

Next Generation Sunshine State
Standards – Physical Education,
2014

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Next Generation Sunshine State Standards: Physical Education

K-12 Physical Education Standards

Standard 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.

Standard 2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical-activities.

Standard 3: Participate regularly in physical-activity.

Standard 4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.

Standard 6: Value physical-activity for health, enjoyment, challenge, self-expression and/or social interaction.

2012 Review/Revision of Next Generation Sunshine State Standards for Physical Education

The purpose of the review of the Next Generation Sunshine State Standards (NGSSS) for physical education was to ensure that the content of the standards reflect what a student should know and be able to do as the result of a quality physical education program. This review was conducted electronically beginning in March 2012, and was completed in July 2012. The review team consisted of four committees, with each committee focused on one strand within the NGSSS. This allowed for a thorough and detailed K-12 review of the benchmarks within each strand.

Florida's NGSSS are organized around four strands that define the major elements of quality physical education. These strands are relevant across all grade levels and provide unifying threads of understanding.

- Movement Competency
- Cognitive Abilities
- Lifetime Fitness
- Responsible Behaviors and Values

The NGSSS for physical education are organized by grade-level for grades K-8 and remain in a cluster for grades 9-12. Florida's NGSSS for physical education are based upon established

physical education theories and evidence-based research. The standards are derived from the national standards for physical education and provide the framework for alignment of curriculum, assessment and instruction.

Every student should have the opportunity to participate in quality physical education. Helping students develop the knowledge and skills to select and participate in physical-activity safely, competently and with personal satisfaction is a responsibility of physical education. It is the unique role of quality physical education programs to help all students develop health-related fitness, physical competence, cognitive understanding and positive attitudes about physical activity so that they can adopt healthy and physically-active lifestyles. The National Association for Sport and Physical Education (NASPE), Centers for Disease Control and Prevention, the American Academy of Pediatrics, the American Heart Association, the U.S. Department of Health and Human Services, the U.S. Department of Education and the President’s Council on Physical Fitness and Sport all support the need for physical-activity and high-quality physical education in schools (NASPE, 2010).

The Bureau of Curriculum and Instruction’s (formally the Bureau of Instruction and Innovation) Office of Healthy Schools acknowledges the cooperation and assistance received from individuals throughout Florida during the 2012 revision process. Without such cooperation, these revisions would not have been possible. We would like to thank the many stakeholders who gave their time, energy and expertise during the revision of the standards, including:

2012 Physical Education Standards Revision Committee

Name	Title
Heather Albritton	Physical education teacher, Duval County Schools
Rhonda Banks	Physical education teacher, Seminole County Schools
H. Denise Breikrewz	Assistant professor, Palm Beach Atlantic University
Sean Brock	Physical education coordinator, Pasco County Schools
Stasia Burdett	Physical education teacher, Brevard County Schools
Cheryl Butler	Physical education teacher, Escambia County Schools
Beth Cavallaro	Physical education teacher, Brevard County Schools
Laurie Cox	Elementary physical education teacher/district coordinator, Leon County Schools
Russell Driesen	Physical education curriculum specialist, Florida Virtual School
Daniel Drost	Assistant professor, University of West Florida
Mary Etherton	Physical education teacher, Hillsborough County Schools
Erin Goudge	Physical education teacher, Highlands County Schools
Jayne Greenberg	Physical education coordinator, Miami-Dade County Schools
Denise Griffo	K-12 physical education resource teacher, Palm Beach County Schools
Ashley Grimes	K-12 physical education and health, Pinellas County Schools
Rick Kane	Assistant principal, Duval County Schools

Name	Title
Patty Lanier	Professor, University of Central Florida
Debbie Maronic	District resource teacher, K-12 physical education, Hillsborough County Schools
Hollie Newnam	Assistant principal, Volusia County Schools
Shannon Starace	Parent representative
Eric Stern	Physical education administrator, Palm Beach County Schools
Mary Ellen Stewart	Adaptive physical education teacher, Florida School for the Deaf and the Blind
Kathleen Wright	Physical education coordinator, Polk County Schools
Keith Young	Adaptive physical education teacher, Florida School for the Deaf and the Blind

History

The Sunshine State Standards were first approved by the State Board of Education in 1996 as a means of identifying academic expectations for student achievement in Florida. These original standards were written in several subject areas and were divided into four separate grade clusters (PreK-2, 3-5, 6-8 and 9-12). This format was chosen to provide flexibility to school districts in designing curriculum based on local needs.

The Florida Department of Education recognized the need for a systematic approach to review and revise all of the academic standards, and on January 17, 2006, the State Board of Education adopted a six-year cycle that set forth a schedule of the regular review and revision of all K-12 content standards. This move went far beyond increasing the rigor of the standards; however, it included the alignment of the new standards with instructional materials, professional development and teacher licensure exams. This way, the new standards and their higher levels of rigor will be fully integrated into the entire culture of K-12 instruction.

A Commitment to Excellence

In 2006, the Florida legislature boldly stated its commitment to higher and more challenging standards for Florida’s children by passing House Bill 7087 (Section 1001.03, Florida Statutes) which read:

“The state board shall establish a schedule to facilitate the periodic review of the standards to ensure adequate rigor, relevance, logical student progression, and integration of reading, writing and mathematics across all subject areas.”

In 2008, Governor Charlie Crist signed Senate Bill 1908 into law, which included language regarding the revision of the Sunshine State Standards and replaced them with the Next Generation Sunshine State Standards.

2008 Physical Education Standards Revision Process

In January 2008, the Bureau of Instruction and Innovation's Office of Healthy Schools convened a committee to lay the foundation for the revision of the Sunshine State Standards for physical education. This committee, known as the framers committee, was made up of physical education professionals at the district and classroom levels, university professors in physical education teacher education programs, an elementary classroom teacher, as well as the executive director of a statewide physical education organization. The Florida Department of Education provided these committee members with resources designed to assist with the revision process.

The framers committee was presented with physical education standards developed by other leading states in the U.S., as well as various other countries that lead the world in student achievement. Combined with their own expertise in physical education curriculum, the framers used this information to define the structure and provide recommendations that would become the guiding principles for the writing committee when developing the standards and benchmarks that were to follow. It was determined that Florida would align with the national physical education standards. Three of the six Florida standards are identical to the national standards, with the additional three standards being adjusted to better meet the individualized needs of Florida students. The framers decided that Florida's standards should have corresponding benchmarks at each grade level from kindergarten through grade eight, and remain in a cluster for grades nine through twelve.

The writing committee began in February 2008, and worked diligently through May 2008. The writing committee met to write the new Florida standards and benchmarks according to the structure that the framers committee set. The writing committee was given the charge of developing benchmarks with both rigor and relevance. Scaffolding and age-appropriate skill development and acquisitions were considered as part of the effort to develop academically rigorous and relevant standards. As the writing committee was developing benchmarks, the framers were asked to continue to provide feedback. In March and April 2008, the Bureau of Instruction and Innovation's Office of Healthy Schools facilitated conference calls, which included the framers and writers, to discuss the next steps in the revision process.

From May to July 2008, the standards and benchmarks that were developed were posted online for public input. The public had the opportunity to provide input on the standards and benchmarks. At the close of the public review period, 1,245 stakeholders had reviewed the proposed standards and benchmarks, leaving more than 1,800 comments. In addition to the public review comments, outside expert reviewers simultaneously reviewed the standards and benchmarks as well. Included as an outside expert reviewer was the president of the National Association for Sport and Physical Education (NASPE), which is the organization that developed and published the national physical education standards.

The Florida Department of Education also provided the public with three opportunities to participate in public forums held in various regional locations throughout the state.

Participants were provided with an overview of the revision process by the chief of the Bureau of Instruction and Innovation, as well as a presentation from the physical education coordinator that detailed the physical education standards review process.

The writing committee met for a final time in July 2008, to review the input provided by both the public and expert reviewers. The writers carefully reviewed all comments, and then proceeded to make necessary adjustments based on the feedback received. A final draft was submitted to the State Board of Education for approval in December 2008.

Access Points for Students with Significant Cognitive Disabilities

As part of the revision to the Sunshine State Standards, access points for students with significant cognitive disabilities have been developed. These access points are expectations written for students with significant cognitive disabilities to access the general education curriculum. Embedded in the NGSSS, access points reflect the core intent of the standards with reduced levels of complexity. The three levels of complexity include participatory, supported and independent, with the participatory level being the least complex.

The Access Points for the NGSSS for physical education were developed through the cooperative efforts of writing teams composed of Florida educators under the direction of staff from the Florida State University's Learning Systems Institute and the Florida Department of Education.

Structure of the Standards Documents

The purpose of this document is to present content standards that reflect what a student should know and be able to do as the result of a quality physical education program. The NGSSS for physical education are organized by grade level for grades K-8 and remain in a cluster for grades 9-12. Florida's NGSSS for physical education are based upon established physical education theories and evidence-based research. The standards are derived from the National Standards for Physical Education and provide the framework for alignment of curriculum, assessment and instruction.

The Bureau of Instruction and Innovation's Office of Healthy Schools gratefully acknowledges the cooperation and assistance received from individuals and groups throughout Florida in this 2008 revision process. Without such cooperation, the development of these standards would not have been possible.

The following stakeholders gave their time, energy and expertise during the 2008 revision of the standards:

2008 Physical Education Standards Framers Committee

Name	Title
Laurie Cox	Elementary physical education coordinator, Leon County Schools
Sue Dixon	Learning Systems Institute, Florida State University
Karen Dowd	Executive director, Florida Alliance for Health, Physical Education, Recreation and Dance
Jayne Greenberg	Physical education coordinator, Miami-Dade County Schools
Manny Harageones	Physical education coordinator, Escambia County Schools
Valerie Harville	Physical education coordinator, Brevard County Schools
Pam Jameson	Adaptive physical education teacher, Leon County Schools
Don Knitt	Physical education coordinator, Polk County Schools
Susan Lynn	Professor, Florida State University
Joseph Monks	Adapted physical education teacher, Broward County Schools
Donna Neuweiler	High school physical education teacher, Miami-Dade County Schools
Karen Renaud	Physical education teacher, Okaloosa County Schools
Judith Rink	<i>Author, Teaching Physical Education for Learning</i>
Julie Ryczek	Elementary classroom teacher, Pinellas County Schools
Connie Smith	Elementary physical education teacher, Leon County Schools
Eric Stern	Physical education coordinator, Palm Beach County Schools

2008 Physical Education Standards Writing Committee

Name	Title
Rhonda Banks	Middle school physical education teacher, Seminole County Schools
Jonny Bishop	Physical education coordinator, Citrus County Schools
Lorilynn V. Bowie	Adapted physical education expert, Marion County Schools
Sean Brock	Physical education coordinator, Pasco County Schools
Cheryl Butler	Middle school physical education teacher, Escambia County Schools
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Manny Harageones	Physical education coordinator, Escambia County Schools
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Name	Title
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Donna Weidenback	Elementary physical education teacher, Marion County Schools

2008 Physical Education Access Point Writing Team

Name	Title
Lorilynn V. Bowie	Adapted physical education expert, Marion County Schools
Bryan Boyer	Adapted physical education teacher, Duval County Schools
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Sue Dixon	Learning Systems Institute, Florida State University
Joseph Monks	Adapted physical education teacher, Broward County Schools
Margaret Pinson	Varying exceptionalities teacher, Gadsden County Schools
Stephen Santa Fe	Adapted physical education teacher, Citrus County Schools
Darlene Tickner	Adapted physical education teacher, Pinellas County Schools
Carol Wright	Adapted physical education teacher & activities coordinator, Duval County Schools
Timothy J. Mahler	Independent special education consultant, Tallahassee, Fla.

Benchmark Coding Scheme

PE.	5.	M.	1.	1
Subject	Grade-Level	Strand	Standard	Benchmark

Strand Key:

M – Movement Competency

C – Cognitive Abilities

L – Lifetime Fitness

R – Responsible Behaviors and Values

Access Points Coding Scheme

PE.	5.	M.	1.	In.a
Subject	Grade-Level	Strand	Standard	Access Point

Access Points Key:

In - Independent

Su - Supported

Pa – Participatory

Next Generation Sunshine State Standards for Physical Education: Grades K-5

Strand M: Movement Competency						
Standard 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.						
	Kindergarten		Grade 1		Grade 2	
Locomotor Skills	PE.K.M.1.1 Use a variety of locomotor skills to travel in personal and general space. <i>Some examples of locomotor skills are running, galloping and skipping.</i>		PE.1.M.1.1 Travel using various locomotor skills while changing directions, pathways and speeds.		PE.2.M.1.1 Perform locomotor skills with proficiency in a variety of activity settings to include rhythms/dance.	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.K.M.1.In.a	Perform locomotor skills to travel in personal and general space.	PE.1.M.1.In.a	Perform locomotor skills to travel in personal and general space.	PE.2.M.1.In.a	Perform locomotor skills in a variety of movement settings, including rhythms/dance.
	PE.K.M.1.Su.a	Perform locomotor skills to travel in general space.	PE.1.M.1.Su.a	Perform locomotor skills to travel in general space.	PE.2.M.1.Su.a	Perform selected locomotor skills in a variety of movement settings, including rhythms/dance.
	PE.K.M.1.Pa.a	Perform guided locomotor skills.	PE.1.M.1.Pa.a	Perform guided locomotor skills.	PE.2.M.1.Pa.a	Perform guided locomotor skills in a variety of movement settings, including rhythms/dance.
Striking with Body Parts	PE.K.M.1.2 Strike objects using body parts forcefully. <i>An example is kicking a soccer ball with your foot.</i>		PE.1.M.1.2 Strike an object upward using body parts. <i>An example is using different body parts to strike a balloon or beach ball upward.</i>		PE.2.M.1.2 Strike an object continuously using body parts both upward and downward. <i>An example of striking an object downward is dribbling a basketball.</i>	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.K.M.1.In.b	Strike a stationary, modified object with a body part.	PE.1.M.1.In.b	Strike a modified object upward using a body part.	PE.2.M.1.In.b	Strike an object using body parts both upward and downward.
	PE.K.M.1.Su.b	Swing and make contact with a modified object with a body part.	PE.1.M.1.Su.b	Swing upward and make contact with a modified object using a body part.	PE.2.M.1.Su.b	Swing upward and downward with a body part and make contact with a modified object.
	PE.K.M.1.Pa.b	Swing at a stationary, modified object with a body part.	PE.1.M.1.Pa.b	Swing upward at a modified object with a body part.	PE.2.M.1.Pa.b	Swing upward and downward at a modified object using a body part.
Striking with Implements	PE.K.M.1.3 Balance a lightweight object on a paddle/racket while moving.		PE.1.M.1.3 Strike a lightweight object upward continuously using a paddle/racket.		PE.2.M.1.3 Strike an object continuously using a paddle/racket both upward and downward.	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.K.M.1.In.c	Balance a lightweight object on a paddle/racket.	PE.1.M.1.In.c	Strike a lightweight object upward more than one time using a paddle/racket.	PE.2.M.1.In.c	Strike an object more than one time both upward and downward using a paddle/racket.
	PE.K.M.1.Su.c	Balance a modified lightweight	PE.1.M.1.Su.c	Strike a lightweight object upward	PE.2.M.1.Su.c	Strike a modified object both upward

Remarks and examples are shown in italics below the benchmarks when appropriate.

		object on a paddle/racket.		using a modified paddle/racket.		and downward using a modified paddle/racket.
	PE.K.M.1.Pa.c	Balance a modified lightweight object on a modified paddle/racket.	PE.1.M.1.Pa.c	Swing upward to make contact with a stationary object using a modified paddle/racket.	PE.2.M.1.Pa.c	Swing upward at a modified object using a modified paddle/racket.
Striking with Long Handled Implements	PE.K.M.1.4 Strike an object forcefully using a modified, long-handled implement of various sizes, weights and compositions. <i>Some examples of modified, developmentally-appropriate long-handled implements are bats, hockey sticks and golf clubs.</i>		PE.1.M.1.4 Strike a stationary object a short distance using a modified, long-handled implement so that the object travels in the intended direction. <i>Some examples of modified, developmentally-appropriate, long-handled implements are bats, hockey sticks and golf clubs.</i>		PE.2.M.1.4 Strike a stationary object a short distance using a long-handled implement so that the object travels in the intended direction. <i>Some examples of developmentally-appropriate, long-handled implements are bats, hockey sticks and golf clubs.</i>	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.K.M.1.In.d	Strike a modified object using a modified implement.	PE.1.M.1.In.d	Strike a modified, stationary object using a modified, long-handled implement so that the object travels a short distance.	PE.2.M.1.In.d	Strike a stationary object using a long-handled implement so the object moves a short distance.
	PE.K.M.1.Su.d	Swing and make contact with a modified object using a modified implement.	PE.1.M.1.Su.d	Strike a modified stationary object using a modified long-handled implement.	PE.2.M.1.Su.d	Strike a stationary object using a modified, long-handled implement so the object moves a short distance.
	PE.K.M.1.Pa.d	Swing at a modified object using a modified implement.	PE.1.M.1.Pa.d	Swing at a stationary, modified object using a modified long-handled implement.	PE.2.M.1.Pa.d	Strike a stationary, modified object using a modified, long-handled implement.
Dribbling	PE.K.M.1.5 Use two hands to bounce and catch a large playground ball.		PE.1.M.1.5 Dribble an object with hands or feet while demonstrating control in general space.		PE.2.M.1.5 Dribble with hands and feet in various pathways, directions and speeds around stationary objects.	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.K.M.1.In.e	Release and catch a large playground ball.	PE.1.M.1.In.e	Dribble an object with hands or feet in general space.	PE.2.M.1.In.e	Dribble with hands or feet around stationary objects.
	PE.K.M.1.Su.e	Use two hands to trap a large playground ball.	PE.1.M.1.Su.e	Throw or kick an object.	PE.2.M.1.Su.e	Dribble with hands or feet.
PE.K.M.1.Pa.e	Hold and release modified objects with arms or hands.	PE.1.M.1.Pa.e	Push a ball with hands or feet.	PE.2.M.1.Pa.e	Release and trap a rebounding object with hands or feet.	
Aquatics	PE.K.M.1.6 Participate in a variety of introductory water skills. <i>Some examples of introductory water skills are water entry, putting face in water and supported with feet off the bottom.</i>		PE.1.M.1.6 Demonstrate a variety of basic water skills. <i>Some examples of basic water skills are prone float and recover, back float with assistance and move forward and backward with assistance.</i>		PE.2.M.1.6 Perform a variety of fundamental aquatics skills. <i>Some examples of fundamental aquatics skills are prone float with flutter kick and back float recover to a standing position.</i>	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.K.M.1.In.f	Participate in a variety of	PE.1.M.1.In.f	Use a variety of basic water skills,	PE.2.M.1.In.f	Perform a fundamental aquatics skill,

Remarks and examples are shown in italics below the benchmarks when appropriate.

		modified, introductory water skills, such as water entry, put face in water and supported with feet off bottom.		such as prone float and recover, back float with assistance and move forward and backward with assistance.		such as prone float with flutter kick or back float recover to standing position.
	PE.K.M.1.Su.f	Participate in a variety of selected, modified introductory water skills.	PE.1.M.1.Su.f	Use a variety of modified basic water skills.	PE.2.M.1.Su.f	Perform a modified, fundamental aquatics skill.
	PE.K.M.1.Pa.f	Participate in a variety of guided, modified introductory water skills.	PE.1.M.1.Pa.f	Perform a variety of guided, modified basic water skills.	PE.2.M.1.Pa.f	Perform a guided, modified fundamental aquatic skill.
Catching	PE.K.M.1.7 Catch a variety of self-tossed objects.		PE.1.M.1.7 Move in different directions to catch a variety of self-tossed objects.		PE.2.M.1.7 Move in different directions to catch a variety of objects softly tossed by a stationary partner.	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.K.M.1.In.g	Catch a variety of self-tossed, modified objects.	PE.1.M.1.In.g	Move in more than one direction to catch self-tossed, modified objects.	PE.2.M.1.In.g	Move in more than one direction to catch modified objects softly tossed by a stationary partner.
	PE.K.M.1.Su.g	Use two hands to trap modified objects.	PE.1.M.1.Su.g	Move in a direction to trap modified objects with both hands.	PE.2.M.1.Su.g	Move in a direction to trap modified objects softly tossed by a stationary partner.
	PE.K.M.1.Pa.g	Hold modified objects with arms or hands.	PE.1.M.1.Pa.g	Trap a rolled, modified object with both hands.	PE.2.M.1.Pa.g	Trap softly-tossed, modified objects with both hands.
Throwing	PE.K.M.1.8 Roll and throw a variety of objects using an underhand motion.		PE.1.M.1.8 Demonstrate an underhand-throwing motion for accuracy using correct technique.		PE.2.M.1.8 Demonstrate an overhand-throwing motion for distance demonstrating correct technique and accuracy.	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.K.M.1.In.h	Roll and throw a variety of modified objects using an underhand motion.	PE.1.M.1.In.h	Use an underhand-throwing motion for accuracy.	PE.2.M.1.In.h	Use an overhand-throwing motion for accuracy at modified targets.
	PE.K.M.1.Su.h	Roll and throw a variety of modified objects.	PE.1.M.1.Su.h	Perform an underhand-throwing motion using modified objects.	PE.2.M.1.Su.h	Perform an overhand-throwing motion at modified targets.
	PE.K.M.1.Pa.h	Roll modified objects.	PE.1.M.1.Pa.h	Perform a guided-tossing motion.	PE.2.M.1.Pa.h	Toss modified objects at modified targets.
	PE.K.M.1.9 Throw a variety of objects forcefully using an overhand motion.		PE.1.M.1.9 Demonstrate an overhand-throwing motion for distance using correct technique.		Not measured at this grade level.	
	ACCESS POINT		ACCESS POINT			
	PE.K.M.1.In.i	Throw a variety of objects using an overhand motion.	PE.1.M.1.In.i	Use an overhand-throwing motion for distance.		
PE.K.M.1.Su.i	Throw a variety of modified	PE.1.M.1.Su.i	Perform an overhand-throwing			

Remarks and examples are shown in italics below the benchmarks when appropriate.

		objects.		motion using modified objects.		
	PE.K.M.1.Pa.i	Swing arm and release modified objects from hand.	PE.1.M.1.Pa.i	Perform a guided tossing motion.		
Educational Dance	PE.K.M.1.10 Perform a creative-movement sequence with a clear beginning balance, at least one movement and a clear ending shape.		PE.1.M.1.10 Perform a self-designed creative movement/dance sequence with a clear beginning balance, use of one movement and a different and clear ending shape.		PE.2.M.1.9 Perform one folk or line dance accurately. <i>An example of a line dance is the Electric Slide.</i>	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.K.M.1.In.j	Perform a creative-movement sequence with use of one movement concept.	PE.1.M.1.In.j	Perform a self-designed creative-movement/dance sequence with a clear beginning balance and use of one movement concept.	PE.2.M.1.In.i	Perform one folk or line dance.
	PE.K.M.1.Su.j	Perform a creative-movement sequence.	PE.1.M.1.Su.j	Perform a self-designed creative-movement/dance sequence with use of one movement concept.	PE.2.M.1.Su.i	Imitate a pattern of steps associated with a folk or line dance.
	PE.K.M.1.Pa.j	Perform a guided movement.	PE.1.M.1.Pa.j	Perform a guided-movement/dance sequence.	PE.2.M.1.Pa.i	Perform a guided movement associated with folk or line dance.
Educational Gymnastics	PE.K.M.1.11 Balance on a variety of body parts.		PE.1.M.1.11 Demonstrate a sequence of a balance, a roll and a different balance.		PE.2.M.1.10 Demonstrate a sequence of a balance, a roll and a different balance with correct technique and smooth transitions.	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.K.M.1.In.k	Balance on a body part.	PE.1.M.1.In.k	Demonstrate a sequence of a balance and a roll.	PE.2.M.1.In.j	Demonstrate a sequence of a balance, a roll and a different balance.
	PE.K.M.1.Su.k	Balance on two points of contact.	PE.1.M.1.Su.k	Perform a balance and a roll consecutively.	PE.2.M.1.Su.j	Perform a balance, a roll and a balance consecutively.
	PE.K.M.1.Pa.k	Balance body to remain stationary.	PE.1.M.1.Pa.k	Perform a guided balance and a roll.	PE.2.M.1.Pa.j	Perform a balance and a roll.
	PE.K.M.1.12 Perform a variety of rolling actions. <i>Some examples of rolling actions are pencil roll and forward roll.</i>		PE.1.M.1.12 Demonstrate the ability to take weight onto hands. <i>Some developmentally appropriate examples are donkey kicks and hand stands.</i>		PE.2.M.1.11 Perform at least one skill that requires the transfer of weight to hands. <i>Some developmentally appropriate examples are hand stands and cartwheels.</i>	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.K.M.1.In.l	Perform more than one rolling action.	PE.1.M.1.In.l	Perform a transfer of body weight to hands.	PE.2.M.1.In.k	Perform one guided skill that requires the transfer of weight to hands.
	PE.K.M.1.Su.l	Perform a log roll.	PE.1.M.1.Su.l	Imitate a transfer of body weight to hands.	PE.2.M.1.Su.k	Perform a transfer of body weight to hands.
PE.K.M.1.Pa.l	Perform a partial log roll, such as rolling to one side or from	PE.1.M.1.Pa.l	Use hands to push against resistance.	PE.2.M.1.Pa.k	Imitate a transfer of body weight to hands.	

