

**PHYSICAL EDUCATION STANDARDS WITH BENCHMARKS  
AND PERFORMANCE STANDARDS**

**Physical education is the instructional program that provides cognitive content and learning experiences in a variety of activity areas. It provides the opportunity for all students to learn and develop the skills, knowledge and attitudes necessary to personally decide to participate in a lifetime of healthful physical activity. It meets the content standards with benchmarks and performance standards as set forth in Section 6.30.2.20 NMAC.**

**PHYSICAL EDUCATION STANDARDS WITH BENCHMARKS  
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K-4**

<b><u>Standard 1</u></b>	
<b>Demonstrates competency in many movement forms and proficiency in a few movement forms.</b>	
<b>K-4 Benchmark:</b> Students will demonstrate competency in selected motor skills.	
<b>Grade</b>	<b>Performance Standard</b>
<b>K-2</b>	<ul style="list-style-type: none"> <li>▪ Travel in a variety of locomotor patterns (i.e. hop, skip, jump, gallop, slide, etc.) using mature form.</li> <li>▪ Demonstrate skills of chasing, fleeing, and dodging to avoid others.</li> <li>▪ Demonstrate smooth transitions between sequential motor skills (ie. running into a jump).</li> </ul>
<b>3-4</b>	<ul style="list-style-type: none"> <li>▪ Demonstrate mature form in all locomotor patterns.</li> <li>▪ While traveling, avoid or catch an object or individual.</li> <li>▪ Develop patterns and combinations of movements into repeatable sequences.</li> </ul>
<b>K-4 Benchmark:</b> Students will demonstrate competency in selected non-motor patterns.	
<b>K-2</b>	<ul style="list-style-type: none"> <li>▪ Roll sideways and forwards without hesitating or stopping using control.</li> <li>▪ Balance, demonstrating momentary stillness, in symmetrical and asymmetrical shapes on a variety of body parts.</li> <li>▪ Form round, narrow, wide, and twisted, body shapes alone and with a partner.</li> </ul>
<b>3-4</b>	<ul style="list-style-type: none"> <li>▪ Transfer weight from feet to hands using controlled movement.</li> <li>▪ Balance with control on a variety of objects.</li> <li>▪ Develop and refine a gymnastics sequence demonstrating smooth transitions.</li> </ul>
<b>K4 Benchmark:</b> Students will demonstrate competency in selected skills utilizing age appropriate equipment.	
<b>K-2</b>	<ul style="list-style-type: none"> <li>▪ Repeatedly jump a self-turned rope and a rope turned by others.</li> <li>▪ Continuously dribble a ball, using hands or feet, without losing control.</li> <li>▪ Receive and send an object in a continuous motion (i.e. throwing/catching, kicking/trapping, striking, volleying, etc.).</li> </ul>

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<b>3-4</b>	<ul style="list-style-type: none"><li>▪ Travel into and out of a rope turned by others.</li><li>▪ Hand dribble and foot dribble a ball and maintain control while traveling within a group.</li><li>▪ Throw, catch, and kick using mature motor patterns.</li><li>▪ Strike a softly thrown lightweight ball using a bat, paddle or a variety of body parts.</li></ul>
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<p><b>Standard 2</b></p> <p><b>Applies movement concepts and principles to the learning and development of motor skills.</b></p>	
<p><b>K-4 Benchmark:</b> Students will demonstrate concepts of body, effort, space and relationships in movement.</p>	
<b>K-2</b>	<ul style="list-style-type: none"> <li>▪ Travel, changing speed, direction, and pathway, quickly and safely without falling.</li> <li>▪ Travel while demonstrating a variety of relationships with objects (i.e. over, under, behind, alongside, through, etc.).</li> <li>▪ Place a variety of body parts into high, medium and low levels.</li> </ul>
<b>3-4</b>	<ul style="list-style-type: none"> <li>▪ Design and perform movement sequences that combine traveling, balancing and weight transfer into smooth sequences with intentional changes in direction (i.e. gymnastics, dance, etc.).</li> <li>▪ Consistently receive and send an object in an intended direction and height.</li> </ul>
<p><b>K-4 Benchmark:</b> Students will demonstrate motor skills, motor behaviors and motor learning concepts in increasingly complex movement situations.</p>	
<b>K-2</b>	<ul style="list-style-type: none"> <li>▪ Use concepts of space awareness and relationships to others to run, hop, and skip in different pathways and directions in a large group without bumping into others or falling.</li> <li>▪ Recognize similar movement concepts in a variety of skills.</li> </ul>
<b>3-4</b>	<ul style="list-style-type: none"> <li>▪ Adapt motor skills to the demands of a dynamic and unpredictable environment.</li> <li>▪ Identify ways movement concepts can be used to refine movement skills.</li> <li>▪ Explain how appropriate practice improves performance.</li> </ul>
<p><b>K-4 Benchmark:</b> Students will demonstrate critical elements of fundamental and specialized movement skills.</p>	
<b>K-4</b>	<ul style="list-style-type: none"> <li>▪ Repeat cue words for selected motor skills and demonstrate/explain what is meant by each.</li> <li>▪ Refine movement errors in response to positive information and corrective information feedback.</li> <li>▪ Demonstrate the application of critical cues in selected motor skills.</li> <li>▪ Accurately recognize critical elements of selected skills made by a fellow student and provide positive information and corrective information feedback to that student.</li> </ul>

