# Physical Education

## Grades 5-8

**Content Standard 1:** Demonstrates competency in many movement forms and proficiency in a few movement forms. Students will:

<table>
<thead>
<tr>
<th>5-8 Benchmark 1: Demonstrate proficiency in combining basic skills for participating in a variety of physical fitness activities: aquatics, dance, outdoor pursuits, individual activities/sports and team activities/sports:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
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</tbody>
</table>
| 5-6 | 1. using basic team sport skills, students will reproduce sequences of combined skills in practice situations and modified games (i.e., basketball: pivot and shoot; receive a pass and dribble; soccer: receive and control; dribble and shoot; baseball/softball: run and slide; catch and throw, etc.); and  
2. using basic individual activity skills, students will reproduce sequences of combined skills in practice situations and modified activities (i.e., table tennis: stance, grip, serve, return-forehand/backhand; aerobic: in rhythm high step, squat step, boxes, grapevine, low march; roller blades: stand up, V-push, turn, stop, etc.). |
| 7-8 | 1. using basic team sport skills, students will display a combination of skills in response to a variety of game situations (i.e., basketball: receive, pivot, dribble, shoot; soccer: receive, control, dribble, pass/shoot; baseball/softball: batting, base running, sliding, etc.); and  
2. using basic individual activity skills, students will display a combination of skills in response to a variety of activity situations (i.e., tennis: serve, center court, forehand; golf: drive, chip, pitch, putt determined by lay of the ball; wall climbing: V-on belay, 3-point contact, climb with legs, stabilize with arms, etc.). |

**5-8 Benchmark 2:** Demonstrate proficiency using basic offensive and defensive strategies while playing a modified version of a learned team and individual sport:

| Grade | Performance Standards |
|---|
| 5-6 | 1. for team sports, in a practice situation, defensive players will show and maintain proper position and techniques while offensive players use practiced plays and deception to attempt to move to open space; and  
2. for dual sports, during practice and game situations, students will reproduce sequences of basic techniques and skills consisting of: foot work, court position, offensive and defensive strokes, placement of projectile and court position in relation to partner. |
| 7-8 | 1. for team sports, in a game situation, defensive players will show and maintain proper position and techniques while offensive players use practiced plays and deception to move to open space; and  
2. for dual sports, during game situations, students will reproduce sequences of basic techniques and skills consisting of: foot work, court position, offensive and defensive strokes, placement of projectile and court position in relation to partner. |
**Content Standard 2:** Applies movement concepts and principles to the learning and development of motor skills. Students will:

**5-8 Benchmark 1:** Demonstrate competency in the use of the concepts of body, effort, space and relationships in movement:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Performance Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-6</td>
<td>1. describe how changing effort affects the outcome of a sport skill (i.e., tennis: smash versus lob; basketball: lay up versus three-point shot; track: long distance run versus sprint, etc.).</td>
</tr>
<tr>
<td>7-8</td>
<td>1. describe how spatial relationships with other players affect outcomes during playing situations (i.e., badminton: up and back or side by side position; basketball: one on one or zone; soccer: outcomes of passing and receiving, etc.).</td>
</tr>
</tbody>
</table>

**5-8 Benchmark 2:** Demonstrate competency in the use of motor skills, motor behaviors and motor learning concepts in increasingly complex movement situations:

<table>
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<tr>
<th>Grade</th>
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</tr>
</thead>
<tbody>
<tr>
<td>5-6</td>
<td>1. use increasingly complex skills and movements to achieve the desired level of motor skill and performances (i.e., progress from dribbling without opposition to dribbling with opposition to dribbling in a game situation, etc.).</td>
</tr>
<tr>
<td>7-8</td>
<td>1. detect and correct errors in personal performance, based on knowledge of results, while participating in selected activities; and 2. analyze a task to identify movement skills, how they are sequenced and how they are applied to produce a desired outcome.</td>
</tr>
</tbody>
</table>

**5-8 Benchmark 3:** Demonstrate competency in the use of critical elements of fundamental and specialized movement skills:

<table>
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<tbody>
<tr>
<td>5-8</td>
<td>1. apply knowledge of results to correct and improve future performance; and 2. demonstrate ability to analyze a movement pattern by using knowledge of its critical elements (i.e., self-analysis and peer observation, etc.).</td>
</tr>
</tbody>
</table>

**Content Standard 3:** Exhibits knowledge and ability to participate in a physically active lifestyle. Students will:

**5-8 Benchmark 1:** be able to set personal physical activity goals and participate in individualized programs of physical activity and exercise:

<table>
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<tbody>
<tr>
<td>5-6</td>
<td>1. list and describe the benefits of setting personal fitness goals; 2. maintain heart rate within the target heart rate zone (i.e., demonstrate proper technique of taking heart rate, explain target heart rate zone, etc.).</td>
</tr>
</tbody>
</table>
and
3. choose physical activities with the intent to improve and or maintain each of the following health-related fitness components: muscular strength (i.e., push-ups, thera-bands, weights, pull-ups, tumbling, etc.); endurance (i.e., running, aerobic activities, etc.); flexibility (i.e., stretching/warm-up, cool-down activities, tumbling, etc.); cardiovascular (i.e., running and aerobic activities, etc.); body composition (i.e., toning activities, aerobic/anaerobic activities, weight training, etc.).

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<tbody>
<tr>
<td>7-8</td>
<td>1. analyze and interpret personal fitness data in order to establish personal fitness/activity goals; maintain heart rate within the target heart rate zone (i.e., apply personal target heart rate data into an individualized personal physical activity, etc.); and choose and record levels of participation in physical activities with the intent to improve and or maintain each of the following components of health-related fitness: muscular strength (i.e., push-ups, thera-bands, weights, pull-ups, tumbling, etc.); endurance (i.e., running, aerobic activities, etc.); flexibility (i.e., stretching/warm-up, cool-down activities, tumbling, etc.); cardiovascular (i.e., running and aerobic activities, etc.); body composition (i.e., toning activities, aerobic/anaerobic activities, weight training, etc.).</td>
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</table>

5-8 Benchmark 2: Determine long-term benefits that may result from regular participation in physical activity:

<table>
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<tbody>
<tr>
<td>5-6</td>
<td>1. comprehend the benefits of physical activity (i.e., list and describe the health risks associated with an inactive lifestyle, list and describe the benefits of active lifestyles, etc.); and recognize the difference between anaerobic and aerobic fitness activities.</td>
</tr>
<tr>
<td>7-8</td>
<td>1. analyze and illustrate the benefits of physical activity (i.e., differentiate inactive versus active lifestyles; outline the health risk factors associated with an inactive lifestyle versus an active lifestyle, etc.); and compare and contrast the difference between aerobic and anaerobic fitness activities.</td>
</tr>
</tbody>
</table>

**Content Standard 4:** Achieves and maintains a health-enhancing level of physical fitness. Students will:

5-8 Benchmark 1: participate in physical activities that address each health-related physical fitness component:

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<tbody>
<tr>
<td>5-8</td>
<td>1. engage in appropriate physical activity that results in the development of cardiovascular endurance; select appropriate fitness activities that require muscular strength and muscular endurance; comprehend the benefits of flexibility; and explain the benefits of a healthy body composition.</td>
</tr>
<tr>
<td>7-8</td>
<td>1. analyze appropriate physical activities that result in the development of cardiovascular endurances; demonstrate and identify fitness activities that require muscular strength and muscular endurance; select appropriate flexibility activities; and</td>
</tr>
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</table>
4. identify the benefits of a healthy body composition versus the risks of an unhealthy body composition.

**5-8 Benchmark 2:** assess personal fitness status within each health-related physical fitness component:

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<tr>
<th>Grade</th>
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</tr>
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<tbody>
<tr>
<td>5-6</td>
<td>1. comprehend personal fitness data and recognize individual strengths and weaknesses.</td>
</tr>
<tr>
<td>7-8</td>
<td>1. analyze personal fitness data and evaluate individual strengths and weaknesses.</td>
</tr>
</tbody>
</table>

**5-8 Benchmark 3:** interpret the results of physical fitness assessments and use this information to develop individualized physical fitness goals with guidance from the teacher:

<table>
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<tbody>
<tr>
<td>5-6</td>
<td>1. comprehend personal fitness data and recognize individual strengths and weaknesses; and 2. choose appropriate physical activities to maintain and or improve strengths and weaknesses.</td>
</tr>
<tr>
<td>7-8</td>
<td>1. analyze personal fitness data and evaluate individual strengths and weaknesses; and 2. generate an appropriate physical fitness plan to maintain and or improve strengths and weaknesses.</td>
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</tbody>
</table>

