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

|  |  |  |
| --- | --- | --- |
| **Standard** | **Benchmarks** | **Activity/Example** |
| **3. Participates regularly in physical activity. (Physical Activity)** | 1. Students will identify opportunities in the school and community for regular participation in physical activity. | List opportunities in your community for participation in physical activity during community recreational activities.  List opportunities in your community for participation in physical activity during intra- and inter-school sports. |
|  | 2. Students will participate daily in some form of health-enhancing physical activity | Keep a record on a weekly calendar of daily participation in physical activity, have a parent sign it, and turn it into your teacher. |
|  | 3. Students will investigate personal interests and capabilities in regard to one’s exercise behavior. | Identify an activity that you would like to try and that you think that you would be good at and then tell why you selected this activity. |
| **4. Achieves and maintains a health-enhancing level of fitness.** | 1. Students will participate in moderate to vigorous activity in a variety of settings. | Record your heart rate after participation in 5 different physical activities.  Journal each physical activity that you participate in for 20 minutes or more in a given week.  Demonstrate activities to improve fitness in the areas of cardio- endurance, muscle strength and endurance, and flexibility. |
|  | 2. Students will introduce the basics of the F.I.T.T. principles in a variety of activities. | Identify what “FITT” stands for.  Explain each of the “FITT” training principles.  List 3 activities that have elevated your heart rate into your target zone. |
|  | 3. Students will begin to develop a strategy for the improvement of selected fitness components. | Set a realistic fitness goal for yourself.  List steps you will take to accomplish your fitness goal.  Explain how you selected the steps you will take to accomplish your fitness goal. |
|  | 4. Students will meet health- related fitness standards as defined by a valid and reliable test. | Perform health related fitness tests, record your scores and compare them with test standards.  Create and carry out a plan to improve one facet of your fitness |
| **5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)** | 1. Students will apply rules, procedures and etiquette, which exhibit good sportsmanship. | Demonstrates rule following during a physical activity. Demonstrate safe participation during a physical activity. List 3-5 rules of etiquette for playing golf.  Demonstrate dance etiquette in class. |
|  | 2. Students will participate in establishing rules, procedures and etiquette that are safe and effective for specific activity situations. | In a group, create a game/activity that includes 5+ rules, 5+ etiquette procedure, and 5+ safety rules.  Suggest modifications in rules, procedures, and etiquette to make an activity safer. |

|  |  |  |
| --- | --- | --- |
| **Standard** | **Benchmarks** | **Activity/Example** |
|  | 3. Students will work in a group to achieve goals in cooperative and competitive activities. | Design a game where participants cooperate with team members to achieve success.  Design a game where participants compete with an opponent to achieve success.  Create a dance routine with a partner |
|  | 4. Students will utilize time effectively to complete assigned tasks. | Stay on task to use practice time effectively. Shares equipment and practice space with others. |
|  | 5. Students will demonstrate personal responsibility by accepting consequences of personal behavior. | Treats equipment with care.  Accepts constructive feedback with grace. Follows class rules. |
| **6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)** | 1. Students will recognize physical activity as a positive opportunity for social and group interaction and communication. | Cooperates with teammates in activity.  Communicates with teammates in activity. Compliments other players on their play. |
|  | 2. Students will enjoy participation in physical activities. | Explain how you feel as you participate in your favorite physical activity and why you participate in it.  Participate in a PE activity outside of the school setting. |
|  | 3. Students will seek personally challenging experiences in physically active opportunities. | Participate in a physical activity that you have never tried  Learn a new skill in an activity in which you already participate. |
|  | 4. Students will demonstrate enjoyment from participation in physical activities. | Exhibit joy and enthusiasm while participating in physical activity. |
|  | 5. Students will communicate feelings towards others in a socially acceptable manner | Compliment others on their participation.  Offer help to improve the skill of another student in a socially acceptable way. |