Remarks and examples are shown in italics below the benchmarks when appropriate.

		front to back.				
Chasing, Fleeing and Dodging	PE.K.M.1.13	Move in a variety of ways in relation to others. <i>Some examples of this are chasing, fleeing and dodging.</i>	PE.1.M.1.13	Chase, flee and dodge to avoid or catch others.	PE.2.M.1.12	Chase, flee and dodge to avoid or catch others while maneuvering around obstacles.
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.K.M.1.In.m	Move in a variety of ways in relation to moving objects, such as chasing, fleeing and dodging.	PE.1.M.1.In.m	Move to avoid or catch others.	PE.2.M.1.In.l	Move to avoid or catch others while maneuvering around obstacles.
	PE.K.M.1.Su.m	Imitate ways to move, such as chasing and fleeing.	PE.1.M.1.Su.m	Move to avoid others.	PE.2.M.1.Su.l	Move to avoid obstacles.
	PE.K.M.1.Pa.m	Move from one place to another.	PE.1.M.1.Pa.m	Initiate movements to avoid others.	PE.2.M.1.Pa.l	Imitate movements to avoid obstacles.
Jumping and Landing	Not measured at this grade level.		PE.1.M.1.14	Use a variety of takeoff and landing patterns to jump, hop and leap safely in relation to various types of equipment. <i>Some examples of equipment are hoops, stationary ropes and boxes.</i>	Not measured at this grade level.	
			ACCESS POINT			
			PE.1.M.1.In.n	Jump and land safely using a take-off and landing pattern using at least one piece of equipment, such as hoops, stationary ropes and boxes.		
			PE.1.M.1.Su.n	Leap and land safely using at least one piece of equipment.		
		PE.1.M.1.Pa.n	Step and land safely over or on a piece of equipment.			
Strand M: Movement Competency						
Standard 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.						
	Grade 3		Grade 4		Grade 5	
Locomotor Skills	PE.3.M.1.1	Apply locomotor skills in a variety of movement settings. <i>Some examples of movement settings are sequences, dances and games.</i>	PE.4.M.1.1	Apply movement concepts to the performance of locomotor skills in a variety of movement settings. <i>Some examples of movement settings are sequences, dances and games. Some examples of movement concepts are directions, effort and relationships.</i>	PE.5.M.1.1	Apply locomotor skills in a variety of movement settings, while applying the appropriate movement concepts as the situation demands. <i>Some examples of movement settings are sequences, dances and games. Some examples of movement concepts are directions, effort and relationships.</i>
	ACCESS POINT		ACCESS POINT		ACCESS POINT	

Remarks and examples are shown in italics below the benchmarks when appropriate.

	PE.3.M.1.In.a	Perform locomotor skills in a variety of movement settings, such as sequences, dances and games.	PE.4.M.1.In.a	Demonstrate movement concepts in the performance of locomotor skills in a variety of movement settings, such as sequences, dances and games.	PE.5.M.1.In.a	Demonstrate locomotor skills while applying appropriate movement concepts in a variety of settings, such as sequences, dances and games.
	PE.3.M.1.Su.a	Perform selected locomotor skills in a variety of movement settings, such as sequences, dances and games.	PE.4.M.1.Su.a	Use selected movement concepts in the performance of locomotor skills in a variety of movement settings, such as sequences, dances and games.	PE.5.M.1.Su.a	Use locomotor skills while applying selected movement concepts in a variety of settings, such as sequences, dances and games.
	PE.3.M.1.Pa.a	Imitate locomotor skills in a variety of movement settings, such as sequences, dances and games.	PE.4.M.1.Pa.a	Imitate selected movement concepts in the performance of locomotor skills in a variety of movement settings such as sequences, dances and games.	PE.5.M.1.Pa.a	Perform locomotor skills exhibiting selected movement concepts in a variety of settings, such as sequences, dances and games.
Striking with Body Parts	PE.3.M.1.2 Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction at the desired height. <i>Some examples of striking activities are volleying, kicking and punting.</i>		PE.4.M.1.2 Strike a moving object using body parts so that the object travels in the intended direction at the desired height. <i>Some examples of activities to apply this are volleying, kicking and punting.</i>		PE.5.M.1.2 Approach and strike a moving object with body parts so that the object travels in the intended direction at the desired height using correct technique. <i>Some examples of activities to apply this are volleying, kicking and punting.</i>	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.3.M.1.In.b	Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction.	PE.4.M.1.In.b	Strike a moving object from a stationary position using body parts so that the object travels in the intended direction.	PE.5.M.1.In.b	Approach and strike a moving object with body parts so that the object travels in the intended direction.
	PE.3.M.1.Su.b	Strike a stationary object from a stationary position using body parts so that the object travels.	PE.4.M.1.Su.b	Strike a moving object from a stationary position using body parts so that the object travels.	PE.5.M.1.Su.b	Approach and strike a moving object with body parts so that the object travels.
	PE.3.M.1.Pa.b	Strike a stationary, modified object from a stationary position using body parts.	PE.4.M.1.Pa.b	Swing at a moving object from a stationary position using body parts.	PE.5.M.1.Pa.b	Strike a moving object from a stationary position using body parts.
Striking with Implements	PE.3.M.1.3 Strike an object using a paddle/racquet demonstrating correct technique of a forehand pattern.		PE.4.M.1.3 Strike an object continuously using a paddle/racquet demonstrating correct technique of a forehand pattern. <i>Some examples of ways to strike continuously are against a wall and a partner-fed toss.</i>		PE.5.M.1.3 Strike an object continuously with a partner using a paddle/racquet demonstrating correct technique of a forehand pattern.	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.3.M.1.In.c	Strike an object more than once	PE.4.M.1.In.c	Strike a modified object more than	PE.5.M.1.In.c	Strike an object more than once with a

Remarks and examples are shown in italics below the benchmarks when appropriate.

		using a paddle/racket demonstrating a forehand pattern.		once using a paddle/racket demonstrating a forehand pattern.		partner using a paddle/racquet.
	PE.3.M.1.Su.c	Strike a modified object more than once with a lateral movement using a paddle/racket.	PE.4.M.1.Su.c	Strike a modified object more than once using a modified paddle/racket demonstrating a forehand pattern.	PE.5.M.1.Su.c	Strike a modified object more than once to a partner using a paddle/racket.
	PE.3.M.1.Pa.c	Swing at a modified object with a lateral movement using a paddle/racket.	PE.4.M.1.Pa.c	Swing at a modified object using a modified paddle/racket.	PE.5.M.1.Pa.c	Strike a modified object to a partner using a modified paddle/racket.
Striking with Long-Handled Implements	PE.3.M.1.4 Strike both moving and stationary objects using a long-handled implement. <i>Some examples of developmentally-appropriate long-handled implements are bats, hockey sticks and golf clubs.</i>		PE.4.M.1.4 Strike moving and/or stationary objects with long-handled implements using correct technique so the objects travel in the intended direction. <i>Some examples of long-handled implements are golf clubs, bats and hockey sticks.</i>		PE.5.M.1.4 Strike moving and/or stationary objects with long-handled implements so the objects travel in the intended direction at the desired height using correct technique. <i>Some examples of long-handled implements are golf clubs, bats and hockey sticks.</i>	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.3.M.1.In.d	Strike a modified, moving object using a long-handled implement.	PE.4.M.1.In.d	Strike both moving and stationary objects with long-handled implements so the objects travel.	PE.5.M.1.In.d	Strike both moving and stationary objects with long-handled implements so the objects travel in the intended direction.
	PE.3.M.1.Su.d	Strike a modified moving object using a modified long-handled implement.	PE.4.M.1.Su.d	Strike both moving and stationary objects with long-handled implements.	PE.5.M.1.Su.d	Strike both moving and stationary objects with long-handled implements so the objects travel.
	PE.3.M.1.Pa.d	Swing at a modified moving object with a modified, long-handled implement.	PE.4.M.1.Pa.d	Strike a modified moving object with a modified, long-handled implement.	PE.5.M.1.Pa.d	Strike both moving and stationary modified objects with a modified, long-handled implement so the objects travel.
Dribbling	PE.3.M.1.5 Maintain control while dribbling with hands or feet against a defender.		PE.4.M.1.5 Dribble and pass to a moving partner.		PE.5.M.1.5 Apply dribbling skills in modified games, focusing on offensive strategies. <i>Some examples of offensive strategies are fakes, stopping and starting, changing directions and changing speeds.</i>	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.3.M.1.In.e	Control the ball while dribbling with hands or feet.	PE.4.M.1.In.e	Dribble and pass to a stationary partner.	PE.5.M.1.In.e	Use dribbling skills in modified games.
	PE.3.M.1.Su.e	Dribble an object in a specified direction with hands or feet.	PE.4.M.1.Su.e	Control the ball while dribbling (with hands or feet).	PE.5.M.1.Su.e	Perform dribbling skills in various activities.
PE.3.M.1.Pa.e	Throw or kick an object.	PE.4.M.1.Pa.e	Throw or kick a ball in a specified	PE.5.M.1.Pa.e	Throw or kick a ball to a stationary	

Remarks and examples are shown in italics below the benchmarks when appropriate.

				direction.		partner.
Aquatics	PE.3.M.1.6 Demonstrate a combination of basic swim skills. <i>Some examples of basic swim skills are prone and back float with flutter kick, alternating arm movements and treading water.</i>		PE.4.M.1.6 Perform a variety of swim strokes. <i>Some examples of swim strokes are front crawl, backstroke, elementary back stroke and modified breaststroke.</i>		PE.5.M.1.6 Demonstrate proficiency in one or more swim strokes. <i>Some examples of swim strokes are front crawl, backstroke, breaststroke, sidestroke and butterfly.</i>	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.3.M.1.In.f	Perform a basic swim skill such as flutter kick, alternating arm movements and treading water.	PE.4.M.1.In.f	Perform a swim stroke, such as front crawl, backstroke, elementary back stroke or modified breaststroke.	PE.5.M.1.In.f	Demonstrate more than one swim stroke, such as front crawl, backstroke, breaststroke, sidestroke or butterfly.
	PE.3.M.1.Su.f	Perform a guided basic swim skill.	PE.4.M.1.Su.f	Perform a guided swim stroke.	PE.5.M.1.Su.f	Perform a swim stroke.
	PE.3.M.1.Pa.f	Perform a guided, modified basic swim skill.	PE.4.M.1.Pa.f	Perform a guided, modified swim stroke.	PE.5.M.1.Pa.f	Perform a modified swim stroke.
Catching	PE.3.M.1.7 Move in different directions to catch objects of different sizes and weights thrown by a stationary partner.		PE.4.M.1.7 Move in different directions to catch objects of different sizes and weights thrown by a stationary partner from varying distances.		PE.5.M.1.7 Catch a variety of objects while traveling and being defended.	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.3.M.1.In.g	Move in different directions to catch modified objects of different sizes thrown by a stationary partner.	PE.4.M.1.In.g	Move in different directions to catch modified objects of different sizes thrown by a stationary partner from varying distances.	PE.5.M.1.In.g	Catch a variety of objects while traveling.
	PE.3.M.1.Su.g	Move in different directions to trap modified objects of different sizes thrown by a stationary partner.	PE.4.M.1.Su.g	Move in different directions to trap modified objects of different sizes thrown by a stationary partner from varying distances.	PE.5.M.1.Su.g	Catch a variety of modified objects while traveling.
	PE.3.M.1.Pa.g	Trap softly tossed, modified objects of different sizes with both hands.	PE.4.M.1.Pa.g	Trap modified objects of different sizes with both hands tossed from a distance.	PE.5.M.1.Pa.g	Move to trap modified objects tossed by a stationary partner.
Throwing	PE.3.M.1.8 Throw balls of various sizes and weights to a stationary partner using a correct overhand motion.		PE.4.M.1.8 Throw balls of various sizes and weights to a stationary partner from varying distances using a correct overhand motion.		PE.5.M.1.8 Throw a leading pass overhand to a moving partner using a variety of objects.	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.3.M.1.In.h	Throw balls of various sizes and weights to a stationary partner using an overhand motion.	PE.4.M.1.In.h	Throw balls of various sizes and weights to a stationary partner using an overhand motion from a distance.	PE.5.M.1.In.h	Throw a pass overhand to a moving partner using a variety of objects.

Remarks and examples are shown in italics below the benchmarks when appropriate.

	PE.3.M.1.Su.h	Toss balls of various sizes and weights to a stationary partner.	PE.4.M.1.Su.h	Throw a ball in the direction of a stationary partner from varying distances.	PE.5.M.1.Su.h	Throw a pass to a moving partner.
	PE.3.M.1.Pa.h	Toss modified objects to a stationary partner.	PE.4.M.1.Pa.h	Toss modified objects from a distance.	PE.5.M.1.Pa.h	Toss modified objects to a recipient (partner).
Educational Dance	PE.3.M.1.9 Perform a teacher-designed sequence using manipulatives. <i>Some examples of sequences using manipulatives are tinikling poles, lummi sticks and jump ropes.</i>		PE.4.M.1.9 Perform a teacher-designed sequence, with or without manipulatives, while demonstrating balance, coordination, clear shapes, purposeful movements and smooth transitions. <i>Some examples of sequences are rhythm, movement and dance. Some examples of manipulatives are tinikling poles, lummi sticks and jump ropes.</i>		PE.5.M.1.9 Perform a self-designed sequence, with or without manipulatives, while demonstrating balance, coordination, clear shapes, purposeful movements and smooth transitions. <i>Some examples of sequences are rhythm, movement and dance. Some examples of manipulatives are tinikling poles, lummi sticks and jump ropes.</i>	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.3.M.1.In.i	Perform a teacher-designed sequence using manipulatives, such as tinikling poles, lummi sticks or jump ropes.	PE.4.M.1.In.i	Perform a teacher-designed sequence with or without manipulatives, such as tinikling poles, lummi sticks or jump ropes, while demonstrating purposeful movements and smooth transitions.	PE.5.M.1.In.i	Perform a self-designed sequence with or without manipulatives, such as tinikling poles, lummi sticks or jump ropes, demonstrating clear shapes, purposeful movements and smooth transitions.
	PE.3.M.1.Su.i	Imitate a teacher-designed movement sequence using manipulatives such as tinikling poles, lummi sticks or jump ropes.	PE.4.M.1.Su.i	Perform a teacher-designed sequence with or without manipulatives, such as tinikling poles, lummi sticks, or jump ropes, demonstrating purposeful movements.	PE.5.M.1.Su.i	Perform a self-designed sequence with or without manipulatives, such as tinikling poles, lummi sticks, or jump ropes, demonstrating clear shapes and purposeful movements.
	PE.3.M.1.Pa.i	Perform a guided, teacher-designed sequence using manipulatives, such as tinikling poles, lummi sticks or jump ropes.	PE.4.M.1.Pa.i	Imitate a teacher-designed movement sequence with or without manipulatives, demonstrating purposeful movements.	PE.5.M.1.Pa.i	Perform a movement sequence with or without manipulatives, demonstrating purposeful movements.
	PE.3.M.1.10 Perform one dance accurately. <i>Some examples of dances are square, contra, step and social.</i>		PE.4.M.1.10 Perform two or more dances accurately. <i>Some examples of dances are line, square, contra, folk, step and social.</i>		PE.5.M.1.10 Perform a variety of dances accurately. <i>Some examples of dances are line, square, contra, folk, step and social.</i>	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.3.M.1.In.j	Perform one dance, such as square, contra, step or social.	PE.4.M.1.In.j	Perform more than one dance, such as square, contra, step or social.	PE.5.M.1.In.j	Perform a variety of dances, such as square, contra, step or social,

Remarks and examples are shown in italics below the benchmarks when appropriate.

					accurately.	
	PE.3.M.1.Su.j	Imitate a pattern of steps associated with a dance, such as square, contra, step or social.	PE.4.M.1.Su.j	Imitate a pattern of steps associated with a variety of dances.	PE.5.M.1.Su.j	Perform a variety of dances, such as square, contra, step or social.
	PE.3.M.1.Pa.j	Perform a guided movement associated with a dance, such as square, contra, step or social.	PE.4.M.1.Pa.j	Perform a guided movement associated with more than one dance, such as square, contra, step or social.	PE.5.M.1.Pa.j	Perform a guided movement associated with a variety of dances.
Educational Gymnastics	PE.3.M.1.11 Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and two different movement elements with correct technique and smooth transitions. <i>Some examples of movement elements are balances, rolling actions, changes in speed/direction and skills requiring weight on hands.</i>		PE.4.M.1.11 Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and three different movement elements with correct technique and smooth transitions. <i>Some examples of movement elements are balances, rolling actions, changes in speed/direction and skills requiring weight on hands.</i>		PE.5.M.1.11 Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and four different movement elements with correct technique and smooth transitions. <i>Some examples of movement elements are balances, rolling actions, changes in speed/direction and skills requiring weight on hands.</i>	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.3.M.1.In.k	Perform a basic gymnastics sequence with a clear beginning; one movement element, such as balances, rolling actions, changes in speed/direction or skills requiring weight on hands; and an ending.	PE.4.M.1.In.k	Perform a basic gymnastics sequence with a clear beginning; one movement element, such as balances, rolling actions, changes in speed/direction or skills requiring weight on hands and an ending with correct technique.	PE.5.M.1.In.k	Perform a basic gymnastics sequence with a clear beginning; two movement elements, such as balances, rolling actions, changes in speed/direction or skills requiring weight on hands and an ending with correct technique and smooth transitions.
	PE.3.M.1.Su.k	Perform a basic gymnastics sequence with a beginning, a rolling action and an ending.	PE.4.M.1.Su.k	Perform a basic gymnastics sequence with a beginning, more than one rolling action and an ending.	PE.5.M.1.Su.k	Perform a basic gymnastics sequence with a clear beginning; one movement element, such as balances, rolling actions, changes in speed/direction or skills requiring weight on hands and an ending with correct technique.
	PE.3.M.1.Pa.k	Perform a guided, basic gymnastics sequence with a beginning, a rolling action and an ending.	PE.4.M.1.Pa.k	Perform a basic gymnastics sequence with a beginning, a rolling action and an ending.	PE.5.M.1.Pa.k	Perform a basic gymnastics sequence with a beginning, more than one rolling action and an ending.
Chasing, Fleeing and Dodging	Not measured at this grade level.		Not measured at this grade level.		Not measured at this grade level.	

Jumping and Landing	PE.3.M.1.12 Continuously jump a self-turned rope.		PE.4.M.1.12 Run and hurdle a succession of low- to medium-level obstacles.		Not measured at this grade level.	
	ACCESS POINT		ACCESS POINT			
	PE.3.M.1.In.l	Jump a self-turned rope.	PE.4.M.1.In.l	Run and jump over a low- or medium-level obstacle.		
	PE.3.M.1.Su.l	Jump a turning rope.	PE.4.M.1.Su.l	Walk and jump over a low-level obstacle.		
	PE.3.M.1.Pa.l	Leap and land safely using at least one piece of equipment.	PE.4.M.1.Pa.l	Jump over a low-level obstacle.		
Strand C: Cognitive Abilities						
Standard 2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.						
	Kindergarten		Grade 1		Grade 2	
Locomotor Skills	PE.K.C.2.1 Recognize locomotor skills. <i>Some examples of locomotor skills are walking, running, skipping, leaping, hopping, jumping and galloping.</i>		PE.1.C.2.1 Identify the critical elements of locomotor skills. <i>Some examples of critical elements of locomotor skills are step-hop for skipping and use of one foot for hopping.</i>		PE.2.C.2.1 Describe the critical elements of locomotor skills. <i>An example of a critical element of jumping is beginning and ending on two feet.</i>	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.K.C.2.In.a	Recognize more than two locomotor skills, such as walking, running, skipping, leaping, jumping and galloping.	PE.1.C.2.In.a	Identify a characteristic of a variety of locomotor skills.	PE.2.C.2.In.a	Identify characteristics of locomotor skills.
	PE.K.C.2.Su.a	Recognize more than one locomotor skill, such as walking, running, skipping, leaping, jumping and galloping.	PE.1.C.2.Su.a	Recognize a characteristic of a locomotor skill.	PE.2.C.2.Su.a	Recognize characteristics of locomotor skills.
	PE.K.C.2.Pa.a	Associate movement with a locomotor skill, such as walking, running, skipping, leaping, jumping or galloping.	PE.1.C.2.Pa.a	Recognize a locomotor skill.	PE.2.C.2.Pa.a	Recognize more than one locomotor skill.
Safety	PE.K.C.2.2 Recognize physical activities have safety rules and procedures. <i>An example would be to put equipment away when not in use in order to keep the physical activity area safe.</i>		PE.1.C.2.2 Identify safety rules and procedures for teacher-selected physical activities. <i>An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.</i>		PE.2.C.2.2 Identify safety rules and procedures for selected physical activities. <i>An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.</i>	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.K.C.2.In.b	Recognize that physical activities have safety rules.	PE.1.C.2.In.b	Recognize safety rules and procedures for teacher-selected	PE.2.C.2.In.b	Recognize safety rules and procedures for selected physical

Remarks and examples are shown in italics below the benchmarks when appropriate.

				physical activities.		activities.
	PE.K.C.2.Su.b	Recognize that a physical activity has safety rules.	PE.1.C.2.Su.b	Recognize safety rules for teacher-selected physical activities.	PE.2.C.2.Su.b	Recognize safety rules for selected physical activities.
	PE.K.C.2.Pa.b	Recognize a safety rule.	PE.1.C.2.Pa.b	Recognize a safety rule for teacher-selected physical activities.	PE.2.C.2.Pa.b	Recognize a safety rule for selected physical activities.
Technology	PE.K.C.2.3 Recognize technology can be utilized during physical activity. <i>Some examples of developmentally-appropriate technology for students to recognize are stop watches, pedometers and scales.</i>		PE.1.C.2.3 Identify technology that can be utilized to enhance physical activity. <i>Some examples of developmentally-appropriate technology for students to identify are stop watches, pedometers and scales.</i>		PE.2.C.2.3 Utilize technology to enhance experiences in physical education. <i>Some examples of developmentally-appropriate technology are stop watches, pedometers and scales.</i>	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.K.C.2.In.c	Recognize technology used during physical activity.	PE.1.C.2.In.c	Recognize that technology can be used to enhance physical activity.	PE.2.C.2.In.c	Identify technologies that can be used to enhance experiences in physical education.
	PE.K.C.2.Su.c	Recognize a technology used during physical activity.	PE.1.C.2.Su.c	Recognize a technology that can be used to enhance physical activity.	PE.2.C.2.Su.c	Recognize technologies that can be used to enhance experiences in physical education.
	PE.K.C.2.Pa.c	Associate a technology with a physical activity.	PE.1.C.2.Pa.c	Recognize a technology used during physical activity.	PE.2.C.2.Pa.c	Recognize a technology that can be used to enhance physical activity.
Aquatics	PE.K.C.2.4 Recognize there are deep and shallow areas of a pool, and identify the dangers of entering a body of water without supervision. <i>An example of a danger is entering the water when there is not an adult present.</i>		PE.1.C.2.4 Identify the rules for safe water activities, and recognize the importance of having a lifeguard near water or in a swimming facility. <i>An example of a rule for safe water activity would be the use of a life jacket.</i>		PE.2.C.2.4 Explain the importance of wearing a life jacket (personal flotation device) when on a boat or near water.	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.K.C.2.In.d	Recognize the dangers of entering a body of water without supervision.	PE.1.C.2.In.d	Recognize the rules for safe water activities and the importance of a lifeguard.	PE.2.C.2.In.d	Identify the importance of wearing a life jacket (personal flotation device) when on a boat or near water.
	PE.K.C.2.Su.d	Associate bodies of water with danger and the need for supervision.	PE.1.C.2.Su.d	Recognize a rule for safe water activities.	PE.2.C.2.Su.d	Recognize the importance of wearing a life jacket (personal flotation device) when on a boat or near water.
PE.K.C.2.Pa.d	Associate bodies of water with danger.	PE.1.C.2.Pa.d	Associate bodies of water with danger and the need for supervision.	PE.2.C.2.Pa.d	Associate a life jacket (personal flotation device) with a body of water.	
Skill Applications	PE.K.C.2.5 Recognize the concept of a dominant hand/foot for throwing/striking/kicking patterns. <i>A dominant hand/foot is the one selected by the student that feels most natural for throwing/striking/kicking.</i>		PE.1.C.2.5 Recognize the importance of practicing to improve performance. <i>An example is initially getting two out of five bean bags into a hoop while performing an underhand toss, then improving to four out of five due to</i>		PE.2.C.2.5 Explain how appropriate practice improves the performance of movement skills. <i>An example is initially getting two out of five bean bags into a hoop while performing an underhand toss, then improving to four out of five due to</i>	

Remarks and examples are shown in italics below the benchmarks when appropriate.

		<i>practicing.</i>		<i>practicing.</i>		
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
PE.K.C.2.In.e	Associate a dominant hand and foot with throwing or striking.	PE.1.C.2.In.e	Identify the meaning of practice.	PE.2.C.2.In.e	Identify that practice improves performance of movement skills.	
PE.K.C.2.Su.e	Associate a dominant hand or foot with throwing or striking.	PE.1.C.2.Su.e	Recognize the meaning of practice.	PE.2.C.2.Su.e	Recognize that practice improves performance of movement skills.	
PE.K.C.2.Pa.e	Recognize a hand or foot.	PE.1.C.2.Pa.e	Associate practice with repeated movement.	PE.2.C.2.Pa.e	Associate practice with improved performance.	
PE.K.C.2.6 Recite cues for a variety of movement patterns and skills. <i>Some examples of movement patterns and skills are locomotor, non-locomotor, throwing and catching.</i>		PE.1.C.2.6 Use skill cues to improve performance. <i>Some examples of skill cues are palm up for an underhand throw and keep ball close to body when dribbling.</i>		PE.2.C.2.6 Apply teacher feedback to effect change in performance. <i>An example is a student applying teacher feedback of stepping with the opposite foot when throwing a ball in order to improve performance.</i>		
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
PE.K.C.2.In.f	Repeat cues for movement patterns or skills.	PE.1.C.2.In.f	Identify skill cues that are used to improve performances.	PE.2.C.2.In.f	Identify and use teacher feedback to improve performance.	
PE.K.C.2.Su.f	Repeat a cue for one movement pattern or skill.	PE.1.C.2.Su.f	Recognize skill cues that are used to improve performances.	PE.2.C.2.Su.f	Recognize and use teacher feedback to improve performance.	
PE.K.C.2.Pa.f	Associate a cue with a movement pattern or skill.	PE.1.C.2.Pa.f	Recognize a skill cue that is used to improve performance.	PE.2.C.2.Pa.f	Respond to teacher feedback to improve performance.	
PE.K.C.2.7 Identify personal and general space.		PE.1.C.2.7 Identify dominant hand/foot for use with throwing/dribbling/striking/kicking skills. <i>A dominant hand/foot is the one selected by the student that feels most natural for throwing/dribbling/striking/kicking patterns.</i>		Not measured at this grade level.		
	ACCESS POINT		ACCESS POINT			
PE.K.C.2.In.g	Recognize personal and general space.	PE.1.C.2.In.g	Recognize own dominant hand and foot.			
PE.K.C.2.Su.g	Recognize location in general space.	PE.1.C.2.Su.g	Recognize own dominant hand or foot.			
PE.K.C.2.Pa.g	Associate location with general space.	PE.1.C.2.Pa.g	Associate own hand or foot with throwing or striking.			
Movement Concepts	PE.K.C.2.8 Recognize movement concepts. <i>Some examples of movement concepts are directions, pathways and levels.</i>		PE.1.C.2.8 Identify movement concepts. <i>Some examples of movement concepts are directions, pathways and levels.</i>		PE.2.C.2.7 Describe movement concepts. <i>Some examples of movement concepts are directions, pathways and levels.</i>	
		ACCESS POINT		ACCESS POINT		
	PE.K.C.2.In.h	Recognize a movement concept, such as direction, pathway or	PE.1.C.2.In.h	Recognize movement concepts, such as directions, pathways and	PE.2.C.2.In.g	Identify movement concepts, such as directions, pathways and levels.