**5-8 Benchmark 4:** evaluate the effectiveness of exercise and other factors to obtain personal fitness goals:

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<tbody>
<tr>
<td>5-6</td>
<td>1. identify the components of a fitness program and apply them to personal fitness plans (i.e., include more aerobic activities, adjust sets and reps in strength programs, etc.).</td>
</tr>
<tr>
<td>7-8</td>
<td>1. analyze the effectiveness of current fitness programs and revise physical fitness activities to meet fitness goals (i.e., include more aerobic activities, adjust sets and reps in strength programs, etc.).</td>
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**Content Standard 5:** Demonstrates responsible personal and social behavior in physical activity settings. Students will:

**5-8 Benchmark 1:** select and utilize safety principles in physical activity settings; grades 5-8 performance standards:

<table>
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<tr>
<th>Grade</th>
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</tr>
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<tbody>
<tr>
<td>5-8</td>
<td>1. use equipment appropriately (i.e., use specific equipment for intended purposes, proper care and management of equipment, etc.); 2. follow general classroom and specific activity rules (i.e., treat each other with respect, honor specific boundaries, use appropriate personal contact, positive response to teachers’ instruction/comments, distinguish between compliance and non-compliance with rules and regulations and...</td>
</tr>
</tbody>
</table>
apply agreed-upon consequences when officiating, etc.; and
3. follow established emergency procedures (i.e., first aid, fire drills, etc.); wear appropriate activity attire properly (i.e., shoes and socks, clothing specific to activity, clothing specific to school and district rules, no potentially harmful accessories, etc.).

### 5-8 Benchmark 2: exhibit appropriate personal and group conduct while engaging in physical activity:

<table>
<thead>
<tr>
<th>Grade</th>
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</table>
| 5-8   | 1. identify a bullying situation and respond appropriately (i.e., refer to specific district “bully proofing” programs/parameters, go to a safe adult when in an unsafe situation, etc.);
|       | 2. identify a sexual harassment situation and respond appropriately (i.e., refer to specific district regulations/policies, go to a safe adult when in an unsafe situation, demonstrate use of appropriate language and personal contact during physical activities, etc.); and
|       | 3. accept responsibility for own actions and modify behaviors accordingly (i.e., take self out of negative situation, go to a safe adult in an unsafe situation, etc.). |

### 5-8 Benchmark 3: recognize the influence of peer pressure and make appropriate decisions using problem-solving techniques to resolve conflict:

<table>
<thead>
<tr>
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</table>
| 5-8   | 1. identify/make positive choices in a variety of physical education settings (i.e., no teasing, name calling - use positive language, follow physical safety rules, follow all game/activity rules, etc.);
|       | 2. recognize and ignore poor behavior choices of peers (i.e., identify bullying behaviors, identify sexual harassment behaviors, etc.);
|       | 3. list coping skills for dealing with negative behaviors (i.e., bully proofing, sexual harassment awareness, peer mediation, conflict resolution, etc.);
|       | 4. when in conflict, use appropriate problem-solving techniques (i.e., conflict mediation, cooperative discipline techniques, small group discussion/processing, etc.);
|       | 5. identify and list components of sportsmanship (i.e., differentiate between positive and negative sportsmanship, fair play, respect referee’s decision, understand importance of following rules, adhere to good sportsmanship concepts/ideas, etc.); and
|       | 6. demonstrate ability to apply concepts of good sportsmanship (i.e., as participant, as spectator, as referee, as coach, etc.). |

### 5-8 Benchmark 4: work cooperatively with a group to achieve group goals:

<table>
<thead>
<tr>
<th>Grade</th>
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</thead>
</table>
| 5-8   | 1. explain aspects of cooperative activities;
|       | 2. participate positively in team building/cooperative activities;
|       | 3. apply listening skills;
|       | 4. explain different styles of leadership skills;
|       | 5. demonstrate importance of positive attitudes (i.e., communication, body language and listening skills, etc.);
|       | 6. explain what it means to be a good team player; and
|       | 7. analyze cause and effect during physical activities. |
### Content Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings. Students will:

<table>
<thead>
<tr>
<th>5-8 Benchmark 1:</th>
<th>identify the contribution that physical activity plays in multicultural/ethnic awareness and in the acceptance of all peers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>Performance Standards</td>
</tr>
<tr>
<td>5-6</td>
<td>1. identify/explain the role of games, sports and dance in getting to know and understand various cultures; and</td>
</tr>
<tr>
<td></td>
<td>2. distinguish the differences between varying cultures and their native sports/activities.</td>
</tr>
<tr>
<td>7-8</td>
<td>1. describe why certain sports/dances/activities are more prevalent in specific countries/cultures;</td>
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<tr>
<td></td>
<td>2. describe why I (student) participate in certain sports/dance/activities based on my culture; and</td>
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<tr>
<td></td>
<td>3. research and present an unfamiliar game or dance from another country.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5-8 Benchmark 2:</th>
<th>acknowledge all people of different gender, culture, ethnicity and disability and seek to learn more about both similarities and differences:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>Performance Standards</td>
</tr>
<tr>
<td>5-8</td>
<td>1. understand the need for game modifications to allow persons with special needs to participate;</td>
</tr>
<tr>
<td></td>
<td>2. recognize the diverse attributes of age, race, ethnicity, gender and ability level and acknowledge how these differences can enhance group activities;</td>
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<tr>
<td></td>
<td>3. participate in games/activities in which handicapping conditions are simulated (i.e., wheelchair basketball, etc.); and</td>
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<td>4. describe the social dynamics that occur when peers participate with partners in cooperative activities.</td>
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<tr>
<th>5-8 Benchmark 3:</th>
<th>analyze how the media, particularly advertising, influences the perception of ideal body types:</th>
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</thead>
<tbody>
<tr>
<td>Grade</td>
<td>Performance Standards</td>
</tr>
<tr>
<td>5-8</td>
<td>1. initiate discussion of media influences on behavior choices (i.e., print, radio, TV, etc.);</td>
</tr>
<tr>
<td></td>
<td>2. explain/describe how media influences our consumer choices and personal/physical self-concept;</td>
</tr>
<tr>
<td></td>
<td>3. describe differences between healthy bodies and media-generated bodies; and</td>
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<tr>
<td></td>
<td>4. produce a media advertisement that promotes the benefits of an active and healthy lifestyle.</td>
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</tbody>
</table>

### Content Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction. Students will:

<table>
<thead>
<tr>
<th>5-8 Benchmark 1:</th>
<th>participate in physical activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>Performance Standards</td>
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</tbody>
</table>
| 5-8   | 1. identify a variety of physical activities that will provide satisfaction and lead to continued participation;  
2. choose to participate consistently in games, sports, dance and outdoor activities, both in and out of school, based on individual interests and capabilities (i.e., at school during self-selection times, after-school free time, teams, lessons, family recreation, etc.);  
3. identify benefits of participating in physical activities throughout one’s lifetime (i.e., discussion, lists, outline, role playing, etc.); and  
4. show a desire to improve one’s own physical ability, fitness level and performance (i.e., fitness journals, activity calendars, fitness level assessments, etc).                                                                                                                                 |

**5-8 Benchmark 2:** participate in new and challenging physical activities:

<table>
<thead>
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</table>
| 2.    | 1. identify opportunities in school and community that encourage/allow for regular participation in physical activity (i.e., community bulletin boards, online searches, class discussions, etc); and  
2. actively choose and join in on new activities in and out of the school environment (i.e., recess, self-selection times, after-school clubs, family recreation time, etc.).                                                                                     |

| 7-8   | 1. develop a matrix of available school and community physical activity resources; and  
2. demonstrate a willingness to try an unfamiliar position within the context of a practice or a game situation (i.e., offense versus defense, guard versus forward, catcher versus pitcher, etc.).                                                                                       |

**5-8 Benchmark 3:** identify the social benefits of participation in physical activity; grades 5-8 performance standards:

<table>
<thead>
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</thead>
</table>
| 5-8   | 1. identify basic ideals of fair play, acceptance of rules and group communication (i.e., give appropriate feedback to partners and teammates, etc.);  
2. appreciate the challenging aspects of competition with self and others (i.e., praise opponents, accept teammates’ and opponents’ contributions, enjoy physical activity for its own sake, etc.); and  
3. sharing feelings of satisfaction felt as a result of physical activity (i.e., improved individual self-esteem, good feelings gained from being part of a team, activity journals, class discussions, etc.).                                                                                           |

**5-8 Benchmark 4:** practice and demonstrate physical activity as a vehicle for self-expression:

<table>
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</table>
| 5-8   | 1. identify and use a variety of physical activities and movements to communicate ideas and feelings (i.e., dance, sports, gymnastics, intensity levels, etc.);  
2. demonstrate aesthetic appreciation of skilled movement of the body (i.e., create body silhouettes, etc.);  
3. identify and describe personal feelings resulting from participation in physical activity (i.e., journals, activity calendars, peer mentoring, class discussions, etc.); and  
4. exhibit appropriate protocol during dance, fine arts or other physical activity events.                                                                                                                                         |