# Next Generation Sunshine State Standards – Physical Education, 2014

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#### **Next Generation Sunshine State Standards: Physical Education**

#### **K-12 Physical Education Standards**

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

<u>Standard 2</u>: 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.

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

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

<u>Standard 6</u>: 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 Breitkrewz	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 coordinato			
	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	Author, Teaching Physical Education for Learning		
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
Daniel Drost	Elementary physical education teacher, Alachua County Schools
Michelle Gaines	Physical education resource teacher, Orange County Schools
Jayne Greenberg	Physical education coordinator, Miami-Dade County Schools
Manny Harageones	Physical education coordinator, Escambia County Schools
Angie Hickman	Elementary physical education teacher, Leon County Schools
Pam Jameson	Adapted physical education teacher, Leon County Schools
Rick Kane	Physical education coordinator, Duval County Schools
Susan Lynn	Professor, Florida State University
Zaida Nicholson	Middle school physical education teacher, Miami-Dade County
	Schools
Deb Ogden	Physical education coordinator, Collier County Schools
Amber Phillips	Professor, University of South Florida

Name	Title		
Lori Sprayberry	High school physical education teacher, Brevard County Schools		
Steve Vanoer	Physical education coordinator, Hillsborough County Schools		
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
Bennett Buckles	Consultant, Panhandle Area Education Consortium
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.	ln.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		
	PE.K.M.1.1 Use a variety of locomotor skills to		PE.1.M.1.1 Travel using various locomotor skills P			rform locomotor skills with proficiency	
	•	nal and general space.	while changing	g directions, pathways and speeds.	•	activity settings to include	
	Some examples of locomotor skills are running,		r		rhythms/danc	e.	
	galloping and						
		ACCESS POINT		ACCESS POINT		ACCESS POINT	
		Perform locomotor skills to		Perform locomotor skills to travel in		Perform locomotor skills in a variety	
Locomotor		travel in personal and general		personal and general space.		of movement settings, including	
Skills	PE.K.M.1.ln.a	space.	PE.1.M.1.ln.a		PE.2.M.1.ln.a	rhythms/dance.	
		Perform locomotor skills to		Perform locomotor skills to travel in		Perform selected locomotor skills in	
		travel in general space.		general space.		a variety of movement settings,	
	PE.K.M.1.Su.a		PE.1.M.1.Su.a		PE.2.M.1.Su.a	including rhythms/dance.	
		Perform guided locomotor skills.		Perform guided locomotor skills.		Perform guided locomotor skills in a	
					_	variety of movement settings,	
	PE.K.M.1.Pa.a		PE.1.M.1.Pa.a			including rhythms/dance.	
	PE.K.M.1.2 Strike objects using body parts		PE.1.M.1.2 Strike an object upward using body		PE.2.M.1.2 Strike an object continuously using body		
	forcefully.		parts.		parts both upward and downward.		
		kicking a soccer ball with your		using different body parts to strike a	An example of striking an object downward is		
	foot.	A COTOC DOUNT	balloon or beach ball upward.		dribbling a bas		
Chuilein aihla		ACCESS POINT		ACCESS POINT		ACCESS POINT	
Striking with	55 4444	Strike a stationary, modified	554444	Strike a modified object upward	25.2444	Strike an object using body parts both	
Body Parts	PE.K.M.1.In.b	object with a body part.	PE.1.M.1.ln.b	using a body part.	PE.2.M.1.ln.b	upward and downward.	
		Swing and make contact with a		Swing upward and make contact		Swing upward and downward with a	
	DE KMA C h	modified object with a body	DE 1 M 1 C h	with a modified object using a body	DE 2 M 4 C h	body part and make contact with a	
	PE.K.M.1.Su.b	part.	PE.1.M.1.Su.b	part.	PE.2.M.1.Su.b	modified object.	
	DE K M 4 D - h	Swing at a stationary, modified	DE 4 M 4 D - h	Swing upward at a modified object	DE 2 M 4 D - h	Swing upward and downward at a	
	PE.K.M.1.Pa.b		PE.1.M.1.Pa.b			modified object using a body part.	
	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.		
Striking with	paddie/racket	ACCESS POINT	continuously t	ACCESS POINT	paudie/racket	ACCESS POINT	
Implements						Strike an object more than one time	
		Balance a lightweight object on a paddle/racket.		Strike a lightweight object upward more than one time using a		both upward and downward using a	
	PE.K.M.1.ln.c	a paudie/Tacket.	PE.1.M.1.ln.c	paddle/racket.	PE.2.M.1.ln.c	paddle/racket.	
		Palance a modified lightweight					
	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	

		object on a paddle/racket.		using a modified paddle/racket.		and downward using a modified paddle/racket.
		Balance a modified lightweight object on a modified		Swing upward to make contact with a stationary object using a modified		Swing upward at a modified object using a modified paddle/racket.
		paddle/racket.	PE.1.M.1.Pa.c	,	PE.2.M.1.Pa.c	
		ike an object forcefully using a		ike a stationary object a short distance		ike a stationary object a short distance
	, =		_	ed, long-handled implement so that		andled implement so that the object
		and compositions.	,	els in the intended direction.		ntended direction.
	-	s of modified, developmentally-	· · · · · · · · · · · · · · · · · · ·	es of modified, developmentally-		es of developmentally-appropriate,
		ng-handled implements are bats,		ong-handled implements are bats,	_	implements are bats, hockey sticks and
	hockey sticks o	and golf clubs.	hockey sticks	and golf clubs.	golf clubs.	
Striking with		ACCESS POINT		ACCESS POINT		ACCESS POINT
Long		Strike a modified object using a		Strike a modified, stationary object		Strike a stationary object using a long-
Handled		modified implement.		using a modified, long-handled		handled implement so the object
				implement so that the object travels		moves a short distance.
Implements	PE.K.M.1.In.d		PE.1.M.1.In.d	a short distance.	PE.2.M.1.In.d	
		Swing and make contact with a		Strike a modified stationary object		Strike a stationary object using a
		modified object using a		using a modified long-handled		modified, long-handled implement so
	PE.K.M.1.Su.d	modified implement.	PE.1.M.1.Su.d	implement.	PE.2.M.1.Su.d	the object moves a short distance.
		Swing at a modified object using		Swing at a stationary, modified		Strike a stationary, modified object
		a modified implement.		object using a modified long-handled		using a modified, long-handled
	PE.K.M.1.Pa.d		PE.1.M.1.Pa.d	implement.	PE.2.M.1.Pa.d	implement.
		e two hands to bounce and catch	PE.1.M.1.5 Dr	bble an object with hands or feet	PE.2.M.1.5 Dribble with hands and feet in various	
	a large playgro	ound ball.	while demons	trating control in general space.	pathways, dire	ections and speeds around stationary
					objects.	
		ACCESS POINT		ACCESS POINT		ACCESS POINT
Dribbling		Release and catch a large		Dribble an object with hands or feet		Dribble with hands or feet around
Dilibbillig	PE.K.M.1.In.e	playground ball.	PE.1.M.1.In.e	in general space.	PE.2.M.1.In.e	stationary objects.
		Use two hands to trap a large		Throw or kick an object.		Dribble with hands or feet.
	PE.K.M.1.Su.e	playground ball.	PE.1.M.1.Su.e		PE.2.M.1.Su.e	
		Hold and release modified		Push a ball with hands or feet.		Release and trap a rebounding object
		objects with arms or hands.	PE.1.M.1.Pa.e			with hands or feet.
		ticipate in a variety of	PE.1.M.1.6 De	monstrate a variety of basic water	PE.2.M.1.6 Per	rform a variety of fundamental aquatics
Aquatics	introductory w		skills.		skills.	
Aquatics	Some examples of introductory water skills are		Some examples of basic water skills are prone float		Some examples of fundamental aquatics skills are	
	water entry, putting face in water and supported with feet off the bottom.				•	th flutter kick and back float recover to
			forward and b	ackward with assistance.	a standing pos	sition.
		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,

		modified, introductory water		such as prone float and recover, back		such as prone float with flutter kick or
		skills, such as water entry, put		float with assistance and move		back float recover to standing
		face in water and supported		forward and backward with		position.
		with feet off bottom.		assistance.		position.
		Participate in a variety of		Use a variety of modified basic water		Perform a modified, fundamental
		selected, modified introductory		skills.		aquatics skill.
	PE.K.M.1.Su.f	water skills.	PE.1.M.1.Su.f		PE.2.M.1.Su.f	•
		Participate in a variety of		Perform a variety of guided,		Perform a guided, modified
		guided, modified introductory		modified basic water skills.		fundamental aquatic skill.
	PE.K.M.1.Pa.f	water skills.	PE.1.M.1.Pa.f		PE.2.M.1.Pa.f	
	PE.K.M.1.7 Cat	tch a variety of self-tossed	PE.1.M.1.7 Mo	ove in different directions to catch a	PE.2.M.1.7 Mc	ove in different directions to catch a
	objects.		variety of self-	tossed objects.	variety of obje	ects softly tossed by a stationary
					partner.	
		ACCESS POINT		ACCESS POINT		ACCESS POINT
		Catch a variety of self-tossed,		Move in more than one direction to		Move in more than one direction to
Catching		modified objects.		catch self-tossed, modified objects.		catch modified objects softly tossed
Catching	PE.K.M.1.ln.g		PE.1.M.1.In.g		PE.2.M.1.In.g	by a stationary partner.
		Use two hands to trap modified		Move in a direction to trap modified		Move in a direction to trap modified
		objects.		objects with both hands.		objects softly tossed by a stationary
	PE.K.M.1.Su.g		PE.1.M.1.Su.g		PE.2.M.1.Su.g	partner.
		Hold modified objects with arms		Trap a rolled, modified object with		Trap softly-tossed, modified objects
	PE.K.M.1.Pa.g	or hands.	PE.1.M.1.Pa.g	both hands.	PE.2.M.1.Pa.g	with both hands.
	PE.K.M.1.8 Ro	ll and throw a variety of objects	PE.1.M.1.8 De	monstrate an underhand-throwing	PE.2.M.1.8 De	monstrate an overhand-throwing
	using an under	rhand motion.	motion for accuracy using correct technique.		motion for distance demonstrating correct technique	
					and accuracy.	
		ACCESS POINT		ACCESS POINT		ACCESS POINT
		Roll and throw a variety of		Use an underhand-throwing motion		Use an overhand-throwing motion for
		modified objects using an		for accuracy.		accuracy at modified targets.
	PE.K.M.1.ln.h	underhand motion.	PE.1.M.1.ln.h		PE.2.M.1.ln.h	
Throwing		Roll and throw a variety of		Perform an underhand-throwing		Perform an overhand-throwing
	PE.K.M.1.Su.h	modified objects.	PE.1.M.1.Su.h	motion using modified objects.	PE.2.M.1.Su.h	motion at modified targets.
		Roll modified objects.		Perform a guided-tossing motion.		Toss modified objects at modified
	PE.K.M.1.Pa.h		PE.1.M.1.Pa.h	and the second s	PE.2.M.1.Pa.h	targets.
		row a variety of objects forcefully	PE.1.M.1.9 Demonstrate an overhand-throwing motion for distance using correct technique.			
	using an overh	ACCESS POINT	motion for dis	ACCESS POINT		
		Throw a variety of objects using			Not	managered at this grade level
	PE.K.M.1.ln.i	an overhand motion.	DE 1 M 1 In :	Use an overhand-throwing motion for distance.	NOT	measured at this grade level.
			PE.1.M.1.In.i PE.1.M.1.Su.i	Perform an overhand-throwing		
	PE.K.M.1.Su.i	Throw a variety of modified	PE.1.IVI.1.5U.I	renorm an overnand-throwing		

		objects.		motion using modified objects.		
		Swing arm and release modified		Perform a guided tossing motion.		
	PE.K.M.1.Pa.i	objects from hand.	PE.1.M.1.Pa.i	g		
		erform a creative-movement		erform a self-designed creative		rform one folk or line dance accurately.
	•	n a clear beginning balance, at		nnce sequence with a clear beginning	An example o	f a line dance is the Electric Slide.
	least one mov	ement and a clear ending shape.	,	of one movement and a different and		
			clear ending s	•		
		ACCESS POINT		ACCESS POINT		ACCESS POINT
		Perform a creative-movement		Perform a self-designed creative-		Perform one folk or line dance.
Educational		sequence with use of one		movement/dance sequence with a		
Dance		movement concept.		clear beginning balance and use of		
	PE.K.M.1.In.j		PE.1.M.1.In.j	one movement concept.	PE.2.M.1.ln.i	
		Perform a creative-movement		Perform a self-designed creative-		Imitate a pattern of steps associated
		sequence.		movement/dance sequence with use		with a folk or line dance.
	PE.K.M.1.Su.j		PE.1.M.1.Su.j	of one movement concept.	PE.2.M.1.Su.i	
		Perform a guided movement.		Perform a guided-movement/dance		Perform a guided movement
	PE.K.M.1.Pa.j		PE.1.M.1.Pa.j	sequence.	PE.2.M.1.Pa.i	associated with folk or line dance.
	PE.K.M.1.11 B	alance on a variety of body parts.		emonstrate a sequence of a balance, a		emonstrate a sequence of a balance, a
			roll and a diffe	erent balance.		erent balance with correct technique
	A COPPES DOUNT				and smooth tr	
	ACCESS POINT		ACCESS POINT		ACCESS POINT	
		Balance on a body part.		Demonstrate a sequence of a		Demonstrate a sequence of a
				balance and a roll.		balance, a roll and a different
	PE.K.M.1.ln.k		PE.1.M.1.ln.k		PE.2.M.1.ln.j	balance.
Educational		Balance on two points of		Perform a balance and a roll		Perform a balance, a roll and a
Gymnastics	PE.K.M.1.Su.k	contact.	PE.1.M.1.Su.k	consecutively.	PE.2.M.1.Su.j	balance consecutively.
,		Balance body to remain		Perform a guided balance and a roll.		Perform a balance and a roll.
	PE.K.M.1.Pa.k	•	PE.1.M.1.Pa.k		PE.2.M.1.Pa.j	
	PE.K.M.1.12 Perform a variety of rolling actions.			emonstrate the ability to take weight		erform at least one skill that requires
	· ·	es of rolling actions are pencil roll	onto hands.			f weight to hands.
	and forward re	oll.		mentally appropriate examples are	•	mentally appropriate examples are
			аопкеу кіскѕ а	and hand stands.	nana stanas a	nd cartwheels.
	ACCESS POINT			ACCESS POINT		ACCESS POINT
		Perform more than one rolling		Perform a transfer of body weight to		Perform one guided skill that requires
	PE.K.M.1.ln.l	action.	PE.1.M.1.ln.l	hands.	PE.2.M.1.ln.k	the transfer of weight to hands.
		Perform a log roll.		Imitate a transfer of body weight to		Perform a transfer of body weight to
	DE 1/ N			hands.	DL 2 N/ 1 Cu /	hands.
	PE.K.M.1.Su.l	2.6	PE.1.M.1.Su.l		PE.2.M.1.Su.k	
	PE.K.M.1.Su.l	Perform a partial log roll, such as rolling to one side or from	PE.1.M.1.Su.l	Use hands to push against resistance.	PE.2.M.1.Pa.k	Imitate a transfer of body weight to

		front to back.					
	PE.K.M.1.13 Mo	ove in a variety of ways in	PE.1.M.1.13 Ch	nase, flee and dodge to avoid or catch	PE.2.M.1.12 Ch	nase, flee and dodge to avoid or catch	
	relation to othe	ers.	others.		others while m	aneuvering around obstacles.	
	Some examples	of this are chasing, fleeing and					
	dodging.						
		ACCESS POINT		ACCESS POINT		ACCESS POINT	
Chasing,		Move in a variety of ways in		Move to avoid or catch others.		Move to avoid or catch others while	
Fleeing and		relation to moving objects,				maneuvering around obstacles.	
Dodging		such as chasing, fleeing and					
	PE.K.M.1.ln.m	dodging.	PE.1.M.1.In.m		PE.2.M.1.In.l		
		Imitate ways to move, such as		Move to avoid others.		Move to avoid obstacles.	
	PE.K.M.1.Su.m	chasing and fleeing.	PE.1.M.1.Su.m		PE.2.M.1.Su.l		
		Move from one place to		Initiate movements to avoid others.		Imitate movements to avoid	
	PE.K.M.1.Pa.m	another.	PE.1.M.1.Pa.m		PE.2.M.1.Pa.l	obstacles.	
			se a variety of takeoff and landing				
			np, hop and leap safely in relation to				
			various types of equipment.				
			•	s of equipment are hoops, stationary			
			ropes and boxe	es.			
				ACCESS POINT			
Jumping and	Not measured at this grade level.		Not measured at this grade level.  Jump and land safely using a take-off		Not	measured at this grade level.	
Landing	11001110	asarea at tins grade leven		and landing pattern using at least			
				one piece of equipment, such as			
			PE.1.M.1.ln.n	hoops, stationary ropes and boxes.			
				Leap and land safely using at least			
			PE.1.M.1.Su.n	one piece of equipment.			
				Step and land safely over or on a			
			PE.1.M.1.Pa.n piece of equipment.				
				ovement Competency			
	Standard 1	1: Demonstrate competency in	many, and pro	oficiency in a few, movement form	s from a variet	, ,	
		Grade 3	Grade 4			Grade 5	
PE.3.M.1.1 Apply locomotor skills in a variety of			oly movement concepts to the		oly locomotor skills in a variety of		
	movement sett		•	f locomotor skills in a variety of		tings, while applying the appropriate	
		s of movement settings are	movement set	<u> </u>		cepts as the situation demands.	
Locomotor	sequences, dan	ces and games.	,	s of movement settings are		s of movement settings are sequences,	
Skills				nces and games. Some examples of	_	mes. Some examples of movement	
JAIIIS				cepts are directions, effort and	concepts are d	irections, effort and relationships.	
			relationships.				
		ACCESS POINT		ACCESS POINT		ACCESS POINT	

		Perform locomotor skills in a		Demonstrate movement concepts		Demonstrate locomotor skills while
		variety of movement settings,		in the performance of locomotor		applying appropriate movement
		such as sequences, dances and		skills in a variety of movement		concepts in a variety of settings, such
		games.		settings, such as sequences, dances		as sequences, dances and games.
	PE.3.M.1.ln.a		PE.4.M.1.ln.a	and games.	PE.5.M.1.ln.a	, ,
		Perform selected locomotor		Use selected movement concepts		Use locomotor skills while applying
		skills in a variety of movement		in the performance of locomotor		selected movement concepts in a
		settings, such as sequences,		skills in a variety of movement		variety of settings, such as sequences,
		dances and games.		settings, such as sequences, dances		dances and games.
	PE.3.M.1.Su.a		PE.4.M.1.Su.a	and games.	PE.5.M.1.Su.a	
		Imitate locomotor skills in a		Imitate selected movement		Perform locomotor skills exhibiting
		variety of movement settings,		concepts in the performance of		selected movement concepts in a
		such as sequences, dances and		locomotor skills in a variety of		variety of settings, such as sequences,
		games.		movement settings such as		dances and games.
	PE.3.M.1.Pa.a		PE.4.M.1.Pa.a	sequences, dances and games.	PE.5.M.1.Pa.a	
		ike a stationary object from a		ike a moving object using body parts		proach and strike a moving object with
		ition using body parts so that the		ject travels in the intended direction		that the object travels in the intended
	,	in the intended direction at the	at the desired	•		e desired height using correct
	desired height			es of activities to apply this are	technique.	
	Some examples of striking activities are		volleying, kicking and punting.		•	es of activities to apply this are
	Lyallovina kick	ing and punting.			vollevina kick	ing and punting.
	volleying, kicki	<u> </u>			voncynig, kick	
	volleying, kicki	ACCESS POINT		ACCESS POINT	voncynig, kieki	ACCESS POINT
Striking with	volleying, kicki	ACCESS POINT Strike a stationary object from a		Strike a moving object from a	voncynig, kicki	ACCESS POINT  Approach and strike a moving object
Striking with	voneying, kicki	ACCESS POINT  Strike a stationary object from a stationary position using body		Strike a moving object from a stationary position using body parts	voncynig, kieki	ACCESS POINT  Approach and strike a moving object with body parts so that the object
Striking with Body Parts		ACCESS POINT  Strike a stationary object from a stationary position using body parts so that the object travels		Strike a moving object from a stationary position using body parts so that the object travels in the		ACCESS POINT  Approach and strike a moving object
_	PE.3.M.1.ln.b	ACCESS POINT  Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction.	PE.4.M.1.ln.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.ln.b	ACCESS POINT  Approach and strike a moving object with body parts so that the object travels in the intended direction.
_		ACCESS POINT  Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction.  Strike a stationary object from a	PE.4.M.1.ln.b	Strike a moving object from a stationary position using body parts so that the object travels in the intended direction.  Strike a moving object from a		ACCESS POINT  Approach and strike a moving object with body parts so that the object travels in the intended direction.  Approach and strike a moving object
_	PE.3.M.1.ln.b	ACCESS POINT  Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction.  Strike a stationary object from a stationary position using body		Strike a moving object from a stationary position using body parts so that the object travels in the intended direction.  Strike a moving object from a stationary position using body parts	PE.5.M.1.ln.b	ACCESS POINT  Approach and strike a moving object with body parts so that the object travels in the intended direction.  Approach and strike a moving object with body parts so that the object
_		ACCESS POINT  Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction.  Strike a stationary object from a stationary position using body parts so that the object travels.	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.  Strike a moving object from a stationary position using body parts so that the object travels.		ACCESS POINT  Approach and strike a moving object with body parts so that the object travels in the intended direction.  Approach and strike a moving object with body parts so that the object travels.
_	PE.3.M.1.ln.b	ACCESS POINT  Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction.  Strike a stationary object from a stationary position using body parts so that the object travels.  Strike a stationary, modified		Strike a moving object from a stationary position using body parts so that the object travels in the intended direction.  Strike a moving object from a stationary position using body parts so that the object travels.  Swing at a moving object from a	PE.5.M.1.ln.b	ACCESS POINT  Approach and strike a moving object with body parts so that the object travels in the intended direction.  Approach and strike a moving object with body parts so that the object travels.  Strike a moving object from a
_	PE.3.M.1.In.b	ACCESS POINT  Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction.  Strike a stationary object from a stationary position using body parts so that the object travels.  Strike a stationary, modified object from a stationary position	PE.4.M.1.Su.b	Strike a moving object from a stationary position using body parts so that the object travels in the intended direction.  Strike a moving object from a stationary position using body parts so that the object travels.  Swing at a moving object from a stationary position using body	PE.5.M.1.In.b	ACCESS POINT  Approach and strike a moving object with body parts so that the object travels in the intended direction.  Approach and strike a moving object with body parts so that the object travels.
_	PE.3.M.1.In.b  PE.3.M.1.Su.b  PE.3.M.1.Pa.b	ACCESS POINT  Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction.  Strike a stationary object from a stationary position using body parts so that the object travels.  Strike a stationary, modified object from a stationary position using body parts.	PE.4.M.1.Su.b PE.4.M.1.Pa.b	Strike a moving object from a stationary position using body parts so that the object travels in the intended direction.  Strike a moving object from a stationary position using body parts so that the object travels.  Swing at a moving object from a stationary position using body parts.	PE.5.M.1.In.b  PE.5.M.1.Su.b  PE.5.M.1.Pa.b	ACCESS POINT  Approach and strike a moving object with body parts so that the object travels in the intended direction.  Approach and strike a moving object with body parts so that the object travels.  Strike a moving object from a stationary position using body parts.
_	PE.3.M.1.In.b  PE.3.M.1.Su.b  PE.3.M.1.Pa.b  PE.3.M.1.3 Str	ACCESS POINT  Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction.  Strike a stationary object from a stationary position using body parts so that the object travels.  Strike a stationary, modified object from a stationary position using body parts.  ike an object using a	PE.4.M.1.Su.b  PE.4.M.1.Pa.b  PE.4.M.1.3 Str	Strike a moving object from a stationary position using body parts so that the object travels in the intended direction.  Strike a moving object from a stationary position using body parts so that the object travels.  Swing at a moving object from a stationary position using body parts.  ike an object continuously using a	PE.5.M.1.In.b  PE.5.M.1.Su.b  PE.5.M.1.Pa.b  PE.5.M.1.3 Str	ACCESS POINT  Approach and strike a moving object with body parts so that the object travels in the intended direction.  Approach and strike a moving object with body parts so that the object travels.  Strike a moving object from a stationary position using body parts.
_	PE.3.M.1.In.b  PE.3.M.1.Su.b  PE.3.M.1.Pa.b  PE.3.M.1.3 Str paddle/racque	ACCESS POINT  Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction.  Strike a stationary object from a stationary position using body parts so that the object travels.  Strike a stationary, modified object from a stationary position using body parts.  ike an object using a et demonstrating correct	PE.4.M.1.Su.b  PE.4.M.1.Pa.b  PE.4.M.1.3 Str  paddle/racque	Strike a moving object from a stationary position using body parts so that the object travels in the intended direction.  Strike a moving object from a stationary position using body parts so that the object travels.  Swing at a moving object from a stationary position using body parts.  ike an object continuously using a et demonstrating correct technique	PE.5.M.1.In.b  PE.5.M.1.Su.b  PE.5.M.1.Pa.b  PE.5.M.1.3 Str partner using a	ACCESS POINT  Approach and strike a moving object with body parts so that the object travels in the intended direction.  Approach and strike a moving object with body parts so that the object travels.  Strike a moving object from a stationary position using body parts.  ike an object continuously with a a paddle/racquet demonstrating
_	PE.3.M.1.In.b  PE.3.M.1.Su.b  PE.3.M.1.Pa.b  PE.3.M.1.3 Str paddle/racque	ACCESS POINT  Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction.  Strike a stationary object from a stationary position using body parts so that the object travels.  Strike a stationary, modified object from a stationary position using body parts.  ike an object using a	PE.4.M.1.Su.b  PE.4.M.1.Pa.b  PE.4.M.1.3 Str  paddle/racque  of a forehand	Strike a moving object from a stationary position using body parts so that the object travels in the intended direction.  Strike a moving object from a stationary position using body parts so that the object travels.  Swing at a moving object from a stationary position using body parts.  ike an object continuously using a et demonstrating correct technique pattern.	PE.5.M.1.In.b  PE.5.M.1.Su.b  PE.5.M.1.Pa.b  PE.5.M.1.3 Str partner using a	ACCESS POINT  Approach and strike a moving object with body parts so that the object travels in the intended direction.  Approach and strike a moving object with body parts so that the object travels.  Strike a moving object from a stationary position using body parts.
Body Parts	PE.3.M.1.In.b  PE.3.M.1.Su.b  PE.3.M.1.Pa.b  PE.3.M.1.3 Str paddle/racque	ACCESS POINT  Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction.  Strike a stationary object from a stationary position using body parts so that the object travels.  Strike a stationary, modified object from a stationary position using body parts.  ike an object using a et demonstrating correct	PE.4.M.1.Su.b  PE.4.M.1.Pa.b  PE.4.M.1.3 Str  paddle/racque of a forehand  Some example	Strike a moving object from a stationary position using body parts so that the object travels in the intended direction.  Strike a moving object from a stationary position using body parts so that the object travels.  Swing at a moving object from a stationary position using body parts.  ike an object continuously using a et demonstrating correct technique pattern.	PE.5.M.1.In.b  PE.5.M.1.Su.b  PE.5.M.1.Pa.b  PE.5.M.1.3 Str partner using a	ACCESS POINT  Approach and strike a moving object with body parts so that the object travels in the intended direction.  Approach and strike a moving object with body parts so that the object travels.  Strike a moving object from a stationary position using body parts.  ike an object continuously with a a paddle/racquet demonstrating
Body Parts  Striking with	PE.3.M.1.In.b  PE.3.M.1.Su.b  PE.3.M.1.Pa.b  PE.3.M.1.3 Str paddle/racque	ACCESS POINT  Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction.  Strike a stationary object from a stationary position using body parts so that the object travels.  Strike a stationary, modified object from a stationary position using body parts.  ike an object using a et demonstrating correct forehand pattern.	PE.4.M.1.Su.b  PE.4.M.1.Pa.b  PE.4.M.1.3 Str  paddle/racque of a forehand  Some example	Strike a moving object from a stationary position using body parts so that the object travels in the intended direction.  Strike a moving object from a stationary position using body parts so that the object travels.  Swing at a moving object from a stationary position using body parts.  ike an object continuously using a et demonstrating correct technique pattern.  es of ways to strike continuously are and a partner-fed toss.	PE.5.M.1.In.b  PE.5.M.1.Su.b  PE.5.M.1.Pa.b  PE.5.M.1.3 Str partner using a	ACCESS POINT  Approach and strike a moving object with body parts so that the object travels in the intended direction.  Approach and strike a moving object with body parts so that the object travels.  Strike a moving object from a stationary position using body parts.  ike an object continuously with a a paddle/racquet demonstrating que of a forehand pattern.
Body Parts  Striking with	PE.3.M.1.In.b  PE.3.M.1.Su.b  PE.3.M.1.Pa.b  PE.3.M.1.3 Str paddle/racque	ACCESS POINT  Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction.  Strike a stationary object from a stationary position using body parts so that the object travels.  Strike a stationary, modified object from a stationary position using body parts.  ike an object using a et demonstrating correct	PE.4.M.1.Su.b  PE.4.M.1.Pa.b  PE.4.M.1.3 Str  paddle/racque of a forehand  Some example	Strike a moving object from a stationary position using body parts so that the object travels in the intended direction.  Strike a moving object from a stationary position using body parts so that the object travels.  Swing at a moving object from a stationary position using body parts.  ike an object continuously using a et demonstrating correct technique pattern.	PE.5.M.1.In.b  PE.5.M.1.Su.b  PE.5.M.1.Pa.b  PE.5.M.1.3 Str partner using a	ACCESS POINT  Approach and strike a moving object with body parts so that the object travels in the intended direction.  Approach and strike a moving object with body parts so that the object travels.  Strike a moving object from a stationary position using body parts.  ike an object continuously with a a paddle/racquet demonstrating