Remarks and examples are shown in italics below the benchmarks when appropriate.

		level.		levels.			
	PE.K.C.2.Pa.h	Associate movement with a direction.	PE.1.C.2.Su.h	Recognize directional movements, such as up, down, over and under.	PE.2.C.2.Su.g	Recognize movement concepts, such as directions, pathways and levels.	
	PE.K.C.2.Su.h	Recognize a directional movement, such as up, down, over or under.	PE.1.C.2.Pa.h	Associate direction with movement, such as up, down, over or under.	PE.2.C.2.Pa.g	Recognize a directional movement, such as up, down, over or under.	
Warm up/ Cool Down	Not measured at this grade level.	PE.1.C.2.9 Name examples of warm-up and cool-down exercises. <i>An example of a warm-up exercise is an activity that gets your blood flowing. An example of a cool-down exercise is one that slows your heart rate.</i>			PE.2.C.2.8 Explain the importance of warm-up and cool-down activities. <i>An example of the importance for warm-up activities is the prevention of injuries.</i>		
		ACCESS POINT		ACCESS POINT			
		PE.1.C.2.In.i	Recognize examples of warm-up and cool-down exercises.	PE.2.C.2.In.h	Identify that warm-up and cool-down activities are important.		
		PE.1.C.2.Su.i	Recognize examples of warm-up or cool-down exercises.	PE.2.C.2.Su.h	Recognize that warm-up and cool-down activities are important.		
		PE.1.C.2.Pa.i	Recognize an example of a warm-up or cool-down exercise.	PE.2.C.2.Pa.h	Recognize a warm-up and a cool-down exercise.		
Offense and Defense	Not measured at this grade level.	Not measured at this grade level.		PE.2.C.2.9 Define offense and defense. <i>Offense is when a team is attempting to score and defense is when a team is trying to prevent the other team from scoring.</i>			
		ACCESS POINT					
		PE.2.C.2.In.i	Identify the difference between offense and defense.				
		PE.2.C.2.Su.i	Recognize the difference between offense and defense, such as keeping possession vs. taking possession of an object.				
			PE.2.C.2.Pa.i	Recognize taking possession of an object (defense).			
Strand C: Cognitive Abilities							
Standard 2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.							
	Grade 3		Grade 4		Grade 5		

Locomotor Skills	PE.3.C.2.1 Identify the importance of purposeful movement and its impact on quality of performance. <i>Some examples of purposeful movement are timing, flow, rhythm, sequencing and transfer of weight.</i>		PE.4.C.2.1 Understand the importance of purposeful movement in a variety of movement settings. <i>Some examples of purposeful movement are timing, flow, rhythm, sequencing and transfer of weight.</i>		PE.5.C.2.1 Apply purposeful movement to a variety of movement settings to include designing and performing movement routines. <i>Some examples of purposeful movement are timing, flow, rhythm, sequencing and transfer of weight.</i>	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.3.C.2.In.a	Identify purposeful movements, such as timing, flow, sequencing, transfer of weight and rhythm.	PE.4.C.2.In.a	Identify the importance of purposeful movements, such as timing, flow, sequencing, transfer of weight and rhythm in a variety of movement settings.	PE.5.C.2.In.a	Identify and demonstrate purposeful movements, such as timing, flow, sequencing, transfer of weight and rhythm in a variety of movement settings including performing movement routines.
	PE.3.C.2.Su.a	Recognize a purposeful movement, such as timing, flow, sequencing, transfer of weight or rhythm.	PE.4.C.2.Su.a	Recognize the importance of purposeful movements, such as timing, flow, sequencing, transfer of weight or rhythm in a variety of movement settings.	PE.5.C.2.Su.a	Recognize and use purposeful movements, such as timing, flow, sequencing, transfer of weight and rhythm in a variety of movement settings including performing movement routines.
PE.3.C.2.Pa.a	Recognize the sequence in purposeful movement, such as forward and backward.	PE.4.C.2.Pa.a	Recognize sequence and rhythm in purposeful movement in a variety of movement settings.	PE.5.C.2.Pa.a	Recognize and use sequence and rhythm in purposeful movement in a variety of movement settings, including performing guided-movement routines.	
Safety, Rules and Procedures	PE.3.C.2.2 Understand the importance of safety rules and procedures in all physical activities. <i>An example of a safety procedure is wearing a helmet when riding a bicycle.</i>		PE.4.C.2.2 Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk. <i>An example of a safety procedure is having students stand a safe distance away from a student swinging a golf club during striking activities.</i>		PE.5.C.2.2 Design or modify a game incorporating skills, rules and strategies.	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.3.C.2.In.b	Identify the importance of safety rules and procedures in physical activities.	PE.4.C.2.In.b	Identify the importance of safety rules and procedures in all physical activities.	PE.5.C.2.In.b	Combine skills and rules into a new game.
	PE.3.C.2.Su.b	Recognize the importance of safety rules and procedures in physical activities.	PE.4.C.2.Su.b	Recognize the importance of safety rules and procedures in all physical activities.	PE.5.C.2.Su.b	Identify skills and rules of a new game.
PE.3.C.2.Pa.b	Recognize the importance of safety rules and procedures for	PE.4.C.2.Pa.b	Recognize the importance of safety rules and procedures in selected	PE.5.C.2.Pa.b	Recognize the rules in a game or activity.	

Remarks and examples are shown in italics below the benchmarks when appropriate.

		selected physical activities.		physical activities.		
Technology	PE.3.C.2.3 Understand that technology can be utilized to gather information about performance. <i>Some examples of technology are pedometers, accelerometers, heart-rate monitors, videos, websites and spreadsheets.</i>		PE.4.C.2.3 Use technology to gather information about performance. <i>Some examples of technology are pedometers, accelerometers, heart-rate monitors, videos, websites and spreadsheets.</i>		PE.5.C.2.3 Apply feedback gathered from the use of technology to assess and enhance performance. <i>Some examples of technology are pedometers, accelerometers, heart-rate monitors, videos, websites and spreadsheets.</i>	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.3.C.2.In.c	Identify that technology can be used to gather information about performance, such as pedometers, heart-rate monitors and videos.	PE.4.C.2.In.c	Use selected technology, such as pedometers, heart-rate monitors and videos, to gather information about performance.	PE.5.C.2.In.c	Identify and use feedback gathered from the use of technology to assess and enhance performance, such as pedometers, heart-rate monitors and videos.
	PE.3.C.2.Su.c	Recognize that technology that can be used to gather information about performance, such as pedometers, heart-rate monitors and videos.	PE.4.C.2.Su.c	Use a technology, such as pedometers, heart-rate monitors and videos, to gather information about performance.	PE.5.C.2.Su.c	Recognize and use feedback gathered from the use of technology to enhance performance, such as pedometers, heart-rate monitors and videos.
	PE.3.C.2.Pa.c	Associate technology with gathering information about physical performance.	PE.4.C.2.Pa.c	Recognize a technology, such as videos, pedometers or heart-rate monitors, used to assess performance.	PE.5.C.2.Pa.c	Recognize and use feedback gathered from the use of a selected technology to enhance performance, such as pedometers, heart-rate monitors or videos.
Aquatics	PE.3.C.2.4 Identify and explain different items that can be used for assisting in a water-related emergency. <i>Some examples of items that can be used in a water related emergency are poles, towels and flotation devices.</i>		PE.4.C.2.4 Understand the importance of protecting parts of the body from the harmful rays of the sun. <i>Some examples are sunscreen and protective clothing.</i>		PE.5.C.2.4 Identify the different types of basic water-rescue techniques, using various types of items. <i>An example of a water-rescue technique is to reach out to the victim with a pole and pull him/her to safety.</i>	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.3.C.2.In.d	Identify items that can be used for assisting in a water-related emergency.	PE.4.C.2.In.d	Identify the importance of protecting parts of the body from the harmful rays of the sun.	PE.5.C.2.In.d	Identify the different basic water-rescue techniques, such as reach, throw, row or don't go.
	PE.3.C.2.Su.d	Recognize items that can be used for assisting in a water-related emergency.	PE.4.C.2.Su.d	Recognize the importance of protecting parts of the body from the harmful rays of the sun.	PE.5.C.2.Su.d	Recognize the different basic water-rescue techniques, such as reach, throw, row or don't go.
PE.3.C.2.Pa.d	Recognize an item that can be used for assisting in a water-related emergency.	PE.4.C.2.Pa.d	Recognize that the sun can be harmful.	PE.5.C.2.Pa.d	Recognize items used in water rescue, such as pole, towel or flotation device.	

Remarks and examples are shown in italics below the benchmarks when appropriate.

Skill Applications	PE.3.C.2.5 Explain how appropriate practice improves performance of movement skills. <i>An example is initially making two out of five free throws in basketball, then improving to four out of five due to practicing.</i>		PE.4.C.2.5 Detect errors in personal movement patterns. <i>An example of a way to detect errors in personal movement patterns is through the use of videotaping.</i>		PE.5.C.2.5 Detect, analyze and correct errors in personal movement patterns.	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.3.C.2.In.e	Identify how practice improves performance of movement skills.	PE.4.C.2.In.e	Recognize errors in personal movement patterns.	PE.5.C.2.In.e	Identify and correct errors in personal movement patterns.
	PE.3.C.2.Su.e	Recognize how practice improves performance of movement skills.	PE.4.C.2.Su.e	Recognize an error in personal movement patterns.	PE.5.C.2.Su.e	Recognize and correct errors in personal movement patterns.
	PE.3.C.2.Pa.e	Recognize the practice of movement skills.	PE.4.C.2.Pa.e	Recognize an error in a selected personal-movement pattern.	PE.5.C.2.Pa.e	Recognize and correct an error in selected personal-movement patterns.
	PE.3.C.2.6 Analyze peer performance and provide feedback.		Not measured at this grade level.		Not measured at this grade level.	
	ACCESS POINT					
	PE.3.C.2.In.f	Interpret peer performance and offer feedback.				
	PE.3.C.2.Su.f	Examine peer performance and offer feedback.				
	PE.3.C.2.Pa.f	Recognize peer performance and offer feedback.				
Movement Concepts and Patterns	Not measured at this grade level.		PE.4.C.2.6 Compare and discuss skills/sports that use similar movement patterns. <i>Some examples are volleyball and tennis serve, surfing and skate boarding.</i>		PE.5.C.2.6 Compare and contrast skills/sports that use similar movement patterns and concepts. <i>Some examples are volleyball and tennis serve, surfing and skate boarding.</i>	
			ACCESS POINT		ACCESS POINT	
			PE.4.C.2.In.f	Identify skills and sports that use similar movement patterns.	PE.5.C.2.In.f	Identify skills and sports that use similar patterns or concepts.
			PE.4.C.2.Su.f	Identify skills that use similar movement patterns.	PE.5.C.2.Su.f	Identify skills that use similar patterns or concepts.
			PE.4.C.2.Pa.f	Recognize skills that use similar movement patterns.	PE.5.C.2.Pa.f	Recognize skills that use similar patterns or concepts.

Warm up/ Cool Down	PE.3.C.2.7 Identify the reasons for warm-up and cool-down activities. <i>Some examples of reasons for warm-up and cool-down activities are injury prevention and enhancing performance.</i>		PE.4.C.2.7 Identify proper warm-up and cool-down techniques and the reasons for using them. <i>An example of a warm-up technique for sprinting is stretching the hamstring muscles in order to prevent injury.</i>		PE.5.C.2.7 Identify basic practice and conditioning principles that enhance performance. <i>An example of a conditioning principle that would enhance performance is running with weight resistance to improve speed.</i>	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.3.C.2.In.g	Recognize reasons for warming up and cooling down.	PE.4.C.2.In.g	Recognize proper warm-up and cool-down techniques and the reasons for using them.	PE.5.C.2.In.g	Identify basic practice principles that enhance performance.
	PE.3.C.2.Su.g	Recognize reasons for warming up or cooling down.	PE.4.C.2.Su.g	Recognize a proper warm-up and cool-down technique and the reason for using them.	PE.5.C.2.Su.g	Recognize basic practice principles that enhance performance.
	PE.3.C.2.Pa.g	Recognize a reason for warming up or cooling down.	PE.4.C.2.Pa.g	Recognize a proper warm-up or cool-down technique and the reason for using it.	PE.5.C.2.Pa.g	Recognize a basic practice principle that enhances performance.
	Not measured at this grade level.		PE.4.C.2.8 Identify the importance of hydration before, during and after physical activity. <i>An example of the importance of hydration is to prevent heat-related illnesses.</i>		Not measured at this grade level.	
ACCESS POINT						
PE.4.C.2.In.h			Recognize the importance of hydration before, during and after physical activity.			
PE.4.C.2.Su.h			Recognize the importance of hydration during physical activity.			
		PE.4.C.2.Pa.h	Recognize that the body needs water.			
Offense and Defense	PE.3.C.2.8 Describe basic offensive and defensive tactics. <i>An example of an offensive tactic is keeping your body between the ball and defender while dribbling.</i>		PE.4.C.2.9 Identify basic offensive and defensive tactics for modified invasion and net activities. <i>An example of an offensive tactic in tennis is hitting the ball away from the opponent.</i>		PE.5.C.2.8 Categorize basic offensive and defensive tactics for modified invasion and net activities. <i>An example of an offensive tactic in basketball is keeping your body between the ball and the defender.</i>	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.3.C.2.In.h	Recognize a basic offensive and defensive tactic.	PE.4.C.2.In.i	Recognize basic offensive and defensive tactics for modified invasion and net activities.	PE.5.C.2.In.h	Identify basic offensive and defensive tactics for modified invasion and net activities.
PE.3.C.2.Su.h	Identify the difference between offense and defense.	PE.4.C.2.Su.i	Recognize a basic offensive or defensive tactic for modified invasion and net activities.	PE.5.C.2.Su.h	Recognize basic offensive and defensive tactics for modified invasion and net activities.	

Remarks and examples are shown in italics below the benchmarks when appropriate.

	PE.3.C.2.Pa.h	Recognize the difference between offense and defense, such as keeping possession vs. taking possession of an object.	PE.4.C.2.Pa.i	Recognize a defensive tactic, such as raising arms and hands in front of face.	PE.5.C.2.Pa.h	Recognize basic offensive or defensive tactics.
Strand L: Lifetime Fitness						
Standard 3: Participate regularly in physical activity.						
	Kindergarten		Grade 1		Grade 2	
Moderate Physical activity	PE.K.L.3.1 Identify a moderate physical activity. <i>An example of a moderate activity is a fast walk.</i>		PE.1.L.3.1 Identify a moderate physical activity. <i>An example of a moderate activity is a fast walk.</i>		PE.2.L.3.1 Identify a moderate physical activity. <i>An example of a moderate activity is skipping.</i>	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.K.L.3.In.a	Recognize a moderate physical activity.	PE.1.L.3.In.a	Recognize a moderate physical activity.	PE.2.L.3.In.a	Recognize a moderate physical activity.
	PE.K.L.3.Su.a	Recognize a moderate modified physical activity.	PE.1.L.3.Su.a	Recognize a moderate modified physical activity.	PE.2.L.3.Su.a	Recognize a moderate modified physical activity.
	PE.K.L.3.Pa.a	Recognize a modified physical activity.	PE.1.L.3.Pa.a	Recognize a modified physical activity.	PE.2.L.3.Pa.a	Recognize a modified physical activity.
Vigorous Physical activity	PE.K.L.3.2 Identify a vigorous physical activity. <i>An example of a vigorous activity is running.</i>		PE.1.L.3.2 Identify a vigorous physical activity. <i>An example of a vigorous activity is running.</i>		PE.2.L.3.2 Identify a vigorous physical activity. <i>An example of a vigorous activity is running.</i>	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.K.L.3.In.b	Recognize a vigorous physical activity.	PE.1.L.3.In.b	Recognize a vigorous physical activity.	PE.2.L.3.In.b	Recognize a vigorous physical activity.
	PE.K.L.3.Su.b	Recognize a physical activity.	PE.1.L.3.Su.b	Recognize a physical activity.	PE.2.L.3.Su.b	Recognize a physical activity.
	PE.K.L.3.Pa.b	Explore physical activities.	PE.1.L.3.Pa.b	Explore physical activities.	PE.2.L.3.Pa.b	Explore physical activities.
Physical-activity Opportunities	PE.K.L.3.3 Identify opportunities for involvement in physical activities during the school day.		PE.1.L.3.3 Identify opportunities for involvement in physical activities during the school day.		PE.2.L.3.3 Identify opportunities for involvement in physical activities during the school day.	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.K.L.3.In.c	Recognize opportunities for involvement in physical activities during the school day.	PE.1.L.3.In.c	Recognize opportunities for involvement in physical activities during the school day.	PE.2.L.3.In.c	Recognize opportunities for involvement in physical activities during the school day.
	PE.K.L.3.Su.c	Recognize opportunities for involvement in modified physical activities during the school day.	PE.1.L.3.Su.c	Recognize opportunities for involvement in modified physical activities during the school day.	PE.2.L.3.Su.c	Recognize opportunities for involvement in modified physical activities during the school day.
	PE.K.L.3.Pa.c	Associate selected modified physical activities with experiences during the school day.	PE.1.L.3.Pa.c	Associate selected modified physical activities with experiences during the school day.	PE.2.L.3.Pa.c	Associate selected modified physical activities with experiences during the school day.
	PE.K.L.3.4 Identify opportunities for involvement in physical activities after the school day.		PE.1.L.3.4 Identify opportunities for involvement in physical activities after the school day.		PE.2.L.3.4 Identify opportunities for involvement in physical activities after the school day.	

	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.K.L.3.In.d	Recognize opportunities for involvement in physical activities after the school day.	PE.1.L.3.In.d	Recognize opportunities for involvement in physical activities after the school day.	PE.2.L.3.In.d	Recognize selected opportunities for involvement in physical activities after the school day.
	PE.K.L.3.Su.d	Recognize opportunities for involvement in modified physical activities after the school day.	PE.1.L.3.Su.d	Recognize opportunities for involvement in modified physical activities after the school day.	PE.2.L.3.Su.d	Recognize an opportunity for involvement in physical activities after the school day.
	PE.K.L.3.Pa.d	Associate selected modified physical activities with experiences after the school day.	PE.1.L.3.Pa.d	Associate selected modified physical activities with experiences after the school day.	PE.2.L.3.Pa.d	Associate involvement in physical activities with experiences after the school day.
	PE.K.L.3.5 Describe physical-activity goal-setting.		PE.1.L.3.5 Set physical-activity goals.		PE.2.L.3.5 Set and meet physical-activity goals.	
Physical-activity Goals	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.K.L.3.In.e	Identify a physical-activity goal.	PE.1.L.3.In.e	Select physical-activity goals.	PE.2.L.3.In.e	Select and meet physical-activity goals.
	PE.K.L.3.Su.e	Recognize a physical-activity goal.	PE.1.L.3.Su.e	Select a physical-activity goal.	PE.2.L.3.Su.e	Select and meet a physical-activity goal.
	PE.K.L.3.Pa.e	Associate a goal with completion of a selected physical activity.	PE.1.L.3.Pa.e	Select a physical activity for a goal.	PE.2.L.3.Pa.e	Select and complete a physical activity.
	PE.K.L.3.6 Identify the benefits of participating in physical activity. <i>An example of a benefit of physical activity is improved cardiorespiratory fitness.</i>		PE.1.L.3.6 Identify the health benefits of physical activity. <i>An example of a health benefit of physical activity is improved muscular strength.</i>		PE.2.L.3.6 Identify how opportunities for participation in physical activities change during the seasons.	
Lifestyle Behaviors	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.K.L.3.In.f	Recognize selected benefits of participating in physical activities.	PE.1.L.3.In.f	Recognize selected health benefits of physical activity.	PE.2.L.3.In.f	Identify how participation in physical activities can change during the seasons.
	PE.K.L.3.Su.f	Recognize that participating in a physical activity is good for you.	PE.1.L.3.Su.f	Recognize a health benefit of physical activity.	PE.2.L.3.Su.f	Recognize that opportunities for participation in physical activities change during the year.
	PE.K.L.3.Pa.f	Associate physical activity with feeling well.	PE.1.L.3.Pa.f	Associate physical activity with health.	PE.2.L.3.Pa.f	Associate a physical activity with a season.
	Not measured at this grade level.		Not measured at this grade level.		PE.2.L.3.7 Identify healthful benefits that result from regular participation in physical activity.	
					ACCESS POINT	
				PE.2.L.3.In.g	Recognize healthful benefits that result from regular participation in physical activity.	
				PE.2.L.3.Su.g	Recognize a healthful benefit that results from regular participation in	

Remarks and examples are shown in italics below the benchmarks when appropriate.

					physical activity.	
				PE.2.L.3.Pa.g	Associate a healthful benefit with results from regular participation in physical activity.	
Pedestrian Safety	PE.K.L.3.7 Verbally state the search used before crossing a roadway. <i>The search used is look left, look right and look left again.</i>		PE.1.L.3.7 Identify edges, pedestrians, vehicles and traffic.		PE.2.L.3.8 Identify the proper crossing sequence. <i>The proper crossing sequence is stop at the edge, look left, look right, look left again and keep looking.</i>	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.K.L.3.In.g	Repeat the search used before crossing a road, such as look left, look right and look left again.	PE.1.L.3.In.g	Recognize edges, pedestrians, vehicles and traffic.	PE.2.L.3.In.h	Recognize the proper crossing sequence, such as stop at the edge, look left, look right, look left again and keep looking.
	PE.K.L.3.Su.g	Repeat a model of the search with associated movements used before crossing a road, such as look left, look right and look left again.	PE.1.L.3.Su.g	Recognize edges, vehicles and traffic.	PE.2.L.3.Su.h	Imitate a person using the proper crossing sequence, such as stop at the edge, look left, look right, look left again and keep looking.
	PE.K.L.3.Pa.g	Perform a search using guided movements before crossing a road, such as look left, look right and look left again.	PE.1.L.3.Pa.g	Recognize the edge of the road.	PE.2.L.3.Pa.h	Participate in a guided crossing sequence, such as stop at the edge, look left, look right, look left again and keep looking.
Bicycle Safety	Not measured at this grade level.		Not measured at this grade level		Not measured at this grade level	
Strand L: Lifetime Fitness						
Standard 3: Participate regularly in physical activity.						
	Grade 3		Grade 4		Grade 5	
Moderate Physical activity	PE.3.L.3.1 Identify a moderate physical activity. <i>An example of a moderate activity is skipping.</i>		PE.4.L.3.1 Identify a moderate physical activity. <i>An example of a moderate activity is throwing and catching a football with a partner.</i>		PE.5.L.3.1 Identify a moderate physical activity. <i>An example of a moderate activity is passing and trapping a soccer ball with a partner.</i>	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.3.L.3.In.a	Recognize a moderate physical activity.	PE.4.L.3.In.a	Recognize a moderate physical activity.	PE.5.L.3.In.a	Recognize a moderate physical activity.
	PE.3.L.3.Su.a	Recognize a moderate modified physical activity.	PE.4.L.3.Su.a	Recognize a moderate modified physical activity.	PE.5.L.3.Su.a	Recognize a moderate modified physical activity.
PE.3.L.3.Pa.a	Recognize a modified physical activity.	PE.4.L.3.Pa.a	Recognize a modified physical activity.	PE.5.L.3.Pa.a	Recognize a modified physical activity.	

Vigorous Physical activity	PE.3.L.3.2 Identify a vigorous physical activity. <i>An example of a vigorous activity is jumping rope.</i>		PE.4.L.3.2 Identify a vigorous physical activity. <i>An example of a vigorous activity is playing a flag football game.</i>		PE.5.L.3.2 Identify a vigorous physical activity. <i>An example of a vigorous activity is playing a modified (three vs. three) soccer game.</i>	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.3.L.3.In.b	Recognize a vigorous physical activity.	PE.4.L.3.In.b	Recognize a vigorous physical activity.	PE.5.L.3.In.b	Recognize a vigorous physical activity.
	PE.3.L.3.Su.b	Recognize a physical activity.	PE.4.L.3.Su.b	Recognize a physical activity.	PE.5.L.3.Su.b	Recognize a physical activity.
PE.3.L.3.Pa.b	Explore physical activities.	PE.4.L.3.Pa.b	Explore physical activities.	PE.5.L.3.Pa.b	Explore physical activities.	
Physical-activity Opportunities	PE.3.L.3.3 Identify opportunities for involvement in physical activities during the school day.		PE.4.L.3.3 Identify opportunities for involvement in physical activities during the school day.		PE.5.L.3.3 Identify opportunities for involvement in physical activities during the school day.	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.3.L.3.In.c	Recognize opportunities for involvement in selected physical activities during the school day.	PE.4.L.3.In.c	Recognize opportunities for involvement in selected physical activities during the school day.	PE.5.L.3.In.c	Recognize opportunities for involvement in selected physical activities during the school day.
	PE.3.L.3.Su.c	Recognize opportunities for involvement in modified physical activities during the school day.	PE.4.L.3.Su.c	Recognize opportunities for involvement in modified physical activities during the school day.	PE.5.L.3.Su.c	Recognize opportunities for involvement in modified physical activities during the school day.
	PE.3.L.3.Pa.c	Recognize an opportunity for involvement in a selected modified physical activity during the school day.	PE.4.L.3.Pa.c	Recognize an opportunity for involvement in a selected modified physical activity during the school day.	PE.5.L.3.Pa.c	Recognize an opportunity for involvement in a selected modified physical activity during the school day.
	PE.3.L.3.4 Identify opportunities for involvement in physical activities after the school day.		PE.4.L.3.4 Identify opportunities for involvement in physical activities after the school day.		PE.5.L.3.4 Identify opportunities for involvement in physical activities after the school day.	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.3.L.3.In.d	Recognize selected opportunities for involvement in physical activities after the school day.	PE.4.L.3.In.d	Recognize selected opportunities for involvement in physical activities after the school day.	PE.5.L.3.In.d	Recognize selected opportunities for involvement in physical activities after the school day.
	PE.3.L.3.Su.d	Recognize an opportunity for involvement in physical activities after the school day.	PE.4.L.3.Su.d	Recognize an opportunity for involvement in physical activities after the school day.	PE.5.L.3.Su.d	Recognize an opportunity for involvement in physical activities after the school day.
	PE.3.L.3.Pa.d	Associate involvement in physical activities with experiences after the school day.	PE.4.L.3.Pa.d	Associate involvement in physical activities with experiences after the school day.	PE.5.L.3.Pa.d	Associate involvement in physical activities with experiences after the school day.

