

# Physical Education Standards

## GRADE: K

### Strand: MOVEMENT COMPETENCY

Standard 1: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

BENCHMARK CODE	BENCHMARK
PE.K.M.1.1	Use a variety of locomotor skills to travel in personal and general space.
PE.K.M.1.2	Strike objects using body parts forcefully.
PE.K.M.1.3	Balance a lightweight object on a paddle while moving.
PE.K.M.1.4	Strike an object forcefully using a modified, long-handled implement of various sizes, weights, and compositions.
PE.K.M.1.5	Use two hands to bounce and catch a large playground ball.
PE.K.M.1.6	Participate in a variety of introductory water skills.
PE.K.M.1.7	Catch a variety of self-tossed objects.
PE.K.M.1.8	Roll and throw a variety of objects using an underhand motion.
PE.K.M.1.9	Throw a variety of objects forcefully using an overhand motion.

PE.K.M.1.10	Perform a creative movement sequence with a clear beginning shape, at least one movement concept, and a clear ending shape.
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PE.K.M.1.11	Balance on a variety of body parts.
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PE.K.M.1.12	Perform a variety of rolling actions.
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PE.K.M.1.13	Move in a variety of ways in relation to others.
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**Strand: COGNITIVE ABILITIES**

Standard 1: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

BENCHMARK CODE	BENCHMARK
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PE.K.C.1.1	Recognize locomotor skills.
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PE.K.C.1.2	Recognize physical activities have safety rules and procedures.
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PE.K.C.1.3	Recognize technology can be utilized during physical activity.
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PE.K.C.1.4	Recognize there are deep and shallow areas of a pool and understand the dangers of entering a body of water without supervision.
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PE.K.C.1.5	Recognize the concept of a dominant hand/foot for throwing/striking patterns.
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PE.K.C.1.6	Recite cues for a variety of movement patterns and skills.
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PE.K.C.1.7	Identify personal and general space.
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PE.K.C.1.8	Recognize movement concepts.
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PE.K.C.1.9	Identify body parts.
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**Strand: LIFETIME FITNESS**

Standard 1: Participate regularly in physical activity.

BENCHMARK CODE	BENCHMARK
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PE.K.L.1.1	Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
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PE.K.L.1.2	Identify opportunities for involvement in physical activities both during and after the school day.
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PE.K.L.1.3	Describe physical activity goal-setting.
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PE.K.L.1.4	Invite others to participate in physical activities with them.
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PE.K.L.1.5	Recognize that physical activity is good for you.
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PE.K.L.1.6	Verbally state the search (look left, look right, look left again) used before crossing a roadway.
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Standard 2: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

BENCHMARK CODE	BENCHMARK
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PE.K.L.2.1	Recognize that strong muscles help the body perform physical activities.
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PE.K.L.2.2	Recognize the physiological signs of physical activity.
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PE.K.L.2.3	Recognize the difference in the activity of the heart during rest and while physically active.
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PE.K.L.2.4	Participate in a variety of games that increase breathing and heart rate.
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PE.K.L.2.5	Recognize that flexibility is important.
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PE.K.L.2.6	Differentiate between healthy and unhealthy food choices.
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**Strand: RESPONSIBLE BEHAVIORS AND VALUES**

Standard 1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

BENCHMARK CODE	BENCHMARK
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PE.K.R.1.1	Treat others with respect during play.
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PE.K.R.1.2	Practice specific skills as assigned until the teacher signals the end of practice.
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PE.K.R.1.3	Use equipment safely and properly.
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PE.K.R.1.4	Identify sharing with a partner as a way to cooperate.
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Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

BENCHMARK CODE	BENCHMARK
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PE.K.R.2.1	Identify physical activities that are enjoyable.
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PE.K.R.2.2	Willingly try new movements and motor skills.
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PE.K.R.2.3	Continue to participate when not successful on the first try.
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PE.K.R.2.4	Enjoy participation alone and with others.
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## GRADE: 1

### PHYSICAL EDUCATION STANDARDS

#### Strand: MOVEMENT COMPETENCY

Standard 1: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

BENCHMARK CODE	BENCHMARK
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PE.1.M.1.1	Travel using various locomotor skills while changing directions, pathways, and speeds.
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PE.1.M.1.2	Strike an object upward using body parts.
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PE.1.M.1.3	Strike a lightweight object upward continuously using a paddle.
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PE.1.M.1.4	Strike a stationary object a short distance using a modified long-handled implement so that the object travels in the intended direction.
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PE.1.M.1.5	Dribble an object with hands or feet while demonstrating control in general space.
PE.1.M.1.6	Demonstrate a variety of basic water skills.
PE.1.M.1.7	Move in different directions to catch a variety of self-tossed objects.
PE.1.M.1.8	Demonstrate an underhand throwing motion for accuracy using correct technique.
PE.1.M.1.9	Demonstrate an overhand throwing motion for distance using correct technique.
PE.1.M.1.10	Perform a self-designed creative movement/dance sequence with a clear beginning shape, use of one movement concept, and a different and clear ending shape.
PE.1.M.1.11	Demonstrate a sequence of a balance, a roll, and a different balance.
PE.1.M.1.12	Demonstrate the ability to take weight onto hands.
PE.1.M.1.13	Chase, flee, and dodge to avoid or catch others.
PE.1.M.1.14	Use a variety of takeoff and landing patterns to jump, hop, and leap safely in relation to various types of equipment.

