IS Employs effective self-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.LG Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed (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:A1.WF Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed (S4.H1.L1)
	S4:A2.6 Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk (S4.M2.6)	S4:A2.7 Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class (S4.M2.7)	S4:A2.8 Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school (S4.M2.8)									
Benchmark B: Rules and etiquette												
	S4:B1.6 Identifies the rules and etiquette for physical activities, games, and dance activities (S4.M6.6)	S4:B1.7 Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or by following parameters to create or modify a dance (S4.M6.7)	S4:B1.8 Applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters (S4.M6.8)	S4:B1.9 Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or 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)	S4:B1.ASTa Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance (S4.H2.L1)	S4:B1.ISa Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance (S4.H2.L1)	S4:B1.TSa Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance (S4.H2.L1)	S4:B1.LG Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance (S4.H2.L1)	S4:B1.PAL Exhibits proper etiquette, respect for others and teamwork 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 etiquette, respect for others and teamwork while engaging in physical activity and/or social dance (S4.H2.L1)
						S4:B1.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)	S4:B1.ISb Examines moral and ethical conduct in specific competitive situations (e.g. intentional fouls, performance-enhancing substances, gambling, current events in sport) (S4.H2.L2)	S4:B1.TSb Examines moral and ethical conduct in specific competitive situations (e.g. intentional fouls, performance-enhancing substances, gambling, current events in sport) (S4.H2.L2)				
Benchmark C: Working with others												
	S4:C1.6 Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback (S4.M4.6)	S4:C1.7 Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts (S4.M4.7)	S4:C1.8 Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts (S4.M4.8)	S4:C1.9 Uses communication skills and strategies that promote team or group dynamics (S4.H3.L1)	S4:C1.IST Uses communication skills and strategies that promote team or group dynamics (S4.H3.L1)	S4:C1.ASTa Uses communication skills and strategies that promote team or group dynamics (S4.H3.L1)	S4:C1.IS Uses communication skills and strategies that promote team or group dynamics (S4.H3.L1)	S4:C1.TSa Uses communication skills and strategies that promote team or group dynamics (S4.H3.L1)	S4:C1.LGa Uses communication skills and strategies that promote team or group dynamics (S4.H3.L1)	S4:C1.PALa Uses communication skills and strategies that promote team or group dynamics (S4.H3.L1)	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:C2.6 Cooperates with a small group of classmates during adventure activities, game play or team-building activities (S4.M5.6)	S4:C2.7 Problem-solves with a small group of classmates during adventure activities, small-group initiatives or game play (S4.M5.7)	S4:C2.8 Cooperates with multiple classmates on problem-solving 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 critically in physical activity and/or dance settings, both as an individual and in groups (S4.H4.L1)					S4:C2.PALb Accepts others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects (S4.H4.L2)	S4:C2.VPE Accepts others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects (S4.H4.L2)	S4:C2.WFb Accepts others' 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.VPE Identifies and analyzes biases based on idealized body images, cultural diversity, and body types portrayed in various media (WCSD)
Benchmark D: Safety												

K-5 Physical Education

STANDARD 5	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social 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 benefits of participating in physical activity (S5.E1.4)	S5.A1.5 Compares the health benefits of participating in selected physical activities (S5.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-expression 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 physical activities for enjoyment and challenge, identifying reasons for a positive or 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 interaction						
				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-9th PE												
STANDARD 5	6th Grade PE	7th Grade PE	8th Grade Standards	9th Grade Standards	8-12 Intro to Strength Training	HS Advanced Strength Training	HS Individual Sports	HS Team Sports	HS Lifeguarding	HS Peer Assistance (PAL PE)	HS Virtual PE	HS Wolf / Warrior Fit
