National Physical Education Standards and Minnesota Benchmarks

Examples of

STANDARDS, BENCHMARKS, and ACTIVITIES

in

Physical Education

Kindergarten through Grade 10

organized by grade level

This document was developed by the
Health and Physical Education Quality Teaching Network (HPE QTN)
in cooperation with the Minnesota Department of Education (MDE)

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Dear Colleagues in Health Education and Physical Education:

The Health and Physical Education Quality Teaching Network (HPE QTN) is proud to share with you their "Benchmarking Project." This Project was designed as a model for school districts to utilize as individual districts standards are being reviewed or developed.

The HPE QTN is made up of 50 master health and physical education teachers across Minnesota; as well as representatives from higher education teacher education institutions. The HPE QTN provides service work for districts in a multitude of capacities from resource development, research projects, and in-service trainings. The Benchmarking Project is a HPE QTN collective effort for 2004-05 to assist schools as they review local standards. They are not the state official model as legislation requires districts to develop their own however; they can be utilized in part, or as a whole, for districts as they go through their review process. They can be used by classroom teachers, curriculum developers or curriculum review teams.

This Project utilized the National Physical Education Standards as the core standards. These standards have been written by our national colleagues and endorsed by the American Alliance for Health, Physical Education, Recreation and Dance, the Centers of Disease Control and Prevention and a multitude of other national organizations. The Minnesota Association for Health, Physical Education, Recreation and Dance has endorsed these standards to be utilized for local Minnesota school districts.

In 2004-05 writing teams were formed utilizing educators in grade bands of K-4, 5-8, and 9-12. Resources utilized to create the Benchmarks included other state standards in HPE (Illinois, California, Kentucky, Virginia, Michigan, Rhode Island, New Jersey, Missouri, and North Carolina) the national standards documents and local Minnesota district standards. The format utilized was the same as the already approved standards in Mathematics and Language Arts.

In the summer of 2005, QTN members did additional work on the Health Benchmarks. This work included adding and clarifying sample activities. A tool was created to assist districts in utilizing the standards packets in curriculum reviews.

For information on these Benchmarks, or in training opportunities, contact Mary Thissen-Milder at Mary.Thissen-Milder@state.mn.us

They are available to you today as a guide. We hope you find them helpful in your process.

Sincerely,

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KINDERGARTEN

Standard	Benchmarks	Activity/Example
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)	1. Students will demonstrate progress toward the functional form of locomotor and nonlocomotor skills.	• Practices walk, jog, run, skip, gallop, hop, and jump during teacher directed movement exploratory activities. • Practices bending, swinging, swaying, twisting, and reaching during teacher directed movement exploratory activities. • Demonstrate starting and stopping in response to a teacher initiated signal.
	2. Students will demonstrate progress toward the functional form of manipulative skills	• Tossing a variety of objects and catching it by self. • Receives a rolled ball. • Striking a slow object (e.g., balloon) with body parts. • Practice bouncing and catching a large ball.
	3. Students will demonstrate progress towards rhythmical patterns and movements (e.g., creative)	• Responds to a rhythmic beat (e.g., drum) with locomotor or nonlocomotor movement. • Performs a simple pattern to music. • Interprets music with creative movements.
	4. Students will demonstrate progress towards control in weight-bearing and balancing activities on a variety of body parts	• Performs a variety of animal walks • Discover balance by using varies body parts • Practices balance by executing different shapes and poses.
2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)	1. Students will identify fundamental movement patterns	• Recognizes and can name basic locomotor patterns • Recognizes the difference between dribbling with hands versus feet. • Recognizes the difference between fleeing and chasing • Knows how to tag safely.
	2. Students will establish a beginning movement vocabulary (e.g., start, stop, personal space, high/low levels, fast/slow speeds, Light/heavy weights, balance, twist).	• Knows the signals for stop and start • Responds to a slow versus medium versus fast pace • Knows how to form a circle with appropriate spacing • Knows that a good static balance requires a still body
	3. Students will apply	• Knows the concepts of placing self in front of, behind, and to the side

Standard	Benchmarks	Activity/Example
	appropriate concept to performance (e.g., change direction while running).	of an object. • Knows and responds to concepts of moving forward, backwards, and sideways. • Knows the concepts of traveling over, under, inside, and outside an object.
	4. Students will identify various body parts and their location	• Knows where to locate parts of the head (e.g., eyes, eyebrows, nose, mouth, ears, chin, cheeks). • Knows where to locate parts of the body (e.g., arms, legs, ankles, feet, knees, wrists, hands). • Knows top versus bottom and front versus back. (e.g., top and bottom of foot).
3. Participates regularly in physical activity. (Physical Activity)	1. Students will engage in moderate to vigorous physical activity.	• Performs a variety of locomotor movements for 3–5 minutes • Participates in Simple Games that provide continuous movement (e.g.,Wild Horse Round Up, Tag) • Jumps a turned rope
	2. Students will participate in activities that require some physical exertion.	• Participates in a continuous obstacle course • Participates in stations • Jogs or moves continuously for 3–5 minutes
	3. Students will participate in physical activity that is good for one's health.	• Climbs various pieces of equipment • Participates in tumbling skills • Stretches before vigorous activity
4. Achieves and maintains a health-enhancing level of fitness.	1. Students will sustain moderate to vigorous physical activity for short periods of time	• Hop on 1 foot for 10 seconds • Gallop with music • Participate in beginning tag activities
	2. Students will identify how the body feels during different kinds of physical activity	• Relate different items to heart rhythms (e.g., drum beat) • Explains why sweating occurs during exercise. • Explains what happens to breathing during exercise.
5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)	1. Students will apply, with teacher reinforcement, classroom rules and procedures and safe practices.	• Plays fairly during simple games • Verbalizes rules and procedures • Moves safely during exploratory activities
	2. Students will apply with	• Uses equipment appropriately during skill practice

Standard	Benchmarks	Activity/Example
	teacher reinforcement, respect for individuals, property, and equipment.	• Uses kind words with classmates during simple games • Shares equipment with classmates
6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)	1. Students will try new movement and activity skills.	• Creates a variety of animal movements. • Walks heel to toe on a line for extended length • Properly tags and accepts tags from others.
	2. Students will participate in a variety of physical activities.	• Participates in lead up games • Participate in continuous relay activities.
	3. Students will associate positive feelings with participation in physical activity.	• Smiles during physical activity • Shows verbal and nonverbal indicators of enjoyment • Shows a thumbs up during an activity when prompted by teacher for feedback
	4. Students will demonstrate the ability to play with others regardless of differences (e.g., gender, ethnicity, disability).	• Students willingly participate in activities without hesitation • Student pairs with other students in class for activity (e.g., bridge building) • Student consistently chooses different people for partner activities

GRADE 1

Standard	Benchmarks	Activity/Example
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)	1. Students will demonstrate functional form of locomotor and nonlocomotor skills.	• Refines walk, jog, run, skip, gallop, hop, and jump during teacher directed movement exploratory activities. • Refines bending, swinging, swaying, twisting, and reaching during teacher directed movement exploratory activities. • Uses locomotor skills by playing follow the leader activities with a partner. • Mirror a partner using nonlocomotor skills.
	2. Students will travel and change directions quickly in response to a signal.	• Play tag safely by changing directions, stopping and starting when appropriate. • Responds to various rhythmic signals with associated locomotor skills • Responds to a variety of rhythmic signals during movement