**Strand: COGNITIVE ABILITIES**

Standard 1: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

BENCHMARK CODE	BENCHMARK
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PE.1.C.1.1	Identify the critical elements of locomotor skills.
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PE.1.C.1.2	Identify safety rules and procedures for selected physical activities.
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PE.1.C.1.3	Identify technologies that can be utilized to enhance physical activity.
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PE.1.C.1.4	Identify the rules for safe water activities and understand the importance of a lifeguard in a swimming facility.
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PE.1.C.1.5	Name examples of warm-up and cool-down exercises.
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PE.1.C.1.6	Recognize the importance of practicing to improve performance.
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PE.1.C.1.7	Use skill cues to improve performance.
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PE.1.C.1.8	Identify one's own dominant hand/foot for use with dribbling/striking skills.
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PE.1.C.1.9	Identify movement concepts.
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**Strand: LIFETIME FITNESS**

Standard 1: Participate regularly in physical activity.

BENCHMARK CODE	BENCHMARK
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PE.1.L.1.1	Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
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PE.1.L.1.2	Demonstrate involvement in physical activities both during and after the school day.
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PE.1.L.1.3	Set physical activity goals.
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PE.1.L.1.4	Recognize that there are opportunities for physical activity outside of school.
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PE.1.L.1.5	Identify the health benefits of physical activity.
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PE.1.L.1.6	Identify edges, pedestrians, vehicles, and traffic.
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Standard 2: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

BENCHMARK CODE	BENCHMARK
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PE.1.L.2.1	Describe the benefit of strengthening muscles.
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PE.1.L.2.2	Recognize that health-related physical fitness consists of different components.
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PE.1.L.2.3	Identify the physiological signs of physical activity.
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PE.1.L.2.4	Compare and contrast changes in heart rate before, during, and after physical activity.
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PE.1.L.2.5	Recognize his or her heart beats faster during more intense physical activity.
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PE.1.L.2.6	Explain the cardiorespiratory benefit of regular participation in physical activity.
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PE.1.L.2.7	Properly flex and extend body parts to promote flexibility.
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PE.1.L.2.8	Name the food groups.
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**Strand: RESPONSIBLE BEHAVIORS AND VALUES**

Standard 1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

BENCHMARK CODE	BENCHMARK
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PE.1.R.1.1	Choose playmates without regard to personal differences.
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PE.1.R.1.2	Appreciate the benefits that accompany cooperation and sharing.
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PE.1.R.1.3	Follow directions during a large group activity.
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PE.1.R.1.4	Use equipment and space safely and properly.
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PE.1.R.1.5	Display consideration of others while participating on the playground.
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Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

BENCHMARK CODE	BENCHMARK
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PE.1.R.2.1	Identify feelings resulting from participation in physical activity.
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PE.1.R.2.2	Identify physical activity preferences.
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PE.1.R.2.3	Like the challenge of learning new movement skills.
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# GRADE: 2

## PHYSICAL EDUCATION STANDARDS

### Strand: MOVEMENT COMPETENCY

Standard 1: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

BENCHMARK CODE	BENCHMARK
PE.2.M.1.1	Perform locomotor skills with proficiency in a variety of activity settings to include rhythms/dance.
PE.2.M.1.2	Strike an object continuously using body parts both upward and downward.
PE.2.M.1.3	Strike an object continuously using a paddle both upward and downward.
PE.2.M.1.4	Strike a stationary object a short distance using a long-handled implement so that the object travels in the intended direction.
PE.2.M.1.5	Dribble with hands and feet in various pathways, directions, and speeds around stationary objects.
PE.2.M.1.6	Perform a variety of fundamental aquatics skills.
PE.2.M.1.7	Move in different directions to catch a variety of objects softly tossed by a stationary partner.
PE.2.M.1.8	Demonstrate an overhand throwing motion for distance demonstrating correct technique and accuracy.

PE.2.M.1.9	Perform one folk or line dance accurately with good technique.
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PE.2.M.1.10	Demonstrate a sequence of a balance, a roll, and a different balance with correct technique and smooth transitions.
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PE.2.M.1.11	Perform at least one skill that requires the transfer of weight to hands.
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PE.2.M.1.12	Chase, flee, and dodge to avoid or catch others while maneuvering around obstacles.
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### Strand: COGNITIVE ABILITIES

Standard 1: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

BENCHMARK CODE	BENCHMARK
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PE.2.C.1.1	Describe the critical elements of locomotor skills.
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PE.2.C.1.2	Understand safety rules and procedures for selected physical activities.
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PE.2.C.1.3	Utilize technology to enhance experiences in physical education.
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PE.2.C.1.4	Understand the importance of wearing a life jacket (personal flotation device) when on a boat or near water.
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PE.2.C.1.5	Understand that warm-up and cool-down activities are important.
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PE.2.C.1.6	Define offense and defense.
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PE.2.C.1.7	Understand that appropriate practice improves performance of movement skills.
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PE.2.C.1.8	Apply teacher feedback to effect change in performance.
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PE.2.C.1.9	Describe movement concepts.
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**Strand: LIFETIME FITNESS**

Standard 1: Participate regularly in physical activity.