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<b>Standard 3</b>	
<b>Exhibits knowledge and ability to participate in a physically active lifestyle.</b>	
<b>K-4 Benchmark:</b> Students will select and participate regularly in health related physical activities for enjoyment.	
<b>=K-2</b>	<ul style="list-style-type: none"> <li>▪ Engage in moderate to vigorous physical activity most days of the week.</li> <li>▪ Participate regularly in a variety of non-structured and minimally organized-physical activities outside of physical education class (i.e. ball play, tag, hide and seek, skipping, ect.).</li> </ul>
<b>3-4</b>	<ul style="list-style-type: none"> <li>▪ Participate in moderate to vigorous physical activity outside of physical education most days of the week.</li> <li>▪ Use information from a variety of sources (internal and external) to regulate their activity participation.</li> </ul>
<b>K-4 Benchmark:</b> Students will identify the benefits gained from regular physical activity.	
<b>K-2</b>	<ul style="list-style-type: none"> <li>▪ Experience and recognize different types of physical activities and their healthful benefits.</li> </ul>
<b>3-4</b>	<ul style="list-style-type: none"> <li>▪ Describe how participation in physical activity affects health.</li> </ul>

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<b>Standard 4</b>	
<b>Achieves and maintains a health enhancing level of physical fitness.</b>	
<b>K-4 Benchmark:</b> Students will match different types of physical activities with the health-related physical fitness components.	
<b>K-2</b>	<ul style="list-style-type: none"> <li>▪ Recognize that health related physical fitness consists of several components.</li> <li>▪ Identify activities designed to improve health related fitness components.</li> </ul>
<b>3-4</b>	<ul style="list-style-type: none"> <li>▪ Select activities designed to improve and maintain levels of fitness in each component of health related fitness.</li> </ul>
<b>K-4 Benchmark:</b> Students will participate in moderate to vigorous physical activities in a variety of settings.	
<b>K-2</b>	<ul style="list-style-type: none"> <li>▪ Participate in a variety of games and activities that increase respiration and heart rate.</li> <li>▪ Demonstrate sufficient muscular strength to be able to bear body weight for climbing, hanging, and momentary body support on the hands.</li> <li>▪ Sustain activity for increasingly longer periods of time.</li> </ul>
<b>3-4</b>	<ul style="list-style-type: none"> <li>▪ Participate in a variety of physical activities in order to improve each component of health related fitness.</li> </ul>
<b>K-4 Benchmark:</b> Students will begin to interpret the results and demonstrate understanding of the significance of information provided by measures of physical fitness.	
<b>K-2</b>	<ul style="list-style-type: none"> <li>▪ Recognize physiological signs and benefits associated with participation in moderate to vigorous physical activity.</li> <li>▪ Recognize personal strengths and weaknesses based on participation in various physical activities.</li> </ul>
<b>3-4</b>	<ul style="list-style-type: none"> <li>▪ Explain the relationship of body weight, body composition and participation in regular physical activity.</li> <li>▪ Develop strategies to show progress towards at least one personal fitness goal as determined by health related fitness assessments.</li> </ul>

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<b>Standard 5</b>	
<b>Demonstrates responsible personal and social behavior in physical activity settings.</b>	
<b>K-4 Benchmark:</b> Students will utilize safety principles in physical activity settings.	
<b>K-2</b>	<ul style="list-style-type: none"> <li>▪ Use space and equipment safely and properly.</li> <li>▪ Recognize that personal space and emotional safety will be protected.</li> </ul>
<b>3-4</b>	<ul style="list-style-type: none"> <li>▪ Recognize importance of equipment placement and usage during physical education class.</li> <li>▪ Initiate the appropriate use of space in game and activity settings.</li> </ul>
<b>K-4 Benchmark:</b> Students will work cooperatively and productively with a partner or small group.	
<b>K-2</b>	<ul style="list-style-type: none"> <li>▪ Invite a peer to take his/her turn at a piece of apparatus before repeating turn.</li> <li>▪ Assist partner by sharing observations about skill performance during practice.</li> </ul>
<b>3-4</b>	<ul style="list-style-type: none"> <li>▪ Work productively with a partner to improve selected motor skills by using the critical elements of the process.</li> <li>▪ Demonstrate the ability to teach an activity or skill to a group of classmates.</li> </ul>
<b>K-4 Benchmark:</b> Students will recognize the influence of peer pressure and identify ways of resolving conflict.	
<b>K-4</b>	<ul style="list-style-type: none"> <li>▪ Demonstrate the elements of socially acceptable conflict resolution.</li> <li>▪ Demonstrate effective communication skills.</li> </ul>
<b>3-4</b>	<ul style="list-style-type: none"> <li>▪ Identify and avoid the negative influence of peers.</li> </ul>
<b>K-4 Benchmark:</b> Students will work independently and on-task for short periods of time.	
<b>K-2</b>	<ul style="list-style-type: none"> <li>▪ Demonstrate independent work habits during short-term activity.</li> </ul>
<b>3-4</b>	<ul style="list-style-type: none"> <li>▪ Honestly report the results of independent work.</li> </ul>
<b>K-4 Benchmark:</b> Students will recognize classroom and activity rules.	
<b>K-4</b>	<ul style="list-style-type: none"> <li>▪ Consistently comply with the physical education classroom rules to ensure the physical and emotional safety for all.</li> <li>▪ Distinguish between compliance and non-compliance with game rules and fair play.</li> <li>▪ Accept consequences of personal choices.</li> </ul>

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<b>Standard 6</b>	
<b>Demonstrates understanding and respect for differences among people in physical activity settings.</b>	
<b>K-4 Benchmark:</b> Students will explore culture/ethnic self-awareness through participation in physical activity.	
<b>K-4</b>	<ul style="list-style-type: none"> <li>▪ Articulate cultural/ethnic self awareness through written, oral or physical expression.</li> </ul>
<b>K-4 Benchmark:</b> Students will recognize the talents that individuals with differences can bring to group activities.	
<b>K-2</b>	<ul style="list-style-type: none"> <li>▪ Work productively with a variety of partners.</li> </ul>
<b>3-4</b>	<ul style="list-style-type: none"> <li>▪ Recognize and value the role of each individual in a small group.</li> </ul>
<b>K-4 Benchmark:</b> Students will experience differences and similarities among people of different backgrounds by participating in activities of national, cultural and ethnic origins.	
<b>K-2</b>	<ul style="list-style-type: none"> <li>▪ Accept all playmates without regard to personal differences (i.e. age, race, ethnicity, gender, ability level, etc.)</li> </ul>
<b>3-4</b>	<ul style="list-style-type: none"> <li>▪ Demonstrate the ability to successfully work in a variety of cultural or ethnic activities.</li> </ul>
<b>K-4 Benchmark:</b> Students will recognize how the media, particularly advertising, influences the perception of ideal body types.	
<b>K-2</b>	<ul style="list-style-type: none"> <li>▪ Identify the three human somatotypes (endomorph, ectomorph, and mesomorph) and recognize own healthy body type.</li> </ul>
<b>3-4</b>	<ul style="list-style-type: none"> <li>▪ Differentiate between body type presented in the media and own healthy body type.</li> <li>▪ Identify lifestyle factors that can be controlled and their impact on health and wellness.</li> </ul>