Physical- activity Goals	PE.3.L.3.5 Use an activity log to maintain a personal record of participation in physical activity during a period of time.		Not measured at this grade level.		PE.5.L.3.5 Formulate a plan to increase the amount of time spent in physical activity.	
	ACCESS POINT				ACCESS POINT	
	PE.3.L.3.In.e	Keep a personal record of participation in physical activity during a period of time, such as a week.			PE.5.L.3.In.e	Create a plan to increase the amount of time spent in physical activity.
	PE.3.L.3.Su.e	Record personal participation in physical activity during a period of time, such as a day or week.			PE.5.L.3.Su.e	Select a plan to increase the amount of time spent in physical activity.
PE.3.L.3.Pa.e	Indicate personal participation in physical activity during a period of time, such as a day.	PE.5.L.3.Pa.e	Recognize a plan to increase the amount of time spent in physical activity.			
Lifestyle Behaviors	PE.3.L.3.6 Identify lifestyle changes that can be made to increase the level of physical activity. <i>An example of a lifestyle change is taking the stairs instead of the elevator.</i>		PE.4.L.3.5 Implement at least one lifestyle behavior to increase physical activity.		PE.5.L.3.6 Discuss lifestyle behaviors that can be made to increase physical activity. <i>Some examples of lifestyle behaviors are taking stairs, cycling, rollerblading and walking.</i>	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.3.L.3.In.f	Recognize lifestyle changes, such as taking stairs, cycling and walking that can be made to increase the level of physical activity.	PE.4.L.3.In.e	Use one lifestyle behavior to increase physical activity, such as taking stairs, cycling, rollerblading or walking.	PE.5.L.3.In.f	Name lifestyle changes, such as taking stairs, cycling and walking that can be made to increase the level of physical activity.
	PE.3.L.3.Su.f	Recognize a lifestyle change, such as taking stairs, cycling or walking that can be made to increase the level of physical activity.	PE.4.L.3.Su.e	Perform one lifestyle behavior to increase physical activity, such as taking stairs, cycling, rollerblading or walking.	PE.5.L.3.Su.f	Identify a lifestyle change, such as taking stairs, cycling or walking that can be made to increase the level of physical activity.
	PE.3.L.3.Pa.f	Recognize an activity, such as taking stairs, cycling or walking that can be made to increase the level of physical activity.	PE.4.L.3.Pa.e	Perform one guided lifestyle behavior to increase physical activity, such as taking stairs, cycling, rollerblading or walking.	PE.5.L.3.Pa.f	Recognize an activity, such as taking stairs, cycling or walking that can be made to increase the level of physical activity.
	Not measured at this grade level.		Not measured at this grade level.		PE.5.L.3.7 Use technology to enhance regular participation in physical activities.	
				ACCESS POINT		
				PE.5.L.3.In.g	Use technology to identify selected opportunities for participation in	

				physical activities.		
			PE.5.L.3.Su.g	Use selected technology to recognize selected opportunities for participation in physical activities.		
			PE.5.L.3.Pa.g	Use a technology to recognize a selected opportunity for participation in physical activities.		
Pedestrian Safety	Not measured at this grade level.	Not measured at this grade level.	Not measured at this grade level.			
Bicycle Safety	PE.3.L.3.7 Differentiate between the correct and incorrect way to fit a bicycle helmet.	PE.4.L.3.6 Discuss the importance of wearing a bicycle helmet.	PE.5.L.3.8 Discuss the importance of being visible, being predictable and communicating when cycling.			
	ACCESS POINT		ACCESS POINT			
	PE.3.L.3.In.g	Identify the correct way to fit a bicycle helmet.	PE.4.L.3.In.f	Identify a consequence of not wearing a bicycle helmet.	PE.5.L.3.In.h	Identify the importance of being visible and communicating when cycling.
	PE.3.L.3.Su.g	Recognize the correct way to fit a bicycle helmet.	PE.4.L.3.Su.f	Recognize a consequence of not wearing a bicycle helmet.	PE.5.L.3.Su.h	Recognize the importance of being visible and communicating when cycling.
PE.3.L.3.Pa.g	Recognize a person wearing a bicycle helmet correctly.	PE.4.L.3.Pa.f	Associate a bicycle helmet with safety.	PE.5.L.3.Pa.h	Recognize the importance of being visible when cycling.	
Strand: Lifetime Fitness						
Standard 4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.						
	Kindergarten		Grade 1		Grade 2	
Muscular Strength and Endurance	PE.K.L.4.1 Identify the location of muscles that help the body perform specific physical activities. <i>An example is curl-ups involve the abdominal muscles.</i>		PE.1.L.4.1 Identify a benefit of strengthening muscles.		PE.2.L.4.1 Identify how muscular strength and endurance enhances performance in physical activities.	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.K.L.4.In.a	Recognize the location of muscles that help you move in physical activities.	PE.1.L.4.In.a	Recognize benefits of strengthening muscles.	PE.2.L.4.In.a	Recognize how strength and endurance are involved in physical activities.
	PE.K.L.4.Su.a	Associate muscles with movement of the body in physical activities.	PE.1.L.4.Su.a	Recognize a benefit of strengthening muscles.	PE.2.L.4.Su.a	Recognize how strength is involved in physical activities.
PE.K.L.4.Pa.a	Associate movement with physical activity.	PE.1.L.4.Pa.a	Associate fitness with strength.	PE.2.L.4.Pa.a	Recognize how strength helps performance.	

Remarks and examples are shown in italics below the benchmarks when appropriate.

Health-related Physical Fitness	PE.K.L.4.2 Identify that the heart beats faster during more intense physical activity.		PE.1.L.4.2 Identify the components of health-related physical fitness. <i>The health-related components of physical fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</i>		PE.2.L.4.2 Discuss the components of health-related physical fitness. <i>The health-related components of physical fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</i>	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.K.L.4.In.b	Recognize a physiological sign of physical activity, such as increased heart rate and faster breathing.	PE.1.L.4.In.b	Recognize characteristics of health-related fitness.	PE.2.L.4.In.b	Recognize selected components of health-related physical fitness, such as cardiorespiratory endurance, muscular strength, muscular endurance, flexibility or body composition.
	PE.K.L.4.Su.b	Associate physical activity with increased heart rate or breathing.	PE.1.L.4.Su.b	Recognize a characteristic of health-related fitness.	PE.2.L.4.Su.b	Recognize a component of health-related physical fitness, such as cardiorespiratory endurance, muscular strength, muscular endurance, flexibility or body composition.
	PE.K.L.4.Pa.b	Associate physical activity with physical change.	PE.1.L.4.Pa.b	Associate health with physical activity.	PE.2.L.4.Pa.b	Associate strength with health-related physical fitness.
	PE.K.L.4.3 Identify activities that increase breathing and heart rate. <i>An example of an activity that increases heart rate is jogging.</i>		PE.1.L.4.3 Identify the changes in heart rate before, during and after physical activity.		PE.2.L.4.3 Identify that a stronger heart muscle can pump more blood with each beat.	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.K.L.4.In.c	Identify a variety of activities that increase breathing and heart rate.	PE.1.L.4.In.c	Identify changes in heart rate after physical activity.	PE.2.L.4.In.c	Recognize that a strong heart pumps more blood.
	PE.K.L.4.Su.c	Identify selected activities that increase breathing and heart rate.	PE.1.L.4.Su.c	Recognize changes in heart rate after physical activity.	PE.2.L.4.Su.c	Recognize that a heart pumps blood.
	PE.K.L.4.Pa.c	Associate a physical activity with increased breathing and heart rate.	PE.1.L.4.Pa.c	Associate increased heart rate or breathing with physical activity.	PE.2.L.4.Pa.c	Recognize that the heart beats.
			PE.1.L.4.4 Identify the difference in the activity of the heart during rest and while physically active.		PE.2.L.4.4 Identify why sustained physical activity causes an increased heart rate and heavy breathing.	
			ACCESS POINT		ACCESS POINT	

Remarks and examples are shown in italics below the benchmarks when appropriate.

	Not measured at this grade level.		PE.1.L.4.In.d	Identify changes in heart rate after physical activity.	PE.2.L.4.In.d	Recognize why a physical activity can cause an increased heart rate and heavy breathing.
	Not measured at this grade level.		PE.1.L.4.Su.d	Recognize changes in heart rate after physical activity.	PE.2.L.4.Su.d	Recognize that physical activity causes an increased heart rate and heavy breathing.
	Not measured at this grade level.		PE.1.L.4.Pa.d	Associate increased heart rate or breathing with physical activity.	PE.2.L.4.Pa.d	Associate selected physical activity with increased breathing and heart rate.
Physical Activity	PE.K.L.4.4 Identify a physiological sign of participating in physical activity. <i>Some examples of the physiological signs of physical activity are an increased heart rate and faster breathing.</i>		PE.1.L.4.5 Discuss the physiological signs of physical activity. <i>Some examples of the physiological signs of physical activity are an increased heart rate and faster breathing.</i>		PE.2.L.4.5 Identify the physiological signs of moderate to vigorous physical activity. <i>Some examples of the physiological signs of physical activity are sweating and an increased heart rate.</i>	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.K.L.4.In.d	Recognize a physiological sign of participating in physical activity, such as an increased heart rate and faster breathing.	PE.1.L.4.In.e	Recognize the physiological signs of physical activity, such as an increased heart rate and faster breathing.	PE.2.L.4.In.e	Recognize the physiological signs of moderate physical activity.
	PE.K.L.4.Su.d	Associate physical activity with an increased heart rate or breathing.	PE.1.L.4.Su.e	Recognize a physiological sign of physical activity, such as an increased heart rate and faster breathing.	PE.2.L.4.Su.e	Recognize a physiological sign of moderate physical activity.
	PE.K.L.4.Pa.d	Associate physical activity with physical change.	PE.1.L.4.Pa.e	Associate physical activity with an increased heart rate or breathing.	PE.2.L.4.Pa.e	Associate moderate physical activity with an increased heart rate.
Fitness Assessment	Not measured at this grade level.		Not measured at this grade level.		PE.2.L.4.6 Identify benefits of participation in informal physical fitness assessment.	
					ACCESS POINT	
					PE.2.L.4.In.f	Recognize a benefit of participating in a modified, informal physical fitness assessment.
					PE.2.L.4.Su.f	Recognize a selected modified, informal physical fitness assessment.
Flexibility	PE.K.L.4.5 Identify a benefit of flexibility.		PE.1.L.4.6 Identify how to properly flex and extend body parts to promote flexibility.		PE.2.L.4.7 Identify appropriate stretching exercises.	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.K.L.4.In.e	Recognize a benefit of flexibility.	PE.1.L.4.In.f	Demonstrate a safe way to flex	PE.2.L.4.In.g	Identify selected stretching

Remarks and examples are shown in italics below the benchmarks when appropriate.

				and extend a muscle.		exercises.
	PE.K.L.4.Su.e	Recognize a characteristic of flexibility.	PE.1.L.4.Su.f	Imitate a model to flex and extend a muscle.	PE.2.L.4.Su.g	Recognize a stretching exercise.
	PE.K.L.4.Pa.e	Associate flexibility with movement.	PE.1.L.4.Pa.f	Perform a guided flex and extension of a muscle.	PE.2.L.4.Pa.g	Recognize a muscle.
Nutrition	PE.K.L.4.6 Differentiate between healthy and unhealthy food choices. <i>Nutrition concepts and activities should be linked to the health-related components of physical fitness.</i>		PE.1.L.4.7 Identify the food groups. <i>Nutrition concepts and activities should be linked to the health-related components of physical fitness.</i>		PE.2.L.4.8 Categorize food into food groups. <i>Nutrition concepts and activities should be linked to the health-related components of physical fitness.</i>	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.K.L.4.In.f	Identify healthy and unhealthy food choices.	PE.1.L.4.In.g	Identify more than one food group.	PE.2.L.4.In.h	Identify food in food groups.
	PE.K.L.4.Su.f	Recognize healthy and unhealthy food choices.	PE.1.L.4.Su.g	Recognize more than one food group.	PE.2.L.4.Su.h	Recognize food in food groups.
	PE.K.L.4.Pa.f	Recognize a healthy food.	PE.1.L.4.Pa.g	Recognize more than one kind of food.	PE.2.L.4.Pa.h	Recognize different kinds of foods.
Technology	Not measured at this grade level.		Not measured at this grade level.		Not measured at this grade level.	
Strand: Lifetime Fitness						
Standard 4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.						
	Grade 3		Grade 4		Grade 5	
Muscular Strength and Endurance	PE.3.L.4.1 Describe how muscular strength and endurance enhances performance in physical activities.		PE.4.L.4.1 Identify the muscles being strengthened during the performance of specific activities. <i>An example is the arm muscles are strengthened from push-ups.</i>		PE.5.L.4.1 Differentiate between muscular strength and muscular endurance.	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.3.L.4.In.a	Identify how muscular strength and endurance enhance performance in physical activities.	PE.4.L.4.In.a	Identify the part of the body being strengthened during physical activities, such as arm muscles or leg muscles.	PE.5.L.4.In.a	Identify muscular strength and muscular endurance.
	PE.3.L.4.Su.a	Recognize how muscular strength and endurance enhance performance in physical activities.	PE.4.L.4.Su.a	Recognize the part of the body being strengthened during physical activities, such as arm muscles or leg muscles.	PE.5.L.4.Su.a	Recognize muscular strength and muscular endurance.
PE.3.L.4.Pa.a	Recognize how endurance helps performance.	PE.4.L.4.Pa.a	Associate a physical activity with strengthening a part of the body.	PE.5.L.4.Pa.a	Recognize muscular strength or muscular endurance.	
Health-	PE.3.L.4.2 Describe the relationship between the heart and lungs during physical activity.		PE.4.L.4.2 Identify several activities related to each component of physical fitness.		PE.5.L.4.2 Identify activities that develop and maintain each component of physical fitness.	

Remarks and examples are shown in italics below the benchmarks when appropriate.

related Physical Fitness	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.3.L.4.In.b	Identify the effect of physical activity on the heart and lungs.	PE.4.L.4.In.b	Recognize activities related to each component of physical fitness.	PE.5.L.4.In.b	Recognize activities that develop and maintain selected components of physical fitness.
	PE.3.L.4.Su.b	Recognize the effect of physical activity on the heart and lungs.	PE.4.L.4.Su.b	Recognize an activity related to selected components of physical fitness.	PE.5.L.4.Su.b	Recognize activities that develop and maintain a component of physical fitness.
	PE.3.L.4.Pa.b	Associate physical activity with its effect on the body.	PE.4.L.4.Pa.b	Recognize an activity related to physical fitness.	PE.5.L.4.Pa.b	Associate a guided activity as a development of a component of physical fitness.
	PE.3.L.4.3 Identify appropriate physical activities that result in the development of cardiorespiratory endurance.		PE.4.L.4.3 Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity.		PE.5.L.4.3 Identify that an increase in heart rate intensity is necessary to enhance cardiorespiratory endurance.	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.3.L.4.In.c	Recognize a physical activity that promotes cardiorespiratory endurance.	PE.4.L.4.In.c	Maintain an elevated heart rate for a short period of time during an aerobic activity.	PE.5.L.4.In.c	Recognize the increase in heart rate intensity is necessary to enhance cardiorespiratory endurance.
	PE.3.L.4.Su.c	Recognize a modified physical activity that promotes cardiorespiratory endurance	PE.4.L.4.Su.c	Achieve a target heart rate during an aerobic activity	PE.5.L.4.Su.c	Recognize that increase heart rate intensity affects cardiorespiratory endurance.
	PE.3.L.4.Pa.c	Associate physical activity with the development of cardiorespiratory endurance.	PE.4.L.4.Pa.c	Increase heart rate during an aerobic activity.	PE.5.L.4.Pa.c	Associate increase heart rate intensity with physical fitness.
	Physical Activity	Not measured at this grade level.		PE.4.L.4.4 Identify ways to participate in selected physical activities for the purpose of improving physical fitness.		Not measured at this grade level.
ACCESS POINT						
PE.4.L.4.In.d				Identify ways to participate in selected modified physical activities for the purpose of improving physical fitness.		
PE.4.L.4.Su.d				Recognize ways to participate in a selected modified physical activity for the purpose of improving physical fitness.		
PE.4.L.4.Pa.d				Recognize ways to participate in guided, modified physical activities for the purpose of improving physical fitness.		

Fitness Assessment	PE.3.L.4.4 Match physical fitness assessment events to the associated fitness component.		PE.4.L.4.5 Identify ways to participate in formal and informal physical fitness assessment.		PE.5.L.4.4 Analyze one's own physical fitness assessment results and develop strategies to enhance performance.	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.3.L.4.In.d	Match selected physical fitness assessment events to the associated fitness component.	PE.4.L.4.In.e	Identify ways to participate in modified formal and informal physical fitness assessment.	PE.5.L.4.In.d	Examine personal physical fitness assessment results and use strategies to enhance performance.
	PE.3.L.4.Su.d	Match a physical fitness assessment event to the associated fitness component.	PE.4.L.4.Su.e	Identify ways to participate in selected modified formal and informal physical fitness assessment.	PE.5.L.4.Su.d	Identify personal physical fitness assessment results and use strategies to enhance performance.
	PE.3.L.4.Pa.d	Recognize a physical fitness assessment event.	PE.4.L.4.Pa.e	Recognize was to participate, with assistance, in modified formal and informal physical fitness assessment.	PE.5.L.4.Pa.d	Recognize a personal physical fitness assessment result and use a guided strategy to enhance performance.
	PE.3.L.4.5 Identify formal and informal physical fitness assessments.		Not measured at this grade level.		Not measured at this grade level.	
	ACCESS POINT					
	PE.3.L.4.In.e	Recognize selected modified formal and informal physical fitness assessment.				
	PE.3.L.4.Su.e	Recognize that there are modified formal and informal physical fitness assessments.				
	PE.3.L.4.Pa.e	Recognize a modified formal physical fitness assessment.				
Flexibility	PE.3.L.4.6 Identify ways to safely stretch major muscle groups.		PE.4.L.4.6 Identify how specific stretches increase flexibility and reduce the chance of injury.		PE.5.L.4.5 Select proper stretching exercises to increase flexibility and reduce the chance of injury.	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.3.L.4.In.f	Identify how to safely stretch a muscle.	PE.4.L.4.In.f	Recognize that specific stretches reduce the chance of injury.	PE.5.L.4.In.e	Identify selected stretching exercises to increase flexibility and reduce the chance of injury.
	PE.3.L.4.Su.f	Recognize how to safely stretch a muscle.	PE.4.L.4.Su.f	Recognize that stretches reduce chances of injury.	PE.5.L.4.Su.e	Recognize stretching exercises to perform prior to physical activity.
	PE.3.L.4.Pa.f	Recognize a safe stretch of a muscle.	PE.4.L.4.Pa.f	Associate stretching with safety.	PE.5.L.4.Pa.e	Associate a stretching exercise with flexibility.
Nutrition	PE.3.L.4.7 Read food labels for specific nutrition facts. <i>Some examples of nutrition facts are ingredients</i>		PE.4.L.4.7 Understand appropriate serving size. <i>Some examples of appropriate serving size are one cup of dry cereal and one cup of milk. Nutrition</i>		PE.5.L.4.6 Plan a menu for a balanced meal. <i>Nutrition concepts and activities should be linked to the health-related components of physical fitness.</i>	

Remarks and examples are shown in italics below the benchmarks when appropriate.

	<i>and serving size. Nutrition concepts and activities should be linked to the health-related components of physical fitness.</i>		<i>concepts and activities should be linked to the health-related components of physical fitness.</i>			
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.3.L.4.In.g	Locate nutrition facts on a food label.	PE.4.L.4.In.g	Identify a single serving size, such as one-half cup of cooked pasta, one cup of dry cereal, one cup of milk or one tablespoon of peanut butter.	PE.5.L.4.In.f	Identify food for a balanced meal.
	PE.3.L.4.Su.g	Recognize food labels have food information.	PE.4.L.4.Su.g	Recognize a single serving size, such as one-half cup of cooked pasta, one cup of dry cereal, one cup of milk or one tablespoon of peanut butter.	PE.5.L.4.Su.f	Recognize food for a balanced meal.
	PE.3.L.4.Pa.g	Associate food label with food information.	PE.4.L.4.Pa.g	Associate serving size with amount of food.	PE.5.L.4.Pa.f	Recognize food in a balanced meal.
	PE.3.L.4.8 Identify the principles of physical fitness. <i>Some examples of principles of physical fitness are progression, overload and specificity.</i>		PE.4.L.4.8 Explain the principles of physical fitness. <i>Some examples of principles of physical fitness are progression, overload specificity.</i>		PE.5.L.4.7 Apply the principles of physical fitness to exercise. <i>Some examples of principles of physical fitness are progression, overload and specificity.</i>	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
Physical Fitness Principles	PE.3.L.4.In.h	Recognize the principles of physical fitness, such as progression, overload and specificity.	PE.4.L.4.In.h	Identify principles of physical fitness, such as progression, overload and specificity.	PE.5.L.4.In.g	Use principles of physical fitness, such as progression, overload and specificity.
	PE.3.L.4.Su.h	Recognize selected principles of physical fitness, such as progression, overload or specificity.	PE.4.L.4.Su.h	Recognize the principles of physical fitness, such as progression, overload and specificity.	PE.5.L.4.Su.g	Use selected principles of physical fitness, such as progression, overload or specificity.
	PE.3.L.4.Pa.h	Associate the intensity of practice with physical fitness.	PE.4.L.4.Pa.h	Recognize a principle of physical fitness such as progression, overload and specificity.	PE.5.L.4.Pa.g	Use a selected principle of physical fitness, such as progression, overload or specificity.
Goal Setting	PE.3.L.4.9 Identify individual strengths and weaknesses based upon results of a formal fitness assessment.		PE.4.L.4.9 Develop short- and long-term fitness goals.		PE.5.L.4.8 Evaluate progress toward short- and long-term fitness goals.	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.3.L.4.In.i	Recognize individual strengths and weaknesses based on results of formal fitness test.	PE.4.L.4.In.i	Select short- and long-term fitness goals.	PE.5.L.4.In.h	Examine progress in achieving short- and long-term fitness goals.

Remarks and examples are shown in italics below the benchmarks when appropriate.

	PE.3.L.4.Su.i	Recognize an area of strength and weakness based on results of formal fitness test.	PE.4.L.4.Su.i	Identify short- and long-term fitness goals.	PE.5.L.4.Su.h	Identify progress in achieving short- and long-term fitness goals.
	PE.3.L.4.Pa.i	Recognize an area of strength after completing a fitness test.	PE.4.L.4.Pa.i	Recognize a fitness goal.	PE.5.L.4.Pa.h	Recognize progress in achieving fitness goals.
Technology	PE.3.L.4.10 Identify ways that technology can assist in the pursuit of physical fitness.		PE.4.L.4.10 Describe ways that technology can assist in the pursuit of physical fitness.		PE.5.L.4.9 Explain how technology can assist in the pursuit of physical fitness.	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.3.L.4.In.j	Recognize ways that technology can assist in the pursuit of physical fitness.	PE.4.L.4.In.j	Identify ways that technology can assist in the pursuit of physical fitness.	PE.5.L.4.In.i	Describe how technology can assist in the pursuit of physical fitness.
	PE.3.L.4.Su.j	Recognize a way that technology can assist in the pursuit of physical fitness.	PE.4.L.4.Su.j	Recognize ways that technology can assist in the pursuit of physical fitness.	PE.5.L.4.Su.i	Identify a way that technology can assist in the pursuit of physical fitness.
	PE.3.L.4.Pa.j	Recognize a technology used in physical fitness.	PE.4.L.4.Pa.j	Recognize a way that technology can assist in the pursuit of physical fitness.	PE.5.L.4.Pa.i	Recognize ways that technology can assist in the pursuit of physical fitness.
Strand R: Responsible Behaviors and Values						
Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.						
	Kindergarten		Grade 1		Grade 2	
Cooperation	PE.K.R.5.1 Identify ways to cooperate with a partner during physical activity. <i>An example is taking turns by sharing equipment with a partner.</i>		PE.1.R.5.1 List a benefit resulting from cooperation and sharing during physical activity.		PE.2.R.5.1 Identify ways to cooperate with others regardless of personal differences during physical activity. <i>Some examples of personal differences are gender, skill level and ethnicity.</i>	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.K.R.5.In.a	Identify sharing as a way to work with others.	PE.1.R.5.In.a	Identify benefits that accompany cooperation or sharing.	PE.2.R.5.In.a	Recognize ways to cooperate with others regardless of personal differences, such as gender, skill level or ethnicity.
	PE.K.R.5.Su.a	Recognize sharing as a way to work with others.	PE.1.R.5.Su.a	Recognize benefits that accompany cooperation or sharing.	PE.2.R.5.Su.a	Recognize a way to participate in play with a variety of other students.
PE.K.R.5.Pa.a	Associate sharing with working with others.	PE.1.R.5.Pa.a	Associate sharing with positive feelings.	PE.2.R.5.Pa.a	Participate in guided play with others.	