BENCHMARK CODE	BENCHMARK
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PE.2.L.1.1	Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
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PE.2.L.1.2	Demonstrate involvement in physical activities both during and after the school day.
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PE.2.L.1.3	Set and meet physical activity goals.
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PE.2.L.1.4	Describe how opportunities for participation in physical activities change over the seasons.
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PE.2.L.1.5	Describe healthful benefits that result from regular participation in physical activity.
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PE.2.L.1.6	Identify the proper crossing sequence.
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Standard 2: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

BENCHMARK CODE	BENCHMARK
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PE.2.L.2.1	Recognize how muscular strength and endurance enhance performance in physical activities.
PE.2.L.2.2	Identify the components of health-related physical fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, body composition).
PE.2.L.2.3	Recognize the physiological signs of moderate to vigorous physical activity.
PE.2.L.2.4	Participate in informal physical fitness assessment.
PE.2.L.2.5	Recognize that technology can be used to assist in the pursuit of physical fitness.
PE.2.L.2.6	Recognize the principles of physical fitness.
PE.2.L.2.7	Explain that a stronger heart muscle can pump more blood with each beat.
PE.2.L.2.8	Engage in sustained physical activity that causes an increased heart rate and heavy breathing.
PE.2.L.2.9	Perform appropriate stretching exercises.
PE.2.L.2.10	Recognize that there are different somatotypes (endomorph, mesomorph, ectomorph).
PE.2.L.2.11	Categorize food into food groups.

## **Strand: RESPONSIBLE BEHAVIORS AND VALUES**

Standard 1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

BENCHMARK CODE	BENCHMARK
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PE.2.R.1.1	Play and cooperate with others regardless of personal differences such as gender, skill level, or ethnicity.
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PE.2.R.1.2	Accept the feelings resulting from challenges, successes, and failures in physical activity.
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PE.2.R.1.3	Offer help to others when appropriate.
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PE.2.R.1.4	Handle equipment safely by putting it away when not in use.
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PE.2.R.1.5	Honestly report the results of work.
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PE.2.R.1.6	Successfully resolve conflicts with others.
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Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

BENCHMARK CODE	BENCHMARK
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PE.2.R.2.1	Use physical activity to express feeling.
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PE.2.R.2.2	Describe the relationship between skill competence and enjoyment.
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PE.2.R.2.3	Begin to function as a member of a cooperative group.
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## GRADE: 3

## PHYSICAL EDUCATION STANDARDS

**Strand: MOVEMENT COMPETENCY**

Standard 1: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

BENCHMARK CODE	BENCHMARK
PE.3.M.1.1	Apply locomotor skills in a variety of movement settings.
PE.3.M.1.2	Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction at the desired height.
PE.3.M.1.3	Strike an object continuously using a paddle demonstrating correct technique of a forehand pattern.
PE.3.M.1.4	Strike both moving and stationary objects using a long-handled implement.
PE.3.M.1.5	Maintain control while dribbling with hands or feet against a defender.
PE.3.M.1.6	Demonstrate a combination of basic swim skills.
PE.3.M.1.7	Move in different directions to catch objects of different sizes and weights thrown by a stationary partner.
PE.3.M.1.8	Throw balls of various sizes and weights to a stationary partner using a correct overhand motion.
PE.3.M.1.9	Perform a teacher-designed sequence using manipulatives.
PE.3.M.1.10	Perform one dance accurately and with good technique.

PE.3.M.1.11	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and two different movement elements with correct technique and smooth transitions.
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PE.3.M.1.12	Continuously jump a self-turned rope.
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**Strand: COGNITIVE ABILITIES**

Standard 1: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

BENCHMARK CODE	BENCHMARK
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PE.3.C.1.1	Identify the importance of purposeful movement and its impact on quality of performance.
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PE.3.C.1.2	Understand the importance of safety rules and procedures in all physical activities.
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PE.3.C.1.3	Understand that technology can be utilized to assess performance.
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PE.3.C.1.4	Identify and explain different items that can be used for assisting in a water related emergency.
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PE.3.C.1.5	Identify the reasons for warm-up and cool-down.
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PE.3.C.1.6	Describe basic offensive and defensive tactics.
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PE.3.C.1.7	Explain how appropriate practice improves performance of movement skills.
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PE.3.C.1.8	Analyze peer performance and provide feedback.
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**Strand: LIFETIME FITNESS**

Standard 1: Participate regularly in physical activity.