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<b>Standard 7</b>	
<b>Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.</b>	
<b>K-4 Benchmark:</b> Students will identify physical activities that are enjoyable.	
<b>K-2</b>	<ul style="list-style-type: none"> <li>▪ Identify several individual and dual physical activities that they find personally enjoyable.</li> </ul>
<b>3-4</b>	<ul style="list-style-type: none"> <li>▪ Explain the enjoyable characteristics of small group physical activities.</li> </ul>
<b>K-4 Benchmark:</b> Students will practice physical activities to increase skills	
<b>K-2</b>	<ul style="list-style-type: none"> <li>▪ Willingly try new activities.</li> <li>▪ Continue to participate when not successful on the first attempt.</li> </ul>
<b>3-4</b>	<ul style="list-style-type: none"> <li>▪ Willingly try new activities.</li> <li>▪ Voluntarily initiate skill practice to improve performance.</li> </ul>
<b>K-4 Benchmark:</b> Students will demonstrate interaction with others while participating in physical activities.	
<b>K-2</b>	<ul style="list-style-type: none"> <li>▪ Celebrate personal successes and achievements and those of others.</li> <li>▪ Cooperate and share with partners in physical activities.</li> </ul>
<b>3-4</b>	<ul style="list-style-type: none"> <li>▪ Celebrate personal successes and achievements and those of others.</li> <li>▪ Interact with others by helping them successfully complete their small group physical activity challenges.</li> </ul>
<b>K-4 Benchmark:</b> Students will use physical activity as a measure of self-expression.	
<b>K-2</b>	<ul style="list-style-type: none"> <li>▪ Create movement sequences that are personally interesting and satisfying.</li> </ul>
<b>3-4</b>	<ul style="list-style-type: none"> <li>▪ Design a movement sequence/game that includes all members of the group in the success of the activity.</li> </ul>

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<b><u>Standard 1</u></b>	
<b>Demonstrates competency in many movement forms and proficiency in a few movement forms.</b>	
<b>5-8 Benchmark:</b> Students will demonstrate proficiency in combining basic skills for participating in a variety of physical fitness activities: aquatics, dance, outdoor pursuits, individual activities/sports, team activities/sports.	
<b>Grade</b>	<b>Performance Standard</b>
<b>5 - 6</b>	<ul style="list-style-type: none"> <li>▪ Using basic team sport skills, students will reproduce sequences of combined skills in practice situations and modified games (i.e. basketball: pivot and shoot; receive a pass and dribble, soccer: receive and control; dribble and shoot, baseball/softball: run and slide; catch and throw, etc.).</li> <li>▪ Using basic individual activity skills, students will reproduce sequences of combined skills in practice situations and modified activities, (i.e. table tennis: stance, grip, serve, return-forehand, backhand, aerobic, in rhythm, high step, squat step, boxes, grapevine, low march, roller blades: stand up, “V” push, turn, stop, etc.).</li> </ul>
<b>7 - 8</b>	<ul style="list-style-type: none"> <li>▪ Using basic team sport skills, students will display a combination of skills in response to a variety of game situation, (i.e. basketball: receive, pivot, dribble, shoot, soccer: receive, control, dribble, pass/shoot, baseball/softball: batting, base running, sliding, etc.)</li> <li>▪ Using basic individual activity skills, students will display a combination of skills in response to a variety of activity situation, (i.e. tennis serve, center court, forehand, golf: drive, chip, pitch, putt determined by lay of the ball, wall climbing “On Belay”, 3-point contact, climb with legs, stabilize with arms, etc.).</li> </ul>

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<b>5-8 Benchmark:</b> Students will demonstrate proficiency using basic offensive and defensive strategies while playing a modified version of a learned team and individual sport.	
<b>Grade</b>	<b>Performance Standard</b>
<b>5 - 6</b>	<ul style="list-style-type: none"> <li>▪ For team sports, in a practice situation, defensive players will show and maintain proper position and techniques while offensive players use practiced plays and deception to attempt to move to open space.</li> <li>▪ For dual sports, during practice and game situations, students will reproduce sequences of basic techniques and skills consisting of: foot work, court position, offensive and defensive strokes, placement of projectile and court position in relation to partner.</li> </ul>
<b>7 - 8</b>	<ul style="list-style-type: none"> <li>▪ For team sports, in a game situation, defensive players will show and maintain proper position and techniques while offensive players use practiced plays and deception to move to open space.</li> <li>▪ For dual sports, during game situations, students will reproduce sequences of basic techniques and skills consisting of: foot work, court position, offensive and defensive strokes, placement of projectile and court position in relation to partner.</li> </ul>