Safety	PE.K.R.5.2 Use equipment safely and properly.		PE.1.R.5.2 Use physical-activity space safely and properly.		PE.2.R.5.2 List ways to safely handle physical-activity equipment. <i>An example is putting equipment away when not in use.</i>	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.K.R.5.In.b	Use equipment for its intended purpose.	PE.1.R.5.In.b	Use equipment and space safely and properly in selected physical activities.	PE.2.R.5.In.b	Identify ways to handle equipment safely in selected physical activities.
	PE.K.R.5.Su.b	Use the appropriate equipment for a physical activity.	PE.1.R.5.Su.b	Use equipment and space safely and properly in a physical activity.	PE.2.R.5.Su.b	Recognize a safe way to handle equipment in a physical activity such as putting it away when not in use.
PE.K.R.5.Pa.b	Associate the equipment with a physical activity.	PE.1.R.5.Pa.b	Use equipment and space safely and properly in a guided physical activity.	PE.2.R.5.Pa.b	Associate an equipment handling practice as safe or unsafe.	
Respect	PE.K.R.5.3 Identify ways to treat others with respect during physical activity.		PE.1.R.5.3 Demonstrate consideration of others while participating in physical activity.		PE.2.R.5.3 Describe the personal feelings resulting from challenges, successes and failures in physical activity.	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.K.R.5.In.c	Recognize ways to show respect for others during physical activity.	PE.1.R.5.In.c	Display consideration of others.	PE.2.R.5.In.c	Identify personal feelings resulting from challenges, successes and failures in physical activity.
	PE.K.R.5.Su.c	Recognize ways to show respect for others during selected physical activities.	PE.1.R.5.Su.c	Exhibit respect for others.	PE.2.R.5.Su.c	Recognize personal feelings resulting from challenges, successes and failures in physical activity.
PE.K.R.5.Pa.c	Recognize ways to show respect when others are present.	PE.1.R.5.Pa.c	Exhibit respect for others in selected activities.	PE.2.R.5.Pa.c	Recognize a personal feeling resulting from challenges, successes and failures in physical activity.	
Conflict Resolution	Not measured at this grade level.		Not measured at this grade level.		PE.2.R.5.4 Identify ways to successfully resolve conflicts with others.	
					ACCESS POINT	
					PE.2.R.5.In.d	Recognize ways to successfully resolve conflict with others
					PE.2.R.5.Su.d	Recognize a way to successfully resolve conflicts with others
PE.2.R.5.Pa.d	Associate an emotion with cooperation and conflict.					
Strand R: Responsible Behaviors and Values						
Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.						
	Grade 3		Grade 4		Grade 5	

Remarks and examples are shown in italics below the benchmarks when appropriate.

Cooperation	PE.3.R.5.1 List ways to work cooperatively with peers of differing skill levels.		PE.4.R.5.1 Discuss the influence of individual differences on participation in physical activities. <i>Some examples of individual differences are age, disability, gender, race and culture.</i>		PE.5.R.5.1 Describe a benefit of working productively with a partner to improve performance.			
	ACCESS POINT		ACCESS POINT		ACCESS POINT			
	PE.3.R.5.In.a	Recognize ways to work with peers of differing skill levels.	PE.4.R.5.In.a	Recognize the impact of individual differences, such as age, gender, culture or skill level in physical activities.	PE.5.R.5.In.a	Recognize benefit of working with a partner to improve performance.		
	PE.3.R.5.Su.a	Recognize a way to interact with peers of differing skill levels.	PE.4.R.5.Su.a	Recognize the impact of individual differences, such as age, gender or skill level in physical activities.	PE.5.R.5.Su.a	Recognize a benefit of working with a partner.		
	PE.3.R.5.Pa.a	Interact with peers.	PE.4.R.5.Pa.a	Recognize an individual difference in physical activities.	PE.5.R.5.Pa.a	Work with a partner in a guided activity.		
	Not measured at this grade level.		PE.4.R.5.2 List ways to encourage others while refraining from insulting/negative statements. ACCESS POINT		Not measured at this grade level.			
		PE.4.R.5.In.b	Recognize ways to encourage others and refrain from put-down statements.					
		PE.4.R.5.Su.b	Recognize a way to encourage and be kind to others.					
		PE.4.R.5.Pa.b	Communicate encouragement to others.					
Safety	Not measured at this grade level.		Not measured at this grade level.		PE.5.R.5.2 Describe ways to utilize equipment safely during physical activities.			
					ACCESS POINT			
					PE.5.R.5.In.b	Demonstrate ways to utilize equipment safely during physical activities.		
					PE.5.R.5.Su.b	Identify a way to utilize equipment safely during a physical activity.		
		PE.5.R.5.Pa.b	Recognize a safe practice during a physical activity.					
Respect	PE.3.R.5.2 List ways to show respect for the views of a peer from a different cultural background.		PE.4.R.5.3 Demonstrate respect and caring for students with disabilities through verbal and non-verbal encouragement and assistance.		PE.5.R.5.3 Describe the influence of individual differences on participation in physical activities. <i>Some examples of individual differences are disability, gender, race and culture.</i>			

	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.3.R.5.In.b	Recognize ways to show respect for peers from a different cultural background.	PE.4.R.5.In.c	Demonstrate caring for all students through verbal and non-verbal encouragement and assistance.	PE.5.R.5.In.c	Recognize selected positive attributes that individuals of varying genders, ages, disabilities, races, cultures and skill levels bring to physical activities.
	PE.3.R.5.Su.b	Recognize a way to show respect for a peer from a different cultural background.	PE.4.R.5.Su.c	Use verbal and non-verbal communication to provide encouragement and assistance for all students.	PE.5.R.5.Su.c	Recognize a positive attribute that individuals of varying genders, ages, disabilities, races, cultures and skill levels bring to physical activities.
	PE.3.R.5.Pa.b	Associate a behavior with respect for others.	PE.4.R.5.Pa.c	Use verbal or non-verbal communication to provide encouragement for all students.	PE.5.R.5.Pa.c	Recognize a positive attribute in another person in physical activities.
Conflict Resolution	PE.3.R.5.3 Identify ways to take responsibility for his/her own behavior.		Not measured at this grade level.		Not measured at this grade level.	
	ACCESS POINT					
	PE.3.R.5.In.c	Identify possible consequences for own behavior.				
	PE.3.R.5.Su.c	Accept praise or correction for own behavior.				
	PE.3.R.5.Pa.c	Acknowledge a good choice related to own behavior.				
Strand R: Responsible Behaviors and Values						
Standard 6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.						
	Kindergarten		Grade 1		Grade 2	
Physical-activity Preferences	PE.K.R.6.1 Identify physical activities that are enjoyable.		PE.1.R.6.1 Identify physical-activity preferences.		PE.2.R.6.1 Identify ways to use physical activity to express feeling. <i>An example of a way to use physical activity to express feeling is through creative dance.</i>	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.K.R.6.In.a	Recognize physical activities that are enjoyable.	PE.1.R.6.In.a	Recognize favorite physical activities.	PE.2.R.6.In.a	Recognize ways to use physical activity, such as a creative dance, to express feeling.
	PE.K.R.6.Su.a	Recognize a physical activity that is enjoyable.	PE.1.R.6.Su.a	Recognize a favorite physical activity.	PE.2.R.6.Su.a	Recognize a way to use physical activity, such as a creative dance, to express a selected feeling.
	PE.K.R.6.Pa.a	Associate physical activity with enjoyment.	PE.1.R.6.Pa.a	Associate a physical activity with own preference.	PE.2.R.6.Pa.a	Associate a feeling with a physical activity.

Remarks and examples are shown in italics below the benchmarks when appropriate.

Benefits of Physical Activity	PE.K.R.6.2 Identify a benefit of willingly trying new movements and motor skills.		PE.1.R.6.2 Identify feelings resulting from participation in physical activity.		PE.2.R.6.2 Discuss the relationship between skill competence and enjoyment.	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.K.R.6.In.b	Recognize a benefit of willingly trying new motor movements.	PE.1.R.6.In.b	Recognize feelings resulting from participation in physical activity.	PE.2.R.6.In.b	Identify the relationship between skill competence and enjoyment.
	PE.K.R.6.Su.b	Recognize a benefit of willingly trying selected new motor movements.	PE.1.R.6.Su.b	Recognize a feeling resulting from participation in physical activity.	PE.2.R.6.Su.b	Recognize the relationship between doing something well and enjoyment.
	PE.K.R.6.Pa.b	Recognize motor movements.	PE.1.R.6.Pa.b	Associate a feeling with participation in physical activity.	PE.2.R.6.Pa.b	Associate activities that are done well with enjoyment.
	PE.K.R.6.3 Identify the benefits of continuing to participate when not successful on the first try.		PE.1.R.6.3 Identify the benefits of learning new movement skills.		PE.2.R.6.3 Identify ways to contribute as a member of a cooperative group. <i>Some examples of a cooperative group are whole class activities such as parachute and small group activities such as a two vs. two lead-up game.</i>	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.K.R.6.In.c	Recognize benefit of continuing to participate when not successful.	PE.1.R.6.In.c	Recognize a benefit of learning new movement skills.	PE.2.R.6.In.c	Select ways to contribute as a member of a cooperative group.
	PE.K.R.6.Su.c	Recognize benefit of trying when not successful.	PE.1.R.6.Su.c	Express a willingness to try new movement skills.	PE.2.R.6.Su.c	Select a way to contribute as a member of a cooperative group.
	PE.K.R.6.Pa.c	Continue to attend when not successful.	PE.1.R.6.Pa.c	Recognize a new guided movement skill.	PE.2.R.6.Pa.c	Work with others in a guided group activity.
Sportsmanship	Not measured at this grade level.		Not measured at this grade level.		Not measured at this grade level.	
Strand R: Responsible Behaviors and Values						
Standard 6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.						
	Grade 3		Grade 4		Grade 5	
Physical-activity Preferences	PE.3.R.6.1 List personally challenging physical-activity experiences.		PE.4.R.6.1 Discuss how physical activity can be a positive opportunity for social and group interaction.		PE.5.R.6.1 Describe how participation in physical activity is a source of self-expression and meaning. <i>Some examples of self-expression or meaning are aesthetic, challenging, pleasurable, fun and social.</i>	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.3.R.6.In.a	Select challenging physically active experiences.	PE.4.R.6.In.a	Recognize that physical activity is an opportunity for positive social interaction.	PE.5.R.6.In.a	Recognize that participation in physical activity can be challenging, pleasurable and fun.
PE.3.R.6.Su.a	Select a challenging, physically active experience.	PE.4.R.6.Su.a	Recognize that physical activity with others can be a positive experience.	PE.5.R.6.Su.a	Recognize that participation in physical activity can be fun and	

Remarks and examples are shown in italics below the benchmarks when appropriate.

						pleasurable.
	PE.3.R.6.Pa.a	Select a physically active experience.	PE.4.R.6.Pa.a	Associate physical activity with a positive social experience.	PE.5.R.6.Pa.a	Recognize that participation in physical activity can be fun.
Benefits of Physical Activity	PE.3.R.6.2 Describe ways to appreciate the good physical performance of others.		PE.4.R.6.2 Describe the connection between skill competence and enjoyment of physical activity.		PE.5.R.6.2 Explain the benefits of physical activity.	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.3.R.6.In.b	Recognize the value of a good physical performance of others.	PE.4.R.6.In.b	Recognize that enjoyment can come from skill competence.	PE.5.R.6.In.b	Identify benefits of physical activity.
	PE.3.R.6.Su.b	Recognize the good physical performance of others.	PE.4.R.6.Su.b	Recognize that people enjoy physical activities they do well.	PE.5.R.6.Su.b	Recognize benefits of physical activity.
	PE.3.R.6.Pa.b	Recognize a good physical performance of others.	PE.4.R.6.Pa.b	Recognize that physical activity is enjoyable.	PE.5.R.6.Pa.b	Recognize a benefit of physical activity.
Sportsmanship	PE.3.R.6.3 Identify ways to celebrate one's own physical accomplishments while displaying sportsmanship. <i>An example is celebrating without putting down others.</i>		PE.4.R.6.3 Discuss ways to celebrate one's own physical accomplishments while displaying sportsmanship. <i>An example is celebrating without bragging.</i>		PE.5.R.6.3 Explain ways to celebrate one's own physical accomplishments while displaying sportsmanship.	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
	PE.3.R.6.In.c	Identify characteristics of sportsmanship.	PE.4.R.6.In.c	Recognize ways to celebrate one's own physical accomplishments while displaying sportsmanship.	PE.5.R.6.In.c	Identify ways to celebrate one's own physical accomplishments while displaying sportsmanship.
	PE.3.R.6.Su.c	Recognize a characteristic of sportsmanship.	PE.4.R.6.Su.c	Select characteristics of good sportsmanship.	PE.5.R.6.Su.c	Recognize a way to celebrate one's own physical accomplishments while displaying sportsmanship.
	PE.3.R.6.Pa.c	Recognize a characteristic of accomplishment (e.g. complete task, faster time).	PE.4.R.6.Pa.c	Select a characteristic of good sportsmanship	PE.5.R.6.Pa.c	Select a way to celebrate one's own physical accomplishments while displaying sportsmanship.

Next Generation Sunshine State Standards for Physical Education: Grades 6-12

STRAND M: Movement Competency		
STANDARD 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.		
Benchmark		Remarks/Examples
PE.6.M.1.1	Demonstrate movements designed to improve and maintain cardiorespiratory endurance, muscular strength and endurance, flexibility and proper body composition.	
	ACCESS POINT	
	PE.6.M.1.In.a	Use basic movements designed to improve and maintain physical conditioning, cardiorespiratory endurance, flexibility and proper body composition.
	PE.6.M.1.Su.a	Perform basic movements designed to improve and maintain physical conditioning, cardiorespiratory endurance, flexibility and proper body composition.
PE.6.M.1.Pa.a	Imitate movements designed to improve and maintain physical conditioning, cardiorespiratory endurance, flexibility and proper body composition.	
PE.6.M.1.2	Perform at least three different activities that achieve target heart rate.	
	ACCESS POINT	
	PE.6.M.1.In.b	Perform at least two different activities that achieve target heart rate.
	PE.6.M.1.Su.b	Imitate at least two different activities that achieve a recommended target heart rate.
PE.6.M.1.Pa.b	Perform a guided activity that safely increases heart rate.	
PE.6.M.1.3	Demonstrate the principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for specific physical activities.	
	ACCESS POINT	
	PE.6.M.1.In.c	Demonstrate the principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for selected physical activities.
	PE.6.M.1.Su.c	Demonstrate selected principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for selected physical activities.
PE.6.M.1.Pa.c	Demonstrate selected principles of	

		training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for selected modified physical activities.	
PE.6.M.1.4	Perform at least three activities having value for cardiorespiratory fitness.		
	ACCESS POINT		
	PE.6.M.1.In.d	Perform at least two activities having value for cardiorespiratory fitness.	
	PE.6.M.1.Su.d	Imitate at least two activities having value for cardiorespiratory fitness.	
	PE.6.M.1.Pa.d	Perform a guided activity having value for cardiorespiratory fitness.	
PE.6.M.1.5	Perform movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.		
	ACCESS POINT		
	PE.6.M.1.In.e	Perform basic movements with a variety of equipment that lead to an improved or maintained physical condition.	
	PE.6.M.1.Su.e	Perform a basic movement using a variety of equipment that leads to an improved or maintained physical condition.	
	PE.6.M.1.Pa.e	Perform guided movements using equipment that lead to an improved or maintained physical condition.	
PE.6.M.1.6	Design and perform smooth, flowing sequences of stunts, tumbling and rhythmic patterns that combine traveling, rolling, balancing and transfer of weight.		
	ACCESS POINT		
	PE.6.M.1.In.f	Perform smooth, flowing sequences of stunts, tumbling and rhythmic patterns that combine traveling, rolling, balancing and transferring weight.	
	PE.6.M.1.Su.f	Perform a sequence of tumbling and rhythmic patterns that combine traveling, rolling, balancing and transferring weight.	
	PE.6.M.1.Pa.f	Perform a guided sequence of rhythmic patterns involving traveling, rolling, balancing or transferring weight.	
PE.6.M.1.7	Design and perform a routine to rhythm, with a partner or a group, while incorporating gymnastic actions and various forms of locomotion on small and/or large apparatus.		Some examples of gymnastics actions are rolling, balancing and step like actions. Some examples of apparatus are wedge mats, cylinders and balance beams.
	ACCESS POINT		
	PE.6.M.1.In.g	Perform a routine to a rhythm with a partner or a group incorporating more than one gymnastic action and various forms of locomotion.	
	PE.6.M.1.Su.g	Perform a routine to a rhythm with a partner or a group incorporating one gymnastic action and various forms of locomotion.	

	PE.6.M.1.Pa.g	Perform a guided routine to a rhythm with a partner or group incorporating balances, rolling actions and locomotion.	
PE.6.M.1.8	Perform complex dance sequences from a variety of dances accurately and with correct technique.		Some examples of dances are folk, square, step and line.
	ACCESS POINT		
	PE.6.M.1.In.h	Perform basic dance sequences accurately from a variety of dances.	
	PE.6.M.1.Su.h	Perform basic dance sequences from a variety of dances.	
	PE.6.M.1.Pa.h	Perform guided movements associated with a variety of dance sequences.	
PE.6.M.1.9	Create and perform a rhythmic movement sequence while working with a partner or group.		
	ACCESS POINT		
	PE.6.M.1.In.i	Perform a rhythmic movement sequence while working with a partner or group.	
	PE.6.M.1.Su.i	Imitate a rhythmic movement sequence while working with a partner or group.	
	PE.6.M.1.Pa.i	Perform a guided rhythmic movement sequence while working with a partner or group.	
PE.6.M.1.10	Design and perform different group dance and rhythm sequences that incorporate equipment.		
	ACCESS POINT		
	PE.6.M.1.In.j	Perform different group dance and rhythm sequences that incorporate equipment.	
	PE.6.M.1.Su.j	Imitate different group dance and rhythm sequences that incorporate equipment.	
	PE.6.M.1.Pa.j	Perform a guided group dance and rhythm sequence that incorporates equipment.	
PE.6.M.1.11	Apply proper warm-up and cool-down techniques.		
	ACCESS POINT		
	PE.6.M.1.In.k	Demonstrate proper warm-up and cool-down techniques.	
	PE.6.M.1.Su.k	Use selected warm-up and cool-down techniques.	
	PE.6.M.1.Pa.k	Perform guided warm-up and cool-down techniques.	
PE.6.M.1.12	Use proper safety practices.		Some examples of safety practices are the use of sun screen, hydration, selection of clothing and correct biomechanics.
	ACCESS POINT		
	PE.6.M.1.In.l	Use proper selected safety practices, such as use of sunscreen, hydration and selection of clothing.	
	PE.6.M.1.Su.l	Perform proper selected safety practices, such as use of sunscreen, hydration and selection of clothing.	
	PE.6.M.1.Pa.l	Perform guided selected safety practices, such as use of sunscreen, hydration and selection of clothing.	

PE.6.M.1.13	Use technology to assess, enhance and maintain motor skill performance.		Some examples of technology are Excel spreadsheets or web-based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.
	ACCESS POINT		
	PE.6.M.1.In.m	Use technology to develop, enhance and maintain motor skill performance.	
	PE.6.M.1.Su.m	Use technology to develop and maintain motor skill performance.	
PE.6.M.1.Pa.m	Use technology to develop motor skill performance.		
PE.7.M.1.1	Participate in modified versions of team sports demonstrating mature patterns while using a variety of manipulative skills.		Some examples of manipulative skills are throwing, catching, kicking, punting, trapping, dribbling, volleying and striking.
	ACCESS POINT		
	PE.7.M.1.In.a	Participate in a modified version of team sports demonstrating a combination of manipulative skills, such as throwing, catching, kicking, punting, trapping, dribbling, volleying and striking.	
	PE.7.M.1.Su.a	Participate in a modified version of team sports using basic manipulative skills, such as throwing, catching, kicking, punting, trapping, dribbling, volleying and striking.	
PE.7.M.1.Pa.a	Participate in a modified version of team sports using guided manipulative skills.		
PE.7.M.1.2	Use basic offensive and defensive strategies while playing modified versions of a variety of sports and activities.		An example of a modified version of a sport or activity is a small sided game.
	ACCESS POINT		
	PE.7.M.1.In.b	Use basic offensive and defensive strategies while playing a modified version of a variety of selected sports and activities.	
	PE.7.M.1.Su.b	Use basic offensive and defensive strategies while playing a modified version of a sport and activity.	
PE.7.M.1.Pa.b	Use guided offensive and defensive movements while playing a modified version of a sport or activity.		
PE.7.M.1.3	Demonstrate appropriate relationships between the body and an opponent in dynamic game situations.		Some examples are staying between opponent and goal and moving between opponent and the ball.
	ACCESS POINT		
	PE.7.M.1.In.c	Demonstrate appropriate relationships between the body and an opponent in simulated parts of game situations, such as staying between opponent and goal and moving between opponent and the ball.	
	PE.7.M.1.Su.c	Use appropriate relationships between the body and an opponent in simulated game situations, such as staying between opponent and goal and moving between opponent and the ball.	
PE.7.M.1.Pa.c	Imitate appropriate relationships between the body and an opponent in guided and		

		simulated game situations, such as staying between opponent and goal and moving between opponent and the ball.	
PE.7.M.1.4	Demonstrate introductory outdoor pursuits skills.		Some examples of outdoor pursuits are archery, backpacking, orienteering, hiking, canoeing, fishing and ropes courses.
	ACCESS POINT		
	PE.7.M.1.In.d	Perform introductory skills in outdoor pursuits, such as archery, backpacking, orienteering, hiking, canoeing, fishing or ropes courses.	
	PE.7.M.1.Su.d	Imitate introductory skills in outdoor pursuits, such as archery, backpacking, orienteering, hiking, canoeing, fishing or ropes courses.	
	PE.7.M.1.Pa.d	Perform guided introductory skills in modified outdoor pursuits, such as archery, backpacking, orienteering, hiking, canoeing, fishing or ropes courses.	
PE.7.M.1.5	Perform aquatics activities to improve or maintain health-related fitness.		Some examples of aquatic activities are water aerobics, water polo and survival swimming.
	ACCESS POINT		
	PE.7.M.1.In.e	Participate in aquatics activities to improve or maintain health-related fitness, such as water aerobics, water polo or survival swimming.	
	PE.7.M.1.Su.e	Participate in modified aquatics activities to improve or maintain health-related fitness.	
	PE.7.M.1.Pa.e	Participate in guided modified aquatics activities to improve or maintain health-related fitness.	
PE.7.M.1.6	Demonstrate the critical elements in specialized skills related to a variety of team sports or outdoor pursuits activities.		Some examples are overhand throw for distance/force, forearm passing in volleyball, steering a canoe, batting and the correct stance in archery.
	ACCESS POINT		
	PE.7.M.1.In.f	Perform selected critical elements in specialized skills related to sports or outdoor pursuit activities, such as overhand throw for distance/force, bumping a volleyball, steering a canoe, batting or correct stance in archery.	
	PE.7.M.1.Su.f	Perform guided critical elements in specialized skills related to sports or outdoor pursuit activities.	
	PE.7.M.1.Pa.f	Perform guided skills related to modified sports or outdoor pursuit activities.	
PE.7.M.1.7	Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities.		
	ACCESS POINT		
	PE.7.M.1.In.g	Use selected equipment and appropriate safety procedures for participation in a variety of sports or activities.	
	PE.7.M.1.Su.g	Use selected equipment and appropriate	

		safety procedures for participation in a variety of modified sports or activities.	
	PE.7.M.1.Pa.g	Use selected equipment and appropriate safety procedures for participation in a variety of guided sports or activities.	
PE.7.M.1.8	Apply technology to evaluate, monitor and improve individual skill performance.		Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes and digital cameras.
	ACCESS POINT		
	PE.7.M.1.In.h	Apply technology to develop, monitor and improve individual basic skill performance, such as videotaping.	
	PE.7.M.1.Su.h	Apply technology to monitor and improve individual basic skill performance, such as videotaping.	
	PE.7.M.1.Pa.h	Apply technology to improve individual skill performance, such as videotaping.	
PE.7.M.1.9	Demonstrate principles of biomechanics necessary for safe and successful performance.		
	ACCESS POINT		
	PE.7.M.1.In.i	Demonstrate more than one principle of biomechanics necessary for safe and successful performance in a variety of activities.	
	PE.7.M.1.Su.i	Demonstrate one principle of biomechanics necessary for safe and successful performance in an activity.	
	PE.7.M.1.Pa.i	Perform safe and successful movements in activities.	
PE.8.M.1.1	Demonstrate competency in motor skills for a variety of individual/dual and extreme/alternative sports.		
	ACCESS POINT		
	PE.8.M.1.In.a	Demonstrate motor skills for a variety of individual/dual and extreme/alternative sports.	
	PE.8.M.1.Su.a	Use basic motor skills for a variety of modified individual/dual and extreme/alternative sports.	
	PE.8.M.1.Pa.a	Perform movement skills for a variety of modified individual/dual or extreme/alternative sports.	
PE.8.M.1.2	Demonstrate critical elements when striking with an object or implement.		
	ACCESS POINT		
	PE.8.M.1.In.b	Demonstrate selected critical elements when striking with an object or implement.	
	PE.8.M.1.Su.b	Use selected critical elements when striking with a modified object or implement.	
	PE.8.M.1.Pa.b	Perform a striking movement with a modified object or implement.	
PE.8.M.1.3	Demonstrate body management for successful participation in a variety of modified games and activities.		Some examples of body management are balance and agility.