BENCHMARK CODE	BENCHMARK
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PE.3.L.1.1	Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
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PE.3.L.1.2	Demonstrate involvement in physical activities both during and after the school day.
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PE.3.L.1.3	Identify lifestyle changes that can be made to increase the level of physical activity.
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PE.3.L.1.4	Identify opportunities in the school and community for regular participation in physical activities.
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PE.3.L.1.5	Use an activity log to maintain a personal record of participation in physical activity over a period of time.
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PE.3.L.1.6	Differentiate between the correct and incorrect way to fit a bicycle helmet.
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Standard 2: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

BENCHMARK CODE	BENCHMARK
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PE.3.L.2.1	Describe how muscular strength and endurance enhance performance in physical activities.
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PE.3.L.2.2	Match physical fitness assessment events to the associated fitness component.
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PE.3.L.2.3	Describe the relationship between the heart and lungs during physical activity.
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PE.3.L.2.4	Participate in formal and informal physical fitness assessment.
PE.3.L.2.5	Identify ways that technology can assist in the pursuit of physical fitness.
PE.3.L.2.6	Identify principles of physical fitness.
PE.3.L.2.7	Engage in appropriate physical activity that results in the development of cardiorespiratory endurance.
PE.3.L.2.8	Associate results of fitness testing to personal health status and ability to perform various activities.
PE.3.L.2.9	Know how to safely stretch major muscle groups.
PE.3.L.2.10	Identify different somatotypes (endomorph, mesomorph, ectomorph).
PE.3.L.2.11	Identify individual strengths and weaknesses based upon results of a formal fitness test.
PE.3.L.2.12	Read food labels for specific nutrition facts.

**Strand: RESPONSIBLE BEHAVIORS AND VALUES**

Standard 1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

BENCHMARK CODE	BENCHMARK
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PE.3.R.1.1	Work cooperatively with peers of differing skill levels.
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PE.3.R.1.2	Willingly try new activities.
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PE.3.R.1.3	Take responsibility for his/her own behavior.
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PE.3.R.1.4	Cooperate with all class members by sharing and taking turns.
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PE.3.R.1.5	Show respect for the views of a peer from a different cultural background.
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Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

BENCHMARK CODE	BENCHMARK
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PE.3.R.2.1	Seek personally challenging physical activity experiences.
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PE.3.R.2.2	Celebrate own accomplishments without gloating.
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PE.3.R.2.3	Choose to participate in group physical activities.
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PE.3.R.2.4	Appreciate the good performance of others.
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## GRADE: 4

### PHYSICAL EDUCATION STANDARDS

#### Strand: MOVEMENT COMPETENCY

Standard 1: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance,

aquatics).

BENCHMARK CODE	BENCHMARK
PE.4.M.1.1	Apply movement concepts to the performance of locomotor skills in a variety of movement settings.
PE.4.M.1.2	Strike a moving object using body parts from a stationary position so that the object travels in the intended direction at the desired height.
PE.4.M.1.3	Strike an object continuously using a paddle/racquet demonstrating correct technique of a forehand pattern.
PE.4.M.1.4	Strike moving and/or stationary objects with long-handled implements using correct technique so the objects travel in the intended direction.
PE.4.M.1.5	Dribble and pass to a moving partner.
PE.4.M.1.6	Perform a variety of swim strokes.
PE.4.M.1.7	Move in different directions to catch objects of different sizes and weights thrown by a stationary partner from varying distances.
PE.4.M.1.8	Throw balls of various sizes and weights to a stationary partner from varying distances using a correct overhand motion.
PE.4.M.1.9	Perform a teacher-designed sequence with or without manipulatives while demonstrating balance, coordination, clear shapes, purposeful movements, and smooth transitions.
PE.4.M.1.10	Perform two or more dances accurately and with good technique.

PE.4.M.1.11	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and three different movement elements with correct technique and smooth transitions.
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PE.4.M.1.12	Run and hurdle a succession of low to medium level obstacles.
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**Strand: COGNITIVE ABILITIES**

Standard 1: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

BENCHMARK CODE	BENCHMARK
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PE.4.C.1.1	Understand the importance of purposeful movement in a variety of movement settings to include designing and performing movement routines.
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PE.4.C.1.2	Understand the importance of safety in all physical activities, especially those that are high risk.
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PE.4.C.1.3	Use technology to gather information about performance.
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PE.4.C.1.4	Understand the importance of protecting parts of the body from the harmful rays of the sun.
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PE.4.C.1.5	Identify proper warm-up and cool-down techniques and the reasons for using them.
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PE.4.C.1.6	Identify basic offensive and defensive tactics for modified invasion and net activities.
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PE.4.C.1.7	Detect errors in personal movement patterns.
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PE.4.C.1.8	Compare and contrast skills/sports that use similar movement patterns.
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**Strand: LIFETIME FITNESS**

Standard 1: Participate regularly in physical activity.