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<b><u>Standard 2</u></b>	
<b>Applies movement concepts and principles to the learning and development of motor skills.</b>	
<b>5-8 Benchmark:</b> Students will demonstrate competency in the use of the concepts of body, effort, space and relationships in movement.	
<b>Grade</b>	<b>Performance Standard</b>
<b>5 - 6</b>	<ul style="list-style-type: none"> <li>▪ Describe how changing effort affects the outcome of a sport skill, (i.e. tennis: smash versus lob, basketball: lay up versus three point shot, track: long distant run versus sprint, etc.).</li> </ul>
<b>7 - 8</b>	<ul style="list-style-type: none"> <li>▪ Describe how spatial relationship with other players affect outcomes during playing situations (i.e. badminton: up and back or side by side position, basketball: one on one or zone, soccer: outcomes of passing and receiving, etc).</li> </ul>
<b>5-8 Benchmark:</b> Students will demonstrate competency in the use of motor skills, motor behaviors and motor learning concepts in increasingly complex movement situations.	
<b>Grade</b>	<b>Performance Standard</b>
<b>5 - 6</b>	<ul style="list-style-type: none"> <li>▪ Use increasingly complex skills and movements to achieve the desired level of motor skill and performances (i.e. progress from dribbling without opposition to dribbling with opposition to dribbling in a game situation, etc.).</li> </ul>
<b>7 - 8</b>	<ul style="list-style-type: none"> <li>▪ Detect and correct errors in personal performance, based on knowledge of results, while participating in selected activities.</li> <li>▪ Analyze a task to identify movement skills, how they are sequenced, and how they are applied to produce a desired outcome.</li> </ul>

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<b>5-8 Benchmark:</b> Students will demonstrate competency in the use of critical elements of fundamental and specialized movement skills.	
<b>Grade</b>	<b>Performance Standard</b>
<b>5 - 8</b>	<ul style="list-style-type: none"><li>▪ Apply knowledge of results to correct and improve future performance.</li><li>▪ Demonstrate ability to analyze a movement pattern by using knowledge of its critical elements (i.e. self-analysis and peer observation, etc.).</li></ul>

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<b><u>Standard 3</u></b>	
<b>Exhibits knowledge and ability to participate in a physically active lifestyle.</b>	
<b>5-8 Benchmark:</b> Student will be able to set personal physical activity goals and participate in individualized programs of physical activity and exercise.	
<b>Grade</b>	<b>Performance Standard</b>
<b>5 - 6</b>	<ul style="list-style-type: none"> <li>▪ List and describe the benefits of setting personal fitness goals.</li> <li>▪ Maintain heart rate within the target heart rate zone (i.e. demonstrate proper technique of taking heart rate, explain target heart rate zone, etc.).</li> <li>▪ Choose physical activities with the intent to improve and or maintain each of the following health related fitness components:               <ol style="list-style-type: none"> <li>1. Muscular Strength (i.e. push-ups, thera-bands, weights, pull-ups, tumbling, etc.).</li> <li>2. Endurance (i.e. running, aerobic activities, etc).</li> <li>3. Flexibility (i.e. stretching/warm-up, cool down activities, tumbling, etc.).</li> <li>4. Cardiovascular (i.e. running, aerobic activities, etc.).</li> <li>5. Body composition (i.e. toning activities, aerobic/anaerobic activities, weight training, etc.).</li> </ol> </li> </ul>
<b>7 - 8</b>	<ul style="list-style-type: none"> <li>▪ Analyze and interprets personal fitness data in order to establish personal fitness/activity goals.</li> <li>▪ Maintain heart rate within the target heart rate zone (i.e. apply personal target heart rate data into an individualized personal physical activity, etc.).</li> <li>▪ Choose and record levels of participation in physical activities with the intent to improve and or maintain each of the following components of health related fitness:               <ol style="list-style-type: none"> <li>1. Muscular Strength (i.e. push-ups, thera-bands, weights, pull-ups, tumbling, etc.).</li> <li>2. Endurance (i.e. running, aerobic activities, etc).</li> <li>3. Flexibility (i.e. stretching/warm-up, cool down activities, tumbling, etc.).</li> <li>4. Cardiovascular (i.e. running, aerobic activities, etc.).</li> <li>5. Body composition (i.e. toning activities, aerobic/anaerobic activities, weight training, etc.).</li> </ol> </li> </ul>

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<b>5-8 Benchmark:</b> Students will determine long-term benefits that may result from regular participation in physical activity.	
<b>Grade</b>	<b>Performance Standard</b>
<b>5 - 6</b>	<ul style="list-style-type: none"> <li>▪ Comprehends the benefits of physical activity (i.e. list and describe the health risks associated with an inactive lifestyle, list and describe the benefits of an active lifestyles, etc.).</li> <li>▪ Recognize the difference between anaerobic and aerobic fitness activities.</li> </ul>
<b>7 - 8</b>	<ul style="list-style-type: none"> <li>▪ Analyze and illustrate the benefits of physical activity (i.e. differentiate inactive versus active lifestyles, outline the health risk factors associated with an inactive lifestyle versus an active lifestyle, etc.).</li> <li>▪ Compare and contrast the difference between aerobic and anaerobic fitness activities.</li> </ul>

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<b><u>Standard 4</u></b>	
<b>Achieves and maintains a health enhancing level of physical fitness.</b>	
<b>5-8 Benchmark:</b> Students will participate in physical activities that address each health-related physical fitness component.	
<b>Grade</b>	<b>Performance Standard</b>
<b>5 - 6</b>	<ul style="list-style-type: none"> <li>▪ Engage in appropriate physical activity that results in the development of cardiovascular endurance.</li> <li>▪ Selects appropriate fitness activities that require muscular strength and muscular endurance.</li> <li>▪ Comprehends the benefits of flexibility.</li> <li>▪ Explains the benefits of a healthy body composition.</li> </ul>
<b>7 - 8</b>	<ul style="list-style-type: none"> <li>▪ Analyzes appropriate physical activity that results in the development of cardiovascular endurance.</li> <li>▪ Demonstrates and identifies fitness activities that require muscular strength and muscular endurance.</li> <li>▪ Selects appropriate flexibility activities.</li> <li>▪ Identifies the benefits of a healthy body composition versus the risks of an unhealthy body composition.</li> </ul>
<b>5-8 Benchmark:</b> Students will assess personal fitness status within each health-related physical fitness component.	
<b>Grade</b>	<b>Performance Standard</b>
<b>5 - 6</b>	<ul style="list-style-type: none"> <li>▪ Comprehends personal fitness data and recognizes individual strengths and weaknesses.</li> </ul>
<b>7 - 8</b>	<ul style="list-style-type: none"> <li>▪ Analyzes personal fitness data and evaluates individual strengths and weaknesses.</li> </ul>
<b>5-8 Benchmark:</b> Students will interpret the results of physical fitness assessments and use this information to develop individualized physical fitness goals with guidance from the teacher.	
<b>Grade</b>	<b>Performance Standard</b>
<b>5 - 6</b>	<ul style="list-style-type: none"> <li>▪ Comprehends personal fitness data and recognizes individual strengths and weaknesses.</li> <li>▪ Chooses appropriate physical activities to maintain and or improve strengths and weaknesses.</li> </ul>
<b>7 - 8</b>	<ul style="list-style-type: none"> <li>▪ Analyzes personal fitness data and evaluates individual strengths and weaknesses.</li> <li>▪ Generates an appropriate physical fitness plan to maintain and or improve strengths and weaknesses.</li> </ul>