Standard	Benchmarks	Activity/Example
		exploratory activities
	3. Students will demonstrate functional form of manipulative skills.	• Tosses and catches a variety of objects with a partner. • Bounces and catches a ball to self. • Strikes an object with a variety of implements. • Kicks a stationary ball
	4. Students will travel in relationship to objects (e.g., over, under, behind, and through).	• Travel through a simple obstacle course. • Creates a variety of shapes and forms with a partner; then moves through them. • Moves through general space in a variety of ways avoiding people and objects.
	5. Students will perform simple rhythmical patterns (e.g., scattered, circle, partner).	• Responds to simple square dance calls • Performs a simple folk dance to music. • Interprets music with creative movements.
2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)	1. Students will increase the movement vocabulary (e.g., pathways–curved, zigzag; levels-high, medium, low).	• Recognizes curved, straight, and zigzag pathways. • Recognizes high, medium, and low levels. • Knows various speeds (e.g., slow = walk, medium = jog, and fast = run) • Repeats cue words associated with movement skills (e.g., skip =step hop)
	2. Students will identify the basic functions of bones and muscles.	• Knows that muscles in the legs help motor movements (e.g., kicking and running) • Knows that muscles in the upper body (chest and arms) help motor skills (e.g., throwing, pushing, climbing) • Knows that bones are the “framework” of the body
	3. Students will apply appropriate movement concept to performance.	• Recognizes that focal points help in the balance process. • Recognizes that heavier objects require more effort to move. • Recognizes locomotor skills that require light versus strong force concepts (e.g., tip toe versus stomping)
3. Participates regularly in	1. Students will participate in	• Jogs/walks continuously for 5 – 10 minutes

Standard	Benchmarks	Activity/Example
physical activity. (Physical Activity)	regularly scheduled physical activities in a variety of settings.	• Participates in low organized games • Participates in activities that use various pieces of equipment (e.g., ropes, balls, paddles)
	2. Students will practice the components of health-related fitness.	• Stretches before vigorous activity • Practices age-appropriate fitness test skills • Practices arm support activities • Participates in aerobic activities
	3. Students will engage in moderate to vigorous physical activity.	• Participates in continuously moving simple games (e.g., tag) • Participates in rope jumping activities • Participates in continuous relay-type activities
4. Achieves and maintains a health-enhancing level of fitness.	1. Students will identify how the body feels during different kinds of physical activity.	• Explains why breathing faster provides more oxygen during exercise • Explains why blood flows faster through the body when we work harder • Explains why sweat occurs during exercise.
	2. Students will sustain moderate to vigorous physical activity for short periods of time.	• Participate in short relays across the gym • Run/Jog/speed walks 1/4 of a mile • Participates in “never ending” tag games
	3. Students will recognize the components of health-related fitness.	• Knows that stretching helps flexibility • Knows that Jogging/Running helps to increase cardio respiratory endurance. • Knows that eating from healthy food groups helps maintain good body composition. • Knows that participating in specific exercises (e.g., modified pull ups, push ups and curl ups) helps make muscles strong (muscular strength and endurance)
5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)	1. Students will apply with teacher reinforcement, classroom rules, procedures, and safe practices.	• Plays fairly during simple games • Verbalizes rules and procedures • Moves safely during exploratory activities
	2. Students will share space and	• Uses general space safely while moving during exploratory

Standard	Benchmarks	Activity/Example
	equipment with others.	activities • Shares equipment during partner activities • Uses equipment in designated space without interfering with others
	3. Students will use equipment safely and responsibly.	• Follows teacher's directions regarding appropriate equipment use during skill practice • Jumps rope safely in general space • Chooses an area with enough space to throw and catch with a partner
	4. Students will stop activity immediately at the signal to do so.	• Returns equipment to appropriate place on teacher's signal • Freezes body on teacher's signal • Stops play during simple games on a signal
6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)	1. Students will interact positively with others regardless of personal differences.	• Involves other people in activities • Pairs with other students on a frequent basis • Offer a positive reinforcement (e.g., smile) towards other students
	2. Students will recognize opportunities to be physically active at school, home, or in the community.	• Participates in extracurricular activities and shares with the class • Encourages others in the class. • Participates with full effort in and out of class.
	3. Students will associate positive feelings with participation in physical activity.	• Participates and does not give up on the first attempt of an activity. • Uses verbal and nonverbal emotions to show outward feelings (e.g., smile and words of encouragement) • Ready to participate and engage at the beginning of class. • Demonstrates persistence in practicing skills.
	4. Students will demonstrate the ability to play with others regardless of differences (e.g., gender, ethnicity, disability).	• Engages in a variety of activities with different partners. • Participates in creative dance with different people • Shows active involvement in everyday activities.

GRADE 2

Sample Minnesota Benchmarks

Standard	Benchmarks	Activity/Example
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)	1. Students will demonstrate skills of chasing, fleeing, and dodging in a variety of situations.	• Plays a variety of tag games (midnight, crows and cranes, dragon's tail) • Travels through space avoiding people and objects during movement exploration activities.
	2. Students will demonstrate progress toward mature locomotor and non-locomotor skills in a variety of settings.	• Performs smooth and continuous locomotor skills as directed by teacher for skill check • Responds to musical selection requesting specific locomotor responses (e.g., "Listen and Move" by Greg and Steve. • Demonstrates locomotor skills in relay or game format with partners
	3. Students will demonstrate progress toward a mature form in manipulative skills.	• Strikes a ball from a tee • Dribbles a ball alternating hands • Catch a ball bounced by a partner • Jump a self turned rope a variety of ways • Kicks a rolled ball.
	4. Students will demonstrate a variety of rhythmical patterns.	• Performs appropriate folk dances (e.g., Children's German Polka) • Use lummi sticks to repeat simple rhythmical patterns • Performs appropriate contemporary dances (e.g., Bunny Hop) • Keeps specific tempo while performing simple dance steps.
2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)	1. Students will demonstrate motor patterns in simple combinations.	• Performs a routine, using a locomotor skill in combination with levels, pathways, direction, and/or speed. (e.g., skipping at a medium level in a zigzag pattern backwards) • pass and catch a ball with a partner using a variety of levels. • Performs a simple tumbling routine by combining a roll, turn, and balance.
	2. Students will apply movement concepts to a variety of basic skills.	• Recognize appropriate safety practices in general space (throwing or kicking in a safe area) • Twist trunk when throwing an object overhand. • Be able to explain that the harder you kick an object the further it will travel. (e.g., concept of force) • Absorb force when landing by bending your knees.
	3. Students will follow cues to	• Keep eyes focused on an object when striking or receiving.

Standard	Benchmarks	Activity/Example
	improve performance.	• Keep elbow above your shoulder when performing an overhand throw. • Use wrists to continue moving a self turned rope
	4. Students will use feedback to improve performance.	• Corrects movement errors in response to teacher feedback. (e.g., bat above shoulder when striking a ball) • Corrects movement errors in response to peer feedback. (e.g., moves closer to allow partner to receive an accurate throw) • Corrects movement errors in response to self feedback (e.g., adjust distance to provide a more accurate kick towards a target)
	5. Students will identify at least one activity related to the components of health-related fitness.	• List an activity that is associated with flexibility • List an activity that is associated with muscular strength and endurance • List an activity that is associated with cardio-respiratory endurance • List an activity that affects body composition
3. Participates regularly in physical activity. (Physical Activity)	1. Students will experience and express pleasure from participation in physical activity.	• Enjoys Low-organized games • Expresses satisfaction after learning various ways of jumping rope and other new skills • Enjoys rhythmic activities
	2. Students will engage in moderate to vigorous physical activity.	• Jogs/speed walks continuously from 5 – 12 minutes • Continuously jumps a long rope • Engages in activity provided by a continuous obstacle course •
	3. Students will identify and participate in at least one activity related to the components of health-related fitness.	• Practices age-appropriate fitness tests • Engages in arm strength and endurance activities. (e.g., modified pushups) • Engages in abdominal strength and endurance activities. (e.g., modified curl ups) • Participates in continuous aerobic activities. (e.g., jogging, jumping rope) • Participates in stretching activities
4. Achieves and maintains a	1. Students will engage in	• Run/Jog/Speedwalk 1/2 mile