		using a paddle/racket		once using a paddle/racket		partner using a paddle/racquet.	
		demonstrating a forehand		demonstrating a forehand pattern.		paraner asing a passare, rasquess	
		pattern.					
		Strike a modified object more		Strike a modified object more than		Strike a modified object more than	
		than once with a lateral		once using a modified		once to a partner using a	
		movement using a paddle/racket.		paddle/racket demonstrating a		paddle/racket.	
	PE.3.M.1.Su.c		PE.4.M.1.Su.c	forehand pattern.	PE.5.M.1.Su.c		
		Swing at a modified object with a		Swing at a modified object using a		Strike a modified object to a partner	
		lateral movement using a		modified paddle/racket.		using a modified paddle/racket.	
	PE.3.M.1.Pa.c	paddle/racket.	PE.4.M.1.Pa.c		PE.5.M.1.Pa.c		
		ike both moving and stationary		ike moving and/or stationary objects		ike moving and/or stationary objects	
		a long-handled implement.	_	dled implements using correct	_	dled implements so the objects travel	
	•	es of developmentally-appropriate	-	he objects travel in the intended		d direction at the desired height using	
	long-handled implements are bats, hockey sticks		direction.		correct techni	•	
	and golf clubs.			es of long-handled implements are		es of long-handled implements are golf	
	ACCESS DOINT		golf clubs, bats and hockey sticks.		clubs, bats and hockey sticks.		
Striking with	ACCESS POINT			ACCESS POINT		ACCESS POINT	
Long-		Strike a modified, moving object		Strike both moving and stationary		Strike both moving and stationary	
Handled		using a long-handled implement.		objects with long-handled		objects with long-handled implements	
	PE.3.M.1.ln.d	implement.	PE.4.M.1.In.d	implements so the objects travel.	PE.5.M.1.In.d	so the objects travel in the intended direction.	
Implements	PE.S.IVI.I.III.U	Strike a modified moving object	PE.4.IVI.1.III.U	Strike both moving and stationary	PE.3.IVI.1.III.U	Strike both moving and stationary	
		using a modified long-handled		objects with long-handled		objects with long-handled implements	
	PE.3.M.1.Su.d	implement.	PE.4.M.1.Su.d	implements.	PE.5.M.1.Su.d	so the objects travel.	
	1 2.3.141.1.34.4	Swing at a modified moving	12.1	Strike a modified moving object	12.5.11.1.54.4	Strike both moving and stationary	
		object with a modified, long-		with a modified, long-handled		modified objects with a modified, long-	
		handled implement.		implement.		handled implement so the objects	
	PE.3.M.1.Pa.d	·	PE.4.M.1.Pa.d	•	PE.5.M.1.Pa.d		
	PE.3.M.1.5 Maintain control while dribbling		PE.4.M.1.5 Dri	ibble and pass to a moving partner.	PE.5.M.1.5 Ap	PE.5.M.1.5 Apply dribbling skills in modified games,	
	with hands or feet against a defender.				focusing on offensive strategies.		
					Some examples of offensive strategies are fakes,		
					stopping and s	stopping and starting, changing directions and	
Dribbling	bbling				changing spee		
Dilbbillig		ACCESS POINT		ACCESS POINT		ACCESS POINT	
		Control the ball while dribbling		Dribble and pass to a stationary		Use dribbling skills in modified games.	
	PE.3.M.1.In.e	with hands or feet.	PE.4.M.1.ln.e	partner.	PE.5.M.1.In.e		
		Dribble an object in a specified		Control the ball while dribbling		Perform dribbling skills in various	
	PE.3.M.1.Su.e	direction with hands or feet.	PE.4.M.1.Su.e	(with hands or feet).	PE.5.M.1.Su.e	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	

				direction.		partner.
	PE.3.M.1.6 De	monstrate a combination of basic	PE.4.M.1.6 Pe	PE.4.M.1.6 Perform a variety of swim strokes. PE		monstrate proficiency in one or more
	swim skills.		Some example	es of swim strokes are front crawl,	swim strokes.	·
	Some example	es of basic swim skills are prone	backstroke, el	ementary back stroke and modified	Some example	es of swim strokes are front crawl,
	and back float with flutter kick, alternating arm		breaststroke.		backstroke, br	eaststroke, sidestroke and butterfly.
	movements ar	nd treading water.				
		ACCESS POINT	ACCESS POINT			ACCESS POINT
Aguatica		Perform a basic swim skill such		Perform a swim stroke, such as		Demonstrate more than one swim
Aquatics		as flutter kick, alternating arm		front crawl, backstroke, elementary		stroke, such as front crawl, backstroke,
		movements and treading water.		back stroke or modified		breaststroke, sidestroke or butterfly.
	PE.3.M.1.In.f		PE.4.M.1.In.f	breaststroke.	PE.5.M.1.In.f	
		Perform a guided basic swim		Perform a guided swim stroke.		Perform a swim stroke.
	PE.3.M.1.Su.f	skill.	PE.4.M.1.Su.f		PE.5.M.1.Su.f	
		Perform a guided, modified		Perform a guided, modified swim		Perform a modified swim stroke.
	PE.3.M.1.Pa.f	basic swim skill.	PE.4.M.1.Pa.f	stroke.	PE.5.M.1.Pa.f	
	PE.3.M.1.7 Move in different directions to catch		PE.4.M.1.7 Move in different directions to catch		PE.5.M.1.7 Catch a variety of objects while traveling	
		erent sizes and weights thrown by	objects of different sizes and weights thrown by a		and being defo	ended.
	a stationary pa		stationary par	tner from varying distances.		
		ACCESS POINT		ACCESS POINT		ACCESS POINT
		Move in different directions to		Move in different directions to	Catch a variety of objects while	
		catch modified objects of		catch modified objects of different		traveling.
		different sizes thrown by a		sizes thrown by a stationary partner		
Catching	PE.3.M.1.ln.g	stationary partner.	PE.4.M.1.ln.g	from varying distances.	PE.5.M.1.ln.g	
		Move in different directions to		Move in different directions to trap		Catch a variety of modified objects
		trap modified objects of		modified objects of different sizes		while traveling.
	DE 2 M 1 C	different sizes thrown by a	DE 4 M 1 C ~	thrown by a stationary partner	DE E M 1 C ~	
	PE.3.M.1.Su.g	stationary partner.  Trap softly tossed, modified	PE.4.M.1.Su.g	from varying distances.  Trap modified objects of different	PE.5.M.1.Su.g	Move to trap modified objects tossed
		objects of different sizes with		sizes with both hands tossed from a		by a stationary partner.
	25.2344.2	both hands.	55 444 4 5	12.1	25.5.4.4.2	by a stationary partner.
	PE.3.M.1.Pa.g		PE.4.M.1.Pa.g		PE.5.M.1.Pa.g	
	PE.3.M.1.8 Throw balls of various sizes and			row balls of various sizes and weights		row a leading pass overhand to a
	overhand mot	tationary partner using a correct	a correct over	y partner from varying distances using	moving partne	er using a variety of objects.
	overnand mot	· ·	a correct over			
Throwing		ACCESS POINT		ACCESS POINT		ACCESS POINT
		Throw balls of various sizes and		Throw balls of various sizes and		Throw a pass overhand to a moving
		weights to a stationary partner		weights to a stationary partner		partner using a variety of objects.
	PE.3.M.1.ln.h	weights to a stationary partner using an overhand motion.	PE.4.M.1.ln.h	using an overhand motion from a distance.	PE.5.M.1.ln.h	partner using a variety of objects.

		Toss balls of various sizes and		Throw a ball in the direction of a		Throw a pass to a moving partner.
		weights to a stationary partner.		stationary partner from varying		
	PE.3.M.1.Su.h		PE.4.M.1.Su.h	distances.	PE.5.M.1.Su.h	
		Toss modified objects to a		Toss modified objects from a		Toss modified objects to a recipient
	PE.3.M.1.Pa.h	stationary partner.	PE.4.M.1.Pa.h	distance.	PE.5.M.1.Pa.h	(partner).
	PE.3.M.1.9 Pe	rform a teacher-designed	PE.4.M.1.9 Pe	rform a teacher-designed sequence,	PE.5.M.1.9 Pe	rform a self-designed sequence, with or
		ng manipulatives.	with or withou	ut manipulatives, while	without manip	oulatives, while demonstrating balance,
		es of sequences using	1	g balance, coordination, clear shapes,	1	clear shapes, purposeful movements
	-	are tinikling poles, lummi sticks		ovements and smooth transitions.	and smooth tr	
	and jump rope	es.	-	es of sequences are rhythm,	1	es of sequences are rhythm, movement
				d dance. Some examples of		ome examples of manipulatives are
			manipulatives	are tinikling poles, lummi sticks and	tinikling poles,	lummi sticks and jump ropes.
			jump ropes.			
		ACCESS POINT		ACCESS POINT		ACCESS POINT
		Perform a teacher-designed		Perform a teacher-designed		Perform a self-designed sequence with
		sequence using manipulatives,		sequence with or without		or without manipulatives, such as
		such as tinikling poles, lummi		manipulatives, such as tinikling		tinikling poles, lummi sticks or jump
		sticks or jump ropes.		poles, lummi sticks or jump ropes,		ropes, demonstrating clear shapes,
				while demonstrating purposeful		purposeful movements and smooth
Educational				movements and smooth		transitions.
Dance	PE.3.M.1.ln.i		PE.4.M.1.In.i	transitions.	PE.5.M.1.ln.i	
		Imitate a teacher-designed		Perform a teacher-designed		Perform a self-designed sequence with
		movement sequence using		sequence with or without		or without manipulatives, such as
		manipulatives such as tinikling		manipulatives, such as tinikling		tinikling poles, lummi sticks, or jump
		poles, lummi sticks or jump		poles, lummi sticks, or jump ropes,		ropes, demonstrating clear shapes and
	DE 2 M 4 C :	ropes.	DE 4.44.6 :	demonstrating purposeful	DE E M 4 C :	purposeful movements.
	PE.3.M.1.Su.i	Doufour - wided to show	PE.4.M.1.Su.i	movements.	PE.5.M.1.Su.i	Dorford Control of the control of th
		Perform a guided, teacher-		Imitate a teacher-designed		Perform a movement sequence with or
		designed sequence using		movement sequence with or		without manipulatives, demonstrating
		manipulatives, such as tinikling poles, lummi sticks or jump		without manipulatives,		purposeful movements.
	PE.3.M.1.Pa.i	ropes.	PE.4.M.1.Pa.i	demonstrating purposeful movements.	PE.5.M.1.Pa.i	
		erform one dance accurately.		erform two or more dances		l erform a variety of dances accurately.
		es of dances are square, contra,	accurately.	erioriii two or more dances		es of dances are line, square, contra,
	step and socia			es of dances are line, square, contra,	folk, step and	
	step and socia		folk, step and		Joik, step and	social.
		ACCESS POINT	Join, step una	ACCESS POINT		ACCESS POINT
		Perform one dance, such as		Perform more than one dance, such		Perform a variety of dances, such as
	PE.3.M.1.In.j	square, contra, step or social.	PE.4.M.1.ln.j	as square, contra, step or social.	PE.5.M.1.ln.j	square, contra, step or social,

						accurately.
		Imitate a pattern of steps		Imitate a pattern of steps		Perform a variety of dances, such as
		associated with a dance, such as		associated with a variety of dances.		square, contra, step or social.
	PE.3.M.1.Su.j	square, contra, step or social.	PE.4.M.1.Su.j	•	PE.5.M.1.Su.j	·
		Perform a guided movement		Perform a guided movement		Perform a guided movement
		associated with a dance, such as		associated with more than one		associated with a variety of dances.
		square, contra, step or social.		dance, such as square, contra, step		
	PE.3.M.1.Pa.j		PE.4.M.1.Pa.j	or social.	PE.5.M.1.Pa.j	
	PE.3.M.1.11 P	erform a self-designed gymnastics	PE.4.M.1.11 P	erform a self-designed gymnastics	PE.5.M.1.11 P	erform a self-designed gymnastics
	sequence cons	sisting of clear beginning and	sequence con	sisting of clear beginning and ending	sequence con:	sisting of clear beginning and ending
	ending balanc	es and two different movement	balances and	three different movement elements	balances and	four different movement elements with
	elements with correct technique and smooth		with correct to	echnique and smooth transitions.	correct techni	que and smooth transitions.
	transitions.		Some example	es of movement elements are	Some examples of movement elements are b	
	Some examples of movement elements are		balances, rolli	ng actions, changes in speed/	rolling actions	s, changes in speed/direction and skills
	balances, rolli	ng actions, changes in speed/	direction and	skills requiring weight on hands.	requiring weig	ght on hands.
	direction and	skills requiring weight on hands.				
		ACCESS POINT		ACCESS POINT		ACCESS POINT
		Perform a basic gymnastics		Perform a basic gymnastics		Perform a basic gymnastics sequence
		sequence with a clear		sequence with a clear beginning;		with a clear beginning; two movement
Educational		beginning; one movement		one movement element, such as		elements, such as balances, rolling
Gymnastics		element, such as balances,		balances, rolling actions, changes in		actions, changes in speed/direction or
Gyiiiiastics		rolling actions, changes in		speed/direction or skills requiring		skills requiring weight on hands and ar
		speed/direction or skills		weight on hands and an ending		ending with correct technique and
		requiring weight on hands; and		with correct technique.		smooth transitions.
	PE.3.M.1.ln.k	an ending.	PE.4.M.1.In.k		PE.5.M.1.In.k	
		Perform a basic gymnastics		Perform a basic gymnastics		Perform a basic gymnastics sequence
		sequence with a beginning, a		sequence with a beginning, more		with a clear beginning; one movement
		rolling action and an ending.		than one rolling action and an		element, such as balances, rolling
				ending.		actions, changes in speed/direction or
						skills requiring weight on hands and ar
	PE.3.M.1.Su.k		PE.4.M.1.Su.k		PE.5.M.1.Su.k	ending with correct technique.
		Perform a guided, basic		Perform a basic gymnastics		Perform a basic gymnastics sequence
		gymnastics sequence with a		sequence with a beginning, a rolling		with a beginning, more than one rolling
		beginning, a rolling action and		action and an ending.		action and an ending.
	PE.3.M.1.Pa.k	an ending.	PE.4.M.1.Pa.k		PE.5.M.1.Pa.k	
Chasing,						
Fleeing and	Not me	easured at this grade level.	Not i	measured at this grade level.	Not	measured at this grade level.
Dodging						

Jumping and Landing    ACCESS POINT   ACCESS POINT   Run and jump over a low-or medium-level obstacle.   Walk and jump over a low-level obstacle.   Walk and jump over a low-level obstacle.   Walk and jump over a low-level obstacle.   PE.3.M.1.Su.l   PE.3.M.1.Pa.l   Leap and land safely using at PE.4.M.1.Pa.l   Jump over a low-level obstacle.   PE.3.M.1.Pa.l   Leap and land safely using at PE.4.M.1.Pa.l   Jump over a low-level obstacle.   PE.4.M.1.Pa.l   PE.4.M.1.Pa.		
Jumping and Landing   PE.3.M.1.in.i   Jump a self-turned rope.   PE.4.M.1.in.i   PE.3.M.1.in.i   Jump a turning rope.   PE.3.M.1.su.i   PE.3.M.1.Pa.i   Leap and land safely using at PE.3.M.1.Pa.i   PE.4.M.1.Pa.i   Jump over a low-level obstacle.   Jump over a low-level obst		
PE.3.M.1.In.l   PE.3.M.1.In.l   medium-level obstacle.   Walk and jump over a low-level   Obstacle.   PE.3.M.1.Su.l   PE.3.M.1.Su.l   PE.3.M.1.Su.l   PE.3.M.1.Pa.l   least one piece of equipment.   PE.4.M.1.Su.l   Obstacle.   PE.4.M.1.Su.l   Obstacle.   PE.3.M.1.Pa.l		
Landing    PE.3.M.1.In.    PI.3.M.1.In.    PI.	e level	
PE.3.M.1.Su.l  PE.3.M.1.Su.l  PE.3.M.1.Pa.l  Leap and land safely using at least one piece of equipment.  PE.4.M.1.Pa.l  PE.4.M.1.Pa.l  PE.4.M.1.Pa.l  Jump over a low-level obstacle.  Jump over a low-level obstacle.  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 reperformance in a variety of physical activities.  Strand C: Cognitive Abilities  Strand C: Cognitive Abilities  Strand C: Cognitive Abilities  Strand C: Cognitive Abilities  FE.4.M.1.Pa.l  Jump over a low-level obstacle.  PE.4.M.1.Pa.l  Jump over a low-level obstacle.  PE.4.M.1.Pa.l  PE.4.M.1.Pa.l  PE.4.M.1.Pa.l  PE.4.M.1.Pa.l  PE.4.C.2.1 ldentify abilities  Strand C: Cognitive Abilities  Strand C: Cognitive Abilities  FE.4.C.2.1 ldentify abilities  Some examples of critical elements of locomotor skills.  An example of a critical element of jump beginning and ending on two feet.  ACCESS POINT  Recognize more than two locomotor skills.  ACCESS POINT  Recognize more than two locomotor skills.  An example of a critical element of jump beginning and ending on two feet.  Access Point leaves a security of locomotor skills.  An example of a critical element of jump beginning and ending on two feet.  Access Point leaves a security the critical elements of l	e level.	
Strand C: Cognitive Abilities  Standard 2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding reperformance in a variety of physical activities.    Kindergarten   Grade 1   Grade 2		
Standard 2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding reperformance in a variety of physical activities.    Kindergarten   Grade 1   Grade 2		
Strand C: Cognitive Abilities  Standard 2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding reperformance in a variety of physical activities.    Kindergarten		
Standard 2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding reperformance in a variety of physical activities.    Kindergarten   Grade 1   Grade 2		
PE.K.C.2.1 Recognize locomotor skills.   Some examples of locomotor skills are walking, running, skipping, leaping, bounding, skills are step-hop for skipping and use of one foot for hopping.   PE.K.C.2.1n.a		
Recognize more than two locomotor skills, such as walking, running, skipping, leaping, jumping and galloping.   PE.K.C.2.In.a   Recognize more than one locomotor skill, such as walking, running, skipping, leaping, jumping and galloping.   PE.K.C.2.Su.a   Associate movement with a locomotor skill, such as walking, running, skipping, leaping, pumping and galloping.   PE.L.C.2.Su.a   Recognize more than one locomotor skill, such as walking, running, skipping, leaping, pumping and galloping.   PE.L.C.2.Su.a   Recognize more than one locomotor skill, such as walking, running, skipping, pumping and galloping.   PE.K.C.2.Su.a   Recognize movement with a locomotor skill, such as walking, running, skipping, leaping, pumping, leaping, running, skipping, leaping, skipping, leaping, running, skipping, leaping, ru	novement	
PE.K.C.2.1 Recognize locomotor skills.  Some examples of locomotor skills are walking, running, skipping, leaping, hopping, jumping and galloping.  ACCESS POINT  Recognize more than two locomotor skills, such as walking, running, skipping, leaping, jumping and galloping.  PE.1.C.2.1 Identify the critical elements of locomotor skills.  Some examples of critical elements of locomotor skills.  An example of a critical element of jumping and use of one foot for hopping.  ACCESS POINT  Recognize more than two locomotor skills, such as walking, running, skipping, leaping, jumping and galloping.  PE.1.C.2.1 Identify the critical elements of locomotor skills.  An example of a critical element of jumping and ending on two feet.  ACCESS POINT  ACCESS POINT  ACCESS POINT  ACCESS POINT  Recognize more than two locomotor skills.  PE.2.C.2.In.a  Recognize a characteristic of a locomotor skill.  Recognize a characteristic of a locomotor skill.  PE.2.C.2.1 Describe the critical elements of locomotor skills.  An example of a critical element of jumping and ending on two feet.  An example of a critical element of jumping and ending on two feet.  An example of a critical element of jumping and ending on two feet.  An example of a critical element of jumping and ending on two feet.  An example of a critical element of jumping and ending on two feet.  An example of a critical element of jumping and ending on two feet.  An example of a critical element of jumping and ending on two feet.  An example of a critical element of jumping and ending on two feet.  An example of a critical element of jumping and ending on two feet.  An example of a critical element of jumping and ending on two feet.  An example of a critical element of jumping and ending on two feet.  An example of a critical element of jumping and ending on two feet.  An example of a critical element of jumping and ending on two feet.  An example of a critical element of jumping and ending on two feet.		
Some examples of locomotor skills are walking, running, skipping, leaping, hopping, jumping and galloping.    ACCESS POINT   A		
running, skipping, leaping, hopping, jumping and galloping.    ACCESS POINT   ACC	ents of	
Cocomotor   Skills		
Locomotor Skills  PE.K.C.2.In.a   Recognize more than one locomotor skill, such as walking, running, skipping, leaping, jumping and galloping.  PE.K.C.2.Su.a   Jumping and galloping.  PE.K.C.2.Su.a   Associate movement with a locomotor skill, such as walking, running, skipping, leaping, jumping, skipping, leaping, jumping and galloping.  PE.1.C.2.Su.a   Recognize a characteristic of a locomotor skill.  Recognize a characteristic of a locomotor skill.  Recognize a characteristic of a locomotor skill.  PE.2.C.2.Su.a   PE.2.C.2.Su.a   Recognize more than one locomotor skill.  Recognize a locomotor skill.  Recognize a locomotor skill.  Recognize more than skill.	ımping is	
ACCESS POINT Recognize more than two locomotor skills, such as walking, running, skipping, PE.K.C.2.In.a leaping, jumping and galloping.  Recognize more than one locomotor skill, such as walking, running, skipping, leaping, peE.K.C.2.Su.a jumping and galloping.  ACCESS POINT ACCESS POINT Identify a characteristic of a variety of locomotor skills.  PE.K.C.2.In.a Pe.Z.C.2.In.a Pe.Z.C.2.In.a Recognize a characteristic of a locomotor skill.  Recognize a characteristic of a locomotor skill.  PE.K.C.2.Su.a jumping and galloping.  PE.1.C.2.Su.a Pe.Z.C.2.Su.a Recognize a locomotor skill.  Recognize more than skill.  Recognize more than skill.		
Locomotor Skills  PE.K.C.2.In.a  Recognize more than two locomotor skills, such as walking, running, skipping, leaping, running, skipping, pe.K.C.2.Su.a  PE.K.C.2.Su.a  Recognize more than two locomotor skills.  PE.L.C.2.In.a  Recognize more than two of locomotor skills.  PE.2.C.2.In.a  Recognize a characteristic of a locomotor skill.  Recognize a characteristic of a locomotor skill.  PE.C.2.Su.a  Recognize characteristic of a locomotor skill.  Recognize characteristic of a locomotor skill.  Recognize a characteristic of a locomotor skill.  Recognize a characteristic of a locomotor skill.  Recognize characteristic of a locomotor skill.  Recognize a locomotor skill.  Recognize more than skill.		
Locomotor Skills  PE.K.C.2.In.a leaping, jumping and galloping.  Recognize more than one locomotor skill.  PE.K.C.2.Su.a jumping and galloping.  PE.K.C.2.Su.a jumping and galloping.  Associate movement with a locomotor skill, such as walking, running, skipping, leaping, locomotor skill, such as walking, running, skipping, leaping, locomotor skill.  Recognize a characteristic of a locomotor skill.  PE.C.2.Su.a PE.2.C.2.Su.a PE.2.C.2.Su.a Recognize a locomotor skill.  Recognize a locomotor skill.  Recognize a locomotor skill.  Recognize more than skill.		
Decomposition   Walking, running, skipping, leaping, jumping and galloping.   PE.1.C.2.In.a   PE.2.C.2.In.a   PE.2.C.2.In.a   PE.2.C.2.In.a	cs of locomotor	
Skills  PE.K.C.2.In.a leaping, jumping and galloping.  Recognize more than one locomotor skill, such as walking, running, skipping, leaping,  PE.K.C.2.Su.a jumping and galloping.  PE.L.C.2.Su.a Recognize a characteristic of a locomotor skill.  PE.K.C.2.Su.a pimping and galloping.  PE.L.C.2.Su.a Recognize a characteristic of a locomotor skill.  PE.C.2.Su.a PE.2.C.2.Su.a Recognize more than locomotor skill.  Recognize a locomotor skill.  Recognize a locomotor skill.  Recognize more than skill.		
Recognize more than one locomotor skill, such as walking, running, skipping, leaping, jumping and galloping.  PE.K.C.2.Su.a   PE.1.C.2.Su.a   Recognize a characteristic of a locomotor skill.   Recognize characteristic of a locomotor skill.   PE.2.C.2.Su.a   PE.2.C.2.Su.a    Recognize a characteristic of a locomotor skill.   Recognize characteristic of a locomotor skills.   PE.2.C.2.Su.a   PE.2.C.2.Su.a    Recognize a characteristic of a locomotor skill.   Recognize characteristic of a locomotor skills.   Iocomotor skills.   PE.2.C.2.Su.a   PE.2.C.2.Su.a    Recognize a locomotor skill.   Recognize more than skill.   Re		
locomotor skill, such as walking, running, skipping, leaping, PE.K.C.2.Su.a jumping and galloping.  Associate movement with a locomotor skill, such as walking, running, skipping, leaping,  Indicate the provided Head of		
running, skipping, leaping, jumping and galloping.  Associate movement with a locomotor skill, such as walking, running, skipping, leaping,  PE.1.C.2.Su.a PE.2.C.2.Su.a  Recognize a locomotor skill.  Recognize a locomotor skill.  skill.	stics of	
PE.K.C.2.Su.a jumping and galloping.  Associate movement with a locomotor skill, such as walking, running, skipping, leaping,  PE.1.C.2.Su.a PE.2.C.2.Su.a Recognize a locomotor skill.  Recognize a locomotor skill.  Recognize a locomotor skill.  Recognize a locomotor skill.		
Associate movement with a locomotor skill. Recognize a locomotor skill. Recognize more than skill. running, skipping, leaping,		
locomotor skill, such as walking, running, skipping, leaping,		
running, skipping, leaping,	one locomotor	
LDEVICE Do a Liumping or golloping LDE 1 C 2 Do a LDE 2 C 2 Do a LDE 2 C 2 Do a L		
PE.K.C.2.Pa.a jumping or galloping. PE.1.C.2.Pa.a PE.2.C.2.Pa.a PE.2.C.2.Pa.a PE.2.C.2.Pa.a PE.2.C.2.2 Identify safety rules and procedures for PE.2.C.2.2 Identify safety rules are procedured for PE.2.C.2.2 Identify safety rules are procedured for PE.2.C.2.2 Identify safety rul	rocodures for	
safety rules and procedures.  PE.1.C.2.2 Identify safety rules and procedures for safety rules and procedures.  reacher-selected physical activities.  selected physical activities.	rocedures for	
An example would be to put equipment away  An example of a safety procedure is having  An example of a safety procedure is having  An example of a safety procedure is having	havina students	
when not in use in order to keen the physical students stand a safe distance away from a student stand a safe distance away from a st	_	
Safety Safety  activity area safe.  Safety Stand a safe distance away from a stadent standard stand	aucht swinging a	
ACCESS POINT ACCESS POINT ACCESS POINT		
Recognize that physical Recognize safety rules and Recognize safety rules	es and	
PE.K.C.2.In.b activities have safety rules.  PE.1.C.2.In.b procedures for teacher-selected PE.2.C.2.In.b procedures for select		

				physical activities.		activities.
	_	Recognize that a physical		Recognize safety rules for teacher-		Recognize safety rules for selected
	PE.K.C.2.Su.b	activity has safety rules.	PE.1.C.2.Su.b	selected physical activities.	PE.2.C.2.Su.b	physical activities.
		Recognize a safety rule.		Recognize a safety rule for teacher-		Recognize a safety rule for selected
	PE.K.C.2.Pa.b		PE.1.C.2.Pa.b	selected physical activities.	PE.2.C.2.Pa.b	physical activities.
	PE.K.C.2.3 Reco	ognize technology can be utilized	PE.1.C.2.3 Ide	ntify technology that can be utilized	PE.2.C.2.3 Util	ize technology to enhance experiences
	during physical activity.		to enhance ph	ysical activity.	in physical edu	ucation.
	Some examples	s of developmentally-appropriate	Some example	es of developmentally-appropriate	Some example	es of developmentally-appropriate
	technology for	students to recognize are stop	technology for	students to identify are stop	technology are	e stop watches, pedometers and scales.
	watches, pedor	meters and scales.	watches, peda	meters and scales.		
		ACCESS POINT		ACCESS POINT		ACCESS POINT
Technology		Recognize technology used		Recognize that technology can be		Identify technologies that can be used
recimology		during physical activity.		used to enhance physical activity.		to enhance experiences in physical
	PE.K.C.2.In.c		PE.1.C.2.In.c		PE.2.C.2.In.c	education.
		Recognize a technology used		Recognize a technology that can be		Recognize technologies that can be
		during physical activity.		used to enhance physical activity.		used to enhance experiences in
	PE.K.C.2.Su.c		PE.1.C.2.Su.c		PE.2.C.2.Su.c	physical education.
		Associate a technology with a		Recognize a technology used		Recognize a technology that can be
	PE.K.C.2.Pa.c	physical activity.	PE.1.C.2.Pa.c		PE.2.C.2.Pa.c	used to enhance physical activity.
		ognize there are deep and shallow		ntify the rules for safe water	-	lain the importance of wearing a life
		, and identify the dangers of		recognize the importance of having a		al flotation device) when on a boat or
		y of water without supervision.	_	water or in a swimming facility.	near water.	
		a danger is entering the water		a rule for safe water activity would		
A	when there is n	ot an adult present.	be the use of a		A COTTOS DO INIT	
Aquatics		ACCESS POINT		ACCESS POINT		ACCESS POINT
		Recognize the dangers of		Recognize the rules for safe water		Identify the importance of wearing a
	25 1/ 22 1 1	entering a body of water	254 224 1	activities and the importance of a	550001	life jacket (personal flotation device)
	PE.K.C.2.In.d	without supervision.	PE.1.C.2.In.d	lifeguard.	PE.2.C.2.In.d	when on a boat or near water.
		Associate bodies of water with		Recognize a rule for safe water		Recognize the importance of wearing
	DE K C 3 C d	danger and the need for supervision.	PE.1.C.2.Su.d	activities.	PE.2.C.2.Su.d	a life jacket (personal flotation device) when on a boat or near water.
	PE.K.C.2.Su.d	Associate bodies of water with	PE.1.C.2.3u.u	Associate bodies of water with	PE.Z.C.Z.Su.u	Associate a life jacket (personal
		danger.		danger and the need for		flotation device) with a body of
	PE.K.C.2.Pa.d	danger.	PE.1.C.2.Pa.d	supervision.	PE.2.C.2.Pa.d	water.
		l ognize the concept of a dominant		ognize the importance of practicing		lain how appropriate practice improves
		hrowing/striking/kicking patterns.	to improve pe			nce of movement skills.
Skill		nd/foot is the one selected by the		initially getting two out of five bean	•	initially getting two out of five bean
Applications		els most natural for	-	op while performing an underhand	-	op while performing an underhand
	throwing/striki		_	roving to four out of five due to	_	roving to four out of five due to
	an owning/striki	ng/ Nicking.	toss, then imp	ioving to jour out of five due to	1000, then imp	Toving to jour out of five due to

			practicing.		practicing.		
		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	1 •	
	patterns and sk		Some example	skill cues to improve performance. s of skill cues are palm up for an	performance.	oly teacher feedback to effect change in	
	Some examples of movement patterns and skills are locomotor, non-locomotor, throwing and catching.  ACCESS POINT		underhand thr dribbling.	ow and keep ball close to body when	stepping with	a student applying teacher feedback of the opposite foot when throwing a ball prove performance.	
				ACCESS POINT	in order to imp	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 Ident	tify personal and general space.	with throwing, A dominant ha student that fe	ntify dominant hand/foot for use /dribbling/striking/kicking skills. and/foot is the one selected by the eels most natural for bling/striking/kicking patterns.			
	ACCESS POINT			ACCESS POINT	Not	measured at this grade level.	
	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	Some examples	gnize movement concepts. s of movement concepts are aways and levels.	Some example	ntify movement concepts. es of movement concepts are hways and levels.	PE.2.C.2.7 Describe movement concepts.  Some examples of movement concepts are directions, pathways and levels.		
Concepts		ACCESS POINT		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.	