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<b>5-8 Benchmark:</b> Students will evaluate the effectiveness of exercise and other factors to obtain personal fitness goals.	
<b>Grade</b>	<b>Performance Standard</b>
<b>5 - 6</b>	<ul style="list-style-type: none"><li>▪ Identifies the components of a fitness program and applies them to personal fitness plans (i.e. include more aerobic activities, adjusts sets and reps in strength programs, etc.).</li></ul>
<b>7 - 8</b>	<ul style="list-style-type: none"><li>▪ Analyzes the effectiveness of current fitness programs and revises physical fitness activities to meet fitness goals (i.e. include more aerobic activities, adjusts sets and reps in strength program, etc.).</li></ul>

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<b><u>Standard 5</u></b>	
<b>Demonstrates responsible personal and social behavior in physical activity settings.</b>	
<b>5-8 Benchmark:</b> Students will select and utilize safety principles in physical activity settings.	
<b>Grade</b>	<b>Performance Standard</b>
<b>5 - 8</b>	<ul style="list-style-type: none"> <li>▪ Use equipment appropriately (i.e. use specific equipment for intended purposes, proper care and management of equipment, etc.).</li> <li>▪ Follow general classroom and specific activity rules (i.e. treat each other with respect, honor specific boundaries, use appropriate personal contact, positive response to teachers' instruction/comments, distinguish between compliance and non-compliance with rules and regulations and apply agreed upon consequences when officiating, etc.).</li> <li>▪ Follow established emergency procedures (i.e. first aid, fire drills, etc.).</li> <li>▪ Wear appropriate activity attire properly (i.e. shoes/socks, clothing specific to activity, clothing specific to school/district rules, no potentially harmful accessories, etc.).</li> </ul>
<b>5-8 Benchmark:</b> Students will exhibit appropriate personal and appropriate group conduct while engaging in physical activity.	
<b>Grade</b>	<b>Performance Standard</b>
<b>5 - 8</b>	<ul style="list-style-type: none"> <li>▪ Identifies a bullying situation and responds appropriately (i.e. refers to specific district "bully proofing" programs/parameters, go to safe adult when in an unsafe situation, etc.).</li> <li>▪ Identifies a sexual harassment situation and responds appropriately (i.e. refers to specific district regulations/policies, go to safe adult when in an unsafe situation, demonstrate use of appropriate language and personal contact during physical activities, etc.).</li> <li>• Accepts responsibility for own actions and modifies behaviors accordingly (i.e. take self out of negative situation, go to safe adult in an unsafe situation, etc.).</li> </ul>

**PHYSICAL EDUCATION STANDARDS WITH BENCHMARKS  
AND PERFORMANCE STANDARDS**

**5-8**

<b>5-8 Benchmark:</b> Students will recognize the influence of peer pressure and make appropriate decisions using problem solving techniques to resolve conflict.	
<b>Grade</b>	<b>Performance Standard</b>
<b>5 - 8</b>	<ul style="list-style-type: none"> <li>▪ Identifies/makes positive choices in a variety of physical education settings (i.e. no teasing, name calling – use positive language, follow physical safety rules, follow all game/activity rules, etc.).</li> <li>▪ Recognize and ignore poor behavior choices of peers (i.e. identifies bullying behaviors, identifies sexual harassment behaviors, etc.).</li> <li>▪ List coping skills for dealing with negative behaviors (i.e. bully proofing, sexual harassment awareness, peer mediation, conflict resolution, etc.).</li> <li>▪ When in conflict, use appropriate problem-solving techniques (i.e. conflict mediation, cooperative discipline techniques, small group discussion/processing, etc.).</li> <li>▪ Identify and list components of sportsmanship (i.e. differentiate between positive and negative sportsmanship, pair play, respect referee decisions, understand importance of following rules, adhere to good sportsmanship concepts/ideas, etc.).</li> <li>▪ Demonstrate ability to apply concepts of good sportsmanship (i.e. as participant, as spectator, as referee, as coach, etc.).</li> </ul>
<b>5-8 Benchmark:</b> Students will work cooperatively with a group to achieve group goals.	
<b>Grade</b>	<b>Performance Standard</b>
<b>5 - 8</b>	<ul style="list-style-type: none"> <li>▪ Explain aspects of cooperative activities</li> <li>▪ Participate positively in team building/cooperative activities.</li> <li>▪ Apply listening skills.</li> <li>▪ Explain different styles of leadership skills.</li> <li>▪ Demonstrate importance of positive attitudes (i.e. communication, body language, listening skills, etc.).</li> <li>▪ Explain what it means to be a good team player.</li> <li>▪ Analyze cause and effect during physical activities.</li> </ul>