Standard	Benchmarks	Activity/Example
health-enhancing level of fitness.	sustained physical activity that causes an increased heart rate and heavy breathing.	• Engages in continuous activity during physical education class. • Uses jogging as a means of a warm-up activity
	2. Students will recognize the physiological indicators that accompany moderate to vigorous physical activity (e.g., sweating, increased heart rate, heavy breathing).	• Relates sweating to everyday activities • Knows that one's heart beat is directly related to the amount of one's effort • Knows that breathing controls oxygen input
	3. Students will progress in their ability to participate in moderate physical activities.	• Increases continuous jogging time • Increases number of modified arm strength exercise. • Climbs higher or further as arm strength increases
	4. Students will participate in physical activities that reflect the components of health-related fitness.	• Participates in beginning rope climbing • Move hand over hand along a horizontal ladder (e.g., monkey bars) • Support one's body on a balance beam • Swim 1 length of the pool • Participate in a variety of games that increase breathing and heart rate. • Stretch muscles before physical activity.
5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)	1. Students will apply rules, procedures and safe practices with few reminders.	• Tags with appropriate force during Tag games • Follows rules in simple games • Moves randomly through general space safely during movement exploratory activities • Uses equipment and space safely and properly.
	2. Students will work cooperatively with a partner or small group to complete a task.	• Cooperatively practices tossing and catching with a partner • Cooperatively works at a station with a partner or small group • Completes a cooperative motor task with a small group • Honestly reports results of work.
	3. Students will practice conflict resolution skills.	• Talks out simple solutions regarding minor conflict with partner • Peers talk through conflict, with teacher assistance, and choose an appropriate solution for resolution. • Takes turns fairly within a small group
6. Values physical activity for	1. Students will gain competence	• Dribbles a ball fluently.

Standard	Benchmarks	Activity/Example
health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)	to provide enjoyment of movement.	• Walks, jogs, and runs without colliding into another student. • Participates in folk or ethnic dance with positive attitude
	2. Students will try new skills and games for challenge.	• Experiments with different strokes such as the front and back crawl • Understands and participates in a modified bowling game • Participates in different partner balance stunts. • Tries simple juggling skills
	3. Students will enjoy interaction with friends through physical activity.	• Positively discusses with other students the outcomes of an activity. • Able to accept a tag from a classmate. • Offers words of encouragement to students throughout the class.
	4. Students will demonstrate the ability to play with others regardless of differences (e.g., gender, ethnicity, disability).	• Participates in partner style games without hesitation (e.g., catch with a ball) • Gives examples of cooperation and sharing • Students gain new friendships during activities from the different interaction.

GRADE 3

Standard	Benchmarks	Activity/Example
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)	1. Students will demonstrate mature form in all locomotor and nonlocomotor skills.	• Combine three locomotor skills (e.g., hop, skip, and jump) to develop a sequence. • Plays leap frog with a partner. • Uses body to act out a dramatic story.
	2. Students will demonstrate an understanding the elements of dance.	• Creates a dance sequence • Performs the Patty Cake Polka • Performs a mixer dance. • Performs rhythmic activities with different tempos.
	3. Students will demonstrate dynamic and static balance in a variety of activities.	• Demonstrates a counterbalance with a partner. • Balances in an inverted position. • Walks the length of the balance beam. • Walks forward on stilts.
	4. Students will develop	• Plays “Keep It Up” with a partner.

Standard	Benchmarks	Activity/Example
	manipulative skills in game situations.	• Plays "Expansion Ball" with a partner. • Participates in "Dribble Tag."
2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)	1. Students will learn to focus on important cues and adjust movement to specific situations.	• Aligns body in the pathway of the ball when receiving a pass • Focuses on the rope striking the floor when entering the front door of a long rope • Focuses on the beat of the music, when performing a simple dance.
	2. Students will use feedback to improve performance.	• Keeps elbow up when shooting a free throw • Follows through upon completion of skill (e.g., tennis racquet follow through, softball pitch follow through) • Increases force to increase speed (e.g., throwing a runner out at a base) • Uses checklists to assess a skill
	3. Students will identify major bones and muscles.	• Identifies major bones of arms and legs (e.g., femur, tibia, fibula, radius, ulna, humorous) • Identifies major bones of head and trunk (e.g., cranium, mandible, ribs, sternum, clavicle, spine) • Identifies major muscles of arms and legs (e.g., biceps, triceps, hamstrings, quadriceps, Gastrocnemius/calf) • Identifies major muscles of trunk (e.g., gluteus maximums, hip flexors, abdominals, pectorals, latissimus dorsi)
	4. Students will recognize the fitness components.	• Identifies flexibility as a component of health related fitness. • Identifies muscular endurance as a component of health related fitness. • Identifies muscular strength as a component of health related fitness. • Identifies body composition as a component of health related fitness • Identifies cardio-respiratory endurance as a component of health related fitness.
3. Participates regularly in physical activity. (Physical Activity)	1. Students will identify opportunities to be physically active outside of the school setting.	• Participates in swimming • Participates in riding bicycle • Participates in an organized team sport

Standard	Benchmarks	Activity/Example
		• Participates on a gymnastic or dance team
	2. Students will experience and express pleasure from daily participation in physical activity.	• Enjoys playing simple games • Enjoys jumping rope with a partner • Enjoys aerobic activities to music • Describes pleasure from physical activity
	3. Students will engage in moderate to vigorous activity.	• Participates in continuous tag games • Participates in continuous "relay" type activities • Participates in circuit stations
4. Achieves and maintains a health-enhancing level of fitness.	1. Students will participate in moderate to vigorous physical activity.	• Moves continuously in water for 5-10 minutes. • Participates in a continuous team lead-up game without stopping • Plays tag games that involve strategy • Skates continuously for 10-15 minutes.
	2. Students will identify the physiological indicators that accompany moderate to vigorous activity.	• Recognizes that some people sweat more than others • Recognizes that muscles grow in comparison to work • Recognizes that lung capacity increases with a variety of aerobic activities
	3. Students will identify personal (fitness-component) strengths and weaknesses using a National Fitness Test.	• Runs 1/2 or 1 mile and compares own score with nationally recommended score. • Identifies own Sit and Reach test score with nationally recommended score • Compares number of personal pull ups with national score recommendation • Compares number of curl ups or pushups with national score recommendation • Compare BMI with national score recommendations.
5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)	1. Students will apply rules, procedures, etiquette, and safe practices with little or no reinforcement.	• While bowling, shows good etiquette regarding lane use • Wears appropriate safety equipment during floor hockey play • Follows procedures for buddy system during aquatics unit
	2. Students will work cooperatively	• Cooperatively works with small group to complete assigned task

Standard	Benchmarks	Activity/Example
	with a partner or small group.	• Partners cooperatively check off each other's skills • Turns a long rope appropriately for skill level of jumper • Cooperates and treats others with respect during physical activities
	3. Students will apply conflict resolution skills with little or no reinforcement.	• Responds appropriately to peer when questioned about rule infraction • Quickly corrects inappropriate actions on first reminder by teacher • Compromises with peers • Describes positive ways to solve problems
6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)	1. Students will experience enjoyment while participating in physical activity.	• Smiles during activity • Participates in activities without hesitation • Maintains a high level of participation during the class period.
	2. Students will accept the feelings resulting from challenges, successes, and failures in physical activity.	• Acknowledge other students for their achievements in physical education class. • Keeps participating no matter the outcome of a particular activity (e.g., relay games) • Does not exploit success in front of the class or others.. • Accepts winning and loosing graciously.
	3. Students will demonstrate the ability to play with others regardless of differences (e.g., gender, ethnicity, disability).	• Participate in a modern dance with everyone in class • Participate in lead up activities (e.g., around the world in basketball) with everyone. • Demonstrates patience by letting all the people in class participate. • Recognizes that people have different preferences and abilities in physical activities.
	4. Students will interact appropriately with peers while participating in group activities.	• Knows the rules to the activity or game and follows them to the best of their ability. • Recognizes the differences in the group and gives everyone an opportunity to participate. • Capitalizes on the strengths of the other students in the group during activities. • Interacts with others by helping with their physical activity challenges.