	level.		levels.		
	Associate movement with a		Recognize directional movements,		Recognize movement concepts, such
PE.K.C.2.Pa.h	direction.	PE.1.C.2.Su.h	such as up, down, over and under.	PE.2.C.2.Su.g	as directions, pathways and levels.
	Recognize a directional		Associate direction with		Recognize a directional movement,
	movement, such as up, down,		movement, such as up, down,		such as up, down, over or under.
PE.K.C.2.Su.h	over or under.	PE.1.C.2.Pa.h	over or under.	PE.2.C.2.Pa.g	
		PE.1.C.2.9 Nar	ne examples of warm-up and cool-	PE.2.C.2.8 Exp	lain the importance of warm-up and
		down exercise	S.	cool-down act	ivities.
		An example of	a warm-up exercise is an activity	An example o	f the importance for warm-up activities
		that gets your	blood flowing. An example of a cool-	is the preventi	ion of injuries.
		down exercise	is one that slows your heart rate.		
Not ma	sacured at this grade level		ACCESS POINT		ACCESS POINT
NOT THE	easured at this grade level.		Recognize examples of warm-up		Identify that warm-up and cool-down
		PE.1.C.2.In.i	and cool-down exercises.	PE.2.C.2.In.h	activities are important.
			Recognize examples of warm-up or		Recognize that warm-up and cool-
		PE.1.C.2.Su.i	cool-down exercises.	PE.2.C.2.Su.h	down activities are important.
			Recognize an example of a warm-		Recognize a warm-up and a cool-
		PE.1.C.2.Pa.i	up or cool-down exercise.	PE.2.C.2.Pa.h	down exercise.
				PE.2.C.2.9 Def	ine offense and defense.
				Offense is whe	en a team is attempting to score and
				defense is whe	en a team is trying to prevent the other
				team from sco	oring.
					ACCESS POINT
Defense  Not measured at this grade level  Not measured at					Identify the difference between
NOT THE	easured at this grade level.	NOLI	neasured at this grade level.	PE.2.C.2.In.i	offense and defense.
					Recognize the difference between
					offense and defense, such as keeping
					possession vs. taking possession of an
				PE.2.C.2.Su.i	object.
					Recognize taking possession of an
				PE.2.C.2.Pa.i	object (defense).
		Strand C	Cognitive Abilities		
dentify, analyze	and evaluate movement cond	epts. mechanic	al principles, safety considerations	and strategie	s/tactics regarding movement
		-p .s,eaime	a. p		-,
in a variety of p	physical activities.				
	PE.K.C.2.Su.h  Not me	Associate movement with a direction.  Recognize a directional movement, such as up, down, over or under.  Not measured at this grade level.  Not measured at this grade level.	PE.K.C.2.Pa.h direction.  PE.K.C.2.Pa.h direction.  Recognize a directional movement, such as up, down, PE.1.C.2.Pa.h  PE.1.C.2.Pa.h PE.1.C.2.Pa.h  PE.1.C.2.Pa.h PE.1.C.2.Pa.h  PE.1.C.2.Pa.h  PE.1.C.2.Pa.h  PE.1.C.2.Pa.h  PE.1.C.2.Pa.h  PE.1.C.2.Pa.h  PE.1.C.2.Pa.h  PE.1.C.2.Pa.h  PE.1.C.2.Pa.h  PE.1.C.2.Pa.h  PE.1.C.2.Pa.h  PE.1.C.2.Pa.i  PE.1.C.2.Su.i  PE.1.C.2.Pa.i	PE.K.C.2.Pa.h direction.  Recognize a directional movement, such as up, down, over and under.  Recognize a directional movement, such as up, down, over or under.  PE.K.C.2.Su.h over or under.  PE.I.C.2.Pa.h over or under.  PE.1.C.2.Pa.h over or under.  Associate directional movements, such as up, down, over and under.  Associate direction with movement, such as up, down, over or under.  PE.1.C.2.Pa.h over or under.  PE.1.C.2.Pa.h over or under.  PE.1.C.2.Pa.h over or under.  Associate direction with movement, such as up, down, over or under.  Associate direction with movement, such as up, down, over or under.  Associate direction with movement, such as up, down, over or under.  Associate direction with movement, such as up, down, over or under.  Associate direction with movement, such as up, down, over or under.  Associate direction with movement, such as up, down, over or under.  Associate direction with movement, such as up, down, over or under.  Associate direction with movement, such as up, down, over or under.  Associate direction with movement, such as up, down, over or under.  Associate direction with movement, such as up, down, over or under.  Associate direction with movement, such as up, down, over or under.  Associate direction with movement, such as up, down, over or under.  Associate direction with movement, such as up, down, over or under.  Associate direction with movement, such as up, down, over or under.  Associate directional movement, over as up, down, over or under.  Associate direction with movement, over as up, down, over directional movement, such as up, down, over direction with up, down, over direction w	Associate movement with a direction.  PE.K.C.2.Pa.h direction.  Recognize a directional movement, such as up, down, over and under.  Recognize a directional movement, such as up, down, over or under.  PE.L.C.2.Pa.h over or under.  PE.L.C.2.Pa.h over or under.  PE.1.C.2.Pa.h over or under.  PE.2.C.2.Pa.g PE.2.C.2.Pa

	movement and performance.  Some examples	tify the importance of purposeful lits impact on quality of s of purposeful movement are sythm, sequencing and transfer of	PE.4.C.2.1 Understand the importance of purposeful movement in a variety of movement settings.  Some examples of purposeful movement are timing, flow, rhythm, sequencing and transfer of weight.		PE.5.C.2.1 Apply purposeful movement to a variety of movement settings to include designing and performing movement routines.  Some examples of purposeful movement are timing, flow, rhythm, sequencing and transfer of weight.	
		ACCESS POINT		ACCESS POINT		ACCESS POINT
		Identify purposeful movements,		Identify the importance of		Identify and demonstrate purposeful
		such as timing, flow,		purposeful movements, such as		movements, such as timing, flow,
		sequencing, transfer of weight		timing, flow, sequencing, transfer		sequencing, transfer of weight and
		and rhythm.		of weight and rhythm in a variety of		rhythm in a variety of movement
Locomotor				movement settings.		settings including performing
Skills	PE.3.C.2.In.a		PE.4.C.2.In.a		PE.5.C.2.In.a	movement routines.
		Recognize a purposeful		Recognize the importance of		Recognize and use purposeful
		movement, such as timing, flow,		purposeful movements, such as		movements, such as timing, flow,
		sequencing, transfer of weight		timing, flow, sequencing, transfer		sequencing, transfer of weight and
		or rhythm.		of weight or rhythm in a variety of		rhythm in a variety of movement
	DE 2.02.0		DE 4 6 2 6	movement settings.	DE E C 2 C	settings including performing
	PE.3.C.2.Su.a	Recognize the sequence in	PE.4.C.2.Su.a	Recognize sequence and rhythm in	PE.5.C.2.Su.a	movement routines.  Recognize and use sequence and
		purposeful movement, such as		purposeful movement in a variety		rhythm in purposeful movement in a
		forward and backward.		of movement settings.		variety of movement settings,
		Torward and backward.		or movement settings.		including performing guided-
	PE.3.C.2.Pa.a		PE.4.C.2.Pa.a		PE.5.C.2.Pa.a	movement routines.
		erstand the importance of safety		l derstand the importance of safety		ign or modify a game incorporating
		edures in all physical activities.		redures in all physical activities,	skills, rules and	
	•	a safety procedure is wearing a	•	se that are high risk.		2 31 413 613
	helmet when ri			f a safety procedure is having		
		<i>,</i>		d a safe distance away from a student		
			swinging a go	lf club during striking activities.		
Safety,		ACCESS POINT		ACCESS POINT		ACCESS POINT
Rules and		Identify the importance of		Identify the importance of safety		Combine skills and rules into a new
Procedures		safety rules and procedures in		rules and procedures in all physical		game.
	PE.3.C.2.In.b	physical activities.	PE.4.C.2.In.b	activities.	PE.5.C.2.In.b	
		Recognize the importance of		Recognize the importance of safety		Identify skills and rules of a new
		safety rules and procedures in		rules and procedures in all physical		game.
	PE.3.C.2.Su.b	physical activities.	PE.4.C.2.Su.b	activities.	PE.5.C.2.Su.b	
	DE 2 C 2 D . I	Recognize the importance of	DE 4.6.3.5.	Recognize the importance of safety	DE E C 3 D .	Recognize the rules in a game or
	PE.3.C.2.Pa.b	safety rules and procedures for	PE.4.C.2.Pa.b	rules and procedures in selected	PE.5.C.2.Pa.b	activity.

		selected physical activities.		physical activities.			
	utilized to gath performance.  Some examples	erstand that technology can be er information about s of technology are pedometers, s, heart-rate monitors, videos,	about perform Some example accelerometer	PE.4.C.2.3 Use technology to gather information about performance.  Some examples of technology are pedometers, accelerometers, heart-rate monitors, videos, websites and spreadsheets.		PE.5.C.2.3 Apply feedback gathered from the use of technology to assess and enhance performance.  Some examples of technology are pedometers, accelerometers, heart-rate monitors, videos, websites and spreadsheets.	
		ACCESS POINT		ACCESS POINT		ACCESS POINT	
Technology	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.  Recognize that technology that	PE.4.C.2.In.c	Use selected technology, such as pedometers, heart-rate monitors and videos, to gather information about performance.  Use a technology, such as	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.  Recognize and use feedback gathered	
	PE.3.C.2.Su.c	can be used to gather information about performance, such as pedometers, heart-rate monitors and videos.	PE.4.C.2.Su.c	pedometers, heart-rate monitors and videos, to gather information about performance.	PE.5.C.2.Su.c	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.	
	that can be use emergency.  Some examples		protecting par of the sun.	derstand the importance of the body from the harmful rays are sunscreen and protective	PE.5.C.2.4 Ider rescue technic An example of	ntify the different types of basic water- ques, using various types of items.  To water-rescue technique is to reach im with a pole and pull him/her to	
		ACCESS POINT		ACCESS POINT		ACCESS POINT	
Aquatics	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.	

	PF 3 C 2 5 Expl	ain how appropriate practice	PF 4 C 2 5 Det	ect errors in personal movement	PF 5 C 2 5 Det	ect, analyze and correct errors in	
	· ·	ormance of movement skills.	patterns.	ect cirors in personal movement		ement patterns.	
		nitially making two out of five free	•	f a way to detect errors in personal	personarmove	sment patterns.	
	-	etball, then improving to four out		tterns is through the use of			
	of five due to p		videotaping.				
	, ,	ACCESS POINT	, 3	ACCESS POINT	ACCESS POINT		
		Identify how practice improves		Recognize errors in personal		Identify and correct errors in personal	
		performance of movement		movement patterns.		movement patterns.	
	PE.3.C.2.In.e	skills.	PE.4.C.2.In.e	·	PE.5.C.2.In.e	·	
		Recognize how practice		Recognize an error in personal		Recognize and correct errors in	
Skill		improves performance of		movement patterns.		personal movement patterns.	
Applications	PE.3.C.2.Su.e	movement skills.	PE.4.C.2.Su.e		PE.5.C.2.Su.e		
		Recognize the practice of		Recognize an error in a selected		Recognize and correct an error in	
		movement skills.		personal-movement pattern.		selected personal-movement	
	PE.3.C.2.Pa.e		PE.4.C.2.Pa.e		PE.5.C.2.Pa.e	patterns.	
		yze peer performance and					
	provide feedba						
	ACCESS POINT						
		Interpret peer performance and					
	PE.3.C.2.In.f	offer feedback.	Not i	measured at this grade level.	Not measured at this grade level.		
		Examine peer performance and					
	PE.3.C.2.Su.f	offer feedback.					
	_	Recognize peer performance					
	PE.3.C.2.Pa.f	and offer feedback.					
				npare and discuss skills/sports that		npare and contrast skills/sports that use	
				ovement patterns.		nent patterns and concepts.	
			T	es are volleyball and tennis serve,		es are volleyball and tennis serve, surfing	
Movement			surfing and sk	ACCESS POINT	and skate boa	ACCESS POINT	
Concepts				Identify skills and sports that use		Identify skills and sports that use	
and	Not me	easured at this grade level.	PE.4.C.2.In.f	similar movement patterns.	PE.5.C.2.In.f	similar patterns or concepts.	
Patterns			1 2.7.0.2.111.1	Identify skills that use similar	1 2.3.0.2.111.1	Identify skills that use similar patterns	
			PE.4.C.2.Su.f	movement patterns.	PE.5.C.2.Su.f	or concepts.	
				Recognize skills that use similar		Recognize skills that use similar	
			25.4.6.2.5.	movement patterns.	25.5.0.2.2.5	patterns or concepts.	
			PE.4.C.2.Pa.f	•	PE.5.C.2.Pa.f		

	cool-down activ	s of reasons for warm-up and cool- are injury prevention and	techniques an An example of	ntify proper warm-up and cool-down d the reasons for using them. Fa warm-up technique for sprinting is hamstring muscles in order to	PE.5.C.2.7 Identify basic practice and conditioning principles that enhance performance.  An example of a conditioning principle that would enhance performance is running with weight resistance to improve speed.		
		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.	
Warm up/ Cool Down	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	PE.5.C.2.Pa.g	Recognize a basic practice principle that enhances performance.	
	Not measured at this grade level.		before, during An example of prevent heat-r  PE.4.C.2.In.h  PE.4.C.2.Su.h	ntify the importance of hydration and after physical activity.  If the importance of hydration is to related illnesses.  ACCESS POINT  Recognize the importance of hydration before, during and after physical activity.  Recognize the importance of hydration during physical activity.  Recognize the body needs water.	nce of ng and after  nce of cal activity.		
	PE.3.C.2.8 Described tactics.	cribe basic offensive and defensive		ntify basic offensive and defensive diffied invasion and net activities.		egorize basic offensive and defensive diffied invasion and net activities.	
Offense and		an offensive tactic is keeping your the ball and defender while	An example of	An example of an offensive tactic in tennis is hitting the ball away from the opponent.		An example of an offensive tactic in basketball is keeping your body between the ball and the defender.	
Defense		ACCESS POINT		ACCESS POINT		ACCESS POINT	
Delense	PE.3.C.2.ln.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.III.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.	

		Recognize the difference		Recognize a defensive tactic, such		Recognize basic offensive or
		between offense and defense,		as raising arms and hands in front		defensive tactics.
		such as keeping possession vs.		of face.	_	
	PE.3.C.2.Pa.h	taking possession of an object.	PE.4.C.2.Pa.i		PE.5.C.2.Pa.h	
				Lifetime Fitness		
			<b>d 3:</b> Participat	e regularly in physical activity.	T	
		Kindergarten		Grade 1		Grade 2
		ntify a moderate physical activity.		ntify a moderate physical activity.		tify a moderate physical activity.
	An example of	a moderate activity is a fast walk.	An example o	f a moderate activity is a fast walk.	An example of	a moderate activity is skipping.
0.0		ACCESS POINT		ACCESS POINT		ACCESS POINT
Moderate	55 // 1 2 1	Recognize a moderate physical	554101	Recognize a moderate physical	25.24.24	Recognize a moderate physical
Physical	PE.K.L.3.In.a	activity.	PE.1.L.3.In.a	activity.	PE.2.L.3.In.a	activity.
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.N.L.S.Su.a	Recognize a modified physical		Recognize a modified physical		Recognize a modified physical
	PE.K.L.3.Pa.a	activity.	PE.1.L.3.Pa.a	activity.	PE.2.L.3.Pa.a	activity.
	PF.K.L.3.2 Iden	ntify a vigorous physical activity.	PF.1.L.3.2 Ider	ntify a vigorous physical activity.	PF.2.1.3.2 Iden	tify a vigorous physical activity.
		a vigorous activity is running.		f a vigorous activity is running.	An example of a vigorous activity is running.	
Vigorous	, 3	ACCESS POINT	ACCESS POINT		ACCESS POINT	
Physical		Recognize a vigorous physical		Recognize a vigorous physical		December a vigorous physical activity
activity	PE.K.L.3.In.b	activity.	PE.1.L.3.In.b	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.
		itify opportunities for involvement		ntify opportunities for involvement		tify opportunities for involvement in
	in physical act	ivities during the school day.	in physical act	ivities during the school day.	physical activit	ies during the school day.
		ACCESS POINT		ACCESS POINT		ACCESS POINT
		Recognize opportunities for		Recognize opportunities for		Recognize opportunities for
Physical-		involvement in physical activities		involvement in physical activities		involvement in physical activities
activity	PE.K.L.3.In.c	during the school day.	PE.1.L.3.In.c	during the school day.	PE.2.L.3.In.c	during the school day.
Opportunities		Recognize opportunities for		Recognize opportunities for		Recognize opportunities for
	PE.K.L.3.Su.c	involvement in modified physical	PE.1.L.3.Su.c	involvement in modified physical	PE.2.L.3.Su.c	involvement in modified physical
	PE.N.L.S.SU.C	activities during the school day.  Associate selected modified	PE.1.L.3.3u.C	activities during the school day.  Associate selected modified	PE.2.L.3.3u.C	activities during the school day.  Associate selected modified physical
		physical activities with		physical activities with		activities with experiences during the
		experiences during the school		experiences during the school day.		school day.
	PE.K.L.3.Pa.c	day.	PE.1.L.3.Pa.c	superiorises during the school day.	PE.2.L.3.Pa.c	
		ntify opportunities for involvement		ntify opportunities for involvement		tify opportunities for involvement in

		ACCESS POINT		ACCESS POINT		ACCESS POINT
		Recognize opportunities for		Recognize opportunities for		Recognize selected opportunities for
		involvement in physical activities		involvement in physical activities		involvement in physical activities
	PE.K.L.3.In.d	after the school day.	PE.1.L.3.In.d	after the school day.	PE.2.L.3.In.d	after the school day.
		Recognize opportunities for		Recognize opportunities for		Recognize an opportunity for
		involvement in modified physical		involvement in modified physical		involvement in physical activities
	PE.K.L.3.Su.d	activities after the school day.	PE.1.L.3.Su.d	activities after the school day.	PE.2.L.3.Su.d	after the school day.
		Associate selected modified		Associate selected modified		Associate involvement in physical
		physical activities with		physical activities with		activities with experiences after the
	PE.K.L.3.Pa.d	experiences after the school day.	PE.1.L.3.Pa.d	experiences after the school day.	PE.2.L.3.Pa.d	school day.
	PE.K.L.3.5 Des	cribe physical-activity goal-setting.	PE.1.L.3.5 Set	physical-activity goals.	PE.2.L.3.5 Set	and meet physical-activity goals.
		ACCESS POINT		ACCESS POINT		ACCESS POINT
Physical-		Identify a physical-activity goal.		Select physical-activity goals.		Select and meet physical-activity
activity Goals	PE.K.L.3.In.e		PE.1.L.3.In.e		PE.2.L.3.In.e	goals.
		Recognize a physical-activity goal.		Select a physical-activity goal.		Select and meet a physical-activity
	PE.K.L.3.Su.e		PE.1.L.3.Su.e		PE.2.L.3.Su.e	goal.
		Associate a goal with completion		Select a physical activity for a goal.		Select and complete a physical
	PE.K.L.3.Pa.e	of a selected physical activity.	PE.1.L.3.Pa.e		PE.2.L.3.Pa.e	
		ntify the benefits of participating in		ntify the health benefits of physical		ntify how opportunities for
	physical activit	•	activity.		participation i	n physical activities change during the
		f a benefit of physical activity is	-	f a health benefit of physical activity	seasons.	
	improved card	liorespiratory fitness.	is improved m	uscular strength.		
		ACCESS POINT		ACCESS POINT		ACCESS POINT
		Recognize selected benefits of		Recognize selected health benefits		Identify how participation in physical
		participating in physical activities.		of physical activity.		activities can change during the
	PE.K.L.3.In.f		PE.1.L.3.In.f		PE.2.L.3.In.f	seasons.
		Recognize that participating in a		Recognize a health benefit of		Recognize that opportunities for
Lifestyle		physical activity is good for you.		physical activity.		participation in physical activities
Behaviors	PE.K.L.3.Su.f		PE.1.L.3.Su.f		PE.2.L.3.Su.f	change during the year.
		Associate physical activity with		Associate physical activity with		Associate a physical activity with a
	PE.K.L.3.Pa.f	feeling well.	PE.1.L.3.Pa.f	health.	PE.2.L.3.Pa.f	season.
						ntify healthful benefits that result from
					regular partici	pation in physical activity.
						ACCESS POINT
	Not m	leasured at this grade level.	Not n	neasured at this grade level.		Recognize healthful benefits that
						result from regular participation in
					PE.2.L.3.In.g	physical activity.
						Recognize a healthful benefit that
					PE.2.L.3.Su.g	results from regular participation in

						physical activity.	
					PE.2.L.3.Pa.g	Associate a healthful benefit with results from regular participation in physical activity.	
	PE.K.L.3.7 Ver	bally state the search used before	PE.1.L.3.7 Ide	ntify edges, pedestrians, vehicles	PE.2.L.3.8 Ider	ntify the proper crossing sequence.	
	crossing a road		and traffic.			ossing sequence is stop at the edge, look	
		ed is look left, look right and look			left, look right	, look left again and keep looking.	
	left again.						
		ACCESS POINT		ACCESS POINT		ACCESS POINT	
		Repeat the search used before		Recognize edges, pedestrians,		Recognize the proper crossing	
		crossing a road, such as look left,		vehicles and traffic.		sequence, such as stop at the edge,	
Pedestrian		look right and look left again.				look left, look right, look left again	
Safety	PE.K.L.3.In.g		PE.1.L.3.In.g		PE.2.L.3.In.h	and keep looking.	
		Repeat a model of the search		Recognize edges, vehicles and		Imitate a person using the proper	
		with associated movements used		traffic.		crossing sequence, such as stop at the	
		before crossing a road, such as				edge, look left, look right, look left	
		look left, look right and look left				again and keep looking.	
	PE.K.L.3.Su.g	again.	PE.1.L.3.Su.g		PE.2.L.3.Su.h		
		Perform a search using guided		Recognize the edge of the road.		Participate in a guided crossing	
		movements before crossing a				sequence, such as stop at the edge,	
	PE.K.L.3.Pa.g	road, such as look left, look right and look left again.	PE.1.L.3.Pa.g		PE.2.L.3.Pa.h	look left, look right, look left again and keep looking.	
Dievelo	PE.N.L.S.Pa.g	and look left again.	PE.I.L.S.Pa.g		PE.Z.L.S.Pa.II	and keep looking.	
Bicycle Safety	Not m	neasured at this grade level.	Not measured at this grade level		Not measured at this grade level		
			Strand L	: Lifetime Fitness			
		Standa	rd 3: Participa	te regularly in physical activity.			
		Grade 3		Grade 4		Grade 5	
	PE.3.L.3.1 Ider	ntify a moderate physical activity.	PE.4.L.3.1 Iden	tify a moderate physical activity.	PE.5.L.3.1 Ider	ntify a moderate physical activity.	
	An example of	f a moderate activity is skipping.		a moderate activity is throwing and		a moderate activity is passing and	
			catching a foo	tball with a partner.	trapping a soc	cer ball with a partner.	
Moderate		ACCESS POINT		ACCESS POINT		ACCESS POINT	
Physical		Recognize a moderate physical		Recognize a moderate physical		Recognize a moderate physical	
activity	PE.3.L.3.In.a	activity.	PE.4.L.3.In.a	activity.	PE.5.L.3.In.a	activity.	
200,010	25.01.2.2	Recognize a moderate modified	55.41.55	Recognize a moderate modified	85.51.5.5	Recognize a moderate modified	
	PE.3.L.3.Su.a	physical activity.	PE.4.L.3.Su.a	physical activity.	PE.5.L.3.Su.a	physical activity.	
	DE 2 1 2 2	Recognize a modified physical	DE 41.22	Recognize a modified physical	DE E L 2 2	Recognize a modified physical activity.	
	PE.3.L.3.Pa.a	activity.	PE.4.L.3.Pa.a	activity.	PE.5.L.3.Pa.a		

Vigorous		ntify a vigorous physical activity. f a vigorous activity is jumping		ntify a vigorous physical activity. f a vigorous activity is playing a flag	An example of	ntify a vigorous physical activity. f a vigorous activity is playing a see vs. three) soccer game.
Physical		ACCESS POINT		ACCESS POINT		ACCESS POINT
activity	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.
	PE.3.L.3.3 Ider	ntify opportunities for		ntify opportunities for involvement in		ntify opportunities for involvement in
	involvement in school day.	n physical activities during the	physical activi	ties during the school day.	physical activi	ties during the school day.
		ACCESS POINT		ACCESS POINT		ACCESS POINT
	DE 2 L 2 In a	Recognize opportunities for involvement in selected physical	DE 4 1 2 lp a	Recognize opportunities for involvement in selected physical	PE.5.L.3.In.c	Recognize opportunities for involvement in selected physical
	PE.3.L.3.In.c	activities during the school day.  Recognize opportunities for	PE.4.L.3.In.c	activities during the school day.  Recognize opportunities for	PE.S.L.3.In.C	activities during the school day.  Recognize opportunities for
		involvement in modified physical activities during the		involvement in modified physical activities during the school day.		involvement in modified physical activities during the school day.
	PE.3.L.3.Su.c	school day.	PE.4.L.3.Su.c		PE.5.L.3.Su.c	
Physical-	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.
activity		ntify opportunities for		ntify opportunities for involvement in	PE.S.L.3.4 Identify opportunities for involvement in	
Opportunities	involvement in physical activities after the school day.		physical activities after the school day.		physical activities after the school day.	
		ACCESS POINT		ACCESS POINT		ACCESS POINT
		Recognize selected opportunities for involvement in physical activities after the		Recognize selected opportunities for involvement in physical activities after the school day.		Recognize selected opportunities for involvement in physical activities after the school day.
	PE.3.L.3.In.d	school day.	PE.4.L.3.In.d		PE.5.L.3.In.d	
		Recognize an opportunity for involvement in physical		Recognize an opportunity for involvement in physical activities		Recognize an opportunity for involvement in physical activities after
	PE.3.L.3.Su.d	activities after the school day.	PE.4.L.3.Su.d	after the school day.	PE.5.L.3.Su.d	the school day.
		Associate involvement in physical activities with		Associate involvement in physical activities with experiences after the		Associate involvement in physical activities with experiences after the
		experiences after the school		school day.		school day.
	PE.3.L.3.Pa.d	day.	PE.4.L.3.Pa.d		PE.5.L.3.Pa.d	

	personal reco	an activity log to maintain a rd of participation in physical g a period of time.			PE.5.L.3.5 Form time spent in p	nulate a plan to increase the amount of hysical activity.		
		ACCESS POINT				ACCESS POINT		
		Keep a personal record of				Create a plan to increase the amount		
Physical-		participation in physical activity				of time spent in physical activity.		
activity Goals		during a period of time, such as	Not m	neasured at this grade level.				
	PE.3.L.3.In.e	a week.			PE.5.L.3.In.e			
		Record personal participation in				Select a plan to increase the amount		
		physical activity during a period				of time spent in physical activity.		
	PE.3.L.3.Su.e	of time, such as a day or week.			PE.5.L.3.Su.e			
		Indicate personal participation				Recognize a plan to increase the		
		in physical activity during a				amount of time spent in physical		
	PE.3.L.3.Pa.e				PE.5.L.3.Pa.e	activity.		
		ntify lifestyle changes that can be	•	ement at least one lifestyle behavior		iss lifestyle behaviors that can be		
		ase the level of physical activity.	to increase phy	sical activity.		se physical activity.		
		f a lifestyle change is taking the			Some examples of lifestyle behaviors are taking stairs,			
	stairs instead	of the elevator.			cycling, rollerbl	ading and walking.		
		ACCESS POINT		ACCESS POINT		ACCESS POINT		
		Recognize lifestyle changes,		Use one lifestyle behavior to		Name lifestyle changes, such as		
		such as taking stairs, cycling and		increase physical activity, such as		taking stairs, cycling and walking that		
		walking that can be made to		taking stairs, cycling, rollerblading		can be made to increase the level of		
	DE 2   2   - f	increase the level of physical	DE 41.21-	or walking.	DE E I 2 I f	physical activity.		
	PE.3.L.3.In.f	activity.	PE.4.L.3.In.e	Deufenne en elifertude behavien te	PE.5.L.3.In.f			
		Recognize a lifestyle change,		Perform one lifestyle behavior to		Identify a lifestyle change, such as		
		such as taking stairs, cycling or		increase physical activity, such as		taking stairs, cycling or walking that can be made to increase the level of		
Lifestyle		walking that can be made to		taking stairs, cycling, rollerblading				
Behaviors	PE.3.L.3.Su.f	increase the level of physical activity.	PE.4.L.3.Su.e	or walking.	PE.5.L.3.Su.f	physical activity.		
	PE.3.L.3.3u.I	Recognize an activity, such as	PE.4.L.3.3u.e	Perform one guided lifestyle	PE.3.L.3.3u.I	Recognize an activity, such as taking		
		taking stairs, cycling or walking		behavior to increase physical		stairs, cycling or walking that can be		
		that can be made to increase		activity, such as taking stairs,		made to increase the level of		
		the level of physical activity.		cycling, rollerblading or walking.		physical activity.		
	PE.3.L.3.Pa.f	the level of physical detivity.	PE.4.L.3.Pa.e	cycling, roller blading of walking.	PE.5.L.3.Pa.f	,		
						echnology to enhance regular		
					participation in	physical activities.		
	Not m	easured at this grade level.	Not m	neasured at this grade level.		ACCESS POINT		
	8		-			Use technology to identify selected		
					PE.5.L.3.In.g	opportunities for participation in		