**PHYSICAL EDUCATION STANDARDS WITH BENCHMARKS  
AND PERFORMANCE STANDARDS**

**5-8**

<p><b><u>Standard 6</u></b></p> <p><b>Demonstrates understanding and respect for differences among people in physical activity settings.</b></p>	
<p><b>5-8 Benchmark:</b> Students will identify the contribution that physical activity plays in multicultural/ethnic awareness and in the acceptance of all peers.</p>	
<b>Grade</b>	<b>Performance Standard</b>
<b>5 - 6</b>	<ul style="list-style-type: none"> <li>▪ Identify/Explain the role of games, sports and dance in getting to know and understand various cultures.</li> <li>▪ Distinguish the differences between varying cultures and their “native” sports/activities.</li> </ul>
<b>7 - 8</b>	<ul style="list-style-type: none"> <li>▪ Describe why certain sports/dances/activities are more prevalent in specific countries/cultures.</li> <li>▪ Describe why “I” (student) participate in certain sports/dance/activities based on my culture.</li> <li>▪ Research and present an unfamiliar game or dance from another country.</li> </ul>
<p><b>5-8 Benchmark:</b> Students will acknowledge all people of different gender, culture, ethnicity and disability and seek to learn more about both similarities and differences.</p>	
<b>Grade</b>	<b>Performance Standard</b>
<b>5 - 8</b>	<ul style="list-style-type: none"> <li>▪ Understand the need for game modifications to allow persons with special needs to participate.</li> <li>▪ Recognize the diverse attributes of age, race, ethnicity, gender and ability level and acknowledge how these differences can enhance group activities.</li> <li>▪ Participate in games/activities in which handicapping conditions are simulated (i.e. wheelchair basketball, etc.).</li> <li>▪ Describe the social dynamics that occur when peers participate in cooperative activities.</li> </ul>
<p><b>5-8 Benchmark:</b> Students will analyze how the media, particularly advertising, influences the perception of ideal body types.</p>	
<b>Grade</b>	<b>Performance Standard</b>
<b>5 - 8</b>	<ul style="list-style-type: none"> <li>▪ Initiate discussion of media influences on behavior choices (i.e. print, radio, TV, etc.).</li> <li>▪ Explain/Describe how media influences our consumer choices and personal/physical self-concept.</li> <li>▪ Describe differences between healthy bodies and media-generated bodies.</li> <li>▪ Produce a media advertisement that promotes the benefits of an active and healthy lifestyle.</li> </ul>

**PHYSICAL EDUCATION STANDARDS WITH BENCHMARKS  
AND PERFORMANCE STANDARDS**

**5-8**

**Standard 7**

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

**5-8 Benchmark:** Students will participate in physical activity.

<b>Grade</b>	<b>Performance Standard</b>
<b>5 - 8</b>	<ul style="list-style-type: none"> <li>▪ Identify a variety of physical activities that will provide satisfaction and lead to continued participation.</li> <li>▪ Choose to participate consistently in games, sports, dance and outdoor activities, both in and out of school, based on individual interests and capabilities (i.e. at school during self-selection times, after school free time, teams, lessons, family recreation, etc.).</li> <li>▪ Identify benefits of participating in physical activities throughout lifetime (i.e. discussion, lists, outline, role playing, etc.).</li> <li>▪ Show a desire to improve one's own physical ability, fitness level and performance (i.e. fitness journals, activity calendars, fitness level assessments, etc.).</li> </ul>

**5-8 Benchmark:** Students will participate in new and challenging physical activities.

<b>Grade</b>	<b>Performance Standard</b>
<b>5 - 6</b>	<ul style="list-style-type: none"> <li>▪ Identify opportunities in school and community that encourage/allow for regular participation in physical activity (i.e. community bulletin board, online searches, class discussions, etc.).</li> <li>▪ Actively choose and join in on new activities in and out of the school environment (i.e. recess, self-selection times, after school clubs, family recreation time, etc.).</li> </ul>
<b>7 - 8</b>	<ul style="list-style-type: none"> <li>▪ Develop a matrix of available school and community physical activity resources.</li> <li>▪ Demonstrate a willingness to try an unfamiliar position within the context of a practice or a game situation (i.e. offense versus defense, guard versus forward, catcher versus pitcher, etc.).</li> </ul>

**PHYSICAL EDUCATION STANDARDS WITH BENCHMARKS  
AND PERFORMANCE STANDARDS  
5-8**

<b>5-8 Benchmark:</b> Students will identify the social benefits of participation in physical activity.	
<b>Grade</b>	<b>Performance Standard</b>
<b>5 - 8</b>	<ul style="list-style-type: none"> <li>▪ Identifies basic ideals of fair play, acceptance of rules and group communication (i.e. give appropriate feedback to partners and teammates, etc.).</li> <li>▪ Appreciate the challenging aspects of competition with self and others (i.e. praise opponents, accept teammates and opponents contributions, enjoy physical activity for its own sake, etc.).</li> <li>▪ Sharing feelings of satisfaction felt as a result of physical activity (i.e. improved individual self-esteem, good feelings gained from being part of a team, activity journals and class discussions, etc.).</li> </ul>
<b>5-8 Benchmark:</b> Students will practice and demonstrate physical activity as a vehicle for self-expression.	
<b>Grade</b>	<b>Performance Standard</b>
<b>5 - 8</b>	<ul style="list-style-type: none"> <li>▪ Identify and use a variety of physical activities and movements used to communicate ideas and feelings (i.e. dance, sports, gymnastics, intensity levels, etc.).</li> <li>▪ Demonstrate aesthetic appreciation of skilled movement of the body (i.e. create body silhouettes, etc.).</li> <li>▪ Identify and describe personal feelings resulting from participation in physical activity (i.e. journals, activity calendars, peer mentoring, class discussions, etc.).</li> <li>▪ Exhibit appropriate protocol during dance, fine arts or other physical activity events.</li> </ul>

**PHYSICAL EDUCATION STANDARDS WITH BENCHMARKS  
AND PERFORMANCE STANDARDS  
9-12**

**Standard 1**

**Demonstrates competency in many movement forms and proficiency in a few movement forms.**

**9-12 Benchmark:** Students will demonstrate proficiency in a least one activity from three of the six following categories of activities: aquatics, dance, outdoor pursuits, individual activities / sports, dual activities / sports and team activities / sports.