	ACCESS POINT		
	PE.8.M.1.In.c	Demonstrate body management for successful participation in modified games and activities.	
	PE.8.M.1.Su.c	Demonstrate body management for successful participation in selected modified games.	
	PE.8.M.1.Pa.c	Demonstrate body management for successful participation in a selected modified game or activity.	
PE.8.M.1.4	Apply principles of biomechanics necessary for safe and successful performance.		
	ACCESS POINT		
	PE.8.M.1.In.d	Demonstrate principles of biomechanics necessary for safe and successful performance in activities.	
	PE.8.M.1.Su.d	Demonstrate at least one principle of biomechanics necessary for safe and successful performance in a variety of activities.	
	PE.8.M.1.Pa.d	Demonstrate safe and successful movements in activities.	
PE.8.M.1.5	Demonstrate appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.		
	ACCESS POINT		
	PE.8.M.1.In.e	Use appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.	
	PE.8.M.1.Su.e	Perform actions with appropriate speed and force when distance running, throwing, jumping, striking or kicking.	
	PE.8.M.1.Pa.e	Perform selected actions with appropriate speed and force when distance running, throwing, jumping, striking or kicking.	
PE.8.M.1.6	Demonstrate offensive, defensive and transition strategies and tactics.		
	ACCESS POINT		
	PE.8.M.1.In.f	Demonstrate offensive and defensive strategies and use guided transition strategies.	
	PE.8.M.1.Su.f	Demonstrate modified offensive and defensive strategies and use guided transition strategies.	
	PE.8.M.1.Pa.f	Perform modified offensive and defensive movements and guided transition strategies.	
PE.8.M.1.7	Apply skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels.		
	ACCESS POINT		
	PE.8.M.1.In.g	Demonstrate skill-related components of	

		balance, reaction time, agility, coordination, power and speed to enhance performance levels.	
	PE.8.M.1.Su.g	Demonstrate skill-related components of balance, reaction time, agility, power and speed to enhance performance levels.	
	PE.8.M.1.Pa.g	Demonstrate a selected skill-related component of balance, reaction time, agility, power or speed to enhance performance levels.	
PE.8.M.1.8	Apply technology to evaluate, monitor and improve individual motor skills.		Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes and digital cameras.
	ACCESS POINT		
	PE.8.M.1.In.h	Apply technology to develop, monitor and improve individual motor skills.	
	PE.8.M.1.Su.h	Apply technology to monitor and improve individual motor skills.	
	PE.8.M.1.Pa.h	Apply technology to improve individual movement skills.	
PE.8.M.1.9	Select and utilize appropriate safety equipment.		
	ACCESS POINT		
	PE.8.M.1.In.i	Select and utilize basic safety equipment.	
	PE.8.M.1.Su.i	Utilize basic safety equipment.	
	PE.8.M.1.Pa.i	Utilize selected safety equipment.	
PE.912.M.1.1	Demonstrate critical elements of basic skills relating to aquatics.		Some examples are use of swim strokes, use of mask and fins and use of emergency safety equipment.
	ACCESS POINT		
	PE.912.M.1.In.a	Use critical elements of basic skills relating to aquatics, such as use of swim strokes, use of mask and fins and use of emergency safety equipment.	
	PE.912.M.1.Su.a	Perform critical elements of basic skills related to aquatics, such as use of swim strokes, use of mask and fins and use of emergency safety equipment.	
	PE.912.M.1.Pa.a	Perform modified basic skills related to aquatics.	
PE.912.M.1.2	Demonstrate proficiency in combination of motor skills related to aquatics.		Some examples are rhythmic breathing, coordinated movements with arms and legs and body alignment while entering water.
	ACCESS POINT		
	PE.912.M.1.In.b	Use a combination of motor skills related to aquatics, such as rhythmic breathing, coordinated movements and body alignment while entering the water.	
	PE.912.M.1.Su.b	Use motor skills related to aquatics, such as rhythmic breathing, coordinated movements or body alignment while entering the water.	
	PE.912.M.1.Pa.b	Perform motor skills related to aquatics, such as rhythmic breathing, coordinated movements or body alignment while	

		entering the water.	
PE.912.M.1.3	Perform a basic water rescue, with or without equipment, without entering the water.		
	ACCESS POINT		
	PE.912.M.1.In.c	Perform a basic water rescue with equipment without entering the water.	
	PE.912.M.1.Su.c	Participate in a basic water rescue with equipment without entering the water.	
	PE.912.M.1.Pa.c	Recognize equipment used in a basic water rescue.	
PE.912.M.1.4	Perform refinement of one or more swim strokes to enhance efficiency, power and cardiorespiratory endurance in a variety of aquatics settings.		Some examples of aquatic settings are a pool, a lake and open water.
	ACCESS POINT		
	PE.912.M.1.In.d	Perform more than one swim stroke to improve efficiency, power and cardiorespiratory endurance in a variety of aquatics settings, such as pools, lakes or open water.	
	PE.912.M.1.Su.d	Perform a swim stroke to improve efficiency, power and cardiorespiratory endurance in a variety of aquatics settings, such as pools, lakes or open water.	
	PE.912.M.1.Pa.d	Perform a modified swim stroke to improve efficiency, power and cardiorespiratory endurance in an aquatics setting.	
PE.912.M.1.5	Apply strategies for self improvement based on individual strengths and needs.		
	ACCESS POINT		
	PE.912.M.1.In.e	Demonstrate strategies for self-improvement based on individual strengths and needs.	
	PE.912.M.1.Su.e	Use strategies for self-improvement based on individual strengths and needs.	
	PE.912.M.1.Pa.e	Perform a guided activity for self-improvement based on individual strengths and needs.	
PE.912.M.1.6	Select appropriate music for dance forms and choreograph dance movements to music.		
	ACCESS POINT		
	PE.912.M.1.In.f	Select music with correct beat and tempo to develop dance movements.	
	PE.912.M.1.Su.f	Use music with correct beat and tempo to develop dance movements.	
	PE.912.M.1.Pa.f	Express self through movement to music.	
PE.912.M.1.7	Perform advanced dance sequences from a variety of dances accurately.		Some examples of dances are hip-hop, social, step and line.
	ACCESS POINT		
	PE.912.M.1.In.g	Perform dance sequences from a variety of dances accurately, such as hip-hop,	

		social, step and line.		
	PE.912.M.1.Su.g	Perform a variety of dance sequences accurately, such as from hip-hop, social, step and line.		
	PE.912.M.1.Pa.g	Perform movements associated with a variety of dance sequences.		
PE.912.M.1.8	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.			
	ACCESS POINT			
	PE.912.M.1.In.h	Create and perform a creative movement sequence with a group.		
	PE.912.M.1.Su.h	Perform a creative movement sequence while working with a group.		
	PE.912.M.1.Pa.h	Perform a movement sequence while working with a group.		
PE.912.M.1.9	Demonstrate complex skills and advanced rhythmic movements in dance.		Some examples are line, hip-hop, country and folk.	
	ACCESS POINT			
	PE.912.M.1.In.i	Demonstrate basic skills and rhythmic movements in dance, such as line, hip-hop, country and folk.		
	PE.912.M.1.Su.i	Use rhythmic movements in dance, such as line, hip-hop, country and folk.		
	PE.912.M.1.Pa.i	Perform rhythmic movements in dance.		
PE.912.M.1.10	Apply sport specific skills in simulation and in real-life applications.		An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or performance setting.	
	ACCESS POINT			
	PE.912.M.1.In.j	Demonstrate basic skills of extreme sports in simulated and real-life applications.		
	PE.912.M.1.Su.j	Perform basic skills of modified extreme sports in simulated and real-life applications.		
	PE.912.M.1.Pa.j	Imitate basic skills of modified extreme sports in simulated and real-life applications.		
PE.912.M.1.11	Demonstrate competency in two or more extreme sports activities.			
	ACCESS POINT			
	PE.912.M.1.In.k	Demonstrate competency in one extreme sports activity.		
	PE.912.M.1.Su.k	Demonstrate competency in one modified extreme sports activity.		
	PE.912.M.1.Pa.k	Demonstrate competency in one or more skills required for one modified extreme sports activity.		
PE.912.M.1.12	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.		An example is performing plyometrics.	
	ACCESS POINT			
	PE.912.M.1.In.l	Select and perform basic movements		

		using a variety of equipment that lead to improved or maintained muscular strength and endurance.	
	PE.912.M.1.Su.l	Identify and perform basic movements using a variety of equipment that lead to improved or maintained muscular strength and endurance.	
	PE.912.M.1.Pa.l	Perform basic movements using a variety of equipment that lead to improved or maintained muscular strength and endurance.	
PE.912.M.1.13	Perform a student-designed cardiorespiratory enhancing workout.		
	ACCESS POINT		
	PE.912.M.1.In.m	Identify correct exercises and perform a cardiorespiratory-enhancing workout.	
	PE.912.M.1.Su.m	Recognize correct exercises and perform a cardiorespiratory-enhancing workout.	
	PE.912.M.1.Pa.m	Perform a cardiorespiratory-enhancing workout.	
PE.912.M.1.14	Utilize technology to assess, enhance and maintain health and skill-related fitness levels.		Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.
	ACCESS POINT		
	PE.912.M.1.In.n	Use technology to develop, enhance and maintain health and skill-related fitness levels.	
	PE.912.M.1.Su.n	Use technology to develop and maintain health and skill-related fitness levels.	
	PE.912.M.1.Pa.n	Use selected technology to develop health and skill-related fitness levels.	
PE.912.M.1.15	Select and apply sport/activity specific warm-up and cool-down techniques.		
	ACCESS POINT		
	PE.912.M.1.In.o	Identify and use sports/activity specific warm-up and cool-down techniques.	
	PE.912.M.1.Su.o	Recognize and use activity specific warm-up and cool-down techniques.	
	PE.912.M.1.Pa.o	Perform an activity specific warm-up and cool-down technique.	
PE.912.M.1.16	Apply the principles of training and conditioning to accommodate individual needs and strengths.		Some examples of training principles are overload, specificity and progression.
	ACCESS POINT		
	PE.912.M.1.In.p	Use the principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) to accommodate individual needs and strengths.	
	PE.912.M.1.Su.p	Use selected principles of training (overload, specificity or progression) and conditioning (frequency, intensity, time and type) to accommodate individual needs and strengths.	
	PE.912.M.1.Pa.p	Use selected principles of training (overload, specificity or progression) and conditioning	

		(frequency, intensity, time and type) to accommodate individual needs and strengths for selected modified physical activities.	
PE.912.M.1.17	Demonstrate basic cardiopulmonary resuscitation (CPR) procedures.		
	ACCESS POINT		
	PE.912.M.1.In.q	Perform basic cardiopulmonary resuscitation procedures.	
	PE.912.M.1.Su.q	Imitate basic cardiopulmonary resuscitation procedures.	
	PE.912.M.1.Pa.q	Perform guided basic emergency response procedures.	
PE.912.M.1.18	Demonstrate a variety of gymnastics skills with a level of control.		
	ACCESS POINT		
	PE.912.M.1.In.r	Demonstrate a variety of basic gymnastics skills safely and with a level of control.	
	PE.912.M.1.Su.r	Perform a variety of basic gymnastics skills safely and with a level of control.	
	PE.912.M.1.Pa.r	Perform guided basic gymnastics skills safely and with a level of control.	
PE.912.M.1.19	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.		
	ACCESS POINT		
	PE.912.M.1.In.s	Use correct body alignment, strength and flexibility to perform technical movements in gymnastics.	
	PE.912.M.1.Su.s	Use strength and flexibility to perform technical movements in basic gymnastics.	
	PE.912.M.1.Pa.s	Use strength and flexibility to perform guided movements in basic gymnastics.	
PE.912.M.1.20	Perform complex combinations and sequences demonstrating smooth transitions while alone, with a partner or in a small group.		
	ACCESS POINT		
	PE.912.M.1.In.t	Demonstrate combinations of basic gymnastics sequences with smooth transitions alone, with a partner or in a small group.	
	PE.912.M.1.Su.t	Demonstrate combinations of basic gymnastics sequences alone, with a partner or in a small group.	
	PE.912.M.1.Pa.t	Perform a guided basic gymnastics sequence alone, with a partner or in a small group.	
PE.912.M.1.21	Demonstrate the relationship between complex dance elements and rhythmic movements related to educational gymnastics skills and sequences.		
	ACCESS POINT		
	PE.912.M.1.In.u	Demonstrate the relationship between basic dance elements and rhythmic	

		movements related to educational gymnastics.	
	PE.912.M.1.Su.u	Use basic dance skills and rhythmic movements related to educational gymnastics.	
	PE.912.M.1.Pa.u	Perform guided basic dance skills and rhythmic movements related to educational gymnastics.	
PE.912.M.1.22	Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports.		
	ACCESS POINT		
	PE.912.M.1.In.v	Demonstrate combinations of basic motor skills for a variety of individual and dual sports.	
	PE.912.M.1.Su.v	Use combinations of basic motor skills for a variety of modified individual and dual sports.	
	PE.912.M.1.Pa.v	Perform combinations of guided basic motor skills for a variety of modified individual and dual sports.	
PE.912.M.1.23	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.		
	ACCESS POINT		
	PE.912.M.1.In.w	Demonstrate critical elements when striking with an object, implement or body part, such as proper technique or form.	
	PE.912.M.1.Su.w	Use critical elements when striking with an object, implement or body part, such as proper technique or form.	
	PE.912.M.1.Pa.w	Perform a striking motion with an object, implement or body part.	
PE.912.M.1.24	Apply a combination of complex movement patterns in a game setting.		
	ACCESS POINT		
	PE.912.M.1.In.x	Demonstrate a combination of basic movement patterns in a game setting.	
	PE.912.M.1.Su.x	Use basic movement patterns in a modified game.	
	PE.912.M.1.Pa.x	Use guided basic movement patterns in a modified game.	
PE.912.M.1.25	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.		
	ACCESS POINT		
	PE.912.M.1.In.y	Demonstrate appropriate speed and generation of force when distance running, sprinting, throwing, jumping and striking.	
	PE.912.M.1.Su.y	Use appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.	
	PE.912.M.1.Pa.y	Perform actions with appropriate speed or	

		force when running, throwing, jumping, striking or kicking.	
PE.912.M.1.26	Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.		An example is placing a shot in an open area away from opponent.
	ACCESS POINT		
	PE.912.M.1.In.z	Examine and demonstrate offensive, defensive and transition strategies to reflect a higher order of thinking.	
	PE.912.M.1.Su.z	Identify and demonstrate basic offensive, defensive and transition strategies to reflect a higher order of thinking.	
PE.912.M.1.Pa.z	Recognize and perform selected basic offensive, defensive and guided transition strategies.		
PE.912.M.1.27	Demonstrate proficiency in a variety of outdoor pursuit activities.		
	ACCESS POINT		
	PE.912.M.1.In.aa	Perform skills in a variety of outdoor pursuit activities.	
	PE.912.M.1.Su.aa	Perform basic skills in a variety of modified outdoor pursuit activities.	
PE.912.M.1.Pa.aa	Perform guided skills in a variety of modified outdoor pursuit activities.		
PE.912.M.1.28	Apply strategies and tactics in a variety of outdoor pursuits.		
	ACCESS POINT		
	PE.912.M.1.In.ab	Demonstrate strategies and tactics in a variety of outdoor pursuits.	
	PE.912.M.1.Su.ab	Perform strategies and tactics in a variety of modified outdoor pursuits.	
PE.912.M.1.Pa.ab	Use guided basic strategies and tactics in a variety of modified outdoor pursuits.		
PE.912.M.1.29	Demonstrate proficiency in self-defense movement skills.		
	ACCESS POINT		
	PE.912.M.1.In.ac	Demonstrate basic self-defense movement skills.	
	PE.912.M.1.Su.ac	Perform basic self-defense movement skills.	
PE.912.M.1.Pa.ac	Perform guided basic self-defense movement skills, such as moves and makes contact with an object or person.		
PE.912.M.1.30	Combine and apply movement patterns from simple to complex.		
	ACCESS POINT		
	PE.912.M.1.In.ad	Combine and use simple self-defense movement patterns.	
	PE.912.M.1.Su.ad	Use simple self-defense movement patterns.	
PE.912.M.1.Pa.ad	Perform simple self-defense movement patterns.		
PE.912.M.1.31	Demonstrate advanced offensive, defensive and transition strategies and tactics.		

	ACCESS POINT		
	PE.912.M.1.In.ae	Demonstrate offensive, defensive and transition strategies.	
	PE.912.M.1.Su.ae	Perform basic offensive and defensive positions and guided transition strategies.	
	PE.912.M.1.Pa.ae	Perform selected basic offensive and defensive positions.	
	Apply sport specific skills in a variety of game settings.		
	ACCESS POINT		
PE.912.M.1.32	PE.912.M.1.In.af	Demonstrate sport-specific skills in a variety of game settings.	
	PE.912.M.1.Su.af	Use basic sport-specific skills in a variety of modified game settings.	
	PE.912.M.1.Pa.af	Perform basic sport-specific skills in a variety of selected modified game settings.	
	Practice complex motor activities in order to improve performance.		
	ACCESS POINT		
PE.912.M.1.33	PE.912.M.1.In.ag	Practice motor activities in order to improve performance.	
	PE.912.M.1.Su.ag	Practice basic motor activities in order to improve performance.	
	PE.912.M.1.Pa.ag	Practice modified movement (motor) activities in order to improve performance.	
	Demonstrate use of the mechanical principles as they apply to specific course activities.		Some examples are balance, force and leverage.
	ACCESS POINT		
PE.912.M.1.34	PE.912.M.1.In.ah	Use selected mechanical principles, such as balance, force or leverage, as they apply to specific course activities.	
	PE.912.M.1.Su.ah	Use a mechanical principle, such as balance, force or leverage, as it applies to selected course activities.	
	PE.912.M.1.Pa.ah	Use a mechanical principle, such as balance, force or leverage, as it applies to selected modified course activities.	
	Select proper equipment and apply all appropriate safety procedures necessary for participation.		
	ACCESS POINT		
PE.912.M.1.35	PE.912.M.1.In.ai	Identify proper equipment and demonstrate all safety procedures for participation.	
	PE.912.M.1.Su.ai	Recognize proper equipment and demonstrates all safety procedures for participation.	
	PE.912.M.1.Pa.ai	Perform all safety procedures for participation.	

STRAND C: Cognitive Abilities

STANDARD 2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.

Benchmark		Remarks/Examples
PE.6.C.2.1	Identify at least two movements or activities which will lead to improvement in each of the health-related components of fitness.	The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
	ACCESS POINT	
	PE.6.C.2.In.a Recognize at least two movements or activities that lead to improvement in the health-related components of fitness.	
	PE.6.C.2.Su.a Recognize at least one movement or activity that leads to improvement in the health-related components of fitness.	
PE.6.C.2.Pa.a Associate movement with improvement in health-related components of fitness.		
PE.6.C.2.2	List safety procedures that should be followed when engaging in activities to improve the health-related components of fitness.	The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
	ACCESS POINT	
	PE.6.C.2.In.b Identify safety procedures that should be followed when engaging in activities to improve cardiorespiratory endurance, muscular fitness, muscular endurance, flexibility and body composition.	
	PE.6.C.2.Su.b Recognize safety procedures that should be followed when engaging in activities to improve cardiorespiratory endurance, physical conditioning, flexibility and body composition.	
PE.6.C.2.Pa.b Recognize a safety practice that should be followed when engaging in health-related physical fitness.		
PE.6.C.2.3	Describe how each of the health-related components of fitness are improved through the application of training principles.	The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
	ACCESS POINT	
	PE.6.C.2.In.c Identify how each of the health-related components of fitness, such as cardiorespiratory endurance, physical conditioning, flexibility and body composition are improved by training.	
	PE.6.C.2.Su.c Recognize how each of the health-related components of fitness, such as cardiorespiratory endurance, physical conditioning, flexibility and body composition are improved by training.	
PE.6.C.2.Pa.c Associate exercise or training with improvement in the health-related components of fitness.		

PE.6.C.2.4	Describe the long-term benefits of regular physical activity.		Some examples of types of long-term benefits are physical, cognitive and emotional.
	ACCESS POINT		
	PE.6.C.2.In.d	Identify long-term benefits of regular physical activity.	
	PE.6.C.2.Su.d	Recognize long-term benefits of regular physical activity.	
	PE.6.C.2.Pa.d	Recognize that regular physical activity has health benefits.	
PE.6.C.2.5	Describe the training principles of overload, progression and specificity.		
	ACCESS POINT		
	PE.6.C.2.In.e	Identify the training principles of overload, progression and specificity.	
	PE.6.C.2.Su.e	Recognize the training principles of overload, progression and specificity.	
	PE.6.C.2.Pa.e	Recognize a training principle, such as overload, progression or specificity.	
PE.6.C.2.6	Classify activities as aerobic or anaerobic.		
	ACCESS POINT		
	PE.6.C.2.In.f	Identify aerobic and anaerobic activities, such as running and weight lifting.	
	PE.6.C.2.Su.f	Recognize aerobic and anaerobic activities, such as running and weight lifting.	
	PE.6.C.2.Pa.f	Recognize an aerobic activity, such as running.	
PE.6.C.2.7	Determine personal target heart-rate zone and explain how to adjust intensity level to stay within the desired range.		
	ACCESS POINT		
	PE.6.C.2.In.g	Identify personal target heart-rate zone and describe how to adjust intensity level to stay within the desired range.	
	PE.6.C.2.Su.g	Recognize personal target heart-rate zone and identify how to adjust intensity level to stay within the desired range.	
	PE.6.C.2.Pa.g	Recognize personal heart rate.	
PE.6.C.2.8	List methods of monitoring intensity level during aerobic activity.		Some examples of monitoring intensity levels are a talk test, rate of perceived exertion and taking one's heart rate/pulse.
	ACCESS POINT		
	PE.6.C.2.In.h	Identify methods of monitoring intensity level during aerobic activity, such as talk test, rate of perceived exertion and heart rate/pulse.	
	PE.6.C.2.Su.h	Recognize methods of monitoring intensity level during aerobic activity, such as talk test, rate of perceived exertion and heart rate/pulse.	
	PE.6.C.2.Pa.h	Recognize a method of monitoring aerobic activity, such as talk test or heart rate/pulse.	
PE.6.C.2.9	Explain the effects of physical activity on heart rate during		

	exercise, recovery phase and while the body is at rest.	
	ACCESS POINT	
	PE.6.C.2.In.i Identify the effects of physical activity on heart rate during exercise, recovery phase and while the body is at rest.	
	PE.6.C.2.Su.i Recognize the effects of physical activity on heart rate during exercise, recovery phase and while the body is at rest.	
	PE.6.C.2.Pa.i Recognize the relationship between physical activity and heart rate.	
PE.6.C.2.10	Recognize the difference between fact and fallacy as it relates to consumer physical fitness products and programs.	Some examples of these are weight-loss pills, food labels and exercise equipment.
	ACCESS POINT	
	PE.6.C.2.In.j Identify information as true or false as it relates to consumer physical fitness products and programs, such as weight-loss pills, food labels and exercise equipment.	
	PE.6.C.2.Su.j Recognize information as true or false as it relates to consumer physical fitness products and programs, such as weight-loss pills, food labels and exercise equipment.	
	PE.6.C.2.Pa.j Recognize information related to a consumer physical fitness product, such as weight-loss pills, food labels or exercise equipment.	
PE.6.C.2.11	Prepare a log noting the food intake, calories consumed and energy expended through physical activity and describe results.	
	ACCESS POINT	
	PE.6.C.2.In.k Prepare a log noting the food intake, calories consumed and physical activities.	
	PE.6.C.2.Su.k Prepare a log noting the food intake and physical activities.	
	PE.6.C.2.Pa.k Recognize food intake and physical activities.	
PE.6.C.2.12	List the components of skill-related fitness.	The components of skill-related fitness are speed, coordination, balance, power, agility and reaction time.
	ACCESS POINT	
	PE.6.C.2.In.l Identify components of skill-related fitness (speed, coordination, balance, power and agility).	
	PE.6.C.2.Su.l Recognize components of skill-related fitness (speed, coordination, balance, power and agility).	
	PE.6.C.2.Pa.l Recognize a component of skill-related fitness (speed, coordination, balance, power or agility).	
	List appropriate warm-up and cool-down techniques and the reasons for using them.	
	ACCESS POINT	
	PE.6.C.2.In.m Identify appropriate warm-up and cool-	

PE.6.C.2.13		down techniques and the reasons for using them.	
	PE.6.C.2.Su.m	Recognize appropriate warm-up and cool-down techniques and the reasons for using them.	
	PE.6.C.2.Pa.m	Recognize an appropriate warm-up and cool-down technique and the reason for using it.	
PE.6.C.2.14	List terminology and etiquette in educational gymnastics or dance.		
	ACCESS POINT		
	PE.6.C.2.In.n	Identify terminology and etiquette in educational gymnastics or dance.	
	PE.6.C.2.Su.n	Recognize basic terminology and etiquette in educational gymnastics or dance.	
PE.6.C.2.Pa.n	Recognize basic etiquette in educational gymnastics or dance.		
PE.6.C.2.15	Choreograph basic dance or gymnastic sequences alone, with a partner or in a small group.		
	ACCESS POINT		
	PE.6.C.2.In.o	Identify basic dance or gymnastic sequences.	
	PE.6.C.2.Su.o	Recognize basic dance or gymnastic sequences.	
PE.6.C.2.Pa.o	Recognize a basic dance or gymnastic sequence.		
PE.6.C.2.16	Evaluate the movement performance of others.		
	ACCESS POINT		
	PE.6.C.2.In.p	Assess basic movement patterns in performances of others.	
	PE.6.C.2.Su.p	Identify basic movement patterns in performances of others.	
PE.6.C.2.Pa.p	Recognize and correct an error in selected personal movement patterns.		
PE.6.C.2.17	Describe the mechanical principles of balance, force and leverage and how they relate to the performance of skills in gymnastics or dance.		
	ACCESS POINT		
	PE.6.C.2.In.q	Identify the mechanical principles used in the performance of skills in gymnastics or dance.	
	PE.6.C.2.Su.q	Recognize the mechanical principles used in the performance of skills in gymnastics or dance.	
PE.6.C.2.Pa.q	Recognize a mechanical principle used in movement.		
PE.6.C.2.18	List and describe the risks and safety procedures in gymnastics and dance.		
	ACCESS POINT		