GRADE 4

Sample Minnesota Benchmarks

Standard	Benchmarks	Activity/Example
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)	1. Students will demonstrate a mature form in all locomotor patterns and selective manipulative and nonlocomotor skills.	• Enters into and jump a long rope. • Throws a variety of objects to a target using correct form. • Plays Keep Away with a ball and scoops.
	2. Students will adapt a skill to the demands of a dynamic, unpredictable environment.	• Dribbles a ball while guarded by a defender. • Receives an object while guarded by a defender. • Plays versions of "Capture the Flag."
	3. Students will acquire beginning skills of a few specialized movement forms (e.g., lead-up skills).	• Participates in Frisbee activities. • Demonstrates a variety of soccer-related skills. • Participates in small-sided games (e.g., 2 on 2 basketball)
	4. Students will combine movement skills in applied settings.	• Play "Pepper" to practice softball skills • Develops a tumbling sequence. • Participates in 4-on-4 "Keep Away" with a ball
	5. Students will create a dance sequence and refine it into a repeatable pattern.	• Creates a line dance • Creates a tinikling or jump band routine. • Creates an interpretive dance to a musical selection.
2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)	1. Students will apply critical elements to improve personal performance in fundamental and selected specialized motorized motor skills.	• Performs a long jump with vs. without arm lift and examines the difference • Examines the results using various points of release when throwing a ball overhand • Examines the difference between being "on the balls of feet" vs. flat footed when applying the concept of "ready position"
	2. Students will use critical elements of fundamental and specialized movement skills to provide feedback to others.	• Explains the necessity of transferring weight from the back leg to the front leg during any action that propels an object forward • Describes the difference in foot placement when kicking a stationary ball, a ball moving away, and a ball moving toward. • Explains the importance of keeping "eyes on the ball" when batting
	3. Students will identify the fitness	• List the five component of health related fitness

Standard	Benchmarks	Activity/Example
	components. (e.g. health related and skill related)	• Participates in warm up exercises, and identifies the component associated with each exercise • List the six components of skill related fitness • Identifies examples of skill related fitness components in associated sport skills.
	4. Students will understand that appropriate practice improves performance.	• Identifies that sprinting will improve short distance running • Identifies that striking, throwing and catching all improve eye-hand coordination • Identifies that stretching improves flexibility. • Maintains a volley, with a partner, keeping object within court boundaries
	5. Students will recognize strategies that improve movement performance (e.g., angle of throw, spin).	• Examines the results of a basketball contacting a backboard at various angles • Examines the results of a ball thrown at a wall using various angles • Examines the results of a bounce pass applying top and back spin
3. Participates regularly in physical activity. (Physical Activity)	1. Students will select and participate regularly in physical activities for the purpose of improving skill and health.	• Participates in lead up games for team sports • Jogs/speed walks continuously for 5 – 15 minutes • Participates in lead up games for individual and dual sports
	2. Students will identify the benefits derived from physical activity.	• Identifies that continuous aerobic activity strengthens heart & lungs • Identifies specific exercises that strengthen specific muscle groups • Identifies specific stretches assist specific muscle groups in becoming more flexible.
	3. Students will identify and participate in several moderate to vigorous activities that provide personal pleasure.	• Participates in small sided games (soccer, football, basketball) • Jump rope continuously for 3 to 5 minutes • Participates in aerobic dance routines to music
4. Achieves and maintains a health-enhancing level of fitness.	1. Students will identify and participate in several activities related to each component of physical fitness.	• Jumps rope to improve cardiovascular system • Participates in long toss to improve arm strength • Understands that plyometrics increases muscle endurance and strength in the legs. • Participates in stretching activities to increase flexibility • Knows that physical activity levels and eating habits affect body composition
	2. Students will associate results of	• Recognizes that flexibility tested by sit and reach is associated with

Standard	Benchmarks	Activity/Example
	fitness testing to personal health status and ability to perform various activities	improved performance and reduction of injury. • Recognizes that running improves cardiovascular endurance. • Recognizes that continuously shooting baskets improves the muscular endurance of the arms and shoulders needed in game play.
	3. Students will meet the health-related fitness standards as defined by a National Fitness Test.	• Successfully participates in the Fitnessgram Fitness Test • Successfully participates in the President's Challenge Fitness Test
5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)	1. Students will follow, with few reminders, activity specific rules, procedures and etiquette.	• Plays modified games. • Correctly uses specified boundaries • Shows good sportsmanship qualities during game play.
	2. Students will utilize safety principles in activity situations.	• Keeps hockey stick below knee level during skill work and game play • Climbs to heights appropriate to strength and comfort level of self, as well as, guidelines set by teacher • Throws and catches with a partner utilizing safe spacing
	3. Students will work cooperatively and productively with a partner or small group resulting in good sportsmanship.	• Plays small sided soccer game cooperatively • Encourages team. • Successfully participates in simple partner skill challenges • Accepts individual responsibility for completing specific tasks in a group activity.
	4. Students will work independently and on-task for short periods of time.	• Uses video to independently practice a skill • Successfully completes one step in juggling before moving onto the next progression • Completes skill work independently
6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)	1. Students will experience enjoyment while participating in physical activity.	• Demonstrates eagerness to try new skills and activities. • Shares fun experiences in physical activity • Shows outward verbal and nonverbal signs of a positive experience (e.g., constant movement, smiling, effort)
	2. Students will practice activities to	• Participate in bowing to increase balance, hand/eye coordination,

Standard	Benchmarks	Activity/Example
	increase skill competence.	and accuracy. • Participates in lead-up activities, such as lightening in basketball, to achieve competence in shooting... • Participates in “Give and Go” drills to increase passing skills
	3. Students will interact appropriately with peers while participating in group activities.	• Uses positive comments and refrains from using “put downs” during physical activity • Sets group goals based on teamwork and sportsmanship. • Takes responsibility for playing position in group activities
	4. Students will use physical activity as a means of self-expression.	• Create a gymnastics routine • Designs a new game • Creates and performs a line or square dance sequence.
	5. Students will demonstrate the acceptance of other skills and abilities.	• Participates in wheel chair basketball • Creates and executes an activity that involves an impairment (e.g., hearing or vision impairment) • Invites all students regardless of ability to participate in physical activities.

GRADE 5

Standard	Benchmarks	Activity/Example
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)	1. Students will manipulate objects with accuracy and speed.	• Effectively serves a ball. • Effectively shoots at a goal. • Pitches a horseshoe. • Throws a runner out at base.
	2. Students will develop specialized movement skills (e.g., juggling, jump rope).	• Juggles three scarves. • Jumps a self-turned rope in a variety of different ways. • Develops balance skills (e.g., stilts, unicycles, pogo sticks)
	3. Students will demonstrate beginning strategies for games and activities.	• Moves to an open space to receive a pass. • Passes to an open teammate. • Directs a shot to an undefended area.
	4. Students will perform sequences of	• Performs a rhythmic ball routine.

Standard	Benchmarks	Activity/Example
	rhythmic movement with a beginning, middle, and end.	• Performs a jump rope routine • Performs a dance routine.
2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)	1. Students will use fundamental strategies in modified sports-related games.	• Fakes a hand off in football to deceive opponents • Uses a lob shot to an opponent who is charging the net • Bunts a pitched ball to advance a runner • Moves away from a defensive player to receive a pass • Uses offensive and defensive strategies for small sided, keep away games
	2. Students will identify and apply the functions of bone and muscles to performance.	• Identifies that the skill of throwing involves the shoulder area and associated muscles • Uses appropriate technique when lifting heavy objects (bent knees, lift with legs and back straight) • Uses appropriate technique when putting a lightweight shot (shot under chin to start, push upward and forward with arm and shoulder, transfer weight using trunk and legs) • Identifies that full extension of the leg on impact provides for a longer lever producing greater force when kicking
	3. Students will describe the fitness components.	• Define the five components of health-related fitness • Define the six components of skill-related fitness • Give an example of an exercise or activity that improves each of the five components of health-related fitness • Give an example of an activity that demonstrates each of the six skill-related fitness components
3. Participates regularly in physical activity. (Physical Activity)	1. Students will select and participate regularly in physical activities for the purpose of improving skill and health.	• Plays small-sided, modified team sport games (e.g., 3 on 3 basketball) • Plays “keep it up” with partner/s using a paddle or racquet • Plays continuous tag games while manipulating equipment
	2. Students will identify the benefits	• Understands that engaging in physical activities that increase the