BENCHMARK CODE	BENCHMARK
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PE.4.L.1.1	Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
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PE.4.L.1.2	Demonstrate involvement in physical activities both during and after the school day.
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PE.4.L.1.3	Implement at least one lifestyle behavior to increase physical activity.
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PE.4.L.1.4	Use technology and/or information literacy to identify opportunities for participation in physical activities.
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PE.4.L.1.5	Make observations about one's personal level of physical activity.
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PE.4.L.1.6	Discuss the importance of wearing a bicycle helmet.
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Standard 2: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

BENCHMARK CODE	BENCHMARK
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PE.4.L.2.1	Identify the muscles being strengthened during the performance of specific physical activities.
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PE.4.L.2.2	Identify several activities related to each component of physical fitness.
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PE.4.L.2.3	Recognize that physiological responses to exercise are related to levels of personal fitness.
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PE.4.L.2.4	Participate in formal and informal physical fitness assessment.
PE.4.L.2.5	Describe ways that technology can assist in the pursuit of physical fitness.
PE.4.L.2.6	Explain principles of physical fitness.
PE.4.L.2.7	Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity.
PE.4.L.2.8	Participate in selected physical activities for the purpose of improving physical fitness.
PE.4.L.2.9	Recognize that specific stretches increase flexibility and reduce the chance of injury.
PE.4.L.2.10	Recognize the benefits of maintaining a healthy body composition.
PE.4.L.2.11	Develop strategies for improving selected fitness components.
PE.4.L.2.12	Develop short and long-term fitness goals.
PE.4.L.2.13	Understand appropriate serving size.

**Strand: RESPONSIBLE BEHAVIORS AND VALUES**

Standard 1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

BENCHMARK CODE	BENCHMARK
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PE.4.R.1.1	Recognize the influence of individual differences on participation in physical activities.
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PE.4.R.1.2	Regularly encourage others and refrain from put-down statements.
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PE.4.R.1.3	Demonstrate respect and caring for student(s) with disabilities through verbal and non-verbal encouragement and assistance.
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Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

BENCHMARK CODE	BENCHMARK
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PE.4.R.2.1	Recognize physical activity as a positive opportunity for social and group interaction.
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PE.4.R.2.2	Choose to practice skills for which improvement is needed.
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PE.4.R.2.3	Recognize the connection between skill competence and enjoyment of physical activity.
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## GRADE: 5

### PHYSICAL EDUCATION STANDARDS

#### Strand: MOVEMENT COMPETENCY

Standard 1: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

BENCHMARK CODE	BENCHMARK
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PE.5.M.1.1	Apply locomotor skills in a variety of movement settings while applying the appropriate movement concepts as the situation demands.
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PE.5.M.1.2	Approach and strike a moving object with body parts so that the object travels in the intended direction at the desired height using correct technique.
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PE.5.M.1.3	Strike an object continuously with a partner using a paddle/racquet demonstrating correct technique of a forehand pattern.
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PE.5.M.1.4	Strike moving and/or stationary objects with long-handled implements so the objects travel in the intended direction at the desired height using correct technique.
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PE.5.M.1.5	Apply dribbling skills in modified games focusing on offensive strategies.
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PE.5.M.1.6	Demonstrate proficiency in one or more swim strokes.
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PE.5.M.1.7	Catch a variety of objects while traveling and being defended.
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PE.5.M.1.8	Throw a leading pass overhand to a moving partner using a variety of objects.
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PE.5.M.1.9	Perform a self-designed sequence with or without manipulatives while demonstrating balance, coordination, clear shapes, purposeful movements, and smooth transitions.
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PE.5.M.1.10	Perform a variety of dances accurately and with good technique.
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PE.5.M.1.11	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and four different movement elements with correct technique and smooth transitions.
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## **Strand: COGNITIVE ABILITIES**

Standard 1: Identifies, analyzes and evaluates movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.

BENCHMARK CODE	BENCHMARK
PE.5.C.1.1	Understand and apply purposeful movement to a variety of movement settings to include designing and performing movement routines.
PE.5.C.1.2	Design a new game incorporating skills, rules, and strategies.
PE.5.C.1.3	Apply feedback gathered from the use of technology to enhance performance.
PE.5.C.1.4	Identify and explain the different types of basic water rescue techniques using various types of items.
PE.5.C.1.5	Identify basic practice and conditioning principles that enhance performance.
PE.5.C.1.6	Categorize basic offensive and defensive tactics for modified invasion and net activities.
PE.5.C.1.7	Detect, analyze, and correct errors in personal movement patterns.
PE.5.C.1.8	Compare and contrast skills/sports that use similar patterns/concepts.

**Strand: LIFETIME FITNESS**

Standard 1: Participate regularly in physical activity.

BENCHMARK CODE	BENCHMARK
PE.5.L.1.1	Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
PE.5.L.1.2	Demonstrate involvement in physical activities both during and after the school day.