	PE.6.C.2.In.r	Identify the risks and safety procedures in gymnastics and dance.	
	PE.6.C.2.Su.r	Recognize the risks and safety procedures in gymnastics and dance.	
	PE.6.C.2.Pa.r	Recognize a safety procedure in gymnastics and dance.	
PE.6.C.2.19	Recognize the relationship between music and dance or gymnastics skills.		
	ACCESS POINT		
	PE.6.C.2.In.s	Identify music appropriate for dance or gymnastics movements.	
	PE.6.C.2.Su.s	Recognize music appropriate for dance or gymnastics movements.	
	PE.6.C.2.Pa.s	Associate music with dance or gymnastics movements.	
PE.6.C.2.20	Know how improvisation is used to create movements for choreography.		
	ACCESS POINT		
	PE.6.C.2.In.t	Identify that improvisation is used to create movements for dance.	
	PE.6.C.2.Su.t	Recognize that improvisation is used to create movements for dance.	
	PE.6.C.2.Pa.t	Recognize that movements can be created.	
PE.6.C.2.21	Identify the precautions to be taken when exercising in extreme weather and/or environmental conditions.		
	ACCESS POINT		
	PE.6.C.2.In.u	Recognize the precautions to be taken when exercising in extreme weather and/or environmental conditions.	
	PE.6.C.2.Su.u	Recognize a precaution to be taken when exercising in a variety of weather conditions or environmental conditions.	
	PE.6.C.2.Pa.u	Recognize precautions to be taken when exercising.	
PE.6.C.2.22	List the three different types of heat illnesses associated with fluid loss.		The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.
	ACCESS POINT		
	PE.6.C.2.In.v	Identify at least two symptoms of heat illnesses caused by excessive fluid loss.	
	PE.6.C.2.Su.v	Identify that heat illness results from excessive fluid loss.	
	PE.6.C.2.Pa.v	Recognize that heat illness results from excessive fluid loss.	
PE.7.C.2.1	Identify the basic rules for team sports.		Some examples are setting up to start, violating rules and keeping accurate score.
	ACCESS POINT		
	PE.7.C.2.In.a	Recognize basic rules for team sports, such as setting up to start, consequences for violating rules and keeping accurate score.	
	PE.7.C.2.Su.a	Recognize basic rules for selected team	

		sports, such as setting up to start, consequences for violating rules and keeping accurate score.	
	PE.7.C.2.Pa.a	Recognize a basic rule for selected team sports.	
PE.7.C.2.2	Identify the basic rules for outdoor pursuits/aquatics.		Some examples are setting up to start, violating rules and keeping accurate score.
	ACCESS POINT		
	PE.7.C.2.In.b	Recognize basic rules for outdoor pursuits/aquatics.	
	PE.7.C.2.Su.b	Recognize basic rules for selected outdoor pursuits/aquatics.	
	PE.7.C.2.Pa.b	Recognize a selected rule for outdoor pursuit/aquatics.	
PE.7.C.2.3	Explain basic offensive and defensive strategies in modified games or activities and team sports.		
	ACCESS POINT		
	PE.7.C.2.In.c	Describe basic offensive and defensive strategies in modified games and activities and team sports.	
	PE.7.C.2.Su.c	Identify basic offensive and defensive strategies in modified games and activities and team sports.	
	PE.7.C.2.Pa.c	Recognize basic offensive and defensive tactics in modified games and activities and team sports.	
PE.7.C.2.4	Explain basic offensive and defensive strategies in modified games or activities and outdoor pursuits/aquatics.		
	ACCESS POINT		
	PE.7.C.2.In.d	Identify basic offensive and defensive strategies in modified games or activities and outdoor pursuits/aquatics.	
	PE.7.C.2.Su.d	Recognize basic offensive and defensive strategies in modified games, activities or outdoor pursuits/aquatics.	
	PE.7.C.2.Pa.d	Recognize a basic offensive and defensive strategy in a modified game, activity or outdoor pursuits/aquatics.	
PE.7.C.2.5	Identify and explain different types of safety equipment and practices relating to water activities.		
	ACCESS POINT		
	PE.7.C.2.In.e	Identify different types of safety equipment and practice relating to water activities.	
	PE.7.C.2.Su.e	Recognize different types of safety equipment relating to water activities.	
	PE.7.C.2.Pa.e	Recognize a type of safety equipment relating to water activities.	
PE.7.C.2.6	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.		
	ACCESS POINT		
	PE.7.C.2.In.f	Use feedback on skill patterns of self and partner to detect and correct mechanical	

		errors.	
	PE.7.C.2.Su.f	Use feedback on skill patterns of self or partner to correct mechanical errors.	
	PE.7.C.2.Pa.f	Use feedback to correct mechanical errors.	
PE.7.C.2.7	Identify the critical elements for successful performance of a variety of sport skills.		
	ACCESS POINT		
	PE.7.C.2.In.g	Recognize the critical elements for successful performance of a variety of sport skills.	
	PE.7.C.2.Su.g	Recognize selected critical elements for successful performance of a variety of sport skills.	
	PE.7.C.2.Pa.g	Associate selected critical elements with successful performance of a sport skill.	
PE.7.C.2.8	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.		
	ACCESS POINT		
	PE.7.C.2.In.h	Identify specific safety procedures and equipment necessary for a variety of sports and physical activities.	
	PE.7.C.2.Su.h	Recognize specific safety procedures and equipment necessary for a variety of sports and physical activities.	
	PE.7.C.2.Pa.h	Recognize a specific safety procedure and equipment necessary for a sport or physical activity.	
PE.7.C.2.9	Describe how movement skills learned in one physical activity can be transferred and used in other physical activities.		An example is slow-pitch softball and volleyball underhand serve.
	ACCESS POINT		
	PE.7.C.2.In.i	Identify movement skills used in different physical activities, such as slow-pitch softball and volleyball underhand serve.	
	PE.7.C.2.Su.i	Recognize movement skills used in different physical activities, such as slow-pitch softball and volleyball underhand serve.	
	PE.7.C.2.Pa.i	Recognize a movement skill used in physical activities, such as slow-pitch softball or volleyball underhand serve.	
PE.8.C.2.1	Identify basic rules for individual/dual sports.		Some examples are setting up to start, violating rules and keeping accurate score.
	ACCESS POINT		
	PE.8.C.2.In.a	Recognize basic rules for individual/dual sports, such as setting up to start, consequences for violating rules and keeping accurate score.	
	PE.8.C.2.Su.a	Recognize basic rules for selected individual/dual sports, such as setting up to start, consequences for violating rules	

		and keeping accurate score.	
	PE.8.C.2.Pa.a	Recognize a basic rule for selected individual/dual sports.	
PE.8.C.2.2	Identify basic rules for alternative/extreme sports activities.		Some examples are setting up to start, violating rules and keeping accurate score.
	ACCESS POINT		
	PE.8.C.2.In.b	Recognize basic rules for alternative/extreme sports activities.	
	PE.8.C.2.Su.b	Recognize basic safety measures for alternative/extreme sports activities.	
	PE.8.C.2.Pa.b	Recognize a basic safety measure for alternative/extreme sports activities.	
PE.8.C.2.3	Explain basic offensive and defensive strategies in individual/dual sports.		
	ACCESS POINT		
	PE.8.C.2.In.c	Describe basic offensive and defensive strategies in individual/dual sports.	
	PE.8.C.2.Su.c	Identify basic offensive and defensive strategies in individual/dual sports.	
	PE.8.C.2.Pa.c	Recognize basic offensive and defensive tactics in modified individual/dual sports.	
PE.8.C.2.4	Explain basic offensive and defensive strategies in alternative/extreme sports activities.		
	ACCESS POINT		
	PE.8.C.2.In.d	Identify basic offensive and defensive strategies in alternative/extreme sports activities.	
	PE.8.C.2.Su.d	Recognize basic offensive and defensive strategies in alternative/extreme sports activities.	
	PE.8.C.2.Pa.d	Recognize a basic offensive and defensive strategy in a selected alternative/extreme sports activity.	
PE.8.C.2.5	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.		
	ACCESS POINT		
	PE.8.C.2.In.e	Provide feedback on skill patterns of self or partner to detect and correct mechanical errors.	
	PE.8.C.2.Su.e	Use feedback on skill patterns of both self and partner to correct mechanical errors.	
	PE.8.C.2.Pa.e	Use feedback on skill patterns of self to correct mechanical errors.	
PE.8.C.2.6	Identify the critical elements for successful performance in a variety of sport skills or physical activities.		
	ACCESS POINT		
	PE.8.C.2.In.f	Recognize the critical elements for successful performance in a variety of sport skills or physical activities.	
	PE.8.C.2.Su.f	Recognize selected critical elements for successful performance in a variety of sport	

		skills or physical activities.	
	PE.8.C.2.Pa.f	Associate selected critical elements with successful performance of a sport skill and physical activity.	
PE.8.C.2.7	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.		
	ACCESS POINT		
	PE.8.C.2.In.g	Identify specific safety procedures and equipment necessary for a variety of sports and physical activities.	
	PE.8.C.2.Su.g	Recognize specific safety procedures and equipment necessary for a variety of sports and physical activities.	
	PE.8.C.2.Pa.g	Recognize a specific safety procedure and equipment necessary for a sport or physical activity.	
PE.8.C.2.8	Describe how movement skills and strategies learned in one physical activity can be transferred and used in other physical activities.		Some examples are volleyball and tennis serve and surfing and skate boarding.
	ACCESS POINT		
	PE.8.C.2.In.h	Identify movement skills and strategies used in different physical activities, such as volleyball or tennis serve, surfing and skate boarding.	
	PE.8.C.2.Su.h	Recognize movement skills and strategies used in different physical activities, such as volleyball or tennis serve, surfing and skate boarding.	
	PE.8.C.2.Pa.h	Recognize a movement skill and strategy used in physical activities, such as volleyball or tennis serve, surfing and skate boarding.	
PE.912.C.2.1	Identify and describe the critical elements of a basic water rescue.		
	ACCESS POINT		
	PE.912.C.2.In.a	Identify the critical elements of a basic water rescue.	
	PE.912.C.2.Su.a	Recognize the critical elements of a basic water rescue.	
	PE.912.C.2.Pa.a	Recognize a basic water rescue.	
PE.912.C.2.2	Apply terminology and etiquette in dance.		
	ACCESS POINT		
	PE.912.C.2.In.b	Identify and use terminology and etiquette in dance.	
	PE.912.C.2.Su.b	Recognize and use basic terminology and etiquette in dance.	
	PE.912.C.2.Pa.b	Recognize basic terminology and use basic etiquette in dance.	
PE.912.C.2.3	Analyze the movement performance of self and others.		Some examples are video analysis and checklist.
	ACCESS POINT		
	PE.912.C.2.In.c	Examine the movement performance of	

		self and others.	
	PE.912.C.2.Su.c	Identify the movement performance of self and others.	
	PE.912.C.2.Pa.c	Recognize the movement performance of self or others.	
PE.912.C.2.4	Choreograph complex dance sequences individually, with a partner or in a small group.		
	ACCESS POINT		
	PE.912.C.2.In.d	Design dance sequences individually, with a partner or in a small group.	
	PE.912.C.2.Su.d	Create basic dance sequences individually, with a partner or in a small group.	
	PE.912.C.2.Pa.d	Combine basic dance sequences individually, with a partner or in a small group.	
PE.912.C.2.5	Analyze the relationship between music and dance.		
	ACCESS POINT		
	PE.912.C.2.In.e	Describe the relationship between music and dance.	
	PE.912.C.2.Su.e	Recognize a relationship between music and dance.	
	PE.912.C.2.Pa.e	Associate tempo or rhythm with dance movements.	
PE.912.C.2.6	Compare and contrast the health-related benefits of various physical activities.		
	ACCESS POINT		
	PE.912.C.2.In.f	Describe the health-related benefits of various physical activities.	
	PE.912.C.2.Su.f	Identify the health-related benefits of various physical activities.	
	PE.912.C.2.Pa.f	Recognize the health-related benefits of various physical activities.	
PE.912.C.2.7	Evaluate the effectiveness of specific warm-up and cool-down activities.		
	ACCESS POINT		
	PE.912.C.2.In.g	Examine the effectiveness of specific warm-up and cool-down activities.	
	PE.912.C.2.Su.g	Identify the effectiveness of specific warm-up and cool-down activities.	
	PE.912.C.2.Pa.g	Recognize the effect of a specific warm-up or cool-down activity.	
PE.912.C.2.8	Differentiate between the three different types of heat illnesses associated with fluid loss.		The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.
	ACCESS POINT		
	PE.912.C.2.In.h	Identify the three stages (types) of heat illnesses and the symptoms associated with fluid loss, such as heat cramps, heat exhaustion and heat stroke.	
	PE.912.C.2.Su.h	Identify symptoms of heat illnesses associated with fluid loss, such as heat cramps, heat exhaustion and heat stroke.	

	PE.912.C.2.Pa.h	Recognize a symptom of heat illnesses associated with fluid loss, such as heat cramps, heat exhaustion or heat stroke.	
PE.912.C.2.9	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.		Some examples of precautions are hydration and appropriate attire.
	ACCESS POINT		
	PE.912.C.2.In.i	Describe the precautions to be taken when exercising in extreme weather and environmental conditions.	
	PE.912.C.2.Su.i	Identify precautions to be taken when exercising in a variety of weather conditions or environmental conditions.	
	PE.912.C.2.Pa.i	Recognize a precaution to be taken when exercising in selected environmental conditions.	
PE.912.C.2.10	Analyze long-term benefits of regularly participating in physical activity.		
	ACCESS POINT		
	PE.912.C.2.In.j	Describe long-term benefits of regularly participating in physical activity.	
	PE.912.C.2.Su.j	Identify long-term benefits of regularly participating in physical activity.	
	PE.912.C.2.Pa.j	Recognize a long-term benefit of regularly participating in physical activity.	
PE.912.C.2.11	Explain how each of the health-related components of fitness are improved through the application of training principles.		The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
	ACCESS POINT		
	PE.912.C.2.In.k	Describe how each of the health-related components of fitness, such as physical conditioning, flexibility, cardiorespiratory endurance and body composition, are improved through the application of training principles.	
	PE.912.C.2.Su.k	Identify how health-related components of fitness, such as physical conditioning, flexibility, cardiorespiratory endurance and body composition are improved through the application of training principles.	
	PE.912.C.2.Pa.k	Recognize that exercise and training improves health-related fitness.	
PE.912.C.2.12	Compare and contrast aerobic versus anaerobic activities.		
	ACCESS POINT		
	PE.912.C.2.In.l	Describe the differences between aerobic and anaerobic activities.	
	PE.912.C.2.Su.l	Identify the differences between aerobic and anaerobic activities.	
	PE.912.C.2.Pa.l	Recognize selected aerobic and anaerobic activities.	
PE.912.C.2.13	Document food intake, calories consumed and energy expended through physical activity and analyze the results.		

	ACCESS POINT		
	PE.912.C.2.In.m	Document food intake, calories consumed and energy expended through physical activity and examine the results.	
	PE.912.C.2.Su.m	Document food intake and physical activity and identify the results.	
	PE.912.C.2.Pa.m	Document food intake and physical activity and recognize results.	
	Compare and contrast the skill-related components of fitness used in various physical activities.		The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.
	ACCESS POINT		
PE.912.C.2.14	PE.912.C.2.In.n	Identify differences in the skill-related components of fitness, such as speed, coordination, balance, power, agility and reaction time in various physical activities.	
	PE.912.C.2.Su.n	Recognize differences in the skill-related components of fitness, such as speed, coordination, balance, power, agility and reaction time in various physical activities.	
	PE.912.C.2.Pa.n	Recognize more than one skill-related components of fitness, such as speed, coordination, balance, power, agility or reaction time in various physical activities.	
	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.		
	ACCESS POINT		
PE.912.C.2.15	PE.912.C.2.In.o	Identify individual target heart rate and how to adjust intensity level to stay within the desired range.	
	PE.912.C.2.Su.o	Recognize individual target heart rate and how to adjust intensity level to stay within the desired range.	
	PE.912.C.2.Pa.o	Recognize the relationship between intensity level of physical activity and heart rate.	
	Explain the methods of monitoring levels of intensity during aerobic activity.		Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.
	ACCESS POINT		
PE.912.C.2.16	PE.912.C.2.In.p	Describe methods of monitoring levels of intensity during aerobic activity, such as a talk test, rate of perceived exertion and heart rate/pulse.	
	PE.912.C.2.Su.p	Identify methods of monitoring levels of intensity during aerobic activity, such as a talk test, rate of perceived exertion and heart rate/pulse.	
	PE.912.C.2.Pa.p	Recognize selected methods of monitoring levels of intensity during aerobic activity, such as a talk test and heart rate/pulse.	
PE.912.C.2.17	Assess physiological effects of exercise during and after physical activity.		Some examples are breathing, resting heart rate and blood pressure.

	ACCESS POINT		
	PE.912.C.2.In.q	Examine physiological effects of exercise, such as breathing, resting heart rate and blood pressure, during and after physical activity.	
	PE.912.C.2.Su.q	Identify physiological effects of exercise, such as breathing, resting heart rate and blood pressure, during and after physical activity.	
	PE.912.C.2.Pa.q	Recognize a physiological effect of exercise, such as breathing or resting heart rate, during and after physical activity.	
PE.912.C.2.18	Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs.		Some examples are weight-loss pills, food labels and exercise equipment.
	ACCESS POINT		
	PE.912.C.2.In.r	Categorize information as true or false as it relates to consumer physical fitness products and programs, such as weight-loss pills, food labels and exercise equipment.	
	PE.912.C.2.Su.r	Identify information as true or false as it relates to consumer physical fitness products and programs, such as weight-loss pills, food labels and exercise equipment.	
	PE.912.C.2.Pa.r	Recognize information as it relates to a selected consumer physical fitness product, such as weight-loss pills, food labels or exercise equipment.	
PE.912.C.2.19	Choreograph complex sequences individually, with a partner or in a small group.		
	ACCESS POINT		
	PE.912.C.2.In.s	Design gymnastic sequences individually, with a partner or with a small group.	
	PE.912.C.2.Su.s	Create gymnastics sequences individually, with a partner or with a small group.	
	PE.912.C.2.Pa.s	Combine basic gymnastic sequences individually, with a partner or with a small group.	
PE.912.C.2.20	Identify appropriate methods to resolve physical conflict.		
	ACCESS POINT		
	PE.912.C.2.In.t	Identify various appropriate methods to resolve physical conflict.	
	PE.912.C.2.Su.t	Recognize appropriate methods to resolve physical conflict.	
	PE.912.C.2.Pa.t	Recognize an appropriate method to resolve physical conflict.	
PE.912.C.2.21	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.		
	ACCESS POINT		

	PE.912.C.2.In.u	Diagram and explain offensive, defensive and transition strategies.	
	PE.912.C.2.Su.u	Identify the difference between basic offensive, defensive and transition strategies.	
	PE.912.C.2.Pa.u	Recognize the difference between a basic offensive, defensive or transition strategy.	
PE.912.C.2.22	Explain the skill-related components of fitness and how they enhance performance levels.		The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.
	ACCESS POINT		
	PE.912.C.2.In.v	Describe the skill-related components of fitness such as balance, reaction time, agility, coordination, power and speed, and how they enhance performance levels.	
	PE.912.C.2.Su.v	Identify the skill-related components of fitness that enhance performance, such as balance, reaction time, agility, coordination, power and speed.	
	PE.912.C.2.Pa.v	Recognize a skill-related component of fitness that enhances performance, such as balance, reaction time, agility, coordination, power or speed.	
PE.912.C.2.23	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.		
	ACCESS POINT		
	PE.912.C.2.In.w	Use appropriate technology to assess, monitor and improve performance.	
	PE.912.C.2.Su.w	Use appropriate technology to monitor and improve performance.	
	PE.912.C.2.Pa.w	Use a selected technology to monitor or improve performance.	
PE.912.C.2.24	Analyze the mechanical principles as they apply to specific course activities.		Some examples are balance, force and leverage.
	ACCESS POINT		
	PE.912.C.2.In.x	Examine the mechanical principles, such as balance, force or leverage, as they apply to specific course activities.	
	PE.912.C.2.Su.x	Identify selected mechanical principles, such as balance, force or leverage, as they apply to specific course activities.	
	PE.912.C.2.Pa.x	Recognize a mechanical principle, such as balance, force or leverage, as it applies to specific course activities.	
PE.912.C.2.25	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.		
	ACCESS POINT		
	PE.912.C.2.In.y	Describe the safety procedures, rules and equipment associated with specific course activities.	
	PE.912.C.2.Su.y	Identify the safety procedures, rules and equipment associated with specific course	

		activities.	
	PE.912.C.2.Pa.y	Recognize the safety procedures, rules and equipment associated with specific course activities.	
PE.912.C.2.26	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.		
	ACCESS POINT		
	PE.912.C.2.In.z	Analyze skill patterns of self and partner to detect and correct mechanical errors.	
	PE.912.C.2.Su.z	Identify skill patterns of both self and partner to detect and correct mechanical errors.	
	PE.912.C.2.Pa.z	Recognize skill patterns of self to correct mechanical errors.	
PE.912.C.2.27	Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.		Some examples are volleyball and tennis serve, surfing and skate boarding.
	ACCESS POINT		
	PE.912.C.2.In.aa	Examine how movement skills from one physical activity can be transferred and used in other physical activities.	
	PE.912.C.2.Su.aa	Identify how movement skills from one physical activity can be transferred and used in other physical activities.	
	PE.912.C.2.Pa.aa	Recognize that movement skills from one physical activity can be used in other physical activities.	
PE.912.C.2.28	Interpret and apply the rules associated with specific course activities.		
	ACCESS POINT		
	PE.912.C.2.In.ab	Describe and use the rules associated with specific course activities.	
	PE.912.C.2.Su.ab	Identify and use the rules associated with specific course activities.	
	PE.912.C.2.Pa.ab	Recognize and use rules associated with specific course activities.	
STRAND L: Lifetime Fitness			
STANDARD 3: Participate regularly in physical activity.			
Benchmark			Remarks/Examples
PE.6.L.3.1	Participate in moderate physical activity on a daily basis.		
	ACCESS POINT		
	PE.6.L.3.In.a	Participate in a selected moderate physical activity on a daily basis.	
	PE.6.L.3.Su.a	Participate in moderate modified physical activity on a daily basis.	
	PE.6.L.3.Pa.a	Participate in modified physical activity on a daily basis.	
	Participate in vigorous physical activity on a daily basis.		
	ACCESS POINT		

PE.6.L.3.2	PE.6.L.3.In.b	Participate in a healthy level of physical activity on a daily basis.	
	PE.6.L.3.Su.b	Participate in a healthy level of modified physical activity on a daily basis.	
	PE.6.L.3.Pa.b	Participate in healthy level of guided physical activity on a daily basis.	
PE.6.L.3.3	Participate in a variety of fitness, wellness, gymnastics and dance activities that promote the components of health-related fitness.		The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
	ACCESS POINT		
	PE.6.L.3.In.c	Participate in a variety of basic fitness, wellness, gymnastics or dance activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition.	
	PE.6.L.3.Su.c	Participate in a variety of selected, basic fitness, wellness, gymnastics or dance activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition.	
	PE.6.L.3.Pa.c	Participate in a variety of selected, modified fitness, wellness, gymnastics or dance activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition.	
PE.6.L.3.4	Identify the in-school opportunities for physical activity that promote fitness, wellness, gymnastics and dance.		
	ACCESS POINT		
	PE.6.L.3.In.d	Recognize the in-school opportunities for participation in a variety of physical activities that promote fitness, wellness, gymnastics or dance.	
	PE.6.L.3.Su.d	Recognize selected in-school opportunities for participation in a variety of physical activities that promote fitness, wellness, gymnastics or dance.	
PE.6.L.3.5	Identify the community opportunities for physical activity that promote fitness, wellness, gymnastics and dance.		
	ACCESS POINT		
	PE.6.L.3.In.e	Recognize selected community opportunities that promote fitness and wellness.	
	PE.6.L.3.Su.e	Recognize selected community opportunities that promote fitness and wellness.	
	PE.6.L.3.Pa.e	Recognize a selected community	

		opportunity that promotes fitness and wellness.	
PE.6.L.3.6	Identify a variety of fitness, wellness, gymnastics and dance activities that promote stress management.		
	ACCESS POINT		
	PE.6.L.3.In.f	Recognize a variety of basic fitness, wellness, gymnastics or dance activities that promote good stress management.	
	PE.6.L.3.Su.f	Recognize a variety of selected, basic fitness, wellness, gymnastics or dance activities that promote good stress management.	
	PE.6.L.3.Pa.f	Recognize a variety of selected, modified fitness, wellness, gymnastics or dance activities that promote management of stress.	
PE.7.L.3.1	Participate in moderate physical activity on a daily basis.		
	ACCESS POINT		
	PE.7.L.3.In.a	Participate in a selected moderate physical activity on a daily basis.	
	PE.7.L.3.Su.a	Participate in moderate modified physical activity on a daily basis.	
	PE.7.L.3.Pa.a	Participate in modified physical activity on a daily basis.	
PE.7.L.3.2	Participate in vigorous physical activity on a daily basis.		
	ACCESS POINT		
	PE.7.L.3.In.b	Participate in a healthy level of physical activity on a daily basis.	
	PE.7.L.3.Su.b	Participate in a healthy level of modified physical activity on a daily basis.	
	PE.7.L.3.Pa.b	Participate in healthy level of guided physical activity on a daily basis.	
PE.7.L.3.3	Participate in a variety of team sports, outdoor pursuits and aquatics activities that promote health-related physical fitness.		The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
	ACCESS POINT		
	PE.7.L.3.In.c	Participate in a variety of basic team sports, outdoor pursuits or aquatics activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition.	
	PE.7.L.3.Su.c	Participate in a variety of selected basic team sports, outdoor pursuits or aquatics activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition.	
	PE.7.L.3.Pa.c	Participate in a variety of selected, modified team sports, outdoor pursuits or aquatics activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition.	

PE.7.L.3.4	Identify the in-school opportunities for participation in team sports, outdoor pursuits and aquatics activities.	
	ACCESS POINT	
	PE.7.L.3.In.d	Recognize the in-school opportunities for participation in team sports, outdoor pursuits and aquatics.
	PE.7.L.3.Su.d	Recognize selected in-school opportunities for participation in team sports, outdoor pursuits and aquatics.
	PE.7.L.3.Pa.d	Recognize a school opportunity for participation in team sports, outdoor pursuits or aquatics.
PE.7.L.3.5	Identify the community opportunities that promote team sports, outdoor pursuits and aquatics activities.	
	ACCESS POINT	
	PE.7.L.3.In.e	Recognize selected community opportunities that promote fitness and wellness.
	PE.7.L.3.Su.e	Recognize selected community opportunities that promote fitness and wellness.
	PE.7.L.3.Pa.e	Recognize a selected community opportunity that promotes fitness and wellness.
PE.7.L.3.6	Identify a variety of team sports, outdoor pursuits and aquatics activities that promote stress management.	
	ACCESS POINT	
	PE.7.L.3.In.f	Recognize a variety of basic team sports, outdoor pursuits and aquatics activities that promote effective stress management.
	PE.7.L.3.Su.f	Recognize a variety of selected basic team sports, outdoor pursuits and aquatics activities that promote effective stress management.
	PE.7.L.3.Pa.f	Recognize a variety of modified team sports, outdoor pursuits and aquatics activities that promote effective stress management.
PE.8.L.3.1	Participate in moderate physical activity on a daily basis.	
	ACCESS POINT	
	PE.8.L.3.In.a	Participate in a selected moderate physical activity on a daily basis.
	PE.8.L.3.Su.a	Participate in moderate modified physical activity on a daily basis.
	PE.8.L.3.Pa.a	Participate in modified physical activity on a daily basis.
PE.8.L.3.2	Participate in vigorous physical activity on a daily basis.	
	ACCESS POINT	
	PE.8.L.3.In.b	Participate in a healthy level of physical activity on a daily basis.