						physical activities.
						Use selected technology to recognize selected opportunities for
					PE.5.L.3.Su.g	participation in physical activities.
					1 2.3.2.3.34.8	Use a technology to recognize a
						selected opportunity for
					PE.5.L.3.Pa.g	participation in physical activities.
Pedestrian Safety	Not m	easured at this grade level.	Not m	neasured at this grade level.	Not	measured at this grade level.
		erentiate between the correct way to fit a bicycle helmet.	PE.4.L.3.6 Discubicycle helmet.	uss the importance of wearing a		uss the importance of being visible, ble and communicating when cycling.
		ACCESS POINT		ACCESS POINT		ACCESS POINT
Bicycle		Identify the correct way to fit a bicycle helmet.		Identify a consequence of not wearing a bicycle helmet.		Identify the importance of being visible and communicating when
Safety	PE.3.L.3.In.g		PE.4.L.3.In.f		PE.5.L.3.In.h	cycling.
Janety		Recognize the correct way to fit		Recognize a consequence of not		Recognize the importance of being
	DE 21.2 Cv	a bicycle helmet.	DE 41.25f	wearing a bicycle helmet.	DE EL 2 Corb	visible and communicating when
	PE.3.L.3.Su.g	Recognize a person wearing a	PE.4.L.3.Su.f	Associate a bicycle helmet with	PE.5.L.3.Su.h	cycling.  Recognize the importance of being
	PE.3.L.3.Pa.g	bicycle helmet correctly.	PE.4.L.3.Pa.f	safety.	PE.5.L.3.Pa.h	visible when cycling.
	1 2.3.2.3.1 0.8	,	L	Lifetime Fitness	1 2.3.2.3.1 4.11	, 3
9	Standard 4: De	evelop and implement a persona	l fitness progra	m to achieve and maintain a healt	th-enhancing lev	vel of physical fitness.
		Kindergarten		Grade 1		Grade 2
		ntify the location of muscles that	PE.1.L.4.1 Iden	tify a benefit of strengthening	PE.2.L.4.1 Iden	tify how muscular strength and
		perform specific physical	muscles.			ances performance in physical
	activities.				activities.	
	muscles.	curl-ups involve the abdominal				
20	maseres.	ACCESS POINT		ACCESS POINT		ACCESS POINT
Muscular Strength and		Recognize the location of		Recognize benefits of		Recognize how strength and
Endurance		muscles that help you move in		strengthening muscles.		endurance are involved in physical
Endurance	PE.K.L.4.In.a	physical activities.	PE.1.L.4.In.a		PE.2.L.4.In.a	activities.
		Associate muscles with		Recognize a benefit of		Recognize how strength is involved
	PE.K.L.4.Su.a	movement of the body in physical activities.	PE.1.L.4.Su.a	strengthening muscles.	PE.2.L.4.Su.a	in physical activities.
	1 L.N.L.4.3u.d	Associate movement with	1 L.1.L.4.Ju.d	Associate fitness with strength.	1 L.Z.L.4.3u.d	Recognize how strength helps
	PE.K.L.4.Pa.a	physical activity.	PE.1.L.4.Pa.a	. issociate miness with strength.	PE.2.L.4.Pa.a	performance.
		, , ,		1	,	l ·

		ntify that the heart beats faster ntense physical activity.	related physica The health-rela are cardiorespi	ted components of physical fitness ratory endurance, muscular ular endurance, flexibility and body	PE.2.L.4.2 Discuss the components of health-related physical fitness.  The health-related components of physical fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.	
	ACCESS POINT			ACCESS POINT		ACCESS POINT
		Recognize a physiological sign of		Recognize characteristics of		Recognize selected components of
		physical activity, such as		health-related fitness.		health-related physical fitness, such
		increased heart rate and faster				as cardiorespiratory endurance,
		breathing.				muscular strength, muscular
Health-			DE 1   4   n   h		DE 21 41m h	endurance, flexibility or body
related	PE.K.L.4.In.b	Associate physical activity with	PE.1.L.4.In.b	Recognize a characteristic of	PE.2.L.4.In.b	composition.  Recognize a component of health-
Physical		increased heart rate or		health-related fitness.		related physical fitness, such as
Fitness		breathing.		medicii related iitiiess.		cardiorespiratory endurance,
		5.64				muscular strength, muscular
						endurance, flexibility or body
	PE.K.L.4.Su.b		PE.1.L.4.Su.b		PE.2.L.4.Su.b	composition.
		Associate physical activity with		Associate health with physical		Associate strength with health-
	PE.K.L.4.Pa.b	physical change.	PE.1.L.4.Pa.b	activity.	PE.2.L.4.Pa.b	related physical fitness.
	PE.K.L.4.3 Ider	ntify activities that increase	PE.1.L.4.3 Identify the changes in heart rate before,		PE.2.L.4.3 Identify that a stronger heart muscle can	
	breathing and	heart rate.	during and after physical activity.		pump more blood with each beat.	
	An example of	an activity that increases heart				
	rate is jogging					
		ACCESS POINT		ACCESS POINT	ACCESS POINT	
		Identify a variety of activities		Identify changes in heart rate after		Recognize that a strong heart pumps
		that increase breathing and		physical activity.		more blood.
	PE.K.L.4.In.c	heart rate.	PE.1.L.4.In.c		PE.2.L.4.In.c	
		Identify selected activities that		Recognize changes in heart rate		Recognize that a heart pumps blood.
		increase breathing and heart		after physical activity.		
	PE.K.L.4.Su.c	rate.	PE.1.L.4.Su.c		PE.2.L.4.Su.c	
		Associate a physical activity with		Associate increased heart rate or		Recognize that the heart beats.
		increased breathing and heart		breathing with physical activity.		
	PE.K.L.4.Pa.c	rate.	PE.1.L.4.Pa.c		PE.2.L.4.Pa.c	
				tify the difference in the activity of		tify why sustained physical activity
			the heart durin	g rest and while physically active.	causes an incre	ased heart rate and heavy breathing.
				ACCESS POINT	ACCESS POINT	

			PE.1.L.4.In.d	Identify changes in heart rate after physical activity.	DE 21 4 lo d	Recognize why a physical activity can causes an increased heart rate and	
	Not me	Not measured at this grade level.		Recognize changes in heart rate after physical activity.	PE.2.L.4.In.d	heavy breathing.  Recognize that physical activity causes an increased heart rate and heavy breathing.	
			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.	
		ntify a physiological sign of		uss the physiological signs of		tify the physiological signs of moderate	
	participating in physical activity.  Some examples of the physiological signs of physical activity are an increased heart rate and faster breathing.			s of the physiological signs of y are an increased heart rate and		ysical activity. Is of the physiological signs of physical Reating and an increased heart rate.	
		ACCESS POINT		ACCESS POINT		ACCESS POINT	
Physical Activity		Recognize a physiological sign of participating in physical activity, such as an increased heart rate		Recognize the physiological signs of physical activity, such as an increased heart rate and faster		Recognize the physiological signs of moderate physical activity.	
	PE.K.L.4.In.d	and faster breathing.	PE.1.L.4.In.e	breathing.	PE.2.L.4.In.e		
		Associate physical activity with an increased heart rate or breathing.		Recognize a physiological sign of physical activity, such as an increased heart rate and faster		Recognize a physiological sign of moderate physical activity.	
	PE.K.L.4.Su.d		PE.1.L.4.Su.e	breathing.	PE.2.L.4.Su.e		
	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.	
						PE.2.L.4.6 Identify benefits of participation in informal physical fitness assessment.	
						ACCESS POINT	
Fitness Assessment	Not me	easured at this grade level.	Not m	neasured at this grade level.	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.	
					PE.2.L.4.Pa.f	Recognize a modified, informal physical fitness assessment.	
Elovibility	PE.K.L.4.5 Ider	ntify a benefit of flexibility.		tify how to properly flex and extend promote flexibility.	PE.2.L.4.7 Identify appropriate stretching exercises.		
Flexibility		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	

				and extend a muscle.		exercises.	
		Recognize a characteristic of		Imitate a model to flex and extend		Recognize a stretching exercise.	
	PE.K.L.4.Su.e	flexibility.	PE.1.L.4.Su.f	a muscle.	PE.2.L.4.Su.g		
		Associate flexibility with		Perform a guided flex and		Recognize a muscle.	
	PE.K.L.4.Pa.e	movement.	PE.1.L.4.Pa.f	extension of a muscle.	PE.2.L.4.Pa.g		
		erentiate between healthy and		tify the food groups.		gorize food into food groups.	
	unhealthy foo			epts and activities should be linked to		epts and activities should be linked to	
		epts and activities should be	the health-rela	ted components of physical fitness.	the health-rela	ted components of physical fitness.	
		ealth-related components of					
	physical fitnes						
Nutrition		ACCESS POINT		ACCESS POINT		ACCESS POINT	
		Identify healthy and unhealthy		Identify more than one food		Identify food in food groups.	
	PE.K.L.4.In.f	food choices.	PE.1.L.4.In.g	group.	PE.2.L.4.In.h		
		Recognize healthy and		Recognize more than one food		Recognize food in food groups.	
	PE.K.L.4.Su.f	unhealthy food choices.	PE.1.L.4.Su.g	group.	PE.2.L.4.Su.h	- 100	
	DE 1/1 4 D (	Recognize a healthy food.	554145	Recognize more than one kind of	25.21.42.1	Recognize different kinds of foods.	
	PE.K.L.4.Pa.f		PE.1.L.4.Pa.g	food.	PE.2.L.4.Pa.h		
Technology	ogy Not measured at this grade level.			neasured 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	
	PE.3.L.4.1 Describe how muscular strength and		PE.4.L.4.1 Identify the muscles being strengthened			rentiate between muscular strength	
		hances performance in physical		formance of specific activities.	and muscular endurance.		
	activities.		An example is the arm muscles are strengthened				
			from push-ups.				
Muscular		ACCESS POINT		ACCESS POINT		ACCESS POINT	
		Identify how muscular strength		Identify the part of the body being		Identify muscular strength and	
Strength and		and endurance enhance		strengthened during physical		muscular endurance.	
Endurance	DE 2   4   -	performance in physical	DE 41.41	activities, such as arm muscles or	DE E L 4 la -		
	PE.3.L.4.In.a	activities.	PE.4.L.4.In.a	leg muscles.	PE.5.L.4.In.a	Barania and an atura at the and	
		Recognize how muscular		Recognize the part of the body being strengthened during		Recognize muscular strength and muscular endurance.	
		strength and endurance enhance performance in		physical activities, such as arm		muscular endurance.	
	PE.3.L.4.Su.a	physical activities.	PE.4.L.4.Su.a	muscles or leg muscles.	PE.5.L.4.Su.a		
	PE.S.L.4.3u.a	Recognize how endurance helps	PE.4.L.4.3u.a	Associate a physical activity with	PE.3.L.4.3u.d	Recognize muscular strength or	
				Associate a physical activity with		Recognize muscular strength of	
	DF 3 I 1 Da a		DF // I // Da a	strengthening a part of the hody	DF 5 1 4 Da a	muscular endurance	
	PE.3.L.4.Pa.a	performance.	PE.4.L.4.Pa.a	strengthening a part of the body.	PE.5.L.4.Pa.a	muscular endurance.	
Health-	PE.3.L.4.2 Des		PE.4.L.4.2 Iden	strengthening a part of the body. tify several activities related to each physical fitness.	PE.5.L.4.2 Iden	muscular endurance. tify activities that develop and component of physical fitness.	

related		ACCESS POINT		ACCESS POINT	ACCESS POINT	
Physical		Identify the effect of physical		Recognize activities related to		Recognize activities that develop and
Fitness		activity on the heart and lungs.		each component of physical		maintain selected components of
	PE.3.L.4.In.b		PE.4.L.4.In.b	fitness.	PE.5.L.4.In.b	physical fitness.
		Recognize the effect of physical		Recognize an activity related to		Recognize activities that develop and
		activity on the heart and lungs.		selected components of physical		maintain a component of physical
	PE.3.L.4.Su.b		PE.4.L.4.Su.b	fitness.	PE.5.L.4.Su.b	fitness.
		Associate physical activity with		Recognize an activity related to		Associate a guided activity as a
		its effect on the body.		physical fitness.		development of a component of
	PE.3.L.4.Pa.b		PE.4.L.4.Pa.b		PE.5.L.4.Pa.b	physical fitness.
		ntify appropriate physical		ntain heart rate within the target		tify that an increase in heart rate
		result in the development of		e for a specified length of time	-	essary to enhance cardiorespiratory
	cardiorespirat	ory endurance.	during an aero	•	endurance.	A COPCC DOUNT
		ACCESS POINT		ACCESS POINT		ACCESS POINT
		Recognize a physical activity		Maintain an elevated heart rate		Recognize the increase in heart rate
	PE.3.L.4.In.c	that promotes cardiorespiratory endurance.		for a short period of time during an aerobic activity.	PE.5.L.4.In.c	intensity is necessary to enhance cardiorespiratory endurance.
	PE.3.L.4.III.C	Recognize a modified physical	PE.4.L.4.In.c	Achieve a target heart rate during	PE.5.L.4.III.C	Recognize that increase heart rate
		activity that promotes		an aerobic activity		intensity affects cardiorespiratory
	PE.3.L.4.Su.c	cardiorespiratory endurance	PE.4.L.4.Su.c	an derobic activity	PE.5.L.4.Su.c	endurance.
	F L.3.L.4.3u.C	Associate physical activity with	FL.4.L.4.3u.C	Increase heart rate during an	FL.3.L.4.3u.C	Associate increase heart rate
		the development of		aerobic activity.		intensity with physical fitness.
	PE.3.L.4.Pa.c	cardiorespiratory endurance.	PE.4.L.4.Pa.c	deloble detivity.	PE.5.L.4.Pa.c	intensity with physical littless.
		carate copilator y ciraarance.		tify ways to participate in selected	. 2.5.2 0.0	
			physical activities for the purpose of improving			
			physical fitness			
				ACCESS POINT		
				Identify ways to participate in		
Physical				selected modified physical		
Activity	Not m	easured at this grade level.		activities for the purpose of	Not	measured at this grade level.
Activity			PE.4.L.4.In.d	improving physical fitness.	NOC	illeasured at tills grade level.
				Recognize ways to participate in a		
				selected modified physical activity		
				for the purpose of improving		
			PE.4.L.4.Su.d	physical fitness.		
				Recognize ways to participate in		
				guided, modified physical		
				activities for the purpose of		
			PE.4.L.4.Pa.d	improving physical fitness.		

		cch physical fitness assessment associated fitness component.		tify ways to participate in formal and cal fitness assessment.		yze one's own physical fitness ults and develop strategies to enhance	
		ACCESS POINT	ACCESS POINT			ACCESS POINT	
		Match selected physical fitness		Identify ways to participate in		Examine personal physical fitness	
		assessment events to the		modified formal and informal		assessment results and use	
	PE.3.L.4.In.d	associated fitness component.	PE.4.L.4.In.e	physical fitness assessment.	PE.5.L.4.In.d	strategies to enhance performance.	
		Match a physical fitness		Identify ways to participate in		Identify personal physical fitness	
		assessment event to the		selected modified formal and		assessment results and use	
		associated fitness component.		informal physical fitness		strategies to enhance performance.	
	PE.3.L.4.Su.d		PE.4.L.4.Su.e	assessment.	PE.5.L.4.Su.d		
Fitness		Recognize a physical fitness		Recognize was to participate, with		Recognize a personal physical fitness	
Assessment		assessment event.		assistance, in modified formal and		assessment result and use a guided	
Assessment				informal physical fitness		strategy to enhance performance.	
	PE.3.L.4.Pa.d		PE.4.L.4.Pa.e	assessment.	PE.5.L.4.Pa.d		
	PE.3.L.4.5 Identify formal and informal physical fitness assessments.						
		ACCESS POINT					
		Recognize selected modified					
		formal and informal physical	Not m	neasured at this grade level.	Not	measured at this grade level.	
	PE.3.L.4.In.e	fitness assessment.	Notin	icusurca at tins grade ievei.	14001	medsured at tims grade level.	
		Recognize that there are					
		modified formal and informal					
	PE.3.L.4.Su.e	physical fitness assessments.					
		Recognize a modified formal					
	PE.3.L.4.Pa.e	physical fitness assessment.					
		ntify ways to safely stretch major		tify how specific stretches increase		ct proper stretching exercises to	
	muscle groups	<b>5.</b>	flexibility and r	educe the chance of injury.	increase flexibi	lity and reduce the chance of injury.	
		ACCESS POINT		ACCESS POINT		ACCESS POINT	
		Identify how to safely stretch a		Recognize that specific stretches		Identify selected stretching exercises	
Flexibility		muscle.		reduce the chance of injury.		to increase flexibility and reduce the	
110/110/110/	PE.3.L.4.In.f		PE.4.L.4.In.f		PE.5.L.4.In.e	chance of injury.	
		Recognize how to safely stretch		Recognize that stretches reduce		Recognize stretching exercises to	
	PE.3.L.4.Su.f	a muscle.	PE.4.L.4.Su.f	chances of injury.	PE.5.L.4.Su.e	perform prior to physical activity.	
		Recognize a safe stretch of a		Associate stretching with safety.		Associate a stretching exercise with	
	PE.3.L.4.Pa.f	muscle.	PE.4.L.4.Pa.f		PE.5.L.4.Pa.e	flexibility.	
	PE.3.L.4.7 Rea	d food labels for specific nutrition		erstand appropriate serving size.		a menu for a balanced meal.	
Nutrition	facts.		-	s of appropriate serving size are one		epts and activities should be linked to	
	Some example	es of nutrition facts are ingredients	cup of dry cere	al and one cup of milk. Nutrition	the health-related components of physical fitness.		

	activities shou	ze. Nutrition concepts and Ild be linked to the health-related	•	ctivities should be linked to the components of physical fitness.		
	components o	f physical fitness.  ACCESS POINT		ACCESS POINT		ACCESS POINT
		Locate nutrition facts on a food		Identify a single serving size, such		Identify food for a balanced meal.
	label.			as one-half cup of cooked pasta, one cup of dry cereal, one cup of milk or one tablespoon of peanut		dentity tood for a balanced meal.
	PE.3.L.4.In.g		PE.4.L.4.In.g	butter.	PE.5.L.4.In.f	
	Recognize food labels have food information.			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		Recognize food for a balanced meal.
	PE.3.L.4.Su.g		PE.4.L.4.Su.g	peanut butter.	PE.5.L.4.Su.f	
	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.
		ntify the principles of physical		ain the principles of physical fitness.		y the principles of physical fitness to
	fitness.		•	s of principles of physical fitness are	exercise.	, , , , ,
	Some examples of principles of physical fitness are progression, overload and specificity.		progression, ov	verload specificity.	l	s of principles of physical fitness are verload and specificity.
		ACCESS POINT		ACCESS POINT		ACCESS POINT
Physical Fitness	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.
Principles	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.
	DE 21.4 Da h	Associate the intensity of	DE 41 4 De h	Recognize a principle of physical fitness such as progression,	DE E 1 4 De e	Use a selected principle of physical fitness, such as progression,
	PE.3.L.4.Pa.h	practice with physical fitness.  ntify individual strengths and	PE.4.L.4.Pa.h	overload and specificity.  Plop short- and long-term fitness	PE.5.L.4.Pa.g	overload or specificity.
Goal Setting		ased upon results of a formal	goals.	erop snort- and long-term litness	PE.5.L.4.8 Evaluate progress toward short- and long-term fitness goals.	
Joan Setting		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 shortand long-term fitness goals.

		Recognize an area of strength		Identify short- and long-term		Identify progress in achieving short-		
	PE.3.L.4.Su.i	and weakness based on results of formal fitness test.	PE.4.L.4.Su.i	fitness goals.	PE.5.L.4.Su.h	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.		
		entify ways that technology can		scribe ways that technology can		ain how technology can assist in the		
	assist in the pu	ursuit of physical fitness.	assist in the pu	rsuit of physical fitness.	pursuit of phys	ical fitness.		
		ACCESS POINT		ACCESS POINT		ACCESS POINT		
	Recognize ways that technology can assist in the pursuit of			Identify ways that technology can assist in the pursuit of physical		Describe how technology can assist in the pursuit of physical fitness.		
Technology	PE.3.L.4.In.j	physical fitness.	PE.4.L.4.In.j	fitness.	PE.5.L.4.In.i			
	DE 21 4 Cu :	Recognize a way that technology can assist in the	DE 41 4 Cm.	Recognize ways that technology can assist in the pursuit of physical	DE EL ACO	Identify a way that technology can assist in the pursuit of physical		
	PE.3.L.4.Su.j	pursuit of physical fitness.	PE.4.L.4.Su.j	fitness.	PE.5.L.4.Su.i	fitness.		
		Recognize a technology used in physical fitness.		Recognize a way that technology can assist in the pursuit of physical		Recognize ways that technology can assist in the pursuit of physical		
	PE.3.L.4.Pa.j	priysical fittless.	PE.4.L.4.Pa.j	fitness.	PE.5.L.4.Pa.i	fitness.		
	,	St	rand R: Respon	sible Behaviors and Values				
	Stan	dard 5: Exhibit responsible persor	nal and social be	havior that respects self and others	in physical-activ	rity settings.		
		Kindergarten		Grade 1	Grade 2			
		ntify ways to cooperate with a		a benefit resulting from cooperation	PE.2.R.5.1 Identify ways to cooperate with others			
		g physical activity.	and sharing du	ring physical activity.		ersonal differences during physical		
		taking turns by sharing			activity.	f		
	equipment wit	tn a partner.			Some examples of personal differences are gender, skill level and ethnicity.			
		ACCESS POINT		ACCESS POINT	3kiii level ullu e	ACCESS POINT		
		Identify sharing as a way to		Identify benefits that accompany		Recognize ways to cooperate with		
Cooperation		work with others.		cooperation or sharing.		others regardless of personal differences, such as gender, skill		
	PE.K.R.5.In.a		PE.1.R.5.In.a		PE.2.R.5.In.a	level or ethnicity.		
		Recognize sharing as a way to work with others.		Recognize benefits that accompany cooperation or		Recognize a way to participate in play with a variety of other students.		
	PE.K.R.5.Su.a		PE.1.R.5.Su.a	sharing.	PE.2.R.5.Su.a			
	1	Associate sharing with working		Associate sharing with positive		Participate in guided play with		

	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.  An example is putting equipment away when not in use.		
		ACCESS POINT		ACCESS POINT	ACCESS POINT		
Safety	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.	
		ntify ways to treat others with gphysical activity.	PE.1.R.5.3 Dem	nonstrate consideration of others ting in physical activity.	PE.2.R.5.3 Desc	cribe the personal feelings resulting s, successes and failures in physical	
		ACCESS POINT		ACCESS POINT		ACCESS POINT	
Respect	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.	
				Not measured at this grade level.		PE.2.R.5.4 Identify ways to successfully resolve conflicts with others.	
Conflict Resolution	Not me	easured at this grade level.	Not n			Recognize ways to successfully resolve conflict with others  Recognize a way to successfully	
						resolve conflicts with others  Associate an emption with cooperation and conflict.	
			•	sible Behaviors and Values			
	Stand		nal and social be	havior that respects self and others	in physical-activ	, ,	
		Grade 3		Grade 4		Grade 5	

	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. Some examples of individual differences are age, disability, gender, race and culture.		PE.5.R.5.1 Describe a benefit of working productively with a partner to improve performance.		
		ACCESS POINT	arsasmey, gerra	ACCESS POINT		ACCESS POINT	
Cooperation		Recognize ways to work with peers of differing skill levels.		Recognize the impact of individual differences, such as age, gender, culture or skill level in physical		Recognize benefit of working with a partner to improve performance.	
	PE.3.R.5.In.a		PE.4.R.5.In.a	activities.	PE.5.R.5.In.a		
	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.	
	1 2.3.11.3.34.4	Interact with peers.	1 2.4.11.5.50.0	Recognize an individual difference	1 2.3.11.3.34.4	Work with a partner in a guided	
	PE.3.R.5.Pa.a	interdet with peers.	PE.4.R.5.Pa.a	in physical activities.	PE.5.R.5.Pa.a	activity.	
	T L.S.N.S.I d.d		PE.4.R.5.2 List	ways to encourage others while insulting/negative statements.	T Elsimisii did	,	
				ACCESS POINT	Not measured at this grade level.		
	Not me	Not measured at this grade level.		Recognize ways to encourage others and refrain from put-down statements.			
				Recognize a way to encourage and be kind to others.			
			PE.4.R.5.Pa.b	Communicate encouragement to others.			
						ribe ways to utilize equipment safely	
					during physical		
						ACCESS POINT	
Safety	Not me	easured at this grade level.	Not m	neasured at this grade level.	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.		.R.5.3 Demonstrate respect and caring for ents with disabilities through verbal and non-differences on participation in ph		participation in physical activities. s of individual differences are disability,	

		ACCESS POINT		ACCESS POINT		ACCESS POINT		
		Recognize ways to show respect for peers from a different cultural background.	Demonstrate caring for all students through verbal and nonverbal encouragement and assistance.		Recognize selected positive attributes that individuals of varying genders, ages, disabilities, races, cultures and skill levels bring to			
	PE.3.R.5.In.b		PE.4.R.5.In.c	assistance.	PE.5.R.5.In.c	physical activities.		
	Recognize a way to show respect for a peer from a different cultural background.  PE.3.R.5.Su.b		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.		
	PE.3.R.5.3 Ider for his/her ow				Not measured at this grade level.			
Conflict Resolution	25.0.2.5.1	ACCESS POINT Identify possible consequences	Not m	neasured at this grade level.				
	PE.3.R.5.In.c	for own behavior.  Accept praise or correction for own behavior.						
	PE.3.R.5.Pa.c	Acknowledge a good choice related to own behavior.						
			· •	sible Behaviors and Values	1/			
	St	. ,	for health, enjo	yment, challenge, self-expression ar Grade 1	elf-expression and/or social interaction.			
Physical-	PE.K.R.6.1 Ide enjoyable.	Kindergarten ntify physical activities that are	PE.1.R.6.1 Ide	entify physical-activity preferences.	express feelin An example o	PE.2.R.6.1 Identify ways to use physical activity to express feeling.  An example of a way to use physical activity to express feeling is through creative dance.		
activity		ACCESS POINT		ACCESS POINT		ACCESS POINT		
Preferences	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.		

	PE.K.R.6.2 Ide	entify a benefit of willingly trying	PE.1.R.6.2 Ide	ntify feelings resulting from	PE.2.R.6.2 Dis	cuss the relationship between skill
		ents and motor skills.	participation in physical activity.		competence and enjoyment.	
		ACCESS POINT	ACCESS POINT		ACCESS POINT	
		Recognize a benefit of willingly		Recognize feelings resulting from		Identify the relationship between
	PE.K.R.6.In.b	trying new motor movements.	PE.1.R.6.In.b	participation in physical activity.	PE.2.R.6.In.b	skill competence and enjoyment.
		Recognize a benefit of willingly		Recognize a feeling resulting from		Recognize the relationship between
		trying selected new motor		participation in physical activity.		doing something well and
	PE.K.R.6.Su.b	movements.	PE.1.R.6.Su.b		PE.2.R.6.Su.b	enjoyment.
		Recognize motor movements.		Associate a feeling with		Associate activities that are done
	PE.K.R.6.Pa.b		PE.1.R.6.Pa.b	participation in physical activity.	PE.2.R.6.Pa.b	well with enjoyment.
Benefits of	PE.K.R.6.3 Ide	entify the benefits of continuing to	PE.1.R.6.3 Ide	ntify the benefits of learning new	PE.2.R.6.3 Ide	ntify ways to contribute as a member
Physical	participate w	hen not successful on the first try.	movement sk	ills.	of a cooperati	ive group.
Activity					•	es of a cooperative group are whole
•						s such as parachute and small group
					activities such	as a two vs. two lead-up game.
		ACCESS POINT		ACCESS POINT	ACCESS POINT	
		Recognize benefit of continuing		Recognize a benefit of learning new		Select ways to contribute as a
		to participate when not		movement skills.		member of a cooperative group.
	PE.K.R.6.In.c	successful.	PE.1.R.6.In.c		PE.2.R.6.In.c	
		Recognize benefit of trying when		Express a willingness to try new		Select a way to contribute as a
	PE.K.R.6.Su.c	not successful.	PE.1.R.6.Su.c	movement skills.	PE.2.R.6.Su.c	member of a cooperative group.
		Continue to attend when not		Recognize a new guided movement		Work with others in a guided group
	PE.K.R.6.Pa.c	successful.	PE.1.R.6.Pa.c	skill.	PE.2.R.6.Pa.c	activity.
Sportsmanship	Not m	neasured at this grade level.	Not measured at this grade level.		Not measured at this grade level.	
		Stra	and R: Respons	sible Behaviors and Values		
	St	tandard 6: Value physical activity f	or health, enjo	yment, challenge, self-expression and	d/or social inte	raction.
		Grade 3		Grade 4		Grade 5
	PE.3.R.6.1 Lis	t personally challenging physical-	PE.4.R.6.1 Dis	cuss how physical activity can be a	PE.5.R.6.1 Des	scribe how participation in physical
	activity exper	iences.	positive oppo	rtunity for social and group	•	urce of self-expression and meaning.
			interaction.		-	es of self-expression or meaning are
Physical-					aesthetic, cha	llenging, pleasurable, fun and social.
activity		ACCESS POINT		ACCESS POINT		ACCESS POINT
Preferences		Select challenging physically		Recognize that physical activity is an		Recognize that participation in
ricicionoco		active experiences.		opportunity for positive social		physical activity can be challenging,
	PE.3.R.6.In.a		PE.4.R.6.In.a	interaction.	PE.5.R.6.In.a	pleasurable and fun.
		Select a challenging, physically		Recognize that physical activity with		Recognize that participation in
	PE.3.R.6.Su.a	active experience.	PE.4.R.6.Su.a	others can be a positive experience.	PE.5.R.6.Su.a	physical activity can be fun and

						pleasurable.	
		Select a physically active		Associate physical activity with a		Recognize that participation in	
	PE.3.R.6.Pa.a	experience.	PE.4.R.6.Pa.a	positive social experience.	PE.5.R.6.Pa.a	physical activity can be fun.	
	PE.3.R.6.2 Des	cribe ways to appreciate the	PE.4.R.6.2 Des	scribe the connection between skill	PE.5.R.6.2 Exp	lain the benefits of physical activity.	
	good physical	performance of others.	competence a	nd enjoyment of physical activity.			
Benefits of		ACCESS POINT		ACCESS POINT		ACCESS POINT	
Physical		Recognize the value of a good		Recognize that enjoyment can			
Activity	PE.3.R.6.In.b	physical performance of others.	PE.4.R.6.In.b	come from skill competence.	PE.5.R.6.In.b	Identify benefits of physical activity.	
		Recognize the good physical		Recognize that people enjoy		Recognize benefits of physical	
	PE.3.R.6.Su.b	performance of others.	PE.4.R.6.Su.b	physical activities they do well.	PE.5.R.6.Su.b	activity.	
		Recognize a good physical		Recognize that physical activity is		Recognize a benefit of physical	
	PE.3.R.6.Pa.b	performance of others.	PE.4.R.6.Pa.b	enjoyable.	PE.5.R.6.Pa.b	activity.	
	PE.3.R.6.3 Identify ways to celebrate one's own		PE.4.R.6.3 Dis	cuss ways to celebrate one's own	PE.5.R.6.3 Exp	lain ways to celebrate one's own	
	physical accomplishments while displaying		physical accor	nplishments while displaying	physical accor	nplishments while displaying	
	sportsmanship.		sportsmanshi	sportsmanship. sportsmanship.		0.	
	An example is celebrating without putting down		An example is celebrating without bragging.				
	others.						
		ACCESS POINT		ACCESS POINT		ACCESS POINT	
		Identify characteristics of		Recognize ways to celebrate one's		Identify ways to celebrate one's own	
Sportsmanship		sportsmanship.		own physical accomplishments		physical accomplishments while	
	PE.3.R.6.In.c		PE.4.R.6.In.c	while displaying sportsmanship.	PE.5.R.6.In.c	displaying sportsmanship.	
		Recognize a characteristic of		Select characteristics of good		Recognize a way to celebrate one's	
		sportsmanship.		sportsmanship.		own physical accomplishments while	
	PE.3.R.6.Su.c		PE.4.R.6.Su.c		PE.5.R.6.Su.c	displaying sportsmanship.	
		Recognize a characteristic of		Select a characteristic of good		Select a way to celebrate one's own	
		accomplishment (e.g. complete		sportsmanship		physical accomplishments while	
	PE.3.R.6.Pa.c	task, faster time).	PE.4.R.6.Pa.c		PE.5.R.6.Pa.c	displaying sportsmanship.	