PE.5.L.1.3	Implement lifestyle behaviors to increase physical activity.
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PE.5.L.1.4	Use technology and/or information literacy to enhance regular participation in physical activities.
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PE.5.L.1.5	Formulate a plan to increase the amount of time spent in physical activity.
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PE.5.L.1.6	Discuss the importance of being visible, being predictable, and communicating when cycling.
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Standard 2: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

BENCHMARK CODE	BENCHMARK
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PE.5.L.2.1	Differentiate between muscular strength and muscular endurance.
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PE.5.L.2.2	Participate in selected activities that develop and maintain each component of physical fitness.
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PE.5.L.2.3	Analyze one's own physical fitness assessment results and develop strategies to enhance performance.
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PE.5.L.2.4	Explain how technology can assist in the pursuit of physical fitness.
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PE.5.L.2.5	Apply principles of physical fitness to exercise.
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PE.5.L.2.6	Identify the heart rate intensity that is necessary to enhance cardiorespiratory endurance.
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PE.5.L.2.7	Regularly participate in physical activity for the purpose of improving physical fitness.
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PE.5.L.2.8	Select proper stretching exercises to increase flexibility and reduce the chance of injury.
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PE.5.L.2.9	Describe the benefits of maintaining a healthy body composition.
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PE.5.L.2.10	Evaluate progress toward short and long-term fitness goals.
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PE.5.L.2.11	Explain the consequences of a low level of physical fitness on the ability to perform various activities.
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PE.5.L.2.12	Plan a menu for a balanced meal.
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**Strand: RESPONSIBLE BEHAVIORS AND VALUES**

Standard 1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

BENCHMARK CODE	BENCHMARK
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PE.5.R.1.1	Recognize the positive attributes that individuals of varying gender, age, disability, race, culture, and skill level bring to physical activities.
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PE.5.R.1.2	Arrange equipment safely in a manner appropriate for specific skill practice.
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PE.5.R.1.3	Work productively with a partner to improve performance.
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PE.5.R.1.4	Recognize and appreciate similar and different activity choices of peers.
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Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

BENCHMARK CODE	BENCHMARK
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PE.5.R.2.1	Recognize that participation in physical activity is a source of self-expression and meaning.
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PE.5.R.2.2	Defend the benefits of physical activity.
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PE.5.R.2.3	Identify enjoyable physical activities.
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## GRADE: 6

### PHYSICAL EDUCATION STANDARDS

#### Strand: MOVEMENT COMPETENCY

Standard 1: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (Fitness/Wellness, Educational Gymnastics/Educational Dance).

BENCHMARK CODE	BENCHMARK
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PE.6.M.1.1	Demonstrate movements designed to improve and maintain cardiorespiratory endurance, muscular strength and endurance, flexibility, and proper body composition.
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PE.6.M.1.2	Perform at least three different activities that achieve target heart rate.
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PE.6.M.1.3	Demonstrate the principles of training (overload, specificity, progression) and conditioning (frequency, intensity, time, and type) for specific physical activities.
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PE.6.M.1.4	Perform at least three activities having value for cardiorespiratory fitness.
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PE.6.M.1.5	Perform movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
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PE.6.M.1.6	Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that
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	combine traveling, rolling, balancing, and transfer of weight.
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PE.6.M.1.7	Design and perform a routine to rhythm with a partner or a group while incorporating gymnastic actions and various forms of locomotion on small and/or large apparatus.
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PE.6.M.1.8	Perform complex dance sequences from a variety of dances accurately and with correct technique.
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PE.6.M.1.9	Create and perform a rhythmic movement sequence while working with a partner or group.
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PE.6.M.1.10	Design and perform different group dance and rhythm sequences that incorporate equipment.
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PE.6.M.1.11	Apply proper warm-up and cool-down techniques.
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PE.6.M.1.12	Use proper safety practices.
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PE.6.M.1.13	Use technology to assess, enhance, and maintain motor skill performance.
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**Strand: COGNITIVE ABILITIES**

Standard 1: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

BENCHMARK CODE	BENCHMARK
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PE.6.C.1.1	Identify at least two movements or activities which lead to improvement in each of the health-related components of fitness.
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PE.6.C.1.2	List safety procedures that should be followed when engaging in activities to improve cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition.
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PE.6.C.1.3	List the three different types of heat illnesses associated with fluid loss.
PE.6.C.1.4	Describe how each of the health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) are improved through the application of training principles.
PE.6.C.1.5	Describe the long-term benefits of regular physical activity.
PE.6.C.1.6	Describe the training principles of overload, progression, and specificity.
PE.6.C.1.7	Classify activities as aerobic or anaerobic.
PE.6.C.1.8	Prepare a log noting the food intake, calories consumed, and energy expended through physical activity and describe results.
PE.6.C.1.9	List the components of skill-related fitness.
PE.6.C.1.10	Determine personal target heart rate zone and explain how to adjust intensity level to stay within the desired range.
PE.6.C.1.11	List methods of monitoring intensity level during aerobic activity.
PE.6.C.1.12	Explain the effects of physical activity on heart rate during exercise, recovery phase, and while the body is at rest.
PE.6.C.1.13	Recognize the difference between fact and fallacy as it relates to consumer physical fitness products and programs.
PE.6.C.1.14	List terminology and etiquette in educational gymnastics or dance.