<b>Grade</b>	<b>Performance Standard</b>
<b>9 - 12</b>	<ul style="list-style-type: none"> <li>▪ Identify the critical elements contained in the preparatory, action and follow through phases of movement.</li> <li>▪ Analyze the critical elements contained in the preparatory, action and follow through phases of movement.</li> <li>▪ Evaluate skill based on self, peer and teacher feedback while utilizing sound principles of biomechanics.</li> <li>▪ Modify and transition future skill performances based on self, peer and teacher feedback while utilizing sound principles of biomechanics to guide skill improvement.</li> </ul>

**PHYSICAL EDUCATION STANDARDS WITH BENCHMARKS  
AND PERFORMANCE STANDARDS  
9-12**

**Standard 2  
Applies movement concepts and principles to the learning and development of motor skills.**

**9-12 Benchmark:** Student will apply scientific principles to learn and improve skills.

<b>Grade</b>	<b>Performance Standard</b>
<b>9 - 12</b>	<ul style="list-style-type: none"> <li>▪ Explain and demonstrate motor learning cues to help regulate their physical performance.</li> <li>▪ Explain the principles of exercise science and demonstrate the understanding of physiological changes that occur to the body due to the efficiency of movement, training and the aging process.</li> <li>▪ Apply biomechanical concepts while identifying basic biomechanical principles of movement (i.e. leverage, torque, transfer of energy and angular velocity, mass and momentum, net joint torque, etc.).</li> <li>▪ Identify and utilize biomechanical, motor development, exercise physiology, and motor learning concepts to learn and improve skills.</li> </ul>

**PHYSICAL EDUCATION STANDARDS WITH BENCHMARKS  
AND PERFORMANCE STANDARDS  
9-12**

<b><u>Standard 3</u></b>	
<b>Exhibits knowledge and ability to participate in a physically active lifestyle.</b>	
<b>9-12 Benchmark:</b> Students will participate in physical activities which contribute to the attainment of personal goals and the maintenance of wellness.	
<b>Grade</b>	<b>Performance Standard</b>
<b>9 - 12</b>	<ul style="list-style-type: none"> <li>▪ Identify realistic personal fitness goals based on a pre-assessment.</li> <li>▪ Maintain a personal fitness program by using exercise strategies (i.e. goal statements, graphs, charts, software, log books, etc.).</li> </ul>
<b>9-12 Benchmark:</b> Students will monitor exercise, eating and other behaviors related to a healthy lifestyle	
<b>Grade</b>	<b>Performance Standard</b>
<b>9 - 12</b>	<ul style="list-style-type: none"> <li>▪ Demonstrate an understanding of chronic sedentary diseases and at-risk behaviors as they pertain to health-related fitness (i.e. smoking, alcohol consumption, drug use, etc.).</li> <li>▪ Track, identify and draw conclusions about personal nutrition and physical activity and how it relates to their personal health.</li> </ul>
<b>9-12 Benchmark:</b> Students will understand how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes.	
<b>Grade</b>	<b>Performance Standard</b>
<b>9 - 12</b>	<ul style="list-style-type: none"> <li>▪ Identify and explain the physiological challenges and metabolic changes that occur to the human body across the lifespan.</li> <li>▪ Create a physical activity and nutrition plan for the different stages of life based on personal health history, areas of interest and desired individual outcomes.</li> </ul>

**PHYSICAL EDUCATION STANDARDS WITH BENCHMARKS  
AND PERFORMANCE STANDARDS  
9-12**

<b>9-12 Benchmark:</b> Students will use scientific knowledge to analyze personal characteristics that relate to participation in physical activities.	
<b>Grade</b>	<b>Performance Standard</b>
<b>9 - 12</b>	<ul style="list-style-type: none"><li>▪ Use technology and scientific methods to collect data in order to analyze personal physical activity patterns (i.e. pedometers, heart rate monitors, Activity-Gram, etc.).</li><li>▪ Students will analyze different physical activities to determine a well-balanced health-related fitness program to help enhance overall fitness (i.e. cardiovascular, muscular endurance, muscular strength, flexibility activities, etc.).</li></ul>

**PHYSICAL EDUCATION STANDARDS WITH BENCHMARKS  
AND PERFORMANCE STANDARDS  
9-12**

<b><u>Standard 4</u></b>	
<b>Achieves and maintains a health enhancing level of physical fitness.</b>	
<b>9-12 Benchmark:</b> Students will recognize the importance of participation in physical activity on a regular basis.	
<b>Grade</b>	<b>Performance Standard</b>
<b>9 - 12</b>	<ul style="list-style-type: none"> <li>▪ Maintain a personal fitness program by using exercise strategies (i.e. goal statements, graphs, charts, software, log books, etc.).</li> </ul>
<b>9-12 Benchmark:</b> Students will demonstrate independence in assessing, achieving and maintaining personal health related fitness goals.	
<b>Grade</b>	<b>Performance Standard</b>
<b>9 - 12</b>	<ul style="list-style-type: none"> <li>▪ Demonstrate the ability and knowledge to self-assess health-related fitness levels based upon health-related fitness criterion (i.e. resting heart rate, recovery heart rate, target heart rate, heart rate zone, muscular strength, endurance, flexibility, body composition, etc.).</li> <li>▪ Develop strategies for achieving and maintaining a personal fitness program.</li> </ul>
<b>9-12 Benchmark:</b> Students will design personal fitness programs that encompass all health-related physical fitness components.	
<b>Grade</b>	<b>Performance Standard</b>
<b>9 - 12</b>	<ul style="list-style-type: none"> <li>▪ Provide rationale for the use of scientific concepts in the development of their fitness program.</li> <li>▪ Provide rationale for the frequency, intensity, time and type (FITT) principles.</li> <li>▪ Demonstrate a knowledge base on training principles (i.e. progression, overload, specificity, etc.).</li> <li>▪ Create a scientifically based personal fitness program that encompasses cardiovascular, muscular strength, muscular endurance, flexibility and body composition principles in the fitness plan.</li> </ul>