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

		STRAND M: Movement Competen	су
STANDARD	1: Demonstrate	competency in many, and proficiency	in a few, movement forms from
		a variety of categories.	
	E	Benchmark	Remarks/Examples
	Demonstrate mo	vements designed to improve and maintain	
		endurance, muscular strength and	
	endurance, flexib	oility and proper body composition.	
		ACCESS POINT	
		Use basic movements designed to	
		improve and maintain physical conditioning, cardiorespiratory	
		endurance, flexibility and proper body	
	PE.6.M.1.In.a	composition.	
PE.6.M.1.1	1 2.0.141.1.111.0	Perform basic movements designed to	
		improve and maintain physical	
		conditioning, cardiorespiratory	
		endurance, flexibility and proper body	
	PE.6.M.1.Su.a	composition.	
		Imitate movements designed to improve	
		and maintain physical conditioning,	
		cardiorespiratory endurance, flexibility	
	PE.6.M.1.Pa.a	and proper body composition.	
		three different activities that achieve target	
	heart rate.	ACCESS POINT	
		Perform at least two different activities	
	PE.6.M.1.In.b	that achieve target heart rate.	
PE.6.M.1.2	1 2.0	Imitate at least two different activities	
		that achieve a recommended target heart	
	PE.6.M.1.Su.b	rate.	
		Perform a guided activity that safely	
	PE.6.M.1.Pa.b	increases heart rate.	
PE.6.M.1.3		principles of training (overload, specificity	
		and conditioning (frequency, intensity, time	
	and type) for spe	cific physical activities.	
		ACCESS POINT	
		Demonstrate the principles of training (overload, specificity and progression) and	
		conditioning (frequency, intensity, time	
	PE.6.M.1.In.c	and type) for selected physical activities.	
	. 2.0	Demonstrate selected principles of	
		training (overload, specificity and	
		progression) and conditioning (frequency,	
		intensity, time and type) for selected	
	PE.6.M.1.Su.c	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.	
		hree activities having value for	
	cardiorespiratory		
		ACCESS POINT	
		Perform at least two activities having	
PE.6.M.1.4	PE.6.M.1.In.d	value for cardiorespiratory fitness.	
	PE.6.M.1.Su.d	Imitate at least two activities having value for cardiorespiratory fitness.	
	PE.0.IVI.1.3u.u	Perform a guided activity having value for	
	PE.6.M.1.Pa.d	cardiorespiratory fitness.	
		nts using a variety of equipment which lead	
		aintained muscular strength and endurance.	
	,	ACCESS POINT	
		Perform basic movements with a variety of	
		equipment that lead to an improved or	
PE.6.M.1.5	PE.6.M.1.In.e	maintained physical condition.	
1 2.0.101.1.5		Perform a basic movement using a variety	
		of equipment that leads to an improved or	
	PE.6.M.1.Su.e	maintained physical condition.	
		Perform guided movements using	
	DE C M 1 Do o	equipment that lead to an improved or	
	PE.6.M.1.Pa.e	maintained physical condition. rm smooth, flowing sequences of stunts,	
		thmic patterns that combine traveling,	
		and transfer of weight.	
	<u> </u>	ACCESS POINT	
		Perform smooth, flowing sequences of	
		stunts, tumbling and rhythmic patterns that	
DE 6 M 1 6		combine traveling, rolling, balancing and	
PE.6.M.1.6	PE.6.M.1.In.f	transferring weight.	
		Perform a sequence of tumbling and	
		rhythmic patterns that combine traveling,	
	PE.6.M.1.Su.f	rolling, balancing and transferring weight.	
		Perform a guided sequence of rhythmic	
		patterns involving traveling, rolling,	
	PE.6.M.1.Pa.f	balancing or transferring weight.	
		m a routine to rhythm, with a partner or a	Some examples of gymnastics actions
		rporating gymnastic actions and various ion on small and/or large apparatus.	are rolling, balancing and step like actions.
	TOTTIS OF TOCOTHOL	ion on small and/or large apparatus.	Some examples of apparatus are
		ACCESS POINT	wedge mats, cylinders and balance
PE.6.M.1.7		Perform a routine to a rhythm with a	beams.
		partner or a group incorporating more	
		than one gymnastic action and various	
	PE.6.M.1.In.g	forms of locomotion.	
		Perform a routine to a rhythm with a	
		partner or a group incorporating one	
	PE.6.M.1.Su.g	gymnastic action and various forms of locomotion.	
	r E.O.IVI.1.3U.K	I IOCOITIOUII.	

	1	T	
		Perform a guided routine to a rhythm with	
		a partner or group incorporating balances,	
	PE.6.M.1.Pa.g	rolling actions and locomotion.	
	•	dance sequences from a variety of dances	Some examples of dances are folk,
	accurately and w	ith correct technique.	square, step and line.
		ACCESS POINT	
		Perform basic dance sequences accurately	
PE.6.M.1.8	PE.6.M.1.ln.h	from a variety of dances.	
	DE CM4 Colle	Perform basic dance sequences from a	
	PE.6.M.1.Su.h	variety of dances.	
	PE.6.M.1.Pa.h	Perform guided movements associated with a variety of dance sequences.	
		rm a rhythmic movement sequence while	
	working with a pa		
	working with a pa		
		ACCESS POINT	
		Perform a rhythmic movement sequence	
PE.6.M.1.9	PE.6.M.1.In.i	while working with a partner or group.	
		Imitate a rhythmic movement sequence	
	PE.6.M.1.Su.i	while working with a partner or group.	
		Perform a guided rhythmic movement	
		sequence while working with a partner or	
	PE.6.M.1.Pa.i	group.	
		rm different group dance and rhythm	
	sequences that in	corporate equipment.	
		ACCESS POINT	
DE C 14 4 40	DE CAAAA	Perform different group dance and rhythm	
PE.6.M.1.10	PE.6.M.1.ln.j	sequences that incorporate equipment.	
	DE C.M.1.C	Imitate different group dance and rhythm	
	PE.6.M.1.Su.j	sequences that incorporate equipment.	
	DE 6 M 1 Da i	Perform a guided group dance and rhythm	
	PE.6.M.1.Pa.j	sequence that incorporates equipment. m-up and cool-down techniques.	
	Apply proper war	ACCESS POINT	
		Demonstrate proper warm-up and cool-	
PE.6.M.1.11	PE.6.M.1.ln.k	down techniques.	
	T L.O.IVI.I.III.K	Use selected warm-up and cool-down	
	PE.6.M.1.Su.k	techniques.	
		Perform guided warm-up and cool-down	
	PE.6.M.1.Pa.k	techniques.	
	Use proper safety	·	Some examples of safety practices are
		ACCESS POINT	the use of sun screen, hydration,
			selection of clothing and correct
PE.6.M.1.12		Use proper selected safety practices, such as use of sunscreen, hydration and	biomechanics.
	PE.6.M.1.In.l	selection of clothing.	
	I L.U.IVI.I.III.I	Perform proper selected safety practices,	
		such as use of sunscreen, hydration and	
	PE.6.M.1.Su.l	selection of clothing.	
	. 2.0.141.1.34.1	Perform guided selected safety practices,	
		such as use of sunscreen, hydration and	
	PE.6.M.1.Pa.l	selection of clothing.	
	. 2.0v u.i	oc.conon or crothing.	

	performance.	o assess, enhance and maintain motor skill	Some examples of technology are
			Excel spreadsheets or web-based
	•	ACCESS POINT	programs to chart or log activities,
		Use technology to develop, enhance and	heart rate monitors, videotapes or
PE.6.M.1.13	PE.6.M.1.ln.m	maintain motor skill performance.	digital cameras.
		Use technology to develop and maintain	
	PE.6.M.1.Su.m	motor skill performance.	
		Use technology to develop motor skill	
	PE.6.M.1.Pa.m	performance.	
		dified versions of team sports demonstrating	Some examples of manipulative skills
	mature patterns	while using a variety of manipulative skills.	are throwing, catching, kicking,
		ACCESS POINT	punting, trapping, dribbling, volleying
		Participate in a modified version of team	and striking.
		sports demonstrating a combination of manipulative skills, such as throwing,	
		catching, kicking, punting, trapping,	
PE.7.M.1.1	PE.7.M.1.In.a	dribbling, volleying and striking.	
		Participate in a modified version of team	
		sports using basic manipulative skills, such	
		as throwing, catching, kicking, punting,	
	PE.7.M.1.Su.a	trapping, dribbling, volleying and striking.	
		Participate in a modified version of team	
	PE.7.M.1.Pa.a	sports using guided manipulative skills.	
		ve and defensive strategies while playing	An example of a modified version of a
	modified version	s of a variety of sports and activities.	sport or activity is a small sided game.
PE.7.M.1.2		ACCESS POINT	
PL.7.IVI.1.2		Use basic offensive and defensive strategies	
	PE.7.M.1.ln.b	while playing a modified version of a variety of selected sports and activities.	
	1 L.7.1VI.1.III.D	Use basic offensive and defensive strategies	
		while playing a modified version of a sport	
	PE.7.M.1.Su.b	and activity.	
		Use guided offensive and defensive	
		movements while playing a modified	
		· · · · · · · · · · · · · · · · · · ·	
	ап орропент нь о	·	
			between opponent and the ball.
		· · · ·	
PE.7.M.1.3			
		and moving between opponent and the	
	PE.7.M.1.In.c	ball.	
		Use appropriate relationships between	
		opponent and goal and moving between	
	DF 7 M 1 Su c	I onnonent and the hall	
	PE.7.M.1.Su.c	opponent and the ball.  Imitate appropriate relationships between	
PE.7.M.1.3	an opponent in d	version of a sport or activity.  propriate relationships between the body and dynamic game situations.  ACCESS POINT  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.  Use appropriate relationships between the body and an opponent in simulated game situations, such as staying between	Some examples are staying between opponent and goal and moving between opponent and the ball.

		simulated game situations, such as staying	
		between opponent and goal and moving	
		between opponent and the ball.	
	Demonstrate intr	oductory outdoor pursuits skills.	Some examples of outdoor pursuits
		·	are archery, backpacking,
		ACCESS POINT	orienteering, hiking, canoeing, fishing
		Perform introductory skills in outdoor	and ropes courses.
		pursuits, such as archery, backpacking,	
	PE.7.M.1.In.d	orienteering, hiking, canoeing, fishing or	
	PE.7.IVI.I.III.U	ropes courses.  Imitate introductory skills in outdoor	
PE.7.M.1.4		pursuits, such as archery, backpacking,	
		orienteering, hiking, canoeing, fishing or	
	PE.7.M.1.Su.d	ropes courses.	
	12.7.114112.3414	Perform guided introductory skills in	
		modified outdoor pursuits, such as archery,	
		backpacking, orienteering, hiking, canoeing,	
	PE.7.M.1.Pa.d	fishing or ropes courses.	
	Perform aquatics	activities to improve or maintain health-	Some examples of aquatic activities
	related fitness.	·	are water aerobics, water polo and
		ACCESS POINT	survival swimming.
		Participate in aquatics activities to	
PE.7.M.1.5		improve or maintain health-related	
		fitness, such as water aerobics, water polo	
	PE.7.M.1.In.e	or survival swimming.	
		Participate in modified aquatics activities	
		to improve or maintain health-related	
	PE.7.M.1.Su.e	fitness.	
		Participate in guided modified aquatics	
	DE 7 M 4 D	activities to improve or maintain health-	
	PE.7.M.1.Pa.e	related fitness. critical elements in specialized skills related	Company and a supering and the result
		am sports or outdoor pursuits activities.	Some examples are overhand throw for distance/force, forearm passing in
	to a variety of tea	·	volleyball, steering a canoe, batting
		ACCESS POINT	and the correct stance in archery.
		Perform selected critical elements in	and the correct stance in archery.
		specialized skills related to sports or	
		outdoor pursuit activities, such as	
PE.7.M.1.6		overhand throw for distance/force,	
	PE.7.M.1.In.f	bumping a volleyball, steering a canoe, batting or correct stance in archery.	
	PE.7.IVI.1.III.I	Perform guided critical elements in	
		specialized skills related to sports or	
	PE.7.M.1.Su.f	outdoor pursuit activities.	
	1 2.7.141.1.50.1	Perform guided skills related to modified	
	PE.7.M.1.Pa.f	sports or outdoor pursuit activities.	
		uipment and implement appropriate safety	
		articipation in a variety of sports or activities.	
		ACCESS POINT	
PE.7.M.1.7		Use selected equipment and appropriate	
		safety procedures for participation in a	
	PE.7.M.1.In.g	variety of sports or activities.	
	PE.7.M.1.Su.g	Use selected equipment and appropriate	
	=.540		

		safety procedures for participation in a	
		variety of modified sports or activities.	
		Use selected equipment and appropriate	
		safety procedures for participation in a	
	PE.7.M.1.Pa.g	variety of guided sports or activities.	
		to evaluate, monitor and improve individual	Some examples of technology are
	skill performance		Excel spreadsheets or web based
		ACCESS POINT	programs to chart or log activities,
PE.7.M.1.8		Apply technology to develop, monitor and	heart rate monitors, videotapes and
1 2.7.141.1.0		improve individual basic skill performance,	digital cameras.
	PE.7.M.1.In.h	such as videotaping.	
		Apply technology to monitor and improve	
		individual basic skill performance, such as	
	PE.7.M.1.Su.h	videotaping.	
		Apply technology to improve individual	
	PE.7.M.1.Pa.h	skill performance, such as videotaping.	
	Demonstrate prin	ciples of biomechanics necessary for safe	
	and successful pe	rformance.	
		ACCESS POINT	
		Demonstrate more than one principle of	
DE 7.14.4.0		biomechanics necessary for safe and	
PE.7.M.1.9		successful performance in a variety of	
	PE.7.M.1.In.i	activities.	
		Demonstrate one principle of	
		biomechanics necessary for safe and	
	PE.7.M.1.Su.i	successful performance in an activity.	
		Perform safe and successful movements in	
	PE.7.M.1.Pa.i	activities.	
	Demonstrate com	petency in motor skills for a variety of	
	individual/dual ar	nd extreme/alternative sports.	
		ACCESS POINT	
		Demonstrate motor skills for a variety of	
		individual/dual and extreme/alternative	
DE 0 M 4 4	PE.8.M.1.In.a	sports.	
PE.8.M.1.1		Use basic motor skills for a variety of	
		modified individual/dual and	
	PE.8.M.1.Su.a	extreme/alternative sports.	
		Perform movement skills for a variety of	
		modified individual/dual or	
	PE.8.M.1.Pa.a	extreme/alternative sports.	
		cal elements when striking with an object or	
	implement.		
55.0		ACCESS POINT	
PE.8.M.1.2		Demonstrate selected critical elements	
	PE.8.M.1.In.b	when striking with an object or implement.	
		Use selected critical elements when striking	
	PE.8.M.1.Su.b	with a modified object or implement.	
		Perform a striking movement with a	
	PE.8.M.1.Pa.b	modified object or implement.	
		y management for successful participation	Some examples of body
PE.8.M.1.3		dified games and activities.	management are balance and agility.
	m a variety of filo	amea games and activities.	management are balance and aginty.

		ACCESS POINT
		Demonstrate body management for
		successful participation in modified games
	PE.8.M.1.In.c	and activities.
		Demonstrate body management for
		successful participation in selected
_	PE.8.M.1.Su.c	modified games.
		Demonstrate body management for
		successful participation in a selected
	PE.8.M.1.Pa.c	modified game or activity.
	Apply principles of	f biomechanics necessary for safe and
	successful perforn	nance.
		ACCESS POINT
		Demonstrate principles of biomechanics
PE.8.M.1.4		necessary for safe and successful
FL.O.IVI.1.4	PE.8.M.1.In.d	performance in activities.
		Demonstrate at least one principle of
		biomechanics necessary for safe and
		successful performance in a variety of
	PE.8.M.1.Su.d	activities.
		Demonstrate safe and successful
	PE.8.M.1.Pa.d	movements in activities.
	Demonstrate appr	ropriate speed and generation of force when
	distance running,	sprinting, throwing, jumping, striking or
	kicking.	
		ACCESS POINT
DE 0 M 1 E		Use appropriate speed and generation of
PE.8.M.1.5		force when distance running, sprinting,
	PE.8.M.1.In.e	throwing, jumping, striking or kicking.
		Perform actions with appropriate speed
		and force when distance running, throwing,
	PE.8.M.1.Su.e	jumping, striking or kicking.
		Perform selected actions with appropriate
		speed and force when distance running,
	PE.8.M.1.Pa.e	throwing, jumping, striking or kicking.
	Demonstrate offer	nsive, defensive and transition strategies
	and tactics.	
		ACCESS POINT
		Demonstrate offensive and defensive
PE.8.M.1.6		strategies and use guided transition
	PE.8.M.1.In.f	strategies.
-		Demonstrate modified offensive and
		defensive strategies and use guided
	PE.8.M.1.Su.f	transition strategies.
		Perform modified offensive and defensive
		movements and guided transition
	PE.8.M.1.Pa.f	strategies.
		components of balance, reaction time,
		on, power and speed to enhance
	performance level	· ·
PE.8.M.1.7		ACCESS POINT
_	PE.8.M.1.In.g	Demonstrate skill-related components of
		Office and a second components of

	1		
		balance, reaction time, agility,	
		coordination, power and speed to	
		enhance performance levels.	
		Demonstrate skill-related components of	
		balance, reaction time, agility, power and	
	PE.8.M.1.Su.g	speed to enhance performance levels.	
		Demonstrate a selected skill-related	
		component of balance, reaction time,	
		agility, power or speed to enhance	
	PE.8.M.1.Pa.g	performance levels.	
		to evaluate, monitor and improve individual	Some examples of technology are
	motor skills.	to evaluate, moment and improve marviadar	Excel spreadsheets or web based
	motor skins.	ACCESS POINT	programs to chart or log activities,
			heart rate monitors, videotapes and
PE.8.M.1.8	DE 0 M 1 In h	Apply technology to develop, monitor and	digital cameras.
PE.8.IVI.1.8	PE.8.M.1.ln.h	improve individual motor skills.	uigitai cameras.
		Apply technology to monitor and improve	
	PE.8.M.1.Su.h	individual motor skills.	
		Apply technology to improve individual	
	PE.8.M.1.Pa.h	movement skills.	
	Select and utilize	appropriate safety equipment.	
		ACCESS POINT	
PE.8.M.1.9	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.	
	Demonstrate criti	cal elements of basic skills relating to	Some examples are use of swim
	aquatics.		strokes, use of mask and fins and use
	·	ACCESS POINT	of emergency safety equipment.
		Use critical elements of basic skills relating	
		to aquatics, such as use of swim strokes,	
		use of mask and fins and use of	
PE.912.M.1.1	PE.912.M.1.In.a	emergency safety equipment.	
. 2.0 12		Perform critical elements of basic skills	
		related to aquatics, such as use of swim	
		strokes, use of mask and fins and use of	
	PE.912.M.1.Su.a	emergency safety equipment.	
	1 L.J12.IVI.1.Ju.a	Perform modified basic skills related to	
	PE.912.M.1.Pa.a	aguatics.	
		iciency in combination of motor skills	Sama ayamalas ara rhythmis
	•	•	Some examples are rhythmic
	related to aquation		breathing, coordinated movements
		ACCESS POINT	with arms and legs and body
		Use a combination of motor skills related	alignment while entering water.
PE.912.M.1.2		to aquatics, such as rhythmic breathing,	
		coordinated movements and body	
	PE.912.M.1.In.b	alignment while entering the water.	
		Use motor skills related to aquatics, such	
		as rhythmic breathing, coordinated	
		movements or body alignment while	
	PE.912.M.1.Su.b	entering the water.	
		Perform motor skills related to aquatics,	
		such as rhythmic breathing, coordinated	
	PE.912.M.1.Pa.b	movements or body alignment while	

		entering the water.	
	Perform a basic w	ater rescue, with or without equipment,	
	without entering t	he water.	
		ACCESS POINT	
PE.912.M.1.3		Perform a basic water rescue with	
1 2.512.141.1.5	PE.912.M.1.ln.c	equipment without entering the water.	
		Participate in a basic water rescue with	
	PE.912.M.1.Su.c	equipment without entering the water.	
		Recognize equipment used in a basic water	
	PE.912.M.1.Pa.c	rescue.	
		nt of one or more swim strokes to enhance	Some examples of aquatic settings are
		and cardiorespiratory endurance in a variety	a pool, a lake and open water.
	of aquatics setting		
		ACCESS POINT	
		Perform more than one swim stroke to	
		improve efficiency, power and	
		cardiorespiratory endurance in a variety of	
	PE.912.M.1.In.d	aquatics settings, such as pools, lakes or open water.	
PE.912.M.1.4	1 L.J12.IVI.1.III.U	Perform a swim stroke to improve	
		efficiency, power and cardiorespiratory	
		endurance in a variety of aquatics	
		settings, such as pools, lakes or open	
	PE.912.M.1.Su.d	water.	
		Perform a modified swim stroke to	
		improve efficiency, power and	
		cardiorespiratory endurance in an	
	PE.912.M.1.Pa.d	aquatics setting.	
		or self improvement based on individual	
	strengths and nee		
		ACCESS POINT	
		Demonstrate strategies for self-	
		improvement based on individual strengths	
PE.912.M.1.5	PE.912.M.1.ln.e	and needs.	
	DE 042 N4 4 C	Use strategies for self-improvement based	
	PE.912.M.1.Su.e	on individual strengths and needs.	
		Perform a guided activity for self- improvement based on individual strengths	
	PE.912.M.1.Pa.e	and needs.	
		e music for dance forms and choreograph	
	dance movements		
PE.912.M.1.6		ACCESS POINT	
		Select music with correct beat and tempo	
	PE.912.M.1.In.f	to develop dance movements.	
		Use music with correct beat and tempo to	
	PE.912.M.1.Su.f	develop dance movements.	
	PE.912.M.1.Pa.f	Express self through movement to music.	
		dance sequences from a variety of dances	Some examples of dances are hip-hop,
	accurately.		social, step and line.
		ACCESS POINT	
PE.912.M.1.7		Perform dance sequences from a variety	
	PE.912.M.1.ln.g	of dances accurately, such as hip-hop,	

		social, step and line.	
		Perform a variety of dance sequences	
		accurately, such as from hip-hop, social,	
	PE.912.M.1.Su.g	step and line.	
		Perform movements associated with a	
	PE.912.M.1.Pa.g	variety of dance sequences.	
		m a creative movement sequence while	
	_	nall or large group, with or without	
	equipment/props		
		ACCESS POINT	
PE.912.M.1.8		Create and perform a creative movement	
	PE.912.M.1.ln.h	sequence with a group.	
	DE 042 N4 4 C	Perform a creative movement sequence	
	PE.912.M.1.Su.h	while working with a group.	
	DE 042 N4 4 D- L	Perform a movement sequence while	
	PE.912.M.1.Pa.h	working with a group.	Same avamples are line his han
	movements in dar	plex skills and advanced rhythmic	Some examples are line, hip-hop, country and folk.
	movements in dar	ACCESS POINT	Country and loik.
		Demonstrate basic skills and rhythmic	
PE.912.M.1.9		movements in dance, such as line, hip-	
PE.912.IVI.1.9	PE.912.M.1.ln.i	hop, country and folk.	
	F L. 312.IVI.1.III.I	Use rhythmic movements in dance, such	
	PE.912.M.1.Su.i	as line, hip-hop, country and folk.	
	PE.912.M.1.Pa.i	Perform rhythmic movements in dance.	
		ic skills in simulation and in real-life	An example of a simulation is a
	applications.	ie skiis iii siirididdori drid iii redi iiie	practice setting or lead up activity. An
	applications:	ACCESS POINT	example of a real-life application is a
		Demonstrate basic skills of extreme sports	game or performance setting.
	PE.912.M.1.ln.j	in simulated and real-life applications.	
PE.912.M.1.10	-	Perform basic skills of modified extreme	
		sports in simulated and real-life	
	PE.912.M.1.Su.j	applications.	
		Imitate basic skills of modified extreme	
		sports in simulated and real-life	
	PE.912.M.1.Pa.j	applications.	
	Demonstrate com	petency in two or more extreme sports	
	activities.		
		ACCESS POINT	
		Demonstrate competency in one extreme	
PE.912.M.1.11	PE.912.M.1.ln.k	sports activity.	
		Demonstrate competency in one modified	
	PE.912.M.1.Su.k	extreme sports activity.	
		Demonstrate competency in one or more	
	25 242 24 2 2	skills required for one modified extreme	
	PE.912.M.1.Pa.k	sports activity.	An average is nearly in the contract of the co
		m complex movements using a variety of	An example is performing plyometrics.
DE 042 N4 4 42		lead to improved or maintained muscular	
PE.912.M.1.12	strength and endu		
	DE 012 N4 1 In 1	ACCESS POINT  Select and perform basis movements	
1	PE.912.M.1.In.l	Select and perform basic movements	

		T	
		using a variety of equipment that lead to	
		improved or maintained muscular	
		strength and endurance.	
		Identify and perform basic movements	
		using a variety of equipment that lead to	
		improved or maintained muscular	
	PE.912.M.1.Su.l	strength and endurance.	
		Perform basic movements using a variety	
		of equipment that lead to improved or	
		maintained muscular strength and	
	PE.912.M.1.Pa.l	endurance.	
	workout.	-designed cardiorespiratory enhancing	
		ACCESS POINT	
		Identify correct exercises and perform a	
PE.912.M.1.13	PE.912.M.1.ln.m	cardiorespiratory-enhancing workout.	
		Recognize correct exercises and perform a	
	PE.912.M.1.Su.m	cardiorespiratory-enhancing workout.	
		Perform a cardiorespiratory-enhancing	
	PE.912.M.1.Pa.m	workout.	
	Utilize technology	to assess, enhance and maintain health and	Some examples of technology are
	skill-related fitnes		Excel spreadsheets or web based
		ACCESS POINT	programs to chart or log activities,
		Use technology to develop, enhance and	heart rate monitors, videotapes or
		maintain health and skill-related fitness	digital cameras.
PE.912.M.1.14	PE.912.M.1.ln.n	levels.	
		Use technology to develop and maintain	
	PE.912.M.1.Su.n	health and skill-related fitness levels.	
		Use selected technology to develop health	
	PE.912.M.1.Pa.n	and skill-related fitness levels.	
	Select and apply s	port/activity specific warm-up and cool-	
	down techniques.		
PE.912.M.1.15		ACCESS POINT	
		Identify and use sports/activity specific	
	PE.912.M.1.In.o	warm-up and cool-down techniques.	
		Recognize and use activity specific warm-	
	PE.912.M.1.Su.o	up and cool-down techniques.	
		Perform an activity specific warm-up and	
	PE.912.M.1.Pa.o	cool-down technique.	
		es of training and conditioning to	Some examples of training principles
	accommodate ind	ividual needs and strengths.	are overload, specificity and
		ACCESS POINT	progression.
		Use the principles of training (overload,	
		specificity and progression) and conditioning	
		(frequency, intensity, time and type) to	
PE.912.M.1.16	PE.912.M.1.ln.p	accommodate individual needs and strengths.	
		Use selected principles of training (overload,	
		specificity or progression) and conditioning	
		(frequency, intensity, time and type) to	
	PE.912.M.1.Su.p	accommodate individual needs and strengths.	
	DE 042 M 4 5	Use selected principles of training (overload,	
	PE.912.M.1.Pa.p	specificity or progression) and conditioning	