PE.6.C.1.15	Choreograph basic dance or gymnastic sequences alone, with a partner, or in a small group.
PE.6.C.1.16	Describe the mechanical principles of balance, force, and leverage and how they relate to the performance of skills in gymnastics or dance.
PE.6.C.1.17	List and describe the risks and safety procedures in gymnastics and dance.
PE.6.C.1.18	Recognize the relationship between music and dance or gymnastics skills.
PE.6.C.1.19	Know how improvisation is used to create movements for choreography.
PE.6.C.1.20	List appropriate warm-up and cool-down techniques and the reasons for using them.
PE.6.C.1.21	Identify the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.6.C.1.22	Evaluate the movement performance of others.

**Strand: LIFETIME FITNESS**

Standard 1: Participate regularly in physical activity.

BENCHMARK CODE	BENCHMARK
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PE.6.L.1.1	Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
PE.6.L.1.2	Participate in a variety of fitness, wellness, gymnastics, and dance activities that promote the components of health-related fitness.

PE.6.L.1.3	Identify the in-school and community opportunities that promote fitness, wellness, gymnastics, and dance.
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PE.6.L.1.4	Participate in a variety of fitness, wellness, gymnastics, and dance activities that promote the management of stress.
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Standard 2: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

BENCHMARK CODE	BENCHMARK
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PE.6.L.2.1	Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by creating, implementing, and assessing a personal fitness program in collaboration with a teacher.
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PE.6.L.2.2	Demonstrate program planning skills by setting goals and devising strategies for a personal physical fitness program.
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PE.6.L.2.3	Use a variety of resources including available technology to assess, design, and evaluate their personal physical activity plan.
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PE.6.L.2.4	Select a variety of physical activities when developing a personal fitness program.
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PE.6.L.2.5	Recognize health-related problems associated with inadequate levels of cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition.
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**Strand: RESPONSIBLE BEHAVIORS AND VALUES**

Standard 1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

BENCHMARK CODE	BENCHMARK
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PE.6.R.1.1	Recognize that peer pressure can be positive and negative.
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PE.6.R.1.2	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical activity settings.
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PE.6.R.1.3	Demonstrate responsible behaviors during physical activities.
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PE.6.R.1.4	Recognize the personal, social, and ethical behaviors that apply to specific physical activities.
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PE.6.R.1.5	Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.
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Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

BENCHMARK CODE	BENCHMARK
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PE.6.R.2.1	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
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PE.6.R.2.2	Recognize the potential benefits of participation in a variety of physical activities.
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PE.6.R.2.3	Study games, sports, and/or physical activities from other cultures.
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## GRADE: 7

<b>Strand: MOVEMENT COMPETENCY</b>
Standard 1: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories. (Team Sports, Outdoor Pursuits/Aquatics).

BENCHMARK CODE	BENCHMARK
PE.7.M.1.1	Participate in modified versions of team sports demonstrating mature patterns while using a variety of manipulative skills.
PE.7.M.1.2	Use basic offensive and defensive strategies while playing modified versions of a variety of sports and activities.
PE.7.M.1.3	Demonstrate appropriate relationships between the body and an opponent in dynamic game situations.
PE.7.M.1.4	Demonstrate introductory outdoor pursuits skills.
PE.7.M.1.5	Perform aquatics activities to improve or maintain health-related fitness.
PE.7.M.1.6	Demonstrate the critical elements in specialized skills related to a variety of sports or outdoor pursuits activities.
PE.7.M.1.7	Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities.
PE.7.M.1.8	Apply technology to evaluate, monitor, and improve individual skill performance.
PE.7.M.1.9	Demonstrate principles of biomechanics necessary for safe and successful performance.

**Strand: COGNITIVE ABILITIES**

Standard 1: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

BENCHMARK CODE	BENCHMARK
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PE.7.C.1.1	Demonstrate an understanding of the basic rules for team sports.
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PE.7.C.1.2	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
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PE.7.C.1.3	Identify the critical elements for successful performance of a variety of sport skills.
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PE.7.C.1.4	List specific safety procedures and equipment necessary for a variety of sports and physical activities.
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PE.7.C.1.5	Explain basic offensive and defensive strategies in modified games or activities and team sports.
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PE.7.C.1.6	Describe how movement skills learned in one physical activity can be transferred and used in other physical activities.
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PE.7.C.1.7	Identify and explain different types of safety equipment and practices relating to water activities.
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**Strand: LIFETIME FITNESS**

Standard 1: Participate regularly in physical activity.