Standard	Benchmarks	Activity/Example
	derived from physical activity.	heart rate, strengthens the heart • Understands that stretching before vigorous physical activity decreases the chance of pulling muscles during play • Understands that using the arms and shoulders in climbing activities, increases upper body strength
	3. Students will participate in moderate to vigorous physical activity.	• Participates in fitness circuit stations • Participates in continuous jog /walk for 5 – 15 minutes • Continuously jumps a self-turn rope from 5 to 15 minutes
4. Achieves and maintains a health-enhancing level of fitness.	1. Students will assess personal fitness based on valid, reliable fitness test.	• Uses own fitness scores to assess areas for improvement • Participates in Fitnessgram or President's Challenge and analyzes results • Analyzes strengths and weakness of personal fitness level based on fitness test results
	2. Students will set goals to improve or maintain personal fitness.	• Chooses a component of fitness to improve on based on fitness test results and sets a personal goal accordingly • Selects area/s of fitness to maintain based on fitness test results and sets personal goal/s accordingly. • Sets personal, nutritional goal/s based on fitness test results
	3. Students will identify and choose activities and work to improve personal fitness level.	• Uses a log to record activities performed to improve selected fitness goals • Selects various activities from a " prescribed menu" to perform to improve selected fitness goals • Brainstorms, within a small group of peers, various physical activities to participate in to improve selected fitness goals
	4. Students will participate in moderate to vigorous activity in a variety of settings.	• Participates in physical activity in the school setting • Participates in physical activity with family members • Participates in physical activity in an after school, extra-curricular setting (e.g., intramurals, recreation centers) • Participates in physical activity with peers outside of school.
	5. Students will meet the health-related fitness standards as defined by a national fitness test.	• Participates in Fitnessgram or President's Challenge fitness tests successfully
5. Exhibits responsible	1. Students will remain on-task in a	• Uses video to independently practice a skill

Standard	Benchmarks	Activity/Example
personal and social behavior in physical activity settings. (Behavioral Skills)	group activity without close teacher monitoring.	• Successfully completes one step in juggling before moving onto the next progression • Passes puck back and forth within group for specified period of time.
	2. Students will complete teacher-directed attempts at skill work independently.	• Successfully completes number of lay-up attempts as directed by teacher • Throws at target continuously until teacher directs change in activity. • Independently works to successfully complete skill check list
	3. Students will utilize safety principles in activity situations.	• Swings racket only when enough space is allowed to accommodate a safe stroke • Checks area around self before turning rope to jump safely. • Throws with appropriate speed and power for situation/partner ability
	4. Students will choose a partner that he or she can work with productively.	• Chooses productive partner over best friend to practice skill work on volleyball forearm pass • Willingly accepts partner/team configurations assigned by teacher • Willingly chooses a partner based on same ability level. • Willingly chooses a partner based on different skill level.
	5. Students will uses time wisely when given the opportunity to practice and improve performance.	• Warms up independently after initial teacher instructions • Completes skill specific practice independently before game play. • Accepts individual responsibility for practicing skill to competency.
	6. Students will identify responsible decisions about using time, applying rules, and following through with the decisions resulting in good sportsmanship.	• Records results accurately • Accepts official's call regarding rule infractions • Serves behind designated line • Accepts individual responsibility for completing a specific task within directed time frame.
6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)	1. Students will identify opportunities to be physically active at home, school, and in the community.	• Participates in extra curricular events outside the classroom. • Recognize healthy fitness choices (e.g., walking or biking to an area rather than driving) • Interacts with family members to make physical activity a priority • Lists a variety of physical activity opportunities available in

Standard	Benchmarks	Activity/Example
		community.
	2. Students will celebrate personal and or peer successes and achievements.	• Maintains a student portfolio to compile one's accomplishment/s • Students set goals and choose celebration to acknowledge successful completion of goal/s • Congratulates other students upon successful outcome/s • Expresses feelings positively verbally and non-verbally ("Way to go!" High Fives)
	3. Students will design games, gymnastics, and dance sequences that are personally interesting.	• Involves rhythmic activities in dance that are creative and modern • Creates and performs a line or square dance sequence to current musical selection • Creates a gymnastics routine that integrates individual uniqueness and skills
	4. Students will demonstrate the acceptance of others skills and abilities.	• List similarities and differences in games and activities of today versus games and activities of the past. • Demonstrates ways to adapt various physical activities to include students of varying ability levels • Creates a game where one student has a visual impairment and the other must assist that person
	5. Students will recognize physical activity as a positive opportunity for social and group interaction and communication.	• Students share ideas regarding favorite activities. • Students express their appreciation of success with peers and class. • Students participate in cooperative games and icebreaker activities. • Students express positive sense of accomplishment after completing a team building challenge during a class closure activity • Students use positive, encouraging statements while completing a group goal-oriented task. ("You can do it." "Way to go." We did it.")

GRADE 6

Sample Minnesota Benchmarks

Standard	Benchmarks	Activity/Example
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)	1. Students will demonstrate mature form for all loco-motor and non-loco-motor manipulative skills.	• Dribble a basketball with both hands at varying speeds and Locomotor: • Perform schottisch (walk, hop) forward and backward. • Perform single rope jumping with 5 variations. • Non-locomotor manipulative: o Perform a football forward pass using proper technique. o Perform underhand pitching for accuracy. o Perform juggling with three objects at varying levels without watching.
	Students will demonstrate increasing competence in more specialized skills.	• Perform a basketball lay-up with proper form. • Receive a football while moving. • Perform a polka step forward and backward. • Rally across a net with a partner using forehand and backhand hits with a racquet/paddle. • Perform an overhand volleyball serve.
2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)	1. Students will identify principles of practice and conditioning that enhances performance.	• Define warm-up and list examples of a warm-up activity. • Define cool-down and list examples of a cool-down activity. • State the effects of practice on performance of a physical skill.
	2. Students will identify personal or peer age appropriate information feedback for performance improvement.	• Identify parts of a skill and correct errors of self or another student on this skill. • Suggest practice activities to improve an overhand serve.
	3. Students will identify basic offensive and defensive strategies in noncomplex settings	• Describe the positioning of a defensive basketball player when guarding an offensive player. • Diagram where to play as the goalie when your team has the ball and when the opponent has the ball in soccer.
	4. Students will introduce the basic concepts	• Identify the 4 components of cardiovascular fitness.

Standard	Benchmarks	Activity/Example
	of cardiovascular fitness (e.g. F.I.T.T.).	• Explain the difference between aerobic and anaerobic activity. • Define resting heart rate. • Explain target heart rate zone
3. Participates regularly in physical activity. (Physical Activity)	1. Students will identify opportunities in the school and community for regular participation in physical activity.	• List opportunities in your community for participation in physical activity during community recreational activities. • List opportunities in your community for participation in physical activity during intra- and inter-school sports.
	2. Students will participate daily in some form of health-enhancing physical activity	• Keep a record on a weekly calendar of daily participation in physical activity, have a parent sign it, and turn it into your teacher.
	3. Students will investigate personal interests and capabilities in regard to one's exercise behavior.	• Identify an activity that you would like to try and that you think that you would be good at and then tell why you selected this activity.
4. Achieves and maintains a health-enhancing level of fitness.	1. Students will participate in moderate to vigorous activity in a variety of settings.	• Record your heart rate after participation in 5 different physical activities. • Journal each physical activity that you participate in for 20 minutes or more in a given week. • Demonstrate activities to improve fitness in the areas of cardio-endurance, muscle strength and endurance, and flexibility.
	2. Students will introduce the basics of the F.I.T.T. principles in a variety of activities.	• Identify what "FITT" stands for. • Explain each of the "FITT" training principles. • List 3 activities that have elevated your heart rate into your target zone.
	3. Students will begin to develop a strategy for the improvement of selected fitness components.	• Set a realistic fitness goal for yourself. • List steps you will take to accomplish your fitness goal. • Explain how you selected the steps you will take to accomplish your fitness goal.
	4. Students will meet health-related fitness	• Perform health related fitness tests, record your scores and