- 1		(fragues as intensity, time and time)
		(frequency, intensity, time and type) to
		accommodate individual needs and strengths for selected modified physical activities.
	Demonstrate hasia	c cardiopulmonary resuscitation (CPR)
	procedures.	c caratopathionary resuscitation (ci tr)
	procedures.	ACCESS POINT
PE.912.M.1.17		Perform basic cardiopulmonary resuscitation
	PE.912.M.1.ln.q	procedures.
		Imitate basic cardiopulmonary resuscitation
	PE.912.M.1.Su.q	procedures.
		Perform guided basic emergency response
	PE.912.M.1.Pa.q	procedures.
		riety of gymnastics skills with a level of
	control.	ACCESS DOINT
		ACCESS POINT
DE 012 M 1 19	PE.912.M.1.ln.r	Demonstrate a variety of basic gymnastics skills safely and with a level of control.
F L. 912.IVI.1.10	F L. 912.IVI.1.III.I	Perform a variety of basic gymnastics skills
	PE.912.M.1.Su.r	safely and with a level of control.
	1 L.J12.IVI.1.Ju.I	Perform guided basic gymnastics skills
	PE.912.M.1.Pa.r	safely and with a level of control.
		alignment, strength, flexibility and
		e performance of technical movements.
		ACCESS POINT
PE.912.M.1.19		Use correct body alignment, strength and
. 2.312		flexibility to perform technical movements
	PE.912.M.1.In.s	in gymnastics.
	1 2.312.141.1.111.3	Use strength and flexibility to perform
	PE.912.M.1.Su.s	technical movements in basic gymnastics.
		Use strength and flexibility to perform
	PE.912.M.1.Pa.s	guided movements in basic gymnastics.
	Perform complex	combinations and sequences demonstrating
	smooth transition	s while alone, with a partner or in a small
	group.	
		ACCESS POINT
		Demonstrate combinations of basic
	PE.912.M.1.ln.t	gymnastics sequences with smooth
PE.912.M.1.20		transitions alone, with a partner or in a
		small group.
	DE 042 M 4 C +	Demonstrate combinations of basic
	PE.912.M.1.Su.t	gymnastics sequences alone, with a
		partner or in a small group.
		Perform a guided basic gymnastics
	PE.912.M.1.Pa.t	sequence alone, with a partner or in a small group.
		relationship between complex dance
		hmic movements related to educational
	gymnastics skills a	
PE.912.M.1.21	6,	ACCESS POINT
		Demonstrate the relationship between
	DE Q12 M 1 In II	basic dance elements and rhythmic
	PE.912.M.1.ln.u	pasic dance elements and mythinc

		T
		movements related to educational
		gymnastics.
		Use basic dance skills and rhythmic
		movements related to educational
	PE.912.M.1.Su.u	gymnastics.
		Perform guided basic dance skills and
		rhythmic movements related to
	PE.912.M.1.Pa.u	educational gymnastics.
	Demonstrate prof	iciency in advanced combinations of motor
	skills for a variety	of individual and dual sports.
		ACCESS POINT
		Demonstrate combinations of basic motor
		skills for a variety of individual and dual
DE 042 M 4 22	PE.912.M.1.ln.v	sports.
PE.912.M.1.22		Use combinations of basic motor skills for
		a variety of modified individual and dual
	PE.912.M.1.Su.v	sports.
		Perform combinations of guided basic
		motor skills for a variety of modified
	PE.912.M.1.Pa.v	individual and dual sports.
		iciency of critical elements when striking
	-	ements or body parts.
	with objects, imple	ACCESS POINT
PE.912.M.1.23		Demonstrate critical elements when
1 2.512.101.1.25		
	DE 042 M 4 la	striking with an object, implement or body
	PE.912.M.1.ln.w	part, such as proper technique or form.
		Use critical elements when striking with an
		object, implement or body part, such as
	PE.912.M.1.Su.w	proper technique or form.
		Perform a striking motion with an object,
	PE.912.M.1.Pa.w	implement or body part.
		on of complex movement patterns in a
	game setting.	
		ACCESS POINT
		Demonstrate a combination of basic
PE.912.M.1.24	PE.912.M.1.ln.x	movement patterns in a game setting.
		Use basic movement patterns in a
	PE.912.M.1.Su.x	modified game.
		Use guided basic movement patterns in a
	PE.912.M.1.Pa.x	modified game.
		speed and generation of force when
	distance running,	sprinting, throwing, jumping, striking or
	kicking.	
PE.912.M.1.25		ACCESS POINT
		Demonstrate appropriate speed and
		generation of force when distance
		running, sprinting, throwing, jumping and
	PE.912.M.1.ln.y	striking.
	, , , , , , , , , , , , , , , , , , , ,	Use appropriate speed and generation of
		force when distance running, sprinting,
	PE.912.M.1.Su.y	throwing, jumping, striking or kicking.
	PE.912.M.1.Pa.y	Perform actions with appropriate speed or
	rc.912.IVI.1.Pd.Y	remorni actions with appropriate speed or

		force when running, throwing, jumping,	
		striking or kicking.	
		offensive, defensive and transition	An example is placing a shot in an
	strategies and tact	ics to reflect a higher order of thinking.	open area away from opponent.
		ACCESS POINT	
PE.912.M.1.26		Examine and demonstrate offensive,	
	DE 040 14 4 1	defensive and transition strategies to	
	PE.912.M.1.ln.z	reflect a higher order of thinking.	
		Identify and demonstrate basic offensive,	
	PE.912.M.1.Su.z	defensive and transition strategies to reflect a higher order of thinking.	
	PE.912.IVI.1.3U.2	Recognize and perform selected basic	
		offensive, defensive and guided transition	
	PE.912.M.1.Pa.z	strategies.	
		ciency in a variety of outdoor pursuit	
	activities.	oremey in a variety of outdoor pursuit	
	u de l'ille de l'	ACCESS POINT	
		Perform skills in a variety of outdoor	
PE.912.M.1.27	PE.912.M.1.In.aa	pursuit activities.	
		Perform basic skills in a variety of modified	
	PE.912.M.1.Su.aa	outdoor pursuit activities.	
		Perform guided skills in a variety of	
	PE.912.M.1.Pa.aa	modified outdoor pursuit activities.	
	Apply strategies ar	nd tactics in a variety of outdoor pursuits.	
		ACCESS POINT	
PE.912.M.1.28		Demonstrate strategies and tactics in a	
12.312	PE.912.M.1.In.ab	variety of outdoor pursuits.	
		Perform strategies and tactics in a variety	
	PE.912.M.1.Su.ab	of modified outdoor pursuits.	
		Use guided basic strategies and tactics in a	
	PE.912.M.1.Pa.ab	variety of modified outdoor pursuits.	
	Demonstrate profi	ciency in self-defense movement skills.	
		ACCESS POINT	
		Demonstrate basic self-defense	
	PE.912.M.1.In.ac	movement skills.	
PE.912.M.1.29		Perform basic self-defense movement	
	PE.912.M.1.Su.ac	skills.	
		Perform guided basic self-defense	
	DE 012 M 1 Do 20	movement skills, such as moves and	
	PE.912.M.1.Pa.ac	makes contact with an object or person.  y movement patterns from simple to	
	complex.	y movement patterns nom simple to	
	complex.	ACCESS POINT	
		Combine and use simple self-defense	
PE.912.M.1.30	PE.912.M.1.In.ad	movement patterns.	
		Use simple self-defense movement	
	PE.912.M.1.Su.ad	patterns.	
		Perform simple self-defense movement	
	PE.912.M.1.Pa.ad	patterns.	
		nced offensive, defensive and transition	
PE.912.M.1.31	strategies and tact		

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

## **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.

		es/tactics regarding movement performan	· · ·
		Benchmark	Remarks/Examples
	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,
		ACCESS POINT	muscular endurance, flexibility and
PE.6.C.2.1	PE.6.C.2.In.a	Recognize at least two movements or activities that lead to improvement in the health-related components of fitness.	body composition.
	PE.6.C.2.Su.a	Recognize at least one movement or activity that leads to improvement in the health-related components of fitness.  Associate movement with improvement in	
	PE.6.C.2.Pa.a	health-related components of fitness.	
	List safety proced	ures that should be followed when engaging prove the health-related components of	The health-related components of fitness are cardiorespiratory endurance, muscular strength,
		ACCESS POINT	muscular endurance, flexibility and
PE.6.C.2.2		Identify safety procedures that should be followed when engaging in activities to improve cardiorespiratory endurance, muscular fitness, muscular endurance,	body composition.
	PE.6.C.2.In.b	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.	
		h of the health-related components of yed through the application of training	The health-related components of fitness are cardiorespiratory endurance, muscular strength,
	p	ACCESS POINT	muscular endurance, flexibility and
DE C C 2 2	DE C C 2 1	Identify how each of the health-related components of fitness, such as cardiorespiratory endurance, physical conditioning, flexibility and body	body composition.
PE.6.C.2.3	PE.6.C.2.In.c	composition are improved by training.  Recognize how each of the health-related components of fitness, such as cardiorespiratory endurance, physical conditioning, flexibility and body	
	PE.6.C.2.Su.c	composition are improved by training.  Associate exercise or training with improvement in the health-related	
	PE.6.C.2.Pa.c	components of fitness.	

	Describe the long	g-term benefits of regular physical activity.	Some examples of types of long-term
		ACCESS POINT	benefits are physical, cognitive and
		Identify long-term benefits of regular	emotional.
PE.6.C.2.4	PE.6.C.2.In.d	physical activity.	
		Recognize long-term benefits of regular	
	PE.6.C.2.Su.d	physical activity.	
		Recognize that regular physical activity	
	PE.6.C.2.Pa.d	has health benefits.	
	Describe the train specificity.	ning principles of overload, progression and	
	specificity.	ACCESS POINT	
PE.6.C.2.5		Identify the training principles of overload,	
	PE.6.C.2.In.e	progression and specificity.	
		Recognize the training principles of	
	PE.6.C.2.Su.e	overload, progression and specificity.	
		Recognize a training principle, such as	
	PE.6.C.2.Pa.e	overload, progression or specificity.	
		as aerobic or anaerobic.	
	,	ACCESS POINT	
		Identify aerobic and anaerobic activities,	
	PE.6.C.2.In.f	such as running and weight lifting.	
PE.6.C.2.6	PE.U.C.Z.III.I	Recognize aerobic and anaerobic activities,	
	PE.6.C.2.Su.f	such as running and weight lifting.	
	1 2.0.0.2.30.1	Recognize an aerobic activity, such as	
	PE.6.C.2.Pa.f	running.	
	Determine perso	nal target heart-rate zone and explain how to	
	adjust intensity level to stay within the desired range.		
		ACCESS POINT	
		Identify personal target heart-rate zone	
DE C C 2 7		and describe how to adjust intensity level	
PE.6.C.2.7	PE.6.C.2.In.g	to stay within the desired range.	
		Recognize personal target heart-rate zone	
		and identify how to adjust intensity level	
	PE.6.C.2.Su.g	to stay within the desired range.	
	PE.6.C.2.Pa.g	Recognize personal heart rate.	
	List methods of r	nonitoring intensity level during aerobic	Some examples of monitoring
	activity.		intensity levels are a talk test, rate of
		ACCESS POINT	perceived exertion and taking one's
		Identify methods of monitoring intensity	heart rate/pulse.
		level during aerobic activity, such as talk	
PE.6.C.2.8		test, rate of perceived exertion and heart	
	PE.6.C.2.In.h	rate/pulse.	
		Recognize methods of monitoring intensity	
		level during aerobic activity, such as talk	
		test, rate of perceived exertion and heart	
	PE.6.C.2.Su.h	rate/pulse.	
		Recognize a method of monitoring aerobic	
	DE C C C C C	activity, such as talk test or heart	
DE 6 0 0 0	PE.6.C.2.Pa.h	rate/pulse.	
PE.6.C.2.9	Explain the effect	ts of physical activity on heart rate during	

	exercise, recover	y phase and while the body is at rest.	
	,	ACCESS POINT	
		Identify the effects of physical activity on	
		heart rate during exercise, recovery phase	
	PE.6.C.2.In.i	and while the body is at rest.	
		Recognize the effects of physical activity	
		on heart rate during exercise, recovery	
	PE.6.C.2.Su.i	phase and while the body is at rest.	
		Recognize the relationship between	
	PE.6.C.2.Pa.i	physical activity and heart rate.	
		ference between fact and fallacy as it relates	Some examples of these are weight-
	_	sical fitness products and programs.	loss pills, food labels and exercise
	7.	ACCESS POINT	equipment.
		Identify information as true or false as it	
		relates to consumer physical fitness	
		products and programs, such as weight-loss	
PE.6.C.2.10	PE.6.C.2.In.j	pills, food labels and exercise equipment.	
	F L.U.C.Z.III.J	Recognize information as true or false as it	
		relates to consumer physical fitness	
		products and programs, such as weight-loss	
	PE.6.C.2.Su.j	pills, food labels and exercise equipment.	
	1 2.0.0.2.30.j	Recognize information related to a	
		consumer physical fitness product, such as	
		weight-loss pills, food labels or exercise	
	PE.6.C.2.Pa.j	equipment.	
		ing the food intake, calories consumed and	
	_	through physical activity and describe	
	results.	through physical activity and acsense	
PE.6.C.2.11		ACCESS POINT	
		Prepare a log noting the food intake,	
	PE.6.C.2.In.k	calories consumed and physical activities.	
		Prepare a log noting the food intake and	
	PE.6.C.2.Su.k	physical activities.	
		Recognize food intake and physical	
	PE.6.C.2.Pa.k	activities.	
	List the compone	nts of skill-related fitness.	The components of skill-related fitness
		ACCESS POINT	are speed, coordination, balance,
		Identify components of skill-related fitness	power, agility and reaction time.
		Identity components of skiil-related littless	
		· · · · · · · · · · · · · · · · · · ·	
	DE 6 C 2 In I	(speed, coordination, balance, power and	
PE.6.C.2.12	PE.6.C.2.In.l	(speed, coordination, balance, power and agility).	
PE.6.C.2.12	PE.6.C.2.In.l	(speed, coordination, balance, power and agility).  Recognize components of skill-related	
PE.6.C.2.12		(speed, coordination, balance, power and agility).  Recognize components of skill-related fitness (speed, coordination, balance,	
PE.6.C.2.12	PE.6.C.2.In.l	(speed, coordination, balance, power and agility).  Recognize components of skill-related fitness (speed, coordination, balance, power and agility).	
PE.6.C.2.12		(speed, coordination, balance, power and agility).  Recognize components of skill-related fitness (speed, coordination, balance, power and agility).  Recognize a component of skill-related	
PE.6.C.2.12	PE.6.C.2.Su.l	(speed, coordination, balance, power and agility).  Recognize components of skill-related fitness (speed, coordination, balance, power and agility).  Recognize a component of skill-related fitness (speed, coordination, balance,	
PE.6.C.2.12	PE.6.C.2.Su.l PE.6.C.2.Pa.l	(speed, coordination, balance, power and agility).  Recognize components of skill-related fitness (speed, coordination, balance, power and agility).  Recognize a component of skill-related fitness (speed, coordination, balance, power or agility).	
PE.6.C.2.12	PE.6.C.2.Su.l  PE.6.C.2.Pa.l  List appropriate v	(speed, coordination, balance, power and agility).  Recognize components of skill-related fitness (speed, coordination, balance, power and agility).  Recognize a component of skill-related fitness (speed, coordination, balance, power or agility).  varm-up and cool-down techniques and the	
PE.6.C.2.12	PE.6.C.2.Su.l PE.6.C.2.Pa.l	(speed, coordination, balance, power and agility).  Recognize components of skill-related fitness (speed, coordination, balance, power and agility).  Recognize a component of skill-related fitness (speed, coordination, balance, power or agility).  varm-up and cool-down techniques and the them.	
PE.6.C.2.12	PE.6.C.2.Su.l  PE.6.C.2.Pa.l  List appropriate v	(speed, coordination, balance, power and agility).  Recognize components of skill-related fitness (speed, coordination, balance, power and agility).  Recognize a component of skill-related fitness (speed, coordination, balance, power or agility).  varm-up and cool-down techniques and the	

PE.6.C.2.13		down techniques and the reasons for using them.
		Recognize appropriate warm-up and cool-
		down techniques and the reasons for
	PE.6.C.2.Su.m	using them.
		Recognize an appropriate warm-up and
		cool-down technique and the reason for
	PE.6.C.2.Pa.m	using it.
	· .	and etiquette in educational gymnastics or
	dance.	ACCESS POINT
		Identify terminology and etiquette in
PE.6.C.2.14	PE.6.C.2.In.n	educational gymnastics or dance.
1 2.0.0.2.14	1 2.0.0.2.111.11	Recognize basic terminology and etiquette
	PE.6.C.2.Su.n	in educational gymnastics or dance.
		Recognize basic etiquette in educational
	PE.6.C.2.Pa.n	gymnastics or dance.
	Choreograph bas	sic dance or gymnastic sequences alone, with
	a partner or in a	
		ACCESS POINT
		Identify basic dance or gymnastic
PE.6.C.2.15	PE.6.C.2.In.o	sequences.
		Recognize basic dance or gymnastic
	PE.6.C.2.Su.o	sequences.
		Recognize a basic dance or gymnastic
	PE.6.C.2.Pa.o	sequence.
	Evaluate the mov	vement performance of others.
		ACCESS POINT
PE.6.C.2.16		Assess basic movement patterns in
	PE.6.C.2.In.p	performances of others.
		Identify basic movement patterns in
	PE.6.C.2.Su.p	performances of others.
		Recognize and correct an error in selected
	PE.6.C.2.Pa.p	personal movement patterns.
		chanical principles of balance, force and
	_	v they relate to the performance of skills in
	gymnastics or da	
		ACCESS POINT
		Identify the mechanical principles used in
PE.6.C.2.17	PE.6.C.2.In.q	the performance of skills in gymnastics or dance.
	PE.O.C.Z.III.q	Recognize the mechanical principles used in
		the performance of skills in gymnastics or
	PE.6.C.2.Su.q	dance.
	1 E.O.C.2.5d.q	Recognize a mechanical principle used in
	PE.6.C.2.Pa.q	movement.
	·	the risks and safety procedures in
PE.6.C.2.18	gymnastics and o	
	87	ACCESS POINT
		. 100200 1 01111

		T	
	DE C C 2 In	Identify the risks and safety procedures in	
	PE.6.C.2.In.r	gymnastics and dance.	
	DE C C 2 C	Recognize the risks and safety procedures	
	PE.6.C.2.Su.r	in gymnastics and dance.	
	DE C C 2 Do "	Recognize a safety procedure in	
	PE.6.C.2.Pa.r	gymnastics and dance.	
	_	lationship between music and dance or	
	gymnastics skills.	ACCESS POINT	
PE.6.C.2.19	PE.6.C.2.In.s	Identify music appropriate for dance or gymnastics movements.	
1 L.0.C.2.13	FL.U.C.Z.III.3	Recognize music appropriate for dance or	
	PE.6.C.2.Su.s	gymnastics movements.	
	1 2.0.0.2.3	Associate music with dance or gymnastics	
	PE.6.C.2.Pa.s	movements.	
		ovisation is used to create movements for	
	choreography.	visualism is used to dreate movements for	
PE.6.C.2.20		ACCESS POINT	
1 2.0.0.2.20		Identify that improvisation is used to create	
	PE.6.C.2.In.t	movements for dance.	
		Recognize that improvisation is used to	
	PE.6.C.2.Su.t	create movements for dance.	
	PE.6.C.2.Pa.t	Recognize that movements can be created.	
	Identify the prec	autions to be taken when exercising in	
		r and/or environmental conditions.	
		ACCESS POINT	
		Recognize the precautions to be taken	
		when exercising in extreme weather	
PE.6.C.2.21	PE.6.C.2.In.u	and/or environmental conditions.	
		Recognize a precaution to be taken when	
		exercising in a variety of weather	
	PE.6.C.2.Su.u	conditions or environmental conditions.	
		Recognize precautions to be taken when	
	PE.6.C.2.Pa.u	exercising.	
		ferent types of heat illnesses associated with	The three types of heat illnesses are
55.6.0.00	fluid loss.		heat cramps, heat exhaustion and
PE.6.C.2.22		ACCESS POINT	heat stroke.
		Identify at least two symptoms of heat	
	PE.6.C.2.In.v	illnesses caused by excessive fluid loss.	
		Identify that heat illness results from	
	PE.6.C.2.Su.v	excessive fluid loss.	
		Recognize that heat illness results from	
	PE.6.C.2.Pa.v	excessive fluid loss.	
		crules for team sports.	Some examples are setting up to start,
	, 1 1 1 1 1	ACCESS POINT	violating rules and keeping accurate
PE.7.C.2.1		Recognize basic rules for team sports,	score.
		such as setting up to start, consequences	
	PE.7.C.2.In.a	for violating rules and keeping accurate	
		score.	
	PE.7.C.2.Su.a	Recognize basic rules for selected team	
<u> </u>	. L., .C.Z.Ju.a	הפסטהווצב ממשוב ומוכש וטו שבובכנבמ נבמווו	

		T	
		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.	
	Identify the basic	rules for outdoor pursuits/aquatics.	Some examples are setting up to start,
		ACCESS POINT	violating rules and keeping accurate
		Recognize basic rules for outdoor	score.
PE.7.C.2.2	PE.7.C.2.In.b	pursuits/aquatics.	
PE.7.C.2.2	DE 7 C 2 Cu b	Recognize basic rules for selected outdoor	
	PE.7.C.2.Su.b	pursuits/aquatics.	
		Recognize a selected rule for outdoor	
	PE.7.C.2.Pa.b	pursuit/aquatics.	
	-	ensive and defensive strategies in modified	
	games or activition	es and team sports.	
		ACCESS POINT	
		Describe basic offensive and defensive	
PE.7.C.2.3		strategies in modified games and activities	
	PE.7.C.2.In.c	and team sports.	
		Identify basic offensive and defensive	
		strategies in modified games and activities	
	PE.7.C.2.Su.c	and team sports.	
		Recognize basic offensive and defensive	
	DE 7 C 2 D	tactics in modified games and activities and	
	PE.7.C.2.Pa.c	team sports.	
		ensive and defensive strategies in modified	
	garries or activitie	es and outdoor pursuits/aquatics.  ACCESS POINT	
		Identify basic offensive and defensive	
		strategies in modified games or activities	
	PE.7.C.2.In.d	and outdoor pursuits/aquatics.	
PE.7.C.2.4	1 2.7.10.2	Recognize basic offensive and defensive	
		strategies in modified games, activities or	
	PE.7.C.2.Su.d	outdoor pursuits/aquatics.	
		Recognize a basic offensive and defensive	
		strategy in a modified game, activity or	
	PE.7.C.2.Pa.d	outdoor pursuits/aquatics.	
	Identify and expl	ain different types of safety equipment and	
	practices relating	g to water activities.	
PE.7.C.2.5		ACCESS POINT	
		Identify different types of safety equipment	
	PE.7.C.2.In.e	and practice relating to water activities.	
		Recognize different types of safety	
	PE.7.C.2.Su.e	equipment relating to water activities.	
		Recognize a type of safety equipment	
	PE.7.C.2.Pa.e	relating to water activities.	
		on skill patterns of self and partner by	
DE 7.03.0	detecting and co	rrecting mechanical errors.	
PE.7.C.2.6		ACCESS POINT	
	DE 7 C 2 la f	Use feedback on skill patterns of self and	
	PE.7.C.2.In.f	partner to detect and correct mechanical	

		errors.	
		Use feedback on skill patterns of self or	
	PE.7.C.2.Su.f	partner to correct mechanical errors.	
		Use feedback to correct mechanical	
	PE.7.C.2.Pa.f	errors.	
	-	al elements for successful performance of a	
	variety of sport s		
		ACCESS POINT	
		Recognize the critical elements for	
55 7 6 6 7	25.7.004	successful performance of a variety of	
PE.7.C.2.7	PE.7.C.2.In.g	sport skills.	
		Recognize selected critical elements for	
	DE 7 C 2 Su a	successful performance of a variety of sport skills.	
	PE.7.C.2.Su.g	Associate selected critical elements with	
	PE.7.C.2.Pa.g	successful performance of a sport skill.	
		y procedures and equipment necessary for a	
	· ·	kills and physical activities.	
	variety of sport si		
		ACCESS POINT	
		Identify specific safety procedures and	
PE.7.C.2.8	DE 7 C 2 In h	equipment necessary for a variety of sports	
	PE.7.C.2.In.h	and physical activities.	
		Recognize specific safety procedures and equipment necessary for a variety of sports	
	PE.7.C.2.Su.h	and physical activities.	
	1 2.7.0.2.34.11	Recognize a specific safety procedure and	
		equipment necessary for a sport or physical	
	PE.7.C.2.Pa.h	activity.	
	Describe how mo	evement skills learned in one physical activity	An example is slow-pitch softball and
		d and used in other physical activities.	volleyball underhand serve.
		ACCESS POINT	
		Identify movement skills used in different	
		physical activities, such as slow-pitch	
	PE.7.C.2.In.i	softball and volleyball underhand serve.	
PE.7.C.2.9	1 2.7 . C. 2.111.1	Recognize movement skills used in	
		different physical activities, such as slow-	
		pitch softball and volleyball underhand	
	PE.7.C.2.Su.i	serve.	
		Recognize a movement skill used in	
		physical activities, such as slow-pitch	
	PE.7.C.2.Pa.i	softball or volleyball underhand serve.	
	Identify basic rule	es for individual/dual sports.	Some examples are setting up to start,
		ACCESS POINT	violating rules and keeping accurate
PE.8.C.2.1		Recognize basic rules for individual/dual	score.
		sports, such as setting up to start,	
		consequences for violating rules and	
	PE.8.C.2.In.a	keeping accurate score.	
		Recognize basic rules for selected	
		individual/dual sports, such as setting up	
	PE.8.C.2.Su.a	to start, consequences for violating rules	

		and keeping accurate score.	
		Recognize a basic rule for selected	
	PE.8.C.2.Pa.a	individual/dual sports.	
	Identify basic rule	es for alternative/extreme sports activities.	Some examples are setting up to start,
		ACCESS POINT	violating rules and keeping accurate score.
		Recognize basic rules for	score.
PE.8.C.2.2	PE.8.C.2.In.b	alternative/extreme sports activities.	
		Recognize basic safety measures for	
	PE.8.C.2.Su.b	alternative/extreme sports activities.	
		Recognize a basic safety measure for	
	PE.8.C.2.Pa.b	alternative/extreme sports activities.	
	-	ensive and defensive strategies in	
DE 0 C 2 2	individual/dual s		
PE.8.C.2.3		ACCESS POINT	
		Describe basic offensive and defensive	
	PE.8.C.2.In.c	strategies in individual/dual sports.	
		Identify basic offensive and defensive	
	PE.8.C.2.Su.c	strategies in individual/dual sports.	
	DE 0 C 2 D	Recognize basic offensive and defensive	
	PE.8.C.2.Pa.c	tactics in modified individual/dual sports.	
		ensive and defensive strategies in me sports activities.	
	alternative/extre	The sports activities.	
		ACCESS POINT	
		Identify basic offensive and defensive	
		strategies in alternative/extreme sports	
PE.8.C.2.4	PE.8.C.2.In.d	activities.	
		Recognize basic offensive and defensive	
		strategies in alternative/extreme sports	
	PE.8.C.2.Su.d	activities.	
		Recognize a basic offensive and defensive	
		strategy in a selected alternative/extreme	
	PE.8.C.2.Pa.d	sports activity.	
		on skill patterns of self and partner by	
	detecting and co	rrecting mechanical errors.	
		ACCESS POINT	
PE.8.C.2.5		Provide feedback on skill patterns of self or partner to detect and correct mechanical	
FL.8.C.2.3	PE.8.C.2.In.e	errors.	
	1 2.0.0.2.111.0	Use feedback on skill patterns of both self	
	PE.8.C.2.Su.e	and partner to correct mechanical errors.	
		Use feedback on skill patterns of self to	
	PE.8.C.2.Pa.e	correct mechanical errors.	
		al elements for successful performance in a	
	•	kills or physical activities.	
DE 0.63.6		ACCESS POINT	
PE.8.C.2.6		Recognize the critical elements for	
		successful performance in a variety of sport	
	PE.8.C.2.In.f	skills or physical activities.	
		Recognize selected critical elements for	
	PE.8.C.2.Su.f	successful performance in a variety of sport	

		skills or physical activities.	
		Associate selected critical elements with	
		successful performance of a sport skill and	
	PE.8.C.2.Pa.f	physical activity.	
		procedures and equipment necessary for a	
	variety of sport sk	ills and physical activities.	
		ACCESS POINT	
		Identify specific safety procedures and	
		equipment necessary for a variety of	
PE.8.C.2.7	PE.8.C.2.In.g	sports and physical activities.	
1 2.0.0.2.7		Recognize specific safety procedures and	
		equipment necessary for a variety of	
	PE.8.C.2.Su.g	sports and physical activities.	
		Recognize a specific safety procedure and	
	DE 0 0 2 D	equipment necessary for a sport or	
	PE.8.C.2.Pa.g	physical activity.	
		vement skills and strategies learned in one an be transferred and used in other physical	Some examples are volleyball and
	activities.	an be transferred and used in other physical	tennis serve and surfing and skate boarding.
	activities.	ACCESS POINT	boarding.
PE.8.C.2.8		Identify movement skills and strategies	
1 2.0.0.2.0		used in different physical activities, such as volleyball or tennis serve, surfing and skate	
	PE.8.C.2.In.h	boarding.	
	F L.O.C.Z.III.II	Recognize movement skills and strategies	
		used in different physical activities, such as	
		volleyball or tennis serve, surfing and skate	
	PE.8.C.2.Su.h	boarding.	
		Recognize a movement skill and strategy	
		used in physical activities, such as volleyball	
	PE.8.C.2.Pa.h	or tennis serve, surfing and skate boarding.	
	•	ibe the critical elements of a basic water	
	rescue.	ACCESS DOINE	
PE.912.C.2.1		ACCESS POINT	
	DE 012 C 2 In a	Identify the critical elements of a basic	
	PE.912.C.2.In.a	water rescue.	
	PE.912.C.2.Su.a	Recognize the critical elements of a basic water rescue.	
	PE.912.C.2.9a.a	Recognize a basic water rescue.	
		and etiquette in dance.	
	, ippry terminology	ACCESS POINT	
		Identify and use terminology and	
	PE.912.C.2.In.b	etiquette in dance.	
PE.912.C.2.2	1 2.312.0.2.111.0	Recognize and use basic terminology and	
	PE.912.C.2.Su.b	etiquette in dance.	
		Recognize basic terminology and use basic	
	PE.912.C.2.Pa.b	etiquette in dance.	
		ment performance of self and others.	Some examples are video analysis and
PE.912.C.2.3		ACCESS POINT	checklist.
	PE.912.C.2.In.c	Examine the movement performance of	
	1		

		self and others.	
		Identify the movement performance of self	
	PE.912.C.2.Su.c	and others.	
	1 L.312.C.2.3u.c	Recognize the movement performance of	
	PE.912.C.2.Pa.c	self or others.	
		plex dance sequences individually, with a	
	partner or in a sm		
	partiter of in a sin	ACCESS POINT	
		Design dance sequences individually, with	
	PE.912.C.2.In.d	a partner or in a small group.	
PE.912.C.2.4	1 L.312.C.2.III.u	Create basic dance sequences individually,	
	PE.912.C.2.Su.d	with a partner or in a small group.	
	1 L.512.C.2.5u.u	Combine basic dance sequences	
		individually, with a partner or in a small	
	PE.912.C.2.Pa.d	group.	
		onship between music and dance.	
		ACCESS POINT	
	DE 042 C 2 In -	Describe the relationship between music and	
PE.912.C.2.5	PE.912.C.2.In.e	dance.	
	DE 042 C 2 C	Recognize a relationship between music and	
	PE.912.C.2.Su.e	dance.	
	DE 042 C 2 D	Associate tempo or rhythm with dance	
	PE.912.C.2.Pa.e	movements.	
		trast the health-related benefits of various	
	physical activities.	ACCESS POINT	
PE.912.C.2.6		Describe the health-related benefits of	
PE.912.C.2.0	PE.912.C.2.In.f		
	PE.912.C.2.III.I	various physical activities.  Identify the health-related benefits of	
	PE.912.C.2.Su.f	· ·	
	PE.912.C.2.3u.1	various physical activities.  Recognize the health-related benefits of	
	PE.912.C.2.Pa.f	various physical activities.	
		tiveness of specific warm-up and cool-down	
	activities.	diversess of specific warm-up and coor-down	
	activities.	ACCESS POINT	
PE.912.C.2.7		Examine the effectiveness of specific	
1 L.312.C.2.7	PE.912.C.2.In.g	warm-up and cool-down activities.	
	1 L.312.C.2.III.g	Identify the effectiveness of specific	
	PE.912.C.2.Su.g	warm-up and cool-down activities.	
	1 2.312.0.2.34.8	Recognize the effect of a specific warm-up	
	PE.912.C.2.Pa.g	or cool-down activity.	
		veen the three different types of heat	The three types of heat illnesses are
	illnesses associate	• •	heat cramps, heat exhaustion and
		ACCESS POINT	heat stroke.
		Identify the three stages (types) of heat	
PE.912.C.2.8		illnesses and the symptoms associated with fluid loss, such as heat cramps, heat	
	PE.912.C.2.In.h	exhaustion and heat stroke.	
	1 L.314.C.4.III.II	Identify symptoms of heat illnesses	
		associated with fluid loss, such as heat	
	PE.912.C.2.Su.h	cramps, heat exhaustion and heat stroke.	
	I L.JIZ.C.Z.JU.II	cramps, near exhaustion and near stroke.	