BENCHMARK CODE	BENCHMARK
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PE.7.L.1.1	Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
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PE.7.L.1.2	Participate in a variety of team sports, outdoor pursuits, and aquatics activities that promote cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.
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PE.7.L.1.3	Identify the in-school and community opportunities for participation in team sports, outdoor pursuits, and aquatics.
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PE.7.L.1.4	Participate in a variety of team sports, outdoor pursuits, and aquatics activities that promote effective stress management.
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Standard 2: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

BENCHMARK CODE	BENCHMARK
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PE.7.L.2.1	Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by creating, implementing, and assessing a personal fitness program in collaboration with a teacher.
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PE.7.L.2.2	Demonstrate program planning skills by setting goals and devising strategies for a personal physical fitness program.
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PE.7.L.2.3	Use a variety of resources including available technology to assess, design, and evaluate their personal physical activity plan.
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PE.7.L.2.4	Select a variety of physical activities when developing a personal fitness program.
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PE.7.L.2.5	Recognize health-related problems associated with inadequate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.
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**Strand: RESPONSIBLE BEHAVIORS AND VALUES**

Standard 1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

BENCHMARK CODE	BENCHMARK
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PE.7.R.1.1	Identify situations in which peer pressure could negatively impact one's own behavior choices.
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PE.7.R.1.2	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical activity settings.
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PE.7.R.1.3	Demonstrate responsible behaviors during physical activities.
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PE.7.R.1.4	Give examples of appropriate personal, social, and ethical behaviors that apply to specific physical activities.
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PE.7.R.1.5	Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.
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Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

BENCHMARK CODE	BENCHMARK
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PE.7.R.2.1	Select an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
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PE.7.R.2.2	Identify the potential benefits of participation in a variety of physical activities.
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PE.7.R.2.3	Discuss games, sports, and/or physical activities from other cultures.
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## GRADE: 8

### Strand: MOVEMENT COMPETENCY

Standard 1: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (Individual/Dual Sports, Alternative/Extreme Sports).

BENCHMARK CODE	BENCHMARK
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PE.8.M.1.1	Demonstrate competency in motor skills for a variety of individual/dual and extreme/alternative sports.
PE.8.M.1.2	Demonstrate critical elements when striking with an object or implement.
PE.8.M.1.3	Demonstrate body management for successful participation in a variety of modified games and activities.
PE.8.M.1.4	Apply principles of biomechanics necessary for safe and successful performance.
PE.8.M.1.5	Demonstrate appropriate speed and generation of force when running sprints or distance, throwing, jumping, striking, or kicking.
PE.8.M.1.6	Demonstrate offensive, defensive, and transition strategies and tactics.
PE.8.M.1.7	Apply skill-related components of balance, reaction time, agility, coordination, power, and speed to enhance performance levels.
PE.8.M.1.8	Apply technology to evaluate, monitor, and improve individual motor skills.
PE.8.M.1.9	Select and utilize appropriate safety equipment.

### Strand: COGNITIVE ABILITIES

Standard 1: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

BENCHMARK CODE	BENCHMARK
PE.8.C.1.1	Identify basic rules for individual/dual sports.

PE.8.C.1.2	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.8.C.1.3	Identify the critical elements for successful performance in a variety of sport skills or physical activities.
PE.8.C.1.4	List specific safety procedures and equipment necessary for a variety of sports and physical activities.
PE.8.C.1.5	Explain basic offensive and defensive strategies in individual/dual and alternative/extreme sports activities.
PE.8.C.1.6	Describe how movement skills and strategies learned in one physical activity can be transferred and used in other physical activities.

## Strand: LIFETIME FITNESS

Standard 1: Participate regularly in physical activity.

BENCHMARK CODE	BENCHMARK
PE.8.L.1.1	Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
PE.8.L.1.2	Participate in a variety of individual/dual and alternative/extreme sport activities that promote cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.
PE.8.L.1.3	Identify the in-school and community opportunities for participation in individual/dual and alternative/extreme sports.
PE.8.L.1.4	Participate in a variety of individual/dual and alternative/extreme sport activities that promote effective stress management.

Standard 2: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

BENCHMARK CODE	BENCHMARK
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PE.8.L.2.1	Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by creating, implementing, and assessing a personal fitness program in collaboration with a teacher.
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PE.8.L.2.2	Demonstrate program planning skills by setting goals and devising strategies for a personal physical fitness program.
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PE.8.L.2.3	Use a variety of resources including available technology to assess, design, and evaluate their personal physical activity plan.
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PE.8.L.2.4	Select a variety of physical activities when developing a personal fitness program.
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PE.8.L.2.5	Describe health-related problems associated with inadequate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.
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PE.8.L.2.6	Discuss training principles appropriate for enhancing cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.
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**Strand: RESPONSIBLE BEHAVIORS AND VALUES**

Standard 1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

BENCHMARK CODE	BENCHMARK
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PE.8.R.1.1	Act independently of peer pressure both in and out of school.
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PE.8.R.1.2	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
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PE.8.R.1.3	Demonstrate responsible behaviors during physical activities.
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PE.8.R.1.4	Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.
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PE.8.R.1.5	Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.
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Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

BENCHMARK CODE	BENCHMARK
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PE.8.R.2.1	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
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PE.8.R.2.2	Describe the potential benefits of participation in a variety of physical activities.
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PE.8.R.2.3	Compare and contrast games, sports, and/or physical activities from other cultures.
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