Standard	Benchmarks	Activity/Example
	standards as defined by a valid and reliable test.	compare them with test standards. • Create and carry out a plan to improve one facet of your fitness
5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)	1. Students will apply rules, procedures and etiquette, which exhibit good sportsmanship.	• Demonstrates rule following during a physical activity. • Demonstrate safe participation during a physical activity. • List 3-5 rules of etiquette for playing golf. • Demonstrate dance etiquette in class.
	2. Students will participate in establishing rules, procedures and etiquette that are safe and effective for specific activity situations.	• In a group, create a game/activity that includes 5+ rules, 5+ etiquette procedure, and 5+ safety rules. • Suggest modifications in rules, procedures, and etiquette to make an activity safer.
	3. Students will work in a group to achieve goals in cooperative and competitive activities.	• Design a game where participants cooperate with team members to achieve success. • Design a game where participants compete with an opponent to achieve success. • Create a dance routine with a partner
	4. Students will utilize time effectively to complete assigned tasks.	• Stay on task to use practice time effectively. • Shares equipment and practice space with others.
	5. Students will demonstrate personal responsibility by accepting consequences of personal behavior.	• Treats equipment with care. • Accepts constructive feedback with grace. • Follows class rules.
6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)	1. Students will recognize physical activity as a positive opportunity for social and group interaction and communication.	• Cooperates with teammates in activity. • Communicates with teammates in activity. • Compliments other players on their play.
	2. Students will enjoy participation in physical activities.	• Explain how you feel as you participate in your favorite physical activity and why you participate in it. • Participate in a PE activity outside of the school setting.
	3. Students will seek personally challenging	• Participate in a physical activity that you have never tried

Standard	Benchmarks	Activity/Example
	experiences in physically active opportunities.	• Learn a new skill in an activity in which you already participate.
	4. Students will demonstrate enjoyment from participation in physical activities.	• Exhibit joy and enthusiasm while participating in physical activity.
	5. Students will communicate feelings towards others in a socially acceptable manner	• Compliment others on their participation. • Offer help to improve the skill of another student in a socially acceptable way.

GRADE 7

Standard	Benchmarks	Activity/Example
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)	1. Students will demonstrate beginning strategies for net and invasion games.	• In a group of three, demonstrate pass, set, spike for volleyball. • Rally using forehand and backhand strokes with 2-3 different racquets/paddles. • Demonstrate the give and go in basketball. • Using a modified game of 4-square, play a game of tennis using only the 4 service courts. • A drop serve is used to practicing serving diagonally. The intent is to be able to serve to the proper court and using forehand and backhand hits, keep the ball in play.
	2. Students will adapt and combine skills to meet the demands of increasingly complex situations of selected movement forms.	• Demonstrate shots on a soccer goal from various positions on the field. • Determine where to throw a softball from right field with runners on bases in various configurations. • Demonstrates folk dances with variations. • Create and perform a 10 skill tumbling routine with smooth transitions. • Playing a 3 on 3 game of volleyball, using a pass to receive the serve. • Uses basic offensive and defensive strategies in a modified game of

Standard	Benchmarks	Activity/Example
		tennis (4-square).
2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)	1. Students will recognize general characteristics of movement that can be applied to specific settings.	• Compare an overhand throw and a tennis serve. • Compare and contrast walking and running. • Compare and contrast an underhand pitch and bowling form. • Choose a favorite activity and analyze the health related fitness and motor components that affect performance.
	2. Students will identify the characteristics of higher skilled performance in a few movement forms.	• Observe two swimmers of different skill level doing the front crawl. Critique each and determine which has more skill; and explain how you made this decision. • Teach an intermediate skill to another student.
	3. Students will demonstrate discipline specific knowledge.	• Choose an advanced skill in an activity, describe each phase of the skill, list common errors and corrections, and explain when and how this skill could be used in the activity.
	4.Students will apply principles of practice and conditioning that enhances performance.	• Choose an activity that you would like to improve and create a plan for self-improvement including goal, practice schedule, types of conditioning, drills, etc. • Design a conditioning program for a selected activity and use it to improve performance.
3. Participates regularly in physical activity. (Physical Activity)	1. Students will identify critical aspects of a healthy lifestyle.	• List 4 aspects of a healthy life-style and tell how each contributes to a health life-style. • Interview an adult who regularly participates in physical activity. Ask what they do, how often, why, when they began and what motivates them to be active. Write a summary of what you learn.
	2. Students will establish personal physical activity goals.	• Set a performance goal for each unit/activity during a marking period. • Set a goal and work to improve one facet of over-all fitness
	3. Students will participate daily in some form of health-enhancing physical activity.	• Record daily physical activity participation on a weekly calendar for one month. • Using a pedometer or digiwalker, accumulate a specified number

Standard	Benchmarks	Activity/Example
		of steps each day. • Calculate stride length to determine actual miles covered in a day. • Keep a Pedometer Walking Log using CIA (cover it all) method of counting total footsteps throughout and entire day for 3 days.
4. Achieves and maintains a health-enhancing level of fitness.	1. Students will participate in moderate to vigorous activity in a variety of settings.	• Participate in an activity at their target zone for 20 minutes. • Choose 3 of the following activities to participate in during a week: mile run, endurance swim for 20 min, play 3-on-3 basketball for 30 min., square dance for 40 min., etc. • Compare body responses to each of three different vigorous physical activities.
	2. Students will meet health related fitness standards as defined by a reliable and valid fitness test.	• Compare the calories burned per time-frame for 10 activities. • Using a fitness assessment as your baseline, design a 4-week plan to improve your fitness level on one component. • Using fall scores from Fitness gram Physical fitness tests, student will identify strengths and areas that need improvement. • List the components of health related fitness and how they relate to their fitness status.
	3. Students will begin to develop personal fitness goals independently.	• Design a workout using each health related component. They will describe and model an activity/exercise for each component. • Assess you fitness level using a nationally normed fitness test battery. • Work to meet fitness standards as defined by a nationally normed fitness test battery.
5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)	1. Students will follow appropriate rules, procedures and etiquette that are safe and effective for specific activity situations.	• Demonstrates rule following during a physical activity. • Demonstrate safe participation during a physical activity. • List 3-5 rules of etiquette for playing soccer. • Demonstrate dance etiquette in class. • Stays on task without close teacher monitoring.
	2. Students will work in a group to	• Demonstrate supportive behavior toward a teammate and toward an

Standard	Benchmarks	Activity/Example
	achieve group goals in cooperative and competitive settings.	opponent. • Describe a situation where you used conflict resolution during physical activity. • Discuss what good teamwork is.
	3. Students will demonstrate personal responsibility by accepting the consequences of personal behavior.	• Journal examples of positive and negative behavior you exhibited during physical activity and identify results of the behaviors. • Journal examples of positive and negative behavior that you observed during physical activity and identify results of the behaviors • Plays within the rules of an activity. • Uses appropriate problem solving techniques to resolve a conflict.
6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)	1. Students will enjoy participation in physical activities.	• Students can identify both positive and negative behaviors of a sports celebrity. • While participating in a team challenge the student uses only positive comments and encouragement of peers. • Describe or write about your favorite physical activity telling why you enjoy it
	2. Students will recognize the importance of physical activity as a tool for displaying socially acceptable behavior.	• Have students watch a professional sport and identify (by making a list) both positive and negative displays of sportsmanship. • List 5 rules of etiquette for a team activity. • Explain the importance of etiquette rules to a chosen physical activity.
	3. Students will recognize the social benefits of participation in a variety of physical activities.	• List the social benefits of participation in physical activity. • Compare the social opportunities for team and individual activities. • Identify how cooperation and communication were used during a team challenge.
	4. Students will communicate feelings towards others in a socially acceptable manner.	• Identify a negative comment that you made toward a teammate and tell what you could have said instead to make your comment more socially acceptable. • Have students identify personal emotions experienced during an activity.