		Recognize a symptom of heat illnesses	
		associated with fluid loss, such as heat	
	PE.912.C.2.Pa.h	cramps, heat exhaustion or heat stroke.	
		utions to be taken when exercising in	Some examples of precautions are
		and/or environmental conditions.	hydration and appropriate attire.
		ACCESS POINT	.,,
		Describe the precautions to be taken when	
		exercising in extreme weather and	
	PE.912.C.2.In.i	environmental conditions.	
PE.912.C.2.9		Identify precautions to be taken when	
		exercising in a variety of weather conditions	
	PE.912.C.2.Su.i	or environmental conditions.	
		Recognize a precaution to be taken when	
		exercising in selected environmental	
	PE.912.C.2.Pa.i	conditions.	
	Analyze long-term	benefits of regularly participating in	
	physical activity.		
PE.912.C.2.10		ACCESS POINT	
1 L.312.C.2.10		Describe long-term benefits of regularly	
	PE.912.C.2.In.j	participating in physical activity.	
		Identify long-term benefits of regularly	
	PE.912.C.2.Su.j	participating in physical activity.	
		Recognize a long-term benefit of regularly	
	PE.912.C.2.Pa.j	participating in physical activity.	
	-	of the health-related components of fitness	The health-related components of
	are improved thro	ough the application of training principles.	fitness are cardiorespiratory
		ACCESS POINT	endurance, muscular strength,
		Describe how each of the health-related	muscular endurance, flexibility and
		components of fitness, such as physical	body composition.
		conditioning, flexibility, cardiorespiratory	
PE.912.C.2.11		endurance and body composition, are	
		improved through the application of	
	PE.912.C.2.In.k	training principles.	
		Identify how health-related components	
		of fitness, such as physical conditioning,	
		flexibility, cardiorespiratory endurance	
		and body composition are improved	
	DE 012 C 2 C k	through the application of training	
	PE.912.C.2.Su.k	principles.	
	PE.912.C.2.Pa.k	Recognize that exercise and training improves health-related fitness.	
		trast aerobic versus anaerobic activities.	
	Compare and com	ACCESS POINT	
		Describe the differences between aerobic	
	PE.912.C.2.In.l	and anaerobic activities.	
PE.912.C.2.12	1 L.312.C.2.III.I	Identify the differences between aerobic	
	PE.912.C.2.Su.l	and anaerobic activities.	
	. 2.312.0.2.34.1	Recognize selected aerobic and anaerobic	
	PE.912.C.2.Pa.l	activities.	
		take, calories consumed and energy	
PE.912.C.2.13		n physical activity and analyze the results.	
	1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	, , ,	

		ACCESS POINT	
		Document food intake, calories consumed	
		and energy expended through physical	
	PE.912.C.2.In.m	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.	
		trast the skill-related components of fitness	The skill-related components of fitness
	used in various ph	•	are speed, coordination, balance,
		ACCESS POINT	power, agility and reaction time.
		Identify differences in the skill-related	
		components of fitness, such as speed,	
PE.912.C.2.14		coordination, balance, power, agility and	
	PE.912.C.2.In.n	reaction time in various physical activities.	
		Recognize differences in the skill-related	
		components of fitness, such as speed,	
		coordination, balance, power, agility and	
	PE.912.C.2.Su.n	reaction time in various physical activities.	
		Recognize more than one skill-related	
		components of fitness, such as speed,	
		coordination, balance, power, agility or	
	PE.912.C.2.Pa.n	reaction time in various physical activities.	
		al target heart-rate zone and analyze how to	
	adjust intensity lev	vel to stay within the desired range.	
		ACCESS POINT	
		Identify individual target heart rate and	
		how to adjust intensity level to stay within	
PE.912.C.2.15	PE.912.C.2.In.o	the desired range.	
		Recognize individual target heart rate and	
	DE 013 C 3 C a	how to adjust intensity level to stay within	
	PE.912.C.2.Su.o	the desired range.	
		Recognize the relationship between intensity level of physical activity and heart	
	PE.912.C.2.Pa.o	rate.	
		ds of monitoring levels of intensity during	Some examples are a talk test, rate of
	aerobic activity.	as of monitoring levels of intensity during	perceived exertion and checking one's
	7	ACCESS POINT	heart rate/pulse.
		Describe methods of monitoring levels of	
		intensity during aerobic activity, such as a	
		talk test, rate of perceived exertion and	
PE.912.C.2.16	PE.912.C.2.In.p	heart rate/pulse.	
		Identify methods of monitoring levels of	
		intensity during aerobic activity, such as a	
		talk test, rate of perceived exertion and	
	PE.912.C.2.Su.p	heart rate/pulse.	
		Recognize selected methods of monitoring	
		levels of intensity during aerobic activity,	
	PE.912.C.2.Pa.p	such as a talk test and heart rate/pulse.	
PE.912.C.2.17		al effects of exercise during and after	Some examples are breathing, resting
. 2.512.0.2.17	physical activity.		heart rate and blood pressure.

		ACCESS POINT	
		Examine physiological effects of exercise,	
		such as breathing, resting heart rate and	
		blood pressure, during and after physical	
	PE.912.C.2.In.q	activity.	
		Identify physiological effects of exercise,	
		such as breathing, resting heart rate and	
		blood pressure, during and after physical	
	PE.912.C.2.Su.q	activity.	
		Recognize a physiological effect of	
		exercise, such as breathing or resting	
		heart rate, during and after physical	
	PE.912.C.2.Pa.q	activity.	
	Differentiate betw	veen fact and fallacy as it relates to	Some examples are weight-loss pills,
	consumer physica	I fitness products and programs.	food labels and exercise equipment.
		ACCESS POINT	
		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	
PE.912.C.2.18	PE.912.C.2.ln.r	equipment.	
		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	
	PE.912.C.2.Su.r	equipment.	
		Recognize information as it relates to a	
		selected consumer physical fitness	
	DE 042 6 2 B	product, such as weight-loss pills, food	
	PE.912.C.2.Pa.r	labels or exercise equipment.	
		plex sequences individually, with a partner	
	or in a small group	ACCESS POINT	
PE.912.C.2.19	PE.912.C.2.In.s	Design gymnastic sequences individually, with a partner or with a small group.	
FL.912.C.2.19	FL.912.C.2.III.3	Create gymnastics sequences individually,	
	PE.912.C.2.Su.s	with a partner or with a small group.	
	1 L.J12.C.Z.Ju.3	Combine basic gymnastic sequences	
		individually, with a partner or with a small	
	PE.912.C.2.Pa.s	group.	
		ite methods to resolve physical conflict.	
	7 11 1	ACCESS POINT	
		Identify various appropriate methods to	
PE.912.C.2.20	PE.912.C.2.In.t	resolve physical conflict.	
		Recognize appropriate methods to resolve	
	PE.912.C.2.Su.t	physical conflict.	
		Recognize an appropriate method to	
	PE.912.C.2.Pa.t	resolve physical conflict.	
PE.912.C.2.21		and justify the use of advanced offensive,	
1 1.312.0.2.21	defensive and trai	nsition strategies and tactics.	
		ACCESS POINT	

		Diagram and avalain affansive defensive	
	PE.912.C.2.In.u	Diagram and explain offensive, defensive and transition strategies.	
	1 L.312.C.2.III.u	Identify the difference between basic	
		offensive, defensive and transition	
	PE.912.C.2.Su.u	strategies.	
		Recognize the difference between a basic	
	PE.912.C.2.Pa.u	offensive, defensive or transition strategy.	
		elated components of fitness and how they	The skill-related components of fitness
	enhance performa		are speed, coordination, balance,
		ACCESS POINT	power, agility and reaction time.
		Describe the skill-related components of	
		fitness such as balance, reaction time,	
		agility, coordination, power and speed,	
PE.912.C.2.22		and how they enhance performance	
1 L.312.C.2.22	PE.912.C.2.In.v	levels.	
		Identify the skill-related components of	
		fitness that enhance performance, such as	
		balance, reaction time, agility,	
	PE.912.C.2.Su.v	coordination, power and speed.	
		Recognize a skill-related component of	
		fitness that enhances performance, such	
	DE 012 C 2 Da v	as balance, reaction time, agility,	
	PE.912.C.2.Pa.v	coordination, power or speed. etechnology and analyze data to evaluate,	
		recrinology and analyze data to evaluate, approve performance.	
	monitor and/or in	ACCESS POINT	
		Use appropriate technology to assess,	
PE.912.C.2.23	PE.912.C.2.In.w	monitor and improve performance.	
		Use appropriate technology to monitor	
	PE.912.C.2.Su.w	and improve performance.	
		Use a selected technology to monitor or	
	PE.912.C.2.Pa.w	improve performance.	
	Analyze the mech	anical principles as they apply to specific	Some examples are balance, force and
	course activities.		leverage.
		ACCESS POINT	
		Examine the mechanical principles, such	
		as balance, force or leverage, as they	
PE.912.C.2.24	PE.912.C.2.In.x	apply to specific course activities.	
		Identify selected mechanical principles,	
		such as balance, force or leverage, as they	
	PE.912.C.2.Su.x	apply to specific course activities.	
		Recognize a mechanical principle, such as	
	DE 043 C 3 D	balance, force or leverage, as it applies to	
	PE.912.C.2.Pa.x	specific course activities.	
	-	ate the risks, safety procedures, rules and attention attention attention attention.	
	equipment associ	ACCESS POINT	
PE.912.C.2.25		Describe the safety procedures, rules and	
1 L.J1Z.C.Z.Z3		equipment associated with specific course	
	PE.912.C.2.In.y	activities.	
	. 2.5 12.0.2.111.y	Identify the safety procedures, rules and	
	PE.912.C.2.Su.y	equipment associated with specific course	
		- 1p and and a trial openine course	

		activities.	
		Recognize the safety procedures, rules	
		and equipment associated with specific	
	PE.912.C.2.Pa.y	course activities.	
	Evaluate skill patte	erns of self and/or partner by detecting and	
	correcting mechar	nical errors.	
		ACCESS POINT	
		Analyze skill patterns of self and partner	
PE.912.C.2.26	PE.912.C.2.In.z	to detect and correct mechanical errors.	
		Identify skill patterns of both self and	
		partner to detect and correct mechanical	
	PE.912.C.2.Su.z	errors.	
	PE.912.C.2.Pa.z	Recognize skill patterns of self to correct mechanical errors.	
	Compare and conf	rast how movement skills from one physical	Some examples are volleyball and
	activity can be tra	nsferred and used in other physical	tennis serve, surfing and skate
	activities.		boarding.
		ACCESS POINT	
		Examine how movement skills from one	
		physical activity can be transferred and	
PE.912.C.2.27	PE.912.C.2.In.aa	used in other physical activities.	
		Identify how movement skills from one	
		physical activity can be transferred and	
	PE.912.C.2.Su.aa	used in other physical activities.	
		Recognize that movement skills from one	
	PE.912.C.2.Pa.aa	physical activities	
		physical activities. y the rules associated with specific course	
	activities.	y the rules associated with specific course	
	activities.	ACCESS POINT	
		Describe and use the rules associated with	
PE.912.C.2.28	PE.912.C.2.In.ab	specific course activities.	
		Identify and use the rules associated with	
	PE.912.C.2.Su.ab	specific course activities.	
		Recognize and use rules associated with	
	PE.912.C.2.Pa.ab	specific course activities.	
		STRAND L: Lifetime Fitness	
	STANI	DARD 3: Participate regularly in physic	cal activity.
	В	enchmark	Remarks/Examples
	Participate in mod	erate physical activity on a daily basis.	
		ACCESS POINT	
PE.6.L.3.1		Participate in a selected moderate	
	PE.6.L.3.In.a	physical activity on a daily basis.	
	DE C L 2 C	Participate in moderate modified physical	
	PE.6.L.3.Su.a	activity on a daily basis.	
	PE.6.L.3.Pa.a	Participate in modified physical activity on	
		a daily basis. rous physical activity on a daily basis.	
	r articipate in vigo		
		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.	
		Participate in a healthy level of modified	
	PE.6.L.3.Su.b	physical activity on a daily basis.	
		Participate in healthy level of guided	
	DE C   2 D-  -	physical activity on a daily basis.	
	PE.6.L.3.Pa.b		The beautiful and a second of
		ariety of fitness, wellness, gymnastics and that promote the components of health-	The health-related components of fitness are cardiorespiratory
	related fitness.	that promote the components of health-	endurance, muscular strength,
	related littless.	ACCESS POINT	muscular endurance, flexibility and
		Participate in a variety of basic fitness,	body composition.
		wellness, gymnastics or dance activities	
		that promote cardiorespiratory	
		endurance, physical conditioning,	
DE C 1 2 2	PE.6.L.3.In.c	flexibility and body composition.	
PE.6.L.3.3		Participate in a variety of selected, basic	
		fitness, wellness, gymnastics or dance	
		activities that promote cardiorespiratory	
		endurance, physical conditioning,	
	PE.6.L.3.Su.c	flexibility and body composition.	
		Participate in a variety of selected,	
		modified fitness, wellness, gymnastics or	
		dance activities that promote	
		cardiorespiratory endurance, physical	
	25.61.25	conditioning, flexibility and body	
	PE.6.L.3.Pa.c	composition.	
	•	thool opportunities for physical activity that	
	promote niness,	wellness, gymnastics and dance.  ACCESS POINT	
		Recognize the in-school opportunities for	
		participation in a variety of physical	
		activities that promote fitness, wellness,	
	PE.6.L.3.In.d	gymnastics or dance.	
PE.6.L.3.4		Recognize selected in-school	
		opportunities for participation in a variety	
		of physical activities that promote fitness,	
	PE.6.L.3.Su.d	wellness, gymnastics or dance.	
		Recognize a school opportunity for	
		participation in physical activities that	
		promote fitness, wellness, gymnastics or	
	PE.6.L.3.Pa.d	dance.	
	-	munity opportunities for physical activity that	
	promote fitness,	wellness, gymnastics and dance.	
PE.6.L.3.5		ACCESS POINT	
		Recognize selected community	
	PE.6.L.3.In.e	opportunities that promote fitness and wellness.	
	i L.U.L.J.III.E	Recognize selected community	1
		opportunities that promote fitness and	
	PE.6.L.3.Su.e	wellness.	
	PE.6.L.3.Pa.e	Recognize a selected community	1
1			I

		opportunity that promotes fitness and wellness.	
	Identify a variety	of fitness, wellness, gymnastics and dance	
	-	omote stress management.	
	detivities that pre	ACCESS POINT	
		Recognize a variety of basic fitness,	
	PE.6.L.3.In.f	wellness, gymnastics or dance activities	
	1 2.0.2.3	that promote good stress management.	
PE.6.L.3.6		Recognize a variety of selected, basic	
		fitness, wellness, gymnastics or dance	
		activities that promote good stress	
	PE.6.L.3.Su.f	management.	
		Recognize a variety of selected, modified	
		fitness, wellness, gymnastics or dance	
		activities that promote management of	
	PE.6.L.3.Pa.f	stress.	
	Participate in mo	derate physical activity on a daily basis.	
		ACCESS POINT	
		Participate in a selected moderate	
PE.7.L.3.1	PE.7.L.3.In.a	physical activity on a daily basis.	
PE./.L.3.1		Participate in moderate modified physical	
	PE.7.L.3.Su.a	activity on a daily basis.	
		Participate in modified physical activity on	
	PE.7.L.3.Pa.a	a daily basis.	
	Participate in vigo	orous physical activity on a daily basis.	
		ACCESS POINT	
		Participate in a healthy level of physical	
PE.7.L.3.2	PE.7.L.3.In.b	activity on a daily basis.	
1 2.7.2.3.2		Participate in a healthy level of modified	
	PE.7.L.3.Su.b	physical activity on a daily basis.	
		Participate in healthy level of guided	
	PE.7.L.3.Pa.b	physical activity on a daily basis.	
		ariety of team sports, outdoor pursuits and	The health-related components of
	·	s that promote health-related physical	fitness are cardiorespiratory
	fitness.		endurance, muscular strength,
		ACCESS POINT	muscular endurance, flexibility and
		Participate in a variety of basic team	body composition.
PE.7.L.3.3		sports, outdoor pursuits or aquatics	
		activities that promote cardiorespiratory	
	55.7.0.	endurance, physical conditioning,	
	PE.7.L.3.In.c	flexibility and body composition.	
		Participate in a variety of selected basic	
	DE 71.2 C	team sports, outdoor pursuits or aquatics	
	PE.7.L.3.Su.c	activities that promote cardiorespiratory	
		endurance, physical conditioning, flexibility and body composition.	
		Participate in a variety of selected,	1
		modified team sports, outdoor pursuits or	
		aquatics activities that promote	
		cardiorespiratory endurance, physical	
		conditioning, flexibility and body	
	PE.7.L.3.Pa.c	composition.	
<u> </u>		peemen	<u> </u>

	Identify the in-so	hool opportunities for participation in team	
	-	oursuits and aquatics activities.	
	sports, outdoor	ACCESS POINT	
		Recognize the in-school opportunities for	
PE.7.L.3.4	25.21.21	participation in team sports, outdoor	
	PE.7.L.3.In.d	pursuits and aquatics.	
		Recognize selected in-school	
		opportunities for participation in team	
	PE.7.L.3.Su.d	sports, outdoor pursuits and aquatics.	
		Recognize a school opportunity for	
		participation in team sports, outdoor	
	PE.7.L.3.Pa.d	pursuits or aquatics.	
	-	munity opportunities that promote team	
	sports, outdoor	oursuits and aquatics activities.	
		ACCESS POINT	
		Recognize selected community	
		opportunities that promote fitness and	
PE.7.L.3.5	PE.7.L.3.In.e	wellness.	
PE./.L.3.5		Recognize selected community	
		opportunities that promote fitness and	
	PE.7.L.3.Su.e	wellness.	
		Recognize a selected community	
		opportunity that promotes fitness and	
	PE.7.L.3.Pa.e	wellness.	
		of team sports, outdoor pursuits and	
		s that promote stress management.	
	1	ACCESS POINT	
		Recognize a variety of basic team sports,	
PE.7.L.3.6		outdoor pursuits and aquatics activities	
		that promote effective stress	
	PE.7.L.3.In.f	management.	
		Recognize a variety of selected basic team	
		sports, outdoor pursuits and aquatics	
		activities that promote effective stress	
	PE.7.L.3.Su.f	management.	
	1 L.7.L.3.3u.1	management.	
		Recognize a variety of modified team	
		sports, outdoor pursuits and aquatics	
		activities that promote effective stress	
	PE.7.L.3.Pa.f	management.	
		oderate physical activity on a daily basis.	
	. d. c.o.pace in file	ACCESS POINT	
		Participate in a selected moderate	
PE.8.L.3.1	DE Q I 2 In a	physical activity on a daily basis.	
rE.O.L.3.1	PE.8.L.3.In.a	Participate in moderate modified physical	
	DE 0 1 2 C		
	PE.8.L.3.Su.a	activity on a daily basis.	
	DE 0 1 2 2	Participate in modified physical activity on	
	PE.8.L.3.Pa.a	a daily basis.	
	Participate in vig	orous physical activity on a daily basis.	
		ACCESS POINT	
PE.8.L.3.2		Participate in a healthy level of physical	
	PE.8.L.3.In.b	activity on a daily basis.	

		Doubleingto in a health. I I -f Jrf.	
	DE 0 1 2 C h	Participate in a healthy level of modified	
	PE.8.L.3.Su.b	physical activity on a daily basis.	-
		Participate in healthy level of guided	
	PE.8.L.3.Pa.b	physical activity on a daily basis.	
		ariety of individual/dual and	The health-related components of
		eme sport activities that promote health-	fitness are cardiorespiratory
	related compone	ents of fitness.	endurance, muscular strength,
		ACCESS POINT	muscular endurance, flexibility and
		Participate in a variety of basic	body composition.
		individual/dual and alternative/extreme	
		sports activities that promote	
DE O L 2 2		cardiorespiratory endurance, muscular	
PE.8.L.3.3		strength and endurance, flexibility and	
	PE.8.L.3.In.c	body composition.	
		Participate in a variety of selected, basic	
		individual/dual and alternative/extreme	
		sports activities that promote	
		cardiorespiratory endurance, physical	
		conditioning, flexibility and body	
	PE.8.L.3.Su.c	composition.	
	1 2.0.2.3.54.0	Participate in a variety of selected,	-
		modified individual/dual and	
		alternative/extreme sports activities that	
		promote cardiorespiratory endurance,	
		physical conditioning, flexibility and body	
	PE.8.L.3.Pa.c	composition.	
	1	chool opportunities for participation in	
	individual/dual a	nd alternative/extreme sports.	
		ACCESS POINT	
		Recognize the in-school opportunities for	
		participation in individual/dual and	
PE.8.L.3.4	PE.8.L.3.In.d	alternative/extreme sports.	
1 2.0.2.0.1		Recognize selected in-school	
		opportunities for participation in	
		individual/dual and alternative/extreme	
	PE.8.L.3.Su.d	sports.	
	1 2.0.2.3.34.4	Recognize a school opportunity for	-
		participation in individual/dual or	
	PE.8.L.3.Pa.d	alternative/extreme sports.	
		munity opportunities for participation in	
	•	and alternative/extreme sports.	
	iliuiviuuai/uuai a	ind afternative/extreme sports.	
		ACCESS POINT	
		Recognize community opportunities for	
		participation in individual/dual or	
	PE.8.L.3.In.e	alternative/extreme sports.	
PE.8.L.3.5		Recognize selected community	
		opportunities for participation in	
		individual/dual or alternative/extreme	
	PE.8.L.3.Su.e	sports.	
		Recognize a selected community	1
	PE.8.L.3.Pa.e	opportunity for participation in	
	, E.O.E.J.I a.C	opportunity for participation in	<u> </u>

		individual/dual or alternative/extreme sports.	
	Identify a variety	of individual/dual and alternative/extreme	
		at promote stress management.	
		ACCESS POINT	
		Recognize a variety of basic	
		individual/dual and alternative/extreme	
		sports activities that promote effective	
PE.8.L.3.6	PE.8.L.3.In.f	stress management.	
		Recognize a variety of selected basic	
		individual/dual and alternative/extreme	
		sports activities that promote effective	
	PE.8.L.3.Su.f	stress management.	
		Recognize a variety of selected modified	
		individual/dual and alternative/extreme	
	DE 01 2 D (	sports activities that promote effective	
	PE.8.L.3.Pa.f	stress management.	
	•	riety of physical activities to meet the mber of minutes of moderate to vigorous	
		eyond physical education on five or more	
	days of the week.	eyona physical education on five of more	
	days of the week.	ACCESS POINT	
		Participate in a variety of physical	
PE.912.L.3.1		activities to meet the recommended	
		number of minutes of moderate to	
		vigorous physical activity beyond physical	
		education on five or more days of the	
	PE.912.L.3.In.a	week.	
		Participate in a variety of moderate to	
		vigorous physical activities beyond	
		physical education five or more days of	
	PE.912.L.3.Su.a	the week.	
		Participate in a variety of moderate to	
		vigorous modified physical activities beyond physical education five or more	
	PE.912.L.3.Pa.a	days of the week.	
		riety of activities that promote the health-	The health-related components of
	related componer	·	fitness are cardiorespiratory
	,	ACCESS POINT	endurance, muscular strength,
		Participate in a variety of basic activities	muscular endurance, flexibility and
		that promote cardiorespiratory fitness,	body composition.
		muscular strength and endurance,	
	PE.912.L.3.In.b	flexibility and body composition.	
PE.912.L.3.2		Participate in a variety of selected basic	
. 2.312.2.3.2		activities that promote cardiorespiratory	
		fitness, muscular strength and endurance,	
	PE.912.L.3.Su.b	flexibility and body composition.	
		Participate in a variety of selected	
		modified activities that promote	
		cardiorespiratory fitness, muscular	
	DE 012   2 Da h	strength and endurance, flexibility and body composition.	
	PE.912.L.3.Pa.b	body composition.	

		of activities that promote effective stress	
	management.		
		ACCESS POINT	
PE.912.L.3.3		Recognize a variety of basic activities that	
	PE.912.L.3.In.c	promote effective stress management.	
		Recognize a variety of selected basic	
		activities that promote effective stress	
	PE.912.L.3.Su.c	management.	
		Recognize a variety of selected modified	
	DE 012   2 De e	activities that promote effective stress	
	PE.912.L.3.Pa.c	management.	
	variety of physica	ool opportunities for participation in a	
	variety of physica	ACCESS POINT	
		Recognize the in-school opportunities for participation in a variety of physical	
PE.912.L.3.4	PE.912.L.3.In.d	activities.	
	PE.912.L.3.III.U	Recognize selected in-school	
		opportunities for participation in physical	
	PE.912.L.3.Su.d	activities.	
	FL.912.L.3.3u.u	Recognize an in school opportunity for	
	PE.912.L.3.Pa.d	participation in physical activity.	
		nunity opportunities for participation in a	
	variety of physica		
		ACCESS POINT	
		Recognize community opportunities for	
DE 042   2 E		participation in a variety of physical	
PE.912.L.3.5	PE.912.L.3.In.e	activities.	
		Recognize selected community	
		opportunities for participation in a variety	
	PE.912.L.3.Su.e	of physical activities.	
		Recognize a selected community	
		opportunity for participation in physical	
	PE.912.L.3.Pa.e	activity.	
	-	safety factors that may affect physical	
	activity throughou		
		ACCESS POINT	
55.045 : 5 -	25.042.4.5.4.6	Recognize risk and safety factors that can	
PE.912.L.3.6	PE.912.L.3.In.f	affect physical activity throughout life.	
	DE 043 L 3 C C	Recognize risk and safety factors that can	
	PE.912.L.3.Su.f	affect physical activity for many years.	
	DE 012   2 De f	Recognize a risk and a safety factor that	
	PE.912.L.3.Pa.f	can affect physical activity.	
		STRAND L: Lifetime Fitness	
STANDAI	RD 4: Develop a	nd implement a personal fitness progr health-enhancing level of physical fit	
	_		
		enchmark	Remark/Examples
	-	t and assess a personal fitness program in	
	collaboration with		
		ACCESS POINT	

	I	
		Demonstrate achievement and
PE.6.L.4.1		maintenance of a health-enhancing level
		of personal fitness by implementing and
		assessing a personal fitness program in
	PE.6.L.4.In.a	collaboration with a teacher.
		Demonstrate achievement and
		maintenance of a health-enhancing level
		of personal fitness by implementing a
		personal fitness program in collaboration
	PE.6.L.4.Su.a	with a teacher.
		Demonstrate achievement and
		maintenance of a health-enhancing level
		of personal fitness by actively
		participating in a personal fitness program
	PE.6.L.4.Pa.a	in collaboration with a teacher.
		d strategies for a personal physical fitness
	program.	
		ACCESS POINT
PE.6.L.4.2		Select goals and identify strategies for a
	PE.6.L.4.In.b	personal physical-activity plan.
		Select goals and recognize strategies for a
	PE.6.L.4.Su.b	personal physical-activity plan.
	PE.6.L.4.Pa.b	Select a goal for a personal physical-
		activity plan.
	Use available tec	hnology to assess, design and evaluate a
	personal physical	
	personal priysical	ACCESS POINT
		Use a variety of resources, including
		available technology, to design and assess
PE.6.L.4.3	PE.6.L.4.In.c	a personal physical-activity plan.
1 L.U.L.4.5	1 L.O.L.4.111.0	Use a variety of resources, including
		available technology, to assess a personal
	PE.6.L.4.Su.c	activity plan.
	1 2.0.2.4.50.0	Use resources, including available
		technology, to recognize the effect of a
	PE.6.L.4.Pa.c	personal activity plan.
		nal fitness program including a variety of
	physical activities	
	priysical activities	ACCESS POINT
		Identify a variety of physical activities in
	PE.6.L.4.In.d	developing a personal fitness program.
PE.6.L.4.4	FL.U.L.4.III.U	Identify a variety of selected physical
	DE CLASU d	activities in developing a personal fitness
	PE.6.L.4.Su.d	program.
	DE C 1 4 De d	Recognize a variety of physical activities in
	PE.6.L.4.Pa.d	developing a personal fitness program.
	•	elated problems associated with low levels of
		endurance, muscular strength, muscular
<b>5</b> -5	-	<del>-</del>
PE.6.L.4.5	-	ility and body composition.
PE.6.L.4.5	-	<del>-</del>

	1	
		problems associated with low levels of
		cardiorespiratory endurance and
		flexibility.
		Recognize a health-related problem
		associated with low levels of physical
	PE.6.L.4.Su.e	activity.
		Recognize a consequence of low levels of
	PE.6.L.4.Pa.e	physical activity.
	Create, impleme	nt and assess a personal fitness program in
	collaboration wit	
PE.7.L.4.1		ACCESS POINT
PE./.L.4.1		Create and implement a personal fitness
	PE.7.L.4.In.a	program in collaboration with a teacher.
		Create a personal fitness program in
	PE.7.L.4.Su.a	collaboration with a teacher.
		Actively participate in a personal fitness
	PE.7.L.4.Pa.a	program in collaboration with a teacher.
	Develop goals an	d strategies for a personal physical fitness
	program.	, , , , , , , , , , , , , , , , , , ,
	1 -0	ACCESS POINT
		Select goals and identify strategies for a
PE.7.L.4.2	PE.7.L.4.In.b	personal physical-activity plan.
	F L. 7 . L. 4 . III . D	Select goals and recognize strategies for a
	DE 71.45b	
	PE.7.L.4.Su.b	personal physical-activity plan.
	25.71.42.1	Select a goal for a personal physical-
	PE.7.L.4.Pa.b	activity plan.
		hnology to assess, design and evaluate a
	personal physica	
		ACCESS POINT
		Use a variety of resources, including
		available technology, to design and assess
	PE.7.L.4.In.c	a personal physical-activity plan.
		Use a variety of resources, including
PE.7.L.4.3		available technology, to assess a personal
	PE.7.L.4.Su.c	activity plan.
		Use resources, including available
		technology, to recognize the effect of a
	PE.7.L.4.Pa.c	personal activity plan.
		nal fitness program including a variety of
	physical activities	
	priysical activities	ACCESS POINT
		Identify a variety of physical activities
PE.7.L.4.4		when developing a personal fitness
	PE.7.L.4.In.d	program.
		Identify a variety of selected physical
		activities when developing a personal
i e		
	PE.7.L.4.Su.d	fitness program.

		when developing a personal fitness
		program.
	Identify health-re	elated problems associated with low levels of
	7	y endurance, muscular strength and
	endurance, flexil	oility and body composition.
		ACCESS POINT
55 7 . 4 5		Recognize selected health-related
PE.7.L.4.5		problems associated with low levels of
		cardiorespiratory endurance, muscular
	DE 7 1 4 1 2 2	strength and endurance, flexibility and
	PE.7.L.4.In.e	body composition.
		Recognize selected health-related problems associated with low levels of
		cardiorespiratory endurance and
	PE.7.L.4.Su.e	flexibility.
	PE.7.L.4.Pa.e	Recognize consequences of low levels of physical activity.
		nt and assess a personal fitness program in
	collaboration wit	
		ACCESS POINT
		Create and implement a personal fitness
PE.8.L.4.1	PE.8.L.4.In.a	program in collaboration with a teacher.
		Create a personal fitness program in
	PE.8.L.4.Su.a	collaboration with a teacher.
		Actively participate in a personal fitness
	PE.8.L.4.Pa.a	program in collaboration with a teacher.
	· -	d strategies for a personal physical fitness
	program.	
PE.8.L.4.2		ACCESS POINT
. 2.0.22	PE.8.L.4.In.b	Select goals and identify strategies for a personal physical-activity plan.
	PE.O.L.4.III.D	Select goals and recognize strategies for a
	PE.8.L.4.Su.b	personal physical-activity plan.
	1 2.0.2.4.34.0	, , , , , , , , , , , , , , , , , , , ,
		Select a goal for a personal physical-
	PE.8.L.4.Pa.b	activity plan.
		chnology to assess, design and evaluate a I fitness program.
	personal physica	· · ·
		ACCESS POINT  Use a variety of resources, including
		available technology, to design and assess
	PE.8.L.4.In.c	their personal physical-activity plan.
PE.8.L.4.3	1 2.0.2	Use a variety of resources, including
		available technology, to assess a personal
	PE.8.L.4.Su.c	activity plan.
		Use resources, including available
		technology, to recognize the effect of a
	PE.8.L.4.Pa.c	personal activity plan.
		nal fitness program including a variety of
PE.8.L.4.4	physical activitie	S.