**PHYSICAL EDUCATION STANDARDS WITH BENCHMARKS  
AND PERFORMANCE STANDARDS  
9-12**

<b>Standard 5</b>	
<b>Demonstrates responsible personal and social behavior in physical activity settings.</b>	
<b>9-12 Benchmark:</b> Students will identify and evaluate risks and safety factors that may affect physical activity choices throughout the life cycle.	
<b>Grade</b>	<b>Performance Standard</b>
<b>9 - 12</b>	<ul style="list-style-type: none"> <li>▪ Adhere to the general classroom and specific activity rules as well as assisting with the care of the equipment and facilities.</li> <li>▪ Apply appropriate etiquette in all activities</li> </ul>
<b>9-12 Benchmark:</b> Students will initiate independent and responsible personal behavior in physical activity settings.	
<b>Grade</b>	<b>Performance Standard</b>
<b>9 - 12</b>	<ul style="list-style-type: none"> <li>▪ Follow general classroom and specific activity rules to insure physical and emotional safety.</li> </ul>
<b>9-12 Benchmark:</b> Students will recognize the influence of peer pressure and exhibit appropriate strategies for conflict resolution.	
<b>Grade</b>	<b>Performance Standard</b>
<b>9 - 12</b>	<ul style="list-style-type: none"> <li>▪ Demonstrate the ability to make responsible decisions regardless of peer pressure.</li> <li>▪ Accept consequences of personal choices.</li> <li>▪ Openly discuss conflicts with the teacher and others involved while using conflict resolution skills.</li> </ul>
<b>9-12 Benchmark:</b> Students will accept leadership responsibility and a willingness to follow, as appropriate, in order to accomplish group goals.	
<b>Grade</b>	<b>Performance Standard</b>
<b>9 - 12</b>	<ul style="list-style-type: none"> <li>▪ Distinguishes between group member roles, leadership and follower-ship, and acts accordingly to accomplish group goals.</li> </ul>

**PHYSICAL EDUCATION STANDARDS WITH BENCHMARKS  
AND PERFORMANCE STANDARDS  
9-12**

<b><u>Standard 6</u></b>	
<b>Demonstrates understanding and respect for differences among people in physical activity settings.</b>	
<b>9-12 Benchmark:</b> Students will identify the effects of age, gender, race, ethnicity, socioeconomic standing and culture upon physical activity choices and participation.	
<b>Grade</b>	<b>Performance Standard</b>
<b>9 - 12</b>	<ul style="list-style-type: none"> <li>▪ Discuss why social differences and other aspects keep young adults from participating in an active lifestyle.</li> <li>▪ Acknowledge the attributes that individuals with differences bring to a group.</li> </ul>
<b>9-12 Benchmark:</b> Students will develop strategies for including persons of diverse backgrounds and abilities in physical activity.	
<b>Grade</b>	<b>Performance Standard</b>
<b>9 - 12</b>	<ul style="list-style-type: none"> <li>▪ Recognize the importance of working cooperatively with persons of diverse backgrounds and abilities during any activity.</li> <li>▪ Display a sensitive attitude and a willingness to participate with others in physical activities.</li> </ul>
<b>9-12 Benchmark:</b> Students will evaluate how the media, particularly advertising, influences the perception of the ideal body types.	
<b>Grade</b>	<b>Performance Standard</b>
<b>9 - 12</b>	<ul style="list-style-type: none"> <li>▪ Recognize that media messages are trying to sell products.</li> <li>▪ Know that billboards, magazines and television will show idealistic body types.</li> <li>▪ Critically analyze advertising messages.</li> <li>▪ Create print ads endorsing healthy lifestyles.</li> </ul>

**PHYSICAL EDUCATION STANDARDS WITH BENCHMARKS  
AND PERFORMANCE STANDARDS  
9-12**

<b><u>Standard 7</u></b>	
<b>Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.</b>	
<b>9-12 Benchmark:</b> Students will maintain and improve physical fitness, motor skills and knowledge about physical activity.	
<b>Grade</b>	<b>Performance Standard</b>
<b>9 - 12</b>	<ul style="list-style-type: none"> <li>▪ Select activities that are enjoyable and promote fitness.</li> <li>▪ Identify activities that best fit their individual needs.</li> <li>▪ Choose activities outside of school that provide challenges and social interaction.</li> <li>▪ Recognize intrinsic value of physical activity.</li> </ul>
<b>9-12 Benchmark:</b> Students will evaluate the importance of physical activity and healthy nutrition as part of one's lifestyle.	
<b>Grade</b>	<b>Performance Standard</b>
<b>9 - 12</b>	<ul style="list-style-type: none"> <li>▪ Identify key reasons to develop and maintain physical activity and healthy eating habits.</li> <li>▪ Recognize the connections with lifestyle choices regarding activity and nutrition and the impact on health.</li> </ul>
<b>9-12 Benchmark:</b> Students will analyze time, cost and accessibility factors related to regular participation in physical activities	
<b>Grade</b>	<b>Performance Standard</b>
<b>9 - 12</b>	<ul style="list-style-type: none"> <li>▪ Identify barriers and enablers to regular physical activity specific to his or her situation.</li> <li>▪ Create a time management plan to facilitate regular physical activity participation.</li> </ul>
<b>9-12 Benchmark:</b> Students will recognize the feelings that result from physical activity participation.	
<b>Grade</b>	<b>Performance Standard</b>
<b>9 - 12</b>	<ul style="list-style-type: none"> <li>▪ Reflect on reasons for choosing to participate in selected physical activity.</li> <li>▪ Create self rewards for achieving personal fitness goals.</li> <li>▪ Experience the feeling of satisfaction about personal fitness accomplishments.</li> <li>▪ Evaluate the physical, social and psychological benefits of a healthy and active lifestyle.</li> </ul>