GRADE 8

Standard	Benchmarks	Activity/Example
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)	1. Students will demonstrate competence in modified versions of a variety of movement forms.	• Demonstrate 5 skills and 2 strategies while participating in 3 of the following: 3 on 3 basketball, volleyball, badminton singles, 4 on 4 soccer, floor hockey, softball, tennis doubles. • Demonstrates 5 skills in 3 of the following activities: skating, bowling, badminton, 4 on 4 soccer, softball, tennis doubles, walleyball. • The student can perform a variety of folk and square dances.
	2. Students will demonstrate competence in modified versions of a variety of individual, dual or team activities.	• Demonstrate 5 skills in 3 of the following activities: skating, bowling, weight training, a track event, long rope jumping, orienteering • Demonstrate 5 skills in 3 of activities such as : skating, bowling • weight training, a track event, long jump, orienteering, swimming, or Frisbee golf
2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)	1. Students will identify critical elements of more advanced movement skills and game strategies.	• Observe a volleyball game. Record 2 advanced skills observed and identify the critical elements of each skill. Then identify & describe 2 strategies observed. • Observe a tennis match. Record 2 advanced skills observed and identify the critical elements of each skill. Then identify & describe 2 strategies observed. • Observe a hockey game. Record 2 advanced skills observed and identify the critical elements of each skill. Then identify & describe 2 strategies observed.
	2. Students will apply more discipline specific knowledge.	• Read an article on fitness training. Analyze the training schedule considering skills needed & practice schedule based on what you know about training & conditioning. • Plan for and teach a physical skill to a peer. Consider readiness, skill analysis, modeling, practice, etc.. • Participate in a physical activity of choice using at least 2 advanced skills and game strategies. • Improve motor fitness skills through a training and conditioning program. • Accurately assess personal motor fitness in a selected activity.

Standard	Benchmarks	Activity/Example
		• Detect and correct errors in shooting a free throw • Describe and perform the characteristics of a successful volleyball pass.
3. Participates regularly in physical activity. (Physical Activity)	1. Students will participate daily in some form of health enhancing physical activity.	• Record daily participation in physical activity over a 4 week period • Participate in physical activity for at least 20 minutes a day, 5 days per week. Record pulse immediately after the activity; then 1 minute after and 5 minutes.
	2. Students will explore a variety of new physical activities for personal interest in and outside of the physical education class.	• Read and summarize articles on 2 different physical activities that you want to know more about. • Observe an activity that you have not participated in. Describe the activity: skills, equipment, rules, cost, accessibility, etc. • Read and summarize articles on 2 different physical activities.
	3. Students will describe and document the relationship between a healthy lifestyle and “feeling good” through the use of a fit-folio.	• Record participation in physical activity over a 4 week period and also include daily comments on our physical and emotional state before, during and after activity. • Compare and contrast your physical and emotional health before and after a 4-week fitness program.
	4. Students will participate in new and challenging lifelong activities.	• Participate in a physical activity that you have not tried previously. Describe your experience and reflect on your experience. • Participate in a lifetime activity that challenges you physically, and write a reflection on; ;your experience. • Participate in a lifetime activity that challenges you psychologically/emotionally and write a reflection on your experience. • Identify an activity available in the community that they might enjoy (curling, disc golf course, fitness course in the park) and participate in that activity several times. They will write a report of the type of activity, cost of participation, equipment needed and the health related component of fitness the activity addressed.

Standard	Benchmarks	Activity/Example
4. Achieves and maintains a health-enhancing level of fitness.	1. Students will participate in moderate to vigorous activity in a variety of settings.	• Maintain your heart rate in your target heart rate zone while participating in a physical activity in 3 or these venues: school, home, athletic club, park and recreation event, other. • Participate in a moderate to vigorous activity 5 times per week for 4 weeks. Record the activity type, duration, frequency and intensity on a log.
	2. Students will maintain the basics of the "F.I.T.T." principles in a variety of activities.	• Take and record your pulse rate before, during and after 4 different physical activities, and based on your pulse rate, correlate these readings with the frequency, intensity and type of activities in which you participated. • Participate in 4 different physical activities taking your pulse before, during and after activity. Tell which activity will provide the best workout for you and why.
	3. Students will assess physiological indicators of exercise during and after physical activity.	• Participate in a physical activity for 20 minutes. Explain the physiological responses to this exercise that you experienced. • Participate in a physical activity for 20 minutes, take your pulse at the end of the 20 minutes at 1, 2, and 3 minutes later. Describe your fitness level based on your recovery rate.
	4. Students will meet health related fitness standards as defined by a reliable and valid fitness test.	• Assess your fitness level using a nationally normed fitness battery. • Work to meet fitness standards as defined by a nationally normed fitness test battery • Using results from fall Fitness tests the student will develop a 6 week plan for improving their weakest component
5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)	1. Students will demonstrate personal responsibility by accepting the consequences of personal behavior.	• Accepts a controversial decision by an official. • Journal examples of positive and negative behavior you exhibited during an activity and identify the results if each behavior. • Create a list of positive and negative actions. For negative actions, suggest a more acceptable action • Observe peer participation in physical activity and journal positive and negative behaviors you see. Identify the results of those behaviors. Suggest alternative behaviors and predict their

Standard	Benchmarks	Activity/Example
		results.
	2. Students will work in a group to achieve goals in cooperative and competitive activities.	• Participate in a cooperative group activity and list behaviors that contributed to the group and those that did not. • Participate in a group competitive activity and list behaviors that exemplified good sportsmanship and those that did not. For those that did not, suggest an alternative. • Explain how to tell a teammate that they need to improve their team cooperative skills.
	3. Students will solve problems by analyzing causes and potential solutions.	• Describe a conflict you experienced during activity. Identify the causes and evaluate the solution. • Observe peer participation in physical activity, record the conflicts that arise, the reason for the conflict, how it was resolved, and a suggestion for a better resolution.
	4. Students will identify the influence of peer pressure on physical activity.	• Observe peers in physical activity. Describe 3 situations in which participants were influenced by peers. • Describe a situation where you were influenced by peer pressure in a negative way and a positive way. Describe your actions and how you felt about the actions. Discuss if they were appropriate or not.
6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)	1. Students will enjoy participation in physical activities.	• Participate in a favorite physical activity. Explain why it is your favorite and explain how you felt during the activity.
	2. Students will recognize the importance of physical activity as a tool for displaying socially acceptable behaviors.	• Compare/contrast a team and an individual activity on the trait of social interaction. • List 5-6 socially acceptable behaviors (etiquette) to use during a team activity. • List 5-6 socially acceptable behaviors (etiquette) to use during an individual activity. • Identify social benefits of physical activity.
	3. Students will recognize physical	• Identify an activity that you participate in that allows for self-

Standard	Benchmarks	Activity/Example
	activity as a vehicle for self-expression.	expression. Describe how this happens and how you feel when you finish the activity. • Choose an activity, and create and display a new skill, movement or strategy to use during this activity.
	4. Students will communicate feelings towards others in a socially acceptable manner.	• Describe how you could create a positive experience for yourself and others during physical activity. • Explain how you will tell a teammate that (s)he needs to improve his/her skills for the good of the team.