The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction												
Benchmark A: Health												
S5.A1.6 Describes how being physically active leads to a healthy body (S5.M1.6)	S5.A1.7 Identifies different types of physical activities and describes each exerts a positive effect on health (S5.M1.7)	S5.A1.8 Identifies the five components of health-related-fitness (muscular strength, muscular endurance, flexibility, cardiorespiratory endurance and body composition) and explains the connections between fitness and overall physical and mental health (S5.M1.8)	S5.A1.9 Analyzes the health benefits of a self-selected physical activity (S5.H1.L1)	S5.A1.1ST Analyzes the health benefits of a self-selected physical activity (S5.H1.L1)	S5.A1.1AST Analyzes the health benefits of a self-selected physical activity (S5.H1.L1)	S5.A1.1IS Analyzes the health benefits of a self-selected physical activity (S5.H1.L1)	S5.A1.1TS Analyzes the health benefits of a self-selected physical activity (S5.H1.L1)	S5.A1.1LG Analyzes the health benefits of a self-selected physical activity (S5.H1.L1)	S5.A1.1PAL Analyzes the health benefits of a self-selected physical activity (S5.H1.L1)	S5.A1.1VPE Analyzes the health benefits of a self-selected physical activity (S5.H1.L1)	S5.A1.1WF Analyzes the health benefits of a self-selected physical activity (S5.H1.L1)	
S5.A2.6 Identifies components of physical activity that provide opportunities for reducing stress and for social interaction (S5.M2.6)	S5.A2.7 Identifies positive mental and emotional aspects of participating in a variety of physical activities (S5.M2.7)	S5.A2.8 Analyzes the empowering consequences of being physically active (S5.M2.8)										
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 task (S5.M3.6)	S5.B1.7 Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge (S5.M3.7)	S5.B1.8 Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge (S5.M3.8)			S5.B1.1AST Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity (S5.H2.L2)					S5.B1.1PAL Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity (S5.H2.L2)	S5.B1.1VPE Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity (S5.H2.L2)	S5.B1.1WF Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity (S5.H2.L2)
Benchmark C: Self-expression and enjoyment												
S5.C1.6 Describes how moving competently in a physical activity setting creates enjoyment (S5.M4.6)	S5.C1.7 Identifies why self-selected physical activities create enjoyment (S5.M4.7)	S5.C1.8 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)	S5.C1.1ST Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment (S5.H3.L1)	S5.C1.1AST Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment (S5.H3.L1)	S5.C1.1IS Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment (S5.H3.L1)	S5.C1.1TS Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment (S5.H3.L1)	S5.C1.1LG Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment (S5.H3.L1)	S5.C1.1PAL Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment (S5.H3.L1)	S5.C1.1VPEa Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment (S5.H3.L1)	S5.C1.1VPEb Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment (S5.H3.L1)	S5.C1.1WF 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-expression and physical activity are related (S5.M5.6)	S5.C2.7 Explains the relationship between self-expression and lifelong enjoyment through physical activity (S5.M5.7)	S5.C2.8 Identifies and participates in an enjoyable activity that prompts individual self-expression (S5.M5.8)										
Benchmark D: Social Interaction												
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 importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates (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.D1.1ST Identifies the opportunity for social support in a self-selected physical activity or dance (S5.H4.L1)	S5.D1.1AST Identifies the opportunity for social support in a self-selected physical activity or dance (S5.H4.L1)	S5.D1.1IS Identifies the opportunity for social support in a self-selected physical activity or dance (S5.H4.L1)	S5.D1.1TS Identifies the opportunity for social support in a self-selected physical activity or dance (S5.H4.L1)			S5.D1.1PALa Identifies the opportunity for social support in a self-selected physical activity or dance (S5.H4.L1)	S5.D1.1VPE Identifies the opportunity for social support in a self-selected physical activity or dance (S5.H4.L1)	S5.D1.1Wfa Identifies the opportunity for social support in a self-selected physical activity or dance (S5.H4.L1)
										S5.D1.1PALb Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance (S5.H4.L2)		S5.D1.1Wfb Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance (S5.H4.L2)