	PE.8.L.3.Su.b	Participate in a healthy level of modified physical activity on a daily basis.	
	PE.8.L.3.Pa.b	Participate in healthy level of guided physical activity on a daily basis.	
PE.8.L.3.3	Participate in a variety of individual/dual and alternative/extreme sport activities that promote health-related components of fitness.		The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
	ACCESS POINT		
	PE.8.L.3.In.c	Participate in a variety of basic individual/dual and alternative/extreme sports activities that promote cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.	
	PE.8.L.3.Su.c	Participate in a variety of selected, basic individual/dual and alternative/extreme sports activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition.	
	PE.8.L.3.Pa.c	Participate in a variety of selected, modified individual/dual and alternative/extreme sports activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition.	
PE.8.L.3.4	Identify the in-school opportunities for participation in individual/dual and alternative/extreme sports.		
	ACCESS POINT		
	PE.8.L.3.In.d	Recognize the in-school opportunities for participation in individual/dual and alternative/extreme sports.	
	PE.8.L.3.Su.d	Recognize selected in-school opportunities for participation in individual/dual and alternative/extreme sports.	
PE.8.L.3.Pa.d	Recognize a school opportunity for participation in individual/dual or alternative/extreme sports.		
PE.8.L.3.5	Identify the community opportunities for participation in individual/dual and alternative/extreme sports.		
	ACCESS POINT		
	PE.8.L.3.In.e	Recognize community opportunities for participation in individual/dual or alternative/extreme sports.	
	PE.8.L.3.Su.e	Recognize selected community opportunities for participation in individual/dual or alternative/extreme sports.	
PE.8.L.3.Pa.e	Recognize a selected community opportunity for participation in		

		individual/dual or alternative/extreme sports.	
PE.8.L.3.6	Identify a variety of individual/dual and alternative/extreme sport activities that promote stress management.		
	ACCESS POINT		
	PE.8.L.3.In.f	Recognize a variety of basic individual/dual and alternative/extreme sports activities that promote effective stress management.	
	PE.8.L.3.Su.f	Recognize a variety of selected basic individual/dual and alternative/extreme sports activities that promote effective stress management.	
	PE.8.L.3.Pa.f	Recognize a variety of selected modified individual/dual and alternative/extreme sports activities that promote effective stress management.	
PE.912.L.3.1	Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.		
	ACCESS POINT		
	PE.912.L.3.In.a	Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.	
	PE.912.L.3.Su.a	Participate in a variety of moderate to vigorous physical activities beyond physical education five or more days of the week.	
	PE.912.L.3.Pa.a	Participate in a variety of moderate to vigorous modified physical activities beyond physical education five or more days of the week.	
PE.912.L.3.2	Participate in a variety of activities that promote the health-related components of fitness.		The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
	ACCESS POINT		
	PE.912.L.3.In.b	Participate in a variety of basic activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility and body composition.	
	PE.912.L.3.Su.b	Participate in a variety of selected basic activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility and body composition.	
	PE.912.L.3.Pa.b	Participate in a variety of selected modified activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility and body composition.	

PE.912.L.3.3	Identify a variety of activities that promote effective stress management.		
	ACCESS POINT		
	PE.912.L.3.In.c	Recognize a variety of basic activities that promote effective stress management.	
	PE.912.L.3.Su.c	Recognize a variety of selected basic activities that promote effective stress management.	
PE.912.L.3.Pa.c	Recognize a variety of selected modified activities that promote effective stress management.		
PE.912.L.3.4	Identify the in-school opportunities for participation in a variety of physical activities.		
	ACCESS POINT		
	PE.912.L.3.In.d	Recognize the in-school opportunities for participation in a variety of physical activities.	
	PE.912.L.3.Su.d	Recognize selected in-school opportunities for participation in physical activities.	
PE.912.L.3.Pa.d	Recognize an in school opportunity for participation in physical activity.		
PE.912.L.3.5	Identify the community opportunities for participation in a variety of physical activities.		
	ACCESS POINT		
	PE.912.L.3.In.e	Recognize community opportunities for participation in a variety of physical activities.	
	PE.912.L.3.Su.e	Recognize selected community opportunities for participation in a variety of physical activities.	
PE.912.L.3.Pa.e	Recognize a selected community opportunity for participation in physical activity.		
PE.912.L.3.6	Identify risks and safety factors that may affect physical activity throughout life.		
	ACCESS POINT		
	PE.912.L.3.In.f	Recognize risk and safety factors that can affect physical activity throughout life.	
	PE.912.L.3.Su.f	Recognize risk and safety factors that can affect physical activity for many years.	
PE.912.L.3.Pa.f	Recognize a risk and a safety factor that can affect physical activity.		
STRAND L: Lifetime Fitness			
STANDARD 4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.			
Benchmark			Remark/Examples
	Create, implement and assess a personal fitness program in collaboration with a teacher.		
ACCESS POINT			

PE.6.L.4.1	PE.6.L.4.In.a	Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by implementing and assessing a personal fitness program in collaboration with a teacher.	
	PE.6.L.4.Su.a	Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by implementing a personal fitness program in collaboration with a teacher.	
	PE.6.L.4.Pa.a	Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by actively participating in a personal fitness program in collaboration with a teacher.	
PE.6.L.4.2	Develop goals and strategies for a personal physical fitness program.		
	ACCESS POINT		
	PE.6.L.4.In.b	Select goals and identify strategies for a personal physical-activity plan.	
	PE.6.L.4.Su.b	Select goals and recognize strategies for a personal physical-activity plan.	
	PE.6.L.4.Pa.b	Select a goal for a personal physical-activity plan.	
PE.6.L.4.3	Use available technology to assess, design and evaluate a personal physical-activity plan.		
	ACCESS POINT		
	PE.6.L.4.In.c	Use a variety of resources, including available technology, to design and assess a personal physical-activity plan.	
	PE.6.L.4.Su.c	Use a variety of resources, including available technology, to assess a personal activity plan.	
	PE.6.L.4.Pa.c	Use resources, including available technology, to recognize the effect of a personal activity plan.	
PE.6.L.4.4	Develop a personal fitness program including a variety of physical activities.		
	ACCESS POINT		
	PE.6.L.4.In.d	Identify a variety of physical activities in developing a personal fitness program.	
	PE.6.L.4.Su.d	Identify a variety of selected physical activities in developing a personal fitness program.	
	PE.6.L.4.Pa.d	Recognize a variety of physical activities in developing a personal fitness program.	
PE.6.L.4.5	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.		
	ACCESS POINT		
	PE.6.L.4.In.e	Recognize selected health-related	

		problems associated with low levels of cardiorespiratory endurance and flexibility.	
	PE.6.L.4.Su.e	Recognize a health-related problem associated with low levels of physical activity.	
	PE.6.L.4.Pa.e	Recognize a consequence of low levels of physical activity.	
PE.7.L.4.1	Create, implement and assess a personal fitness program in collaboration with a teacher.		
	ACCESS POINT		
	PE.7.L.4.In.a	Create and implement a personal fitness program in collaboration with a teacher.	
	PE.7.L.4.Su.a	Create a personal fitness program in collaboration with a teacher.	
	PE.7.L.4.Pa.a	Actively participate in a personal fitness program in collaboration with a teacher.	
PE.7.L.4.2	Develop goals and strategies for a personal physical fitness program.		
	ACCESS POINT		
	PE.7.L.4.In.b	Select goals and identify strategies for a personal physical-activity plan.	
	PE.7.L.4.Su.b	Select goals and recognize strategies for a personal physical-activity plan.	
	PE.7.L.4.Pa.b	Select a goal for a personal physical-activity plan.	
PE.7.L.4.3	Use available technology to assess, design and evaluate a personal physical-activity plan.		
	ACCESS POINT		
	PE.7.L.4.In.c	Use a variety of resources, including available technology, to design and assess a personal physical-activity plan.	
	PE.7.L.4.Su.c	Use a variety of resources, including available technology, to assess a personal activity plan.	
	PE.7.L.4.Pa.c	Use resources, including available technology, to recognize the effect of a personal activity plan.	
PE.7.L.4.4	Develop a personal fitness program including a variety of physical activities.		
	ACCESS POINT		
	PE.7.L.4.In.d	Identify a variety of physical activities when developing a personal fitness program.	
	PE.7.L.4.Su.d	Identify a variety of selected physical activities when developing a personal fitness program.	
	PE.7.L.4.Pa.d	Recognize a variety of physical activities	

		when developing a personal fitness program.	
PE.7.L.4.5	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.		
	ACCESS POINT		
	PE.7.L.4.In.e	Recognize selected health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.	
	PE.7.L.4.Su.e	Recognize selected health-related problems associated with low levels of cardiorespiratory endurance and flexibility.	
	PE.7.L.4.Pa.e	Recognize consequences of low levels of physical activity.	
PE.8.L.4.1	Create, implement and assess a personal fitness program in collaboration with a teacher.		
	ACCESS POINT		
	PE.8.L.4.In.a	Create and implement a personal fitness program in collaboration with a teacher.	
	PE.8.L.4.Su.a	Create a personal fitness program in collaboration with a teacher.	
	PE.8.L.4.Pa.a	Actively participate in a personal fitness program in collaboration with a teacher.	
PE.8.L.4.2	Develop goals and strategies for a personal physical fitness program.		
	ACCESS POINT		
	PE.8.L.4.In.b	Select goals and identify strategies for a personal physical-activity plan.	
	PE.8.L.4.Su.b	Select goals and recognize strategies for a personal physical-activity plan.	
	PE.8.L.4.Pa.b	Select a goal for a personal physical-activity plan.	
PE.8.L.4.3	Use available technology to assess, design and evaluate a personal physical fitness program.		
	ACCESS POINT		
	PE.8.L.4.In.c	Use a variety of resources, including available technology, to design and assess their personal physical-activity plan.	
	PE.8.L.4.Su.c	Use a variety of resources, including available technology, to assess a personal activity plan.	
	PE.8.L.4.Pa.c	Use resources, including available technology, to recognize the effect of a personal activity plan.	
PE.8.L.4.4	Develop a personal fitness program including a variety of physical activities.		

	ACCESS POINT		
	PE.8.L.4.In.d	Identify a variety of physical activities in developing a personal fitness program.	
	PE.8.L.4.Su.d	Identify a variety of selected physical activities in developing a personal fitness program.	
	PE.8.L.4.Pa.d	Recognize a variety of physical activities in developing a personal fitness program.	
PE.8.L.4.5	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.		
	ACCESS POINT		
	PE.8.L.4.In.e	Recognize health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.	
	PE.8.L.4.Su.e	Recognize health-related problems associated with low levels of cardiorespiratory endurance, and muscular strength and endurance.	
	PE.8.L.4.Pa.e	Recognize a health-related problem associated with low levels of physical activity.	
PE.8.L.4.6	Define training principles appropriate for enhancing cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.		Some examples of training principles are overload and specificity.
	ACCESS POINT		
	PE.8.L.4.In.f	Identify the training principles, such as overload and specificity, appropriate for enhancing cardiorespiratory endurance, muscular strength and endurance and flexibility.	
	PE.8.L.4.Su.f	Recognize selected training principles, such as overload and specificity, appropriate for enhancing cardiorespiratory endurance, muscular strength and endurance and flexibility.	
	PE.8.L.4.Pa.f	Associate selected training principles, such as overload and specificity, with enhancing cardiorespiratory endurance, muscular strength and endurance and flexibility.	
PE.912.L.4.1	Design a personal fitness program.		Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.
	ACCESS POINT		
	PE.912.L.4.In.a	Design a personal fitness program that includes current fitness level.	
	PE.912.L.4.Su.a	Recognize timelines and current fitness level in a personal fitness program.	
	PE.912.L.4.Pa.a	Actively participate in modifying a personal fitness program in collaboration	

		with a teacher.	
PE.912.L.4.2	Identify ways to self-assess and modify a personal fitness program.		
	ACCESS POINT		
	PE.912.L.4.In.b	Recognize ways to self-assess and modify a personal fitness program.	
	PE.912.L.4.Su.b	Recognize ways to self-assess a personal fitness program.	
	PE.912.L.4.Pa.b	Recognize a self-assessment for a personal fitness program.	
PE.912.L.4.3	Identify strategies for setting goals when developing a personal fitness program.		
	ACCESS POINT		
	PE.912.L.4.In.c	Select goals, identify strategies and create a timeline for a personal physical-activity plan.	
	PE.912.L.4.Su.c	Select goals, recognize strategies and create a timeline for a personal physical-activity plan.	
	PE.912.L.4.Pa.c	Select a goal and timeline for a personal physical-activity plan.	
PE.912.L.4.4	Use available technology to assess, design and evaluate a personal fitness program.		
	ACCESS POINT		
	PE.912.L.4.In.d	Use a variety of resources, including available technology, to design and assess a personal fitness program.	
	PE.912.L.4.Su.d	Use a variety of resources, including available technology, to assess a personal fitness program.	
	PE.912.L.4.Pa.d	Use resources, including available technology, to recognize the effect of a personal fitness program.	
PE.912.L.4.5	Apply the principles of training to personal fitness goals.		Some examples of training principles are overload, specificity and progression.
	ACCESS POINT		
	PE.912.L.4.In.e	Use the principles of training (overload, specificity and progression) in accordance with personal fitness goals.	
	PE.912.L.4.Su.e	Use selected principles of training (overload, specificity and progression) in accordance with personal fitness goals.	
	PE.912.L.4.Pa.e	Use a selected principle of training (overload, specificity or progression) in accordance with personal fitness goals.	
PE.912.L.4.6	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.		
	ACCESS POINT		
	PE.912.L.4.In.f	Examine health-related problems associated with low levels of cardiorespiratory endurance, muscular	

		strength and endurance, flexibility and body composition.	
	PE.912.L.4.Su.f	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.	
	PE.912.L.4.Pa.f	Recognize health-related problems associated with low levels of physical activity.	
PE.912.L.4.7	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.		
	ACCESS POINT		
	PE.912.L.4.In.g	Examine how to make changes in an individual wellness plan as lifestyle changes occur.	
	PE.912.L.4.Su.g	Identify how to make changes in an individual wellness plan as lifestyle changes occur.	
	PE.912.L.4.Pa.g	Recognize changes in an individual wellness plan as lifestyle changes occur.	
STRAND: Responsible Behaviors and Values			
STANDARD 5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.			
Benchmark			Remarks/Examples
PE.6.R.5.1	List ways that peer pressure can be positive and negative.		
	ACCESS POINT		
	PE.6.R.5.In.a	Recognize that peer pressure can have different effects.	
	PE.6.R.5.Su.a	Recognize examples of positive and negative relationships with peers.	
	PE.6.R.5.Pa.a	Recognize an example of a positive relationship with peers.	
PE.6.R.5.2	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.		
	ACCESS POINT		
	PE.6.R.5.In.b	Show acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.	
	PE.6.R.5.Su.b	Show acceptance and respect for persons of diverse backgrounds and abilities in selected physical-activity settings.	
	PE.6.R.5.Pa.b	Participate cooperatively with persons of diverse backgrounds and abilities in selected physical-activity settings.	

PE.6.R.5.3	Demonstrate responsible behaviors during physical activities.		Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
	ACCESS POINT		
	PE.6.R.5.In.c	Use responsible behaviors during physical activities, such as controlling emotions, respecting opponents and officials and accepting both victory and defeat.	
	PE.6.R.5.Su.c	Use responsible behaviors during physical activities, such as controlling emotions and respecting opponents and officials.	
PE.6.R.5.Pa.c	Use responsible behaviors during physical activities, such as controlling emotions.		
PE.6.R.5.4	Describe the personal, social and ethical behaviors that apply to specific physical activities.		
	ACCESS POINT		
	PE.6.R.5.In.d	Recognize appropriate personal and social behaviors that apply to specific physical activities.	
	PE.6.R.5.Su.d	Recognize appropriate personal behaviors that apply to specific physical activities.	
PE.6.R.5.Pa.d	Recognize appropriate behaviors that apply to selected physical activities.		
PE.6.R.5.5	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.		
	ACCESS POINT		
	PE.6.R.5.In.e	Use appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.	
	PE.6.R.5.Su.e	Use appropriate etiquette, respect for facilities and safe behaviors while participating in a variety of physical activities.	
PE.6.R.5.Pa.e	Use safe behaviors while participating in a variety of physical activities.		
PE.7.R.5.1	Identify situations in which peer pressure could negatively impact one's own behavior choices.		
	ACCESS POINT		
	PE.7.R.5.In.a	Recognize situations in which peer pressure could negatively impact one's own behavior choices.	
	PE.7.R.5.Su.a	Recognize a situation in which peer pressure could negatively impact one's own behavior choices.	
PE.7.R.5.Pa.a	Associate a situation in which peer pressure could negatively impact behavior with one's own choices.		
	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.		

PE.7.R.5.2	ACCESS POINT		
	PE.7.R.5.In.b	Show acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.	
	PE.7.R.5.Su.b	Show acceptance and respect for persons of diverse backgrounds and abilities in selected physical-activity settings.	
	PE.7.R.5.Pa.b	Participate cooperatively with persons of diverse backgrounds and abilities in selected physical-activity settings.	
PE.7.R.5.3	Demonstrate responsible behaviors during physical activities.		Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
	ACCESS POINT		
	PE.7.R.5.In.c	Use responsible behaviors during physical activities, such as controlling emotions, respecting opponents and officials and accepting both victory and defeat.	
	PE.7.R.5.Su.c	Use responsible behaviors during physical activities, such as controlling emotions and respecting opponents and officials.	
PE.7.R.5.4	List examples of appropriate personal, social and ethical behaviors that apply to specific physical activities.		
	ACCESS POINT		
	PE.7.R.5.In.d	Recognize appropriate personal, social and ethical behaviors that apply to specific physical activities.	
	PE.7.R.5.Su.d	Recognize appropriate personal and ethical behaviors that apply to specific physical activities.	
PE.7.R.5.5	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.		
	ACCESS POINT		
	PE.7.R.5.In.e	Use appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.	
	PE.7.R.5.Su.e	Use appropriate etiquette, respect for facilities and safe behaviors while participating in a variety of physical activities.	
	PE.7.R.5.Pa.e	Use safe behaviors while participating in a variety of physical activities.	

PE.8.R.5.1	List ways to act independently of peer pressure during physical activities.		
	ACCESS POINT		
	PE.8.R.5.In.a	Identify ways to act independently of peer pressure in selected physical activities.	
	PE.8.R.5.Su.a	Recognize ways to act independently of peer pressure in a selected physical activity.	
	PE.8.R.5.Pa.a	Recognize appropriate behavior choices for selected situations in school.	
PE.8.R.5.2	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.		
	ACCESS POINT		
	PE.8.R.5.In.b	Identify strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.	
	PE.8.R.5.Su.b	Recognize strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.	
	PE.8.R.5.Pa.b	Participate cooperatively with persons of diverse backgrounds and abilities in a variety of physical activities.	
PE.8.R.5.3	Demonstrate sportsmanship during game situations.		Some examples are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
	ACCESS POINT		
	PE.8.R.5.In.c	Use responsible behaviors during physical activities, such as controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.	
	PE.8.R.5.Su.c	Use responsible behaviors during physical activities, such as controlling emotions, respecting opponents and officials and accepting both victory and defeat.	
	PE.8.R.5.Pa.c	Use responsible behaviors during physical activities, such as controlling emotions and respecting opponents and officials.	
PE.8.R.5.4	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.		Some examples are respecting teammates, opponents and officials and accepting both victory and defeat.
	ACCESS POINT		
	PE.8.R.5.In.d	Use appropriate personal, social and ethical behaviors while participating in a variety of physical activities.	
	PE.8.R.5.Su.d	Use appropriate personal and ethical behaviors while participating in a variety of physical activities.	
	PE.8.R.5.Pa.d	Use appropriate personal behaviors while	

		participating in a variety of physical activities.	
PE.8.R.5.5	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.		
	ACCESS POINT		
	PE.8.R.5.In.e	Use appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.	
	PE.8.R.5.Su.e	Use appropriate etiquette, respect for facilities and safe behaviors while participating in a variety of physical activities.	
	PE.8.R.5.Pa.e	Use appropriate etiquette and safe behaviors while participating in a variety of physical activities.	
PE.912.R.5.1	Describe ways to act independently of peer pressure during physical activities.		
	ACCESS POINT		
	PE.912.R.5.In.a	Identify ways to act independently of peer pressure in selected physical activities.	
	PE.912.R.5.Su.a	Recognize ways to act independently of peer pressure in a selected physical activity.	
	PE.912.R.5.Pa.a	Select an appropriate behavior choice in a selected situation.	
PE.912.R.5.2	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.		
	ACCESS POINT		
	PE.912.R.5.In.b	Identify strategies for including persons of diverse backgrounds and abilities in a variety of physical activities.	
	PE.912.R.5.Su.b	Recognize strategies for including persons of diverse backgrounds and abilities in a variety of physical activities.	
	PE.912.R.5.Pa.b	Participate cooperatively with persons of diverse backgrounds and abilities in a variety of physical activities.	
PE.912.R.5.3	Demonstrate sportsmanship during game situations.		Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
	ACCESS POINT		
	PE.912.R.5.In.c	Use responsible behaviors during physical activities, such as controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.	
	PE.912.R.5.Su.c	Use responsible behaviors during selected physical activities, such as controlling emotions, respecting opponents and officials and accepting both victory and defeat.	

	PE.912.R.5.Pa.c	Use selected responsible behaviors during selected physical activities, such as controlling emotions and respecting opponents and officials.	
PE.912.R.5.4	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.		Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.
	ACCESS POINT		
	PE.912.R.5.In.d	Use appropriate personal, social and ethical behavior while participating in a variety of physical activities.	
	PE.912.R.5.Su.d	Use appropriate personal and ethical behavior while participating in a variety of physical activities.	
	PE.912.R.5.Pa.d	Use appropriate personal behavior while participating in a variety of physical activities.	
PE.912.R.5.5	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.		
	ACCESS POINT		
	PE.912.R.5.In.e	Identify appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.	
	PE.912.R.5.Su.e	Use appropriate etiquette, respect for facilities and safe behaviors while participating in a variety of physical activities.	
	PE.912.R.5.Pa.e	Use appropriate etiquette and safe behaviors while participating in a variety of physical activities.	
STRAND R: Responsible Behaviors and Values			
STANDARD 6: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.			
Benchmark			Remarks/Examples
PE.6.R.6.1	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.		
	ACCESS POINT		
	PE.6.R.6.In.a	Recognize an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.	
	PE.6.R.6.Su.a	Recognize an opportunity for participation in a physical activity that occurs outside of the school setting that contributes to personal enjoyment.	
	PE.6.R.6.Pa.a	Associate a physical activity that occurs outside of the school setting with personal	

		enjoyment.	
PE.6.R.6.2	Identify the potential benefits of participation in a variety of physical activities.		Some examples of potential benefits of participation are physical, mental, emotional and social.
	ACCESS POINT		
	PE.6.R.6.In.b	Recognize selected potential benefits of participation in a variety of physical activities, such as physical, mental, emotional and social benefits.	
	PE.6.R.6.Su.b	Recognize a selected potential benefit of participation in a variety of physical activities, such as a physical, mental, emotional or social benefit.	
	PE.6.R.6.Pa.b	Recognize that participation in a variety of physical activities has benefits.	
PE.6.R.6.3	Participate in games, sports and/or physical activities from other cultures.		
	ACCESS POINT		
	PE.6.R.6.In.c	Identify games, sports or physical activities from other cultures.	
	PE.6.R.6.Su.c	Recognize games, sports or physical activities from other cultures.	
	PE.6.R.6.Pa.c	Recognize a game, sport or physical activity from another culture.	
PE.7.R.6.1	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.		
	ACCESS POINT		
	PE.7.R.6.In.a	Recognize an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.	
	PE.7.R.6.Su.a	Recognize an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment.	
	PE.7.R.6.Pa.a	Recognize an opportunity for participation in a physical activity that occurs outside of the school setting.	
PE.7.R.6.2	Discuss the potential benefits of participation in a variety of physical activities.		Some examples of potential benefits are physical, mental, emotional and social.
	ACCESS POINT		
	PE.7.R.6.In.b	Identify selected potential benefits of participation in a variety of physical activities, such as physical, mental, emotional and social benefits.	
	PE.7.R.6.Su.b	Recognize selected potential benefits of participation in a variety of physical activities, such as physical, mental, emotional and social benefits.	
	PE.7.R.6.Pa.b	Associate a selected benefit to the	

		participation in a physical activity, such as a physical, mental, emotional or social benefit.	
PE.7.R.6.3	Participate in games, sports and/or physical activities from other cultures.		
	ACCESS POINT		
	PE.7.R.6.In.c	Select games, sports or physical activities from other cultures.	
	PE.7.R.6.Su.c	Identify selected games, sports or physical activities from other cultures.	
	PE.7.R.6.Pa.c	Recognize selected games, sports or physical activities from other cultures.	
PE.8.R.6.1	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.		
	ACCESS POINT		
	PE.8.R.6.In.a	Describe opportunities for participation in physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.	
	PE.8.R.6.Su.a	Identify opportunities for participation in physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.	
	PE.8.R.6.Pa.a	Recognize opportunities for participation in physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.	
PE.8.R.6.2	Describe the potential benefits of participation in a variety of physical activities.		Some examples of potential benefits are physical, mental, emotional and social.
	ACCESS POINT		
	PE.8.R.6.In.b	Identify potential benefits of participation in a variety of physical activities, such as physical, mental, emotional and social benefits.	
	PE.8.R.6.Su.b	Recognize selected potential benefits of participation in a variety of physical activities, such as physical, mental, emotional and social benefits.	
	PE.8.R.6.Pa.b	Associate selected benefits with participation in a variety of physical activities, such as physical, mental, emotional and social benefits.	
PE.8.R.6.3	Compare and contrast games, sports and/or physical activities from other cultures.		
	ACCESS POINT		

	PE.8.R.6.In.c	Identify similarities in games, sports or physical activities according to cultures.	
	PE.8.R.6.Su.c	Recognize similarities in games, sports or physical activities from other cultures.	
	PE.8.R.6.Pa.c	Recognize a game, sport or physical activity that is the same in another other culture.	
PE.912.R.6.1	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.		
	ACCESS POINT		
	PE.912.R.6.In.a	Identify a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.	
	PE.912.R.6.Su.a	Recognize selected physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.	
	PE.912.R.6.Pa.a	Associate opportunity to participate in physical activity outside of the school setting with personal enjoyment or the maintenance of a healthy lifestyle.	
PE.912.R.6.2	Analyze physical activities from which benefits can be derived.		Some examples of potential benefits are physical, mental, emotional and social.
	ACCESS POINT		
	PE.912.R.6.In.b	Describe physical activities from which physical, mental, emotional and social benefits can be derived.	
	PE.912.R.6.Su.b	Identify from which physical, mental, emotional and social benefits can be derived.	
	PE.912.R.6.Pa.b	Associate physical activities with selected benefits, such as physical, mental, emotional or social.	
PE.912.R.6.3	Analyze the roles of games, sports and/or physical activities in other cultures.		
	ACCESS POINT		
	PE.912.R.6.In.c	Describe the role of games, sports or physical activities in other cultures.	
	PE.912.R.6.Su.c	Identify the role of games, sports or physical activities in other cultures.	
	PE.912.R.6.Pa.c	Recognize a benefit of games, sports or physical activities in other cultures.	