GRADE 9

Standard	Benchmarks	Activity/Example
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)	1. Students will demonstrate competence (basic skills, strategies, and rules) in an increasing number of more complex versions of at least three of the following different types of movement forms: aquatics, team sports, individual and dual sorts, outdoor pursuits, self-defense, dance, gymnastics.	• Uses correct forehand and backhand body mechanics in racquet sports. • Performs forearm pass, set pass and serve using correct form in volleyball. • Demonstrates proper etiquette and safety while playing golf. • Moves to position quickly and prepares to receive pass in basketball. • Demonstrates proficiency by hitting shots to open places on court, anticipates opponent's shots, and communicates with partner in badminton. • Demonstrates a variety of swimming strokes.
	2. Students will document their competence in two or more types of movement forms, such as playing a team sport using all the skills and strategies, demonstrating proficiency in a variety of swimming strokes or creating and demonstrating a gymnastics routine.	• Use a quantitative analytic rating scale to assess skills and strategies in 2 types of movement forms.
2. Demonstrates understanding of movement	1. Students will assess the movement skills of self and others.	• Correctly assesses his or her personal strengths and weaknesses in an activity.

Standard	Benchmarks	Activity/Example
concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)		
	2. Students will analyze basic offensive and defensive strategies in games and sports.	• Watch an organized sporting event and analyze how the basic offensive and defensive strategies contributed to the outcome of the event.
	3. Students will identify the characteristics of highly skilled performance in a few movement forms	• Use movement principles and concepts to improve the movement performance of self and others. • Explain the impact of participation in selected sports/activities on _? • Analyze how on-the-ball skills and off-the-ball movements contribute to performance. • Observe an elite athlete and analyze his or her movement form against a provided rubric.
	4. Students will identify and apply critical elements to enable the development of movement competence/proficiency.	• Use movement principles and concepts to improve the movement performance of self and others. • In cooperative groups, students select a physical activity, analyze it for its component skills, and create a drill or modified game designed to improve that skill.
3. Participates regularly in physical activity. (Physical Activity)	1. Students will participate regularly in health enhancing and personally rewarding physical activity in multiple settings.	• Participates in physical activity outside the classroom and identify personal feelings about that activity.
	2. Students will seek and select physical activities from a variety of movement forms based on personal interest, meaning and fulfillment.	•
	3. Students will develop and conduct a personal physical activity program	•

Standard	Benchmarks	Activity/Example
	meeting their needs.	
4. Achieves and maintains a health-enhancing level of fitness.	1. Students will participate in a variety of health-enhancing physical activities.	• Choose 3 types of physical activities to participate in to improve fitness in and out of the classroom.
	2. Students will use principles of training for the purpose of modifying levels of fitness.	•
	3. Students will assess personal health-related fitness program based on an accurately assessed fitness profile. 4. Students will meet or show progress towards health-related fitness standards such as Fitnessgram or another standardized health-related assessment.	• Attempt to meet appropriate levels of cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life based on results of health-related fitness assessment. • Demonstrate program-planning skills by setting goals, devising strategies, and making time lines for a personal physical activity plan. • Use scientific principles and concepts (e.g., methods of stretching, types of muscular contractions) as strategies for improvement of personal fitness goals. • Use a variety of resources, including available technology, to assess, design, and evaluate a personal fitness plan.
5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)	1. Students will apply safe practices, rules, procedures, and etiquette in all physical activity settings.	• Exhibits respect for the unique characteristics and abilities of peers. • Acts responsibly to avoid conflict. • Works cooperatively with students of all levels. • Focuses on teamwork rather than winning.
	2. Students will act independently of peer pressure.	•
	3. Students will resolve conflicts in appropriate ways.	• Shows leadership by diffusing conflict during competition.
	4. Students will keep the importance of winning and losing in perspective.	• Slides into base in a manner that avoids injury to a defensive player.
6. Values physical activity for health, enjoyment,	1. Students will enjoy participation in a variety of activities in competitive and	• Create a pamphlet on the benefits of physical activity. • Reflect on reasons for choosing to participate in selected

Standard	Benchmarks	Activity/Example
challenge, self-expression, and/or social interaction. (Intrinsic Value)	recreational settings.	physical activities. • Identify reasons to participate in physical activities (e.g., health, enjoyment, challenge, self-expression, and social interaction).
	2. Students will pursue new activities both alone and with others.	•
	3. Students will enjoy working with others in a sport activity to achieve a common goal.	• Participate in a group activity where you work together to accomplish a group goal.
	4. Students will recognize that physical activity can provide a positive personal social environment for activities with others.	•

GRADE 10

Standard	Benchmarks	Activity/Example
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)	1. Students will demonstrate advanced competence in more than one activity.	• Uses a variety of clubs competently to play a round of golf. • Shifts defensive position in response to ball movement. • Perform a variety of complex social and ballroom dances. • Makes appropriate supportive movements on the court. • Documents ability using a self assessment rating scale • Adapts badminton short and long serves with modified court size. • Uses strategies and skills appropriately when playing 3-on-3 basketball vs. 5-on-5.
	4. Students will recognize that physical activity can provide a positive personal social environment for activities with others.	•
	3. Students will demonstrate competence in modified versions of a variety of	•

Standard	Benchmarks	Activity/Example
	individual, dual and/or team sports.	
2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)	1. Students will know and understand pertinent scientifically based information regarding movement performance.	• Design, implement, evaluate, and modify a plan for two movement forms. Key concepts include analysis of performance, application of principles of movement and training, and focus on goal setting and improvement of personal goals.
	2. Students will independently apply advanced movement-specific information.	•
	3. Students will integrate discipline-specific knowledge to enable the independent learning movement skills.	• Explain and apply selected scientific principles (e.g., physiological, biomechanical) that aid in the improvement of movement skills. • Develop an appropriate conditioning program for a self-selected game/activity to engage in for life.
3. Participates regularly in physical activity. (Physical Activity)	1. Students will have the skills, knowledge, interest, and desire to independently maintain an active lifestyle throughout life.	• Participate in physical activity regularly for the personal health enhancing benefits of physical activity outside the classroom. • Apply individual goal setting for fitness components. • Participate in physical activity and monitor and adjust activity level to meet personal needs. • Interview an adult to determine their physical activity and how their participation and activity level changes with age. • Explore strategies to use when physical changes dictate activity choices.
	2. Students will understand how activity participation patterns are likely to change throughout life and have some strategies to deal with those changes.	
4. Achieves and maintains a health-enhancing level of	1. Students will demonstrate the skill, knowledge, and desire to monitor and	• Assess physical fitness status in terms of cardio respiratory endurance, muscular strength and endurance, flexibility, and

Standard	Benchmarks	Activity/Example
fitness.	adjust activity levels to meet personal fitness needs.	body composition.
	2. Students will participate regularly in health-enhancing fitness activities.	• Choose cardio respiratory and strength training activities to use on a regular basis for current fitness level. • Use a variety of resources, including available technology, to analyze, assess, and improve physical activity and personal fitness. • Research the relationship between physical activity and stress management. • Develop a personal fitness profile on the basis of fitness assessment results.
	3. Students will design and implement a personal health related fitness program based on accurately assessed fitness profile.	•
	4. Students will meet or show progress towards the health-related fitness standards of Fitnessgram or other standardized health-related assessment.	•
5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)	1. Students will initiate independent and responsible behavior in physical activity settings.	• Work cooperatively with teammates. • Accepts and takes responsibilities for mistakes. • Refrains from participation that may result in injury to self or others. • Encourages and is courteous to others. • Responsible for own behavior.
	2. Students will accept the responsibility for taking a leadership role and willingly follow as appropriate in order to accomplish goals.	•
	3. Students will anticipate potentially dangerous consequences and outcomes of	•

Standard	Benchmarks	Activity/Example
	participation in physical activity.	
	4. Students will develop strategies to avoid potential inappropriate behaviors during physical activities.	• While officiating a competition listen to all sides of the issue before taking action in a conflict.
6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (Intrinsic Value)	1. Students will enjoy regular participation in physical activity.	• Creates self-rewards for achieving personal fitness/physical activity goals. • Participates in physical activities outside of class. • Explores new activity that meets their individual fitness needs. • Appreciate the physical benefits of personal fitness and its correlation to social interaction.
	2. Students will recognize that physical activity can provide opportunities for positive social interaction.	•
	3. Students will enjoy learning new activities.	•
	4. Students will recognize the positive feelings that result from physical activity participation alone and with others.	•