		ACCESS POINT	
		Identify a variety of physical activities in	
	PE.8.L.4.In.d	developing a personal fitness program.	
		Identify a variety of selected physical	
		activities in developing a personal fitness	
	PE.8.L.4.Su.d	program.	
	PE.8.L.4.Pa.d	Recognize a variety of physical activities in developing a personal fitness program.	
		ated problems associated with low levels of	
	<u> </u>	endurance, muscular strength and	
		lity and body composition.	
		ACCESS POINT	
		Recognize health-related problems	
PE.8.L.4.5		associated with low levels of	
1 2.0.2.4.3		cardiorespiratory endurance, muscular	
		strength and endurance, flexibility and	
	PE.8.L.4.In.e	body composition.	
		Recognize health-related problems	
		associated with low levels of	
		cardiorespiratory endurance, and	
	PE.8.L.4.Su.e	muscular strength and endurance.	
		Recognize a health-related problem	
		associated with low levels of physical	
	PE.8.L.4.Pa.e	activity.	
		inciples appropriate for enhancing	Some examples of training
		endurance, muscular strength and	principles are overload and specificity.
	endurance, nexibi	lity and body composition.	
		ACCESS POINT	
		Identify the training principles, such as	
PE.8.L.4.6		overload and specificity, appropriate for	
FL.8.L.4.0		enhancing cardiorespiratory endurance,	
	PE.8.L.4.In.f	muscular strength and endurance and flexibility.	
	F L.O.L.4.III.I	Recognize selected training principles,	
		such as overload and specificity,	
		appropriate for enhancing	
		cardiorespiratory endurance, muscular	
	PE.8.L.4.Su.f	strength and endurance and flexibility.	
		Associate selected training principles, such	
		as overload and specificity, with	
		enhancing cardiorespiratory endurance,	
		muscular strength and endurance and	
	PE.8.L.4.Pa.f	flexibility.	
	Design a personal	fitness program.	Some examples of things to consider
		ACCESS POINT	when designing a personal fitness
PE.912.L.4.1		Design a personal fitness program that	program are timelines and current
	PE.912.L.4.In.a	includes current fitness level.	fitness level.
		Recognize timelines and current fitness	
	PE.912.L.4.Su.a	level in a personal fitness program.	
		Actively participate in modifying a	
	PE.912.L.4.Pa.a	personal fitness program in collaboration	

		with a teacher.	
	Identify ways to s	elf-assess and modify a personal fitness	
	program.		
		ACCESS POINT	
	PE.912.L.4.In.b	Recognize ways to self-assess and modify	
PE.912.L.4.2	. 2.3 22.2	a personal fitness program.	
	PE.912.L.4.Su.b	Recognize ways to self-assess a personal	
		fitness program.	
	25.042.4.2.4	Recognize a self-assessment for a personal	
	PE.912.L.4.Pa.b	fitness program.	
		s for setting goals when developing a	
	personal fitness p		
PE.912.L.4.3		ACCESS POINT  Solvet goals, identify strategies and create	
PE.912.L.4.5		Select goals, identify strategies and create a timeline for a personal physical-activity	
	PE.912.L.4.In.c	plan.	
	1 2.312.2.4.111.0	Select goals, recognize strategies and	
		create a timeline for a personal physical-	
	PE.912.L.4.Su.c	activity plan.	
	1 2.512.2.4.50.0	Select a goal and timeline for a personal	
	PE.912.L.4.Pa.c	physical-activity plan.	
		nnology to assess, design and evaluate a	
	personal fitness p		
	ACCESS POINT		
		Use a variety of resources, including	
PE.912.L.4.4		available technology, to design and assess	
PE.912.L.4.4	PE.912.L.4.In.d	a personal fitness program.	
		Use a variety of resources, including	
		available technology, to assess a personal	
	PE.912.L.4.Su.d	fitness program.	
		Use resources, including available	
		technology, to recognize the effect of a	
	PE.912.L.4.Pa.d	personal fitness program.	
	Apply the principl	es of training to personal fitness goals.	Some examples of training principles
		ACCESS POINT	are overload, specificity and
		Use the principles of training (overload,	progression.
		specificity and progression) in accordance	
PE.912.L.4.5	PE.912.L.4.In.e	with personal fitness goals.	
		Use selected principles of training	
		(overload, specificity and progression) in	
	PE.912.L.4.Su.e	accordance with personal fitness goals.	
		Use a selected principle of training	
		(overload, specificity or progression) in	
	PE.912.L.4.Pa.e	accordance with personal fitness goals.	
	Identify health-related problems associated with low levels of		
	cardiorespiratory endurance, muscular strength and		
	endurance, flexibility and body composition.		
		ACCESS POINT	
DE 013 L 4 C		Examine health-related problems	
PE.912.L.4.6	DE 013 L 4 L- f	associated with low levels of	
	PE.912.L.4.In.f	cardiorespiratory endurance, muscular	

		strength and endurance, flexibility and
		body composition.
		Identify health-related problems
		associated with low levels of
		cardiorespiratory endurance, muscular
		strength and endurance, flexibility and
	PE.912.L.4.Su.f	body composition.
		Recognize health-related problems
		associated with low levels of physical
	PE.912.L.4.Pa.f	activity.
	Evaluate how to n	nake changes in an individual wellness plan
	as lifestyle change	es occur.
		ACCESS POINT
		Examine how to make changes in an
PE.912.L.4.7		individual wellness plan as lifestyle
	PE.912.L.4.In.g	changes occur.
		Identify how to make changes in an
		individual wellness plan as lifestyle
	PE.912.L.4.Su.g	changes occur.
		Recognize changes in an individual
	PE.912.L.4.Pa.g	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.

	В	Remarks/Examples	
	List ways that pe	er pressure can be positive and negative.	
	ACCESS POINT		
PE.6.R.5.1	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.	
		eptance and respect for persons of diverse abilities in physical-activity settings.	
	ACCESS POINT		
PE.6.R.5.2	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.	
		Participate cooperatively with persons of	
	25.62.52.1	diverse backgrounds and abilities in	
	PE.6.R.5.Pa.b	selected physical-activity settings.	

	Demonstrate res	ponsible behaviors during physical activities.	Some examples of responsible behaviors are controlling emotions,
		ACCESS POINT	resolving conflicts, respecting
		Use responsible behaviors during physical	opponents and officials and accepting
PE.6.R.5.3		activities, such as controlling emotions,	both victory and defeat.
PE.O.K.5.3		respecting opponents and officials and	
	PE.6.R.5.In.c	accepting both victory and defeat.	
		Use responsible behaviors during physical	
		activities, such as controlling emotions	
	PE.6.R.5.Su.c	and respecting opponents and officials.	
		Use responsible behaviors during physical	
	PE.6.R.5.Pa.c	activities, such as controlling emotions.	
	Describe the per	sonal, social and ethical behaviors that apply	
	to specific physic		
	, , ,	ACCESS POINT	
		Recognize appropriate personal and social	
		behaviors that apply to specific physical	
PE.6.R.5.4	PE.6.R.5.In.d	activities.	
		Recognize appropriate personal behaviors	
	PE.6.R.5.Su.d	that apply to specific physical activities.	
		Recognize appropriate behaviors that	
	PE.6.R.5.Pa.d	apply to selected physical activities.	
	Demonstrate app	propriate etiquette, care of equipment,	
	respect for facilit	ties and safe behaviors while participating in a	
	variety of physica	al activities.	
		ACCESS POINT	
		Use appropriate etiquette, care of	
		equipment, respect for facilities and safe	
PE.6.R.5.5		behaviors while participating in a variety	
PE.O.N.3.3	PE.6.R.5.In.e	of physical activities.	
		Use appropriate etiquette, respect for	
		facilities and safe behaviors while	
		participating in a variety of physical	
	PE.6.R.5.Su.e	activities.	
		Use safe behaviors while participating in a	
	PE.6.R.5.Pa.e	variety of physical activities.	
	Identify situation	ns in which peer pressure could negatively	
	impact one's ow	n behavior choices.	
		ACCESS POINT	
		Recognize situations in which peer	
		pressure could negatively impact one's	
PE.7.R.5.1	PE.7.R.5.In.a	own behavior choices.	
PE.7.N.3.1		Recognize a situation in which peer	
		pressure could negatively impact one's	
	PE.7.R.5.Su.a	own behavior choices.	
		Associate a situation in which peer	
		pressure could negatively impact behavior	
	PE.7.R.5.Pa.a	with one's own choices.	
	Demonstrate acc	ceptance and respect for persons of diverse	
	backgrounds and	abilities in physical-activity settings.	

		ACCESS POINT	
		Show acceptance and respect for persons	
PE.7.R.5.2		of diverse backgrounds and abilities in	
	PE.7.R.5.In.b	physical-activity settings.	
	7 2.7 11.3111.0	Show acceptance and respect for persons	
		of diverse backgrounds and abilities in	
	PE.7.R.5.Su.b	selected physical-activity settings.	
		Participate cooperatively with persons of	
		diverse backgrounds and abilities in	
	PE.7.R.5.Pa.b	selected physical-activity settings.	
	Demonstrate res	consible behaviors during physical activities.	Some examples of responsible
		ACCESS POINT	behaviors are controlling emotions,
		Use responsible behaviors during physical	resolving conflicts, respecting
		activities, such as controlling emotions,	opponents and officials and accepting
PE.7.R.5.3		respecting opponents and officials and	both victory and defeat.
FE.7.N.3.3	PE.7.R.5.In.c	accepting both victory and defeat.	
		Use responsible behaviors during physical	
	DE 7 D E C	activities, such as controlling emotions	
	PE.7.R.5.Su.c	and respecting opponents and officials.	
		Use responsible behaviors during physical	
	PE.7.R.5.Pa.c	activities, such as controlling emotions.	
	List examples of a	appropriate personal, social and ethical	
	behaviors that ap	ply to specific physical activities.	
		ACCESS POINT	
		Recognize appropriate personal, social	
		and ethical behaviors that apply to specific	
PE.7.R.5.4	PE.7.R.5.In.d	physical activities.	
		Recognize appropriate personal and	
		ethical behaviors that apply to specific	
	PE.7.R.5.Su.d	physical activities.	
		Recognize appropriate personal behavior	
	PE.7.R.5.Pa.d	that applies to selected physical activities.	
		ropriate etiquette, care of equipment, ies and safe behaviors while participating in a	
	variety of physica		
	variety of physica	ACCESS POINT	
		Use appropriate etiquette, care of	
		equipment, respect for facilities and safe	
		behaviors while participating in a variety	
PE.7.R.5.5	PE.7.R.5.In.e	of physical activities.	
		Use appropriate etiquette, respect for	
		facilities and safe behaviors while	
		participating in a variety of physical	
	PE.7.R.5.Su.e	activities.	
		Use safe behaviors while participating in a	
	PE.7.R.5.Pa.e	variety of physical activities.	

	List ways to act physical activities	independently of peer pressure during	
	priyorour docrarer	ACCESS POINT	
PE.8.R.5.1		Identify ways to act independently of peer	
	PE.8.R.5.In.a	pressure in selected physical activities.	
		Recognize ways to act independently of	
		peer pressure in a selected physical	
	PE.8.R.5.Su.a	activity.	
	T Elonius Baild	Recognize appropriate behavior choices	
	PE.8.R.5.Pa.a	for selected situations in school.	
		ies for including persons of diverse	
		d abilities while participating in a variety of	
	physical activitie		
	7	ACCESS POINT	
		Identify strategies for including persons of	
		diverse backgrounds and abilities while	
		participating in a variety of physical	
PE.8.R.5.2	PE.8.R.5.In.b	activities.	
		Recognize strategies for including persons	
		of diverse backgrounds and abilities while	
		participating in a variety of physical	
	PE.8.R.5.Su.b	activities.	
		Participate cooperatively with persons of	
		diverse backgrounds and abilities in a	
	PE.8.R.5.Pa.b	variety of physical activities.	
	Demonstrate sp	ortsmanship during game situations.	Some examples are controlling emotions,
			resolving conflicts, respecting opponents
		ACCESS POINT	and officials and accepting both victory
			and defeat.
		Use responsible behaviors during physical	
		activities, such as controlling emotions,	
		resolving conflicts, respecting opponents	
PE.8.R.5.3		and officials and accepting both victory	
	PE.8.R.5.In.c	and defeat.	
		Use responsible behaviors during physical	
		activities, such as controlling emotions,	
		respecting opponents and officials and	
	PE.8.R.5.Su.c	accepting both victory and defeat.	
		Use responsible behaviors during physical	
	PE.8.R.5.Pa.c		
	PE.8.R.5.Pa.c	Use responsible behaviors during physical activities, such as controlling emotions	Some examples are respecting
	PE.8.R.5.Pa.c Maintain approp	Use responsible behaviors during physical activities, such as controlling emotions and respecting opponents and officials.	Some examples are respecting teammates, opponents and officials and
	PE.8.R.5.Pa.c Maintain approp	Use responsible behaviors during physical activities, such as controlling emotions and respecting opponents and officials.  priate personal, social and ethical behavior	
	PE.8.R.5.Pa.c Maintain approp	Use responsible behaviors during physical activities, such as controlling emotions and respecting opponents and officials. priate personal, social and ethical behavioring in a variety of physical activities.	teammates, opponents and officials and
	PE.8.R.5.Pa.c Maintain approp	Use responsible behaviors during physical activities, such as controlling emotions and respecting opponents and officials. Oriate personal, social and ethical behavioring in a variety of physical activities.  ACCESS POINT	teammates, opponents and officials and
DE O D F 4	PE.8.R.5.Pa.c Maintain approp	Use responsible behaviors during physical activities, such as controlling emotions and respecting opponents and officials. priate personal, social and ethical behavioring in a variety of physical activities.  ACCESS POINT  Use appropriate personal, social and	teammates, opponents and officials and
PE.8.R.5.4	PE.8.R.5.Pa.c Maintain approp while participati	Use responsible behaviors during physical activities, such as controlling emotions and respecting opponents and officials. oriate personal, social and ethical behavioring in a variety of physical activities.  ACCESS POINT  Use appropriate personal, social and ethical behaviors while participating in a	teammates, opponents and officials and
PE.8.R.5.4	PE.8.R.5.Pa.c Maintain approp while participati	Use responsible behaviors during physical activities, such as controlling emotions and respecting opponents and officials. Oriate personal, social and ethical behavioring in a variety of physical activities.  ACCESS POINT  Use appropriate personal, social and ethical behaviors while participating in a variety of physical activities.	teammates, opponents and officials and
PE.8.R.5.4	PE.8.R.5.Pa.c Maintain approp while participati	Use responsible behaviors during physical activities, such as controlling emotions and respecting opponents and officials. Oriate personal, social and ethical behavioring in a variety of physical activities.  ACCESS POINT  Use appropriate personal, social and ethical behaviors while participating in a variety of physical activities.  Use appropriate personal and ethical	teammates, opponents and officials and

		participating in a variety of physical activities.	
		propriate etiquette, care of equipment, ies and safe behaviors while participating in ical activities.	
	, , ,	ACCESS POINT	
PE.8.R.5.5	PE.8.R.5.In.e	Use appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety	
	PE.o.N.J.III.E	of physical activities.  Use appropriate etiquette, respect for facilities and safe behaviors while participating in a variety of physical	
	PE.8.R.5.Su.e	activities.  Use appropriate etiquette and safe	
	PE.8.R.5.Pa.e	behaviors while participating in a variety of physical activities.	
	Describe ways to	act independently of peer pressure during	
	physical activities		
		ACCESS POINT	
		Identify ways to act independently of peer	
PE.912.R.5.1	PE.912.R.5.In.a	pressure in selected physical activities.	
1 2.312.11.5.1		Recognize ways to act independently of	
		peer pressure in a selected physical	
	PE.912.R.5.Su.a	activity.	
		Select an appropriate behavior choice in a	
	PE.912.R.5.Pa.a	selected situation.	
		es for including persons of diverse	
	physical activities	l abilities while participating in a variety of	
	priysical activities	ACCESS POINT	
		Identify strategies for including persons of	
PE.912.R.5.2		diverse backgrounds and abilities in a	
	PE.912.R.5.In.b	variety of physical activities.	
		Recognize strategies for including persons	
		of diverse backgrounds and abilities in a	
	PE.912.R.5.Su.b	variety of physical activities.	
		Participate cooperatively with persons of	
		diverse backgrounds and abilities in a	
	PE.912.R.5.Pa.b	variety of physical activities.	
	Demonstrate spo	ortsmanship during game situations.	Some examples are controlling emotions,
		ACCESS POINT	resolving conflicts, respecting opponents and officials, and accepting both victory
		Use responsible behaviors during physical activities, such as controlling emotions,	and defeat.
PE.912.R.5.3		resolving conflicts, respecting opponents	and dereat.
1 2.3 22.11.13.13		and officials and accepting both victory	
	PE.912.R.5.In.c	and defeat.	
		Use responsible behaviors during selected	
		physical activities, such as controlling	
		emotions, respecting opponents and	
		officials and accepting both victory and	
	PE.912.R.5.Su.c	defeat.	

	I		
		Use selected responsible behaviors during	
		selected physical activities, such as	
		controlling emotions and respecting	
	PE.912.R.5.Pa.c	opponents and officials.	
		riate personal, social and ethical behavior	Some examples are respecting
	while participating	ng in a variety of physical activities.	teammates, opponents and officials, and
		ACCESS POINT	accepting both victory and defeat.
		Use appropriate personal, social and	
		ethical behavior while participating in a	
PE.912.R.5.4	PE.912.R.5.In.d	variety of physical activities.	
		Use appropriate personal and ethical	
		behavior while participating in a variety of	
	PE.912.R.5.Su.d	physical activities.	
		Use appropriate personal behavior while	
		participating in a variety of physical	
	PE.912.R.5.Pa.d	activities.	
		propriate etiquette, care of equipment,	
		ies and safe behaviors while participating in	
	a variety of physi	· · · · · · · · · · · · · · · · · · ·	
	a variety of pitys	ACCESS POINT	
		Identify appropriate etiquette, care of	
		equipment, respect for facilities and safe	
		behaviors while participating in a variety	
PE.912.R.5.5	PE.912.R.5.In.e	of physical activities.	
FL.912.N.J.J	FL.912.N.J.III.E	Use appropriate etiquette, respect for	
		facilities and safe behaviors while	
		participating in a variety of physical	
	PE.912.R.5.Su.e	activities.	
	11.512.11.5.50.6	Use appropriate etiquette and safe	
		behaviors while participating in a variety	
	PE.912.R.5.Pa.e	of physical activities.	
	FL.912.N.J.Fa.E		d Values
		STRAND R: Responsible Behaviors and	
STANDARI	) 6: Value physi	cal activity for health, enjoyment, chall	enge, self-expression, and/or social
		interaction.	
	[	Benchmark	Remarks/Examples
	Identify an oppo	rtunity for participation in a physical activity	•
		hool setting that contributes to personal	
		he attainment or maintenance of a healthy	
	lifestyle.	,	
		ACCESS POINT	
		Recognize an opportunity for participation	
PE.6.R.6.1		in a physical activity outside of the school	
		setting that contributes to personal	
		enjoyment and the attainment or	
	PE.6.R.6.In.a	maintenance of a healthy lifestyle.	
	. 2.0.11.0.111.0	Recognize an opportunity for participation	
		in a physical activity that occurs outside of	
		the school setting that contributes to	
	PE.6.R.6.Su.a	personal enjoyment.	
	r L.U.N.U.3U.d	Associate a physical activity that occurs	
	DE C D C Do o		
1	PE.6.R.6.Pa.a	outside of the school setting with personal	

		enjoyment.	
		ential benefits of participation in a variety of	Some examples of potential benefits of
	physical activitie		participation are physical, mental,
		ACCESS POINT	emotional and social.
PE.6.R.6.2		Recognize selected potential benefits of	
		participation in a variety of physical	
	25.62.64.4	activities, such as physical, mental,	
	PE.6.R.6.In.b	emotional and social benefits.	
		Recognize a selected potential benefit of	
		participation in a variety of physical	
	PE.6.R.6.Su.b	activities, such as a physical, mental, emotional or social benefit.	
	PE.O.K.O.3U.D		
	PE.6.R.6.Pa.b	Recognize that participation in a variety of physical activities has benefits.	
		imes, sports and/or physical activities from	
	other cultures.	ines, sports and/or physical activities from	
	other cultures.	ACCESS POINT	
PE.6.R.6.3		Identify games, sports or physical	
1 2.0.11.0.5	PE.6.R.6.In.c	activities from other cultures.	
	T ETOTALORITIE	Recognize games, sports or physical	
	PE.6.R.6.Su.c	activities from other cultures.	
		Recognize a game, sport or physical	
	PE.6.R.6.Pa.c	activity from another culture.	
	4	ortunity for participation in a physical activity	
		chool setting that contributes to personal	
		the attainment or maintenance of a healthy	
	lifestyle.		
		ACCESS POINT	
		Recognize an opportunity for participation	
PE.7.R.6.1		in a physical activity outside of the school	
		setting that contributes to personal	
		enjoyment and the attainment or	
	PE.7.R.6.In.a	maintenance of a healthy lifestyle.	
		Recognize an opportunity for participation	
		in a physical activity outside of the school	
	DE 7 D C C	setting that contributes to personal	
	PE.7.R.6.Su.a	enjoyment.	
		Recognize an opportunity for participation	
	PE.7.R.6.Pa.a	in a physical activity that occurs outside of the school setting.	
		ential benefits of participation in a variety of	Some examples of potential benefits are
	physical activitie		physical, mental, emotional and social.
	priysical activities	ACCESS POINT	priysical, memal, emotional and social.
		Identify selected potential benefits of	
		participation in a variety of physical	
		activities, such as physical, mental,	
PE.7.R.6.2	PE.7.R.6.In.b	emotional and social benefits.	
		Recognize selected potential benefits of	
		participation in a variety of physical	
		activities, such as physical, mental,	
•			
	PE.7.R.6.Su.b	emotional and social benefits.	

		participation in a physical activity, such as	
		a physical, mental, emotional or social	
		benefit.	
	Particinate in ga	mes, sports and/or physical activities from	
	other cultures.		
PE.7.R.6.3	ACCESS POINT		
		Select games, sports or physical activities	
1 2.7.11.0.5	PE.7.R.6.In.c	from other cultures.	
	T L.7.IX.O.III.C	Identify selected games, sports or physical	
	PE.7.R.6.Su.c	activities from other cultures.	
	1 2.7.11.0.54.0	Recognize selected games, sports or	
	PE.7.R.6.Pa.c	physical activities from other cultures.	
		nities for participation in a variety of physical	
		e of the school setting that contribute to	
		nent and the attainment or maintenance of a	
	healthy lifestyle.		
	ACCESS POINT		
		Describe opportunities for participation in	
PE.8.R.6.1		physical activity outside of the school	
		setting that contributes to personal	
	DE 0 D C I	enjoyment and the attainment or	
	PE.8.R.6.In.a	maintenance of a healthy lifestyle.	
		Identify opportunities for participation in	
		physical activity outside of the school	
		setting that contributes to personal	
	DE O D C Cu o	enjoyment and the attainment or	
	PE.8.R.6.Su.a	maintenance of a healthy lifestyle.	
		Recognize opportunities for participation	
		in physical activity outside of the school	
		setting that contributes to personal	
		enjoyment and the attainment or	
	PE.8.R.6.Pa.a	maintenance of a healthy lifestyle.	
	Describe the pot	tential benefits of participation in a variety of	Some examples of potential benefits are
	physical activitie	S.	physical, mental, emotional and social.
	ACCESS POINT		
		Identify potential benefits of participation	
		in a variety of physical activities, such as	
		physical, mental, emotional and social	
PE.8.R.6.2	PE.8.R.6.In.b	benefits.	
		Recognize selected potential benefits of	
		participation in a variety of physical	
		activities, such as physical, mental,	
	PE.8.R.6.Su.b	emotional and social benefits.	
		Associate selected benefits with	
		participation in a variety of physical	
		activities, such as physical, mental,	
	PE.8.R.6.Pa.b	emotional and social benefits.	
	Compare and contrast games, sports and/or physical		
PE.8.R.6.3	activities from other cultures.		
		ACCESS POINT	

	T	T .	
		Identify similarities in games, sports or	
	PE.8.R.6.In.c	physical activities according to cultures.	
		Recognize similarities in games, sports or	
	PE.8.R.6.Su.c	physical activities from other cultures.	
		Recognize a game, sport or physical	
		activity that is the same in another other	
	PE.8.R.6.Pa.c	culture.	
	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.		
PE.912.R.6.1	ACCESS POINT		
		Identify a variety of physical activities	
		outside of the school setting that	
		contribute to personal enjoyment and the	
		attainment or maintenance of a healthy	
	PE.912.R.6.In.a	lifestyle.	
		Recognize selected physical activities	
		outside of the school setting that	
		contribute to personal enjoyment and the	
		attainment or maintenance of a healthy	
	PE.912.R.6.Su.a	lifestyle.	
		Associate opportunity to participate in	
		physical activity outside of the school	
		setting with personal enjoyment or the	
	PE.912.R.6.Pa.a	maintenance of a healthy lifestyle.	
			Some examples of potential benefits are
	Analyze physical activities from which benefits can be		
	derived.		physical, mental, emotional and social.
		ACCESS POINT	
		Describe physical activities from which	
DE 042 D 6 2		physical, mental, emotional and social	
PE.912.R.6.2	PE.912.R.6.In.b	benefits can be derived.	
		Identify from which physical, mental,	
		emotional and social benefits can be	
	DE 013 D C C b		
	PE.912.R.6.Su.b	derived.	
		Associate physical activities with selected	
		benefits, such as physical, mental,	
	PE.912.R.6.Pa.b	emotional or social.	
	Analyze the roles	of games, sports and/or physical activities	
		s of games, sports and/or physical activities	
PE.912.R.6.3	Analyze the roles	of games, sports and/or physical activities  ACCESS POINT	
PE.912.R.6.3	Analyze the roles in other cultures	of games, sports and/or physical activities  ACCESS POINT  Describe the role of games, sports or	
PE.912.R.6.3	Analyze the roles	ACCESS POINT  Describe the role of games, sports or physical activities in other cultures.	
PE.912.R.6.3	Analyze the roles in other cultures  PE.912.R.6.In.c	ACCESS POINT  Describe the role of games, sports or physical activities in other cultures.  Identify the role of games, sports or	
PE.912.R.6.3	Analyze the roles in other cultures	ACCESS POINT  Describe the role of games, sports or physical activities in other cultures.  Identify the role of games, sports or physical activities in other cultures.	
PE.912.R.6.3	Analyze the roles in other cultures  PE.912.R.6.In.c	ACCESS POINT  Describe the role of games, sports or physical activities in other cultures.  Identify the role of games, sports or	
PE.912.R.6.3	Analyze the roles in other cultures  PE.912.R.6.In.c	ACCESS POINT  Describe the role of games, sports or physical activities in other cultures.  Identify the role of games, sports or physical activities in other cultures.	