

PE STANDARDS & BENCHMARKS				
STANDARDS	BENCHMARKS			
	K- 2	3-5	6-8	9-12
MOVEMENT FORMS	PE.K-2.1.1 , Demonstrate various locomotor (e.g., walking, running, jumping, hopping, leaping, sliding, galloping, skipping) and non-locomotor skills (e.g., twisting, pushing, balancing, pulling, and manipulative skills e.g., throwing, catching, striking, kicking skills).	PE.3-5.1.1 , Demonstrate locomotor and/or non-locomotor skills simultaneously with manipulative skills (e.g., throwing a softball, bouncing a basketball).	PE.6-8.1.1 , Demonstrate basic movement forms in a variety of modified sports, games, dance, and exercises (e.g., running, jumping and skipping to the rhythm of music)	PE.9-12.1.1 , Demonstrate basic movement forms and mastery of some movement forms in a variety of sports, games, dance and exercises (e.g., tennis - successful in serving and backhand, mastery in forehand)
	PE.K-2.1.2 , Demonstrate transitions between motor skills (e.g., running then jumping)	PE.3-5.1.2 , Demonstrate a wide variety of locomotor, non-locomotor and manipulative skills (e.g. dance, games)		
	PE.K-2.1.3 , Demonstrate control in balancing activities			
COGNITIVE & SOCIAL SKILLS	PE.K-2.2.1 , Observe and use conventions of personal and common space while moving (e.g., traveling in an open space without bumping into others)	PE.3-5.2.1 , Apply movement skills to improve personal performance during physical activities (e.g., dodging, chasing, walking on beam or a painted straight line for balance)	PE.6-8.2.1 , Analyze and evaluate movement skills in realistic physical activity settings and use feedback to improve those skills	PE.9-12.2.1 , Refine level of complexity of movement skills based on self-assessment
	PE.K-2.2.2 , Demonstrate critical features of movement skills (e.g., throwing while stepping in opposition)	PE.3-5.2.2 , Analyze movement skills in isolation and modified physical activity settings, and use feedback to improve skills	PE.6-8.2.2 , Work with others to achieve group goals in competitive and cooperative activities	PE.9-12.2.2 , Self assess personal movement skills in realistic physical activity settings, and use goal setting to improve performance
	PE.K-2.2.3 , Follow simple directions during physical activities with few reminders	PE.3-5.2.3 , Follow multiple directions during physical activity with few or no reminders	PE.6-8.2.3 , Identify causes and potential solutions to conflict during physical fitness activities	PE.9-12.2.3 , Practice leadership and follower roles to achieve individual and group goals
	PE.K-2.2.4 , Work with others to complete assigned tasks during physical activity	PE.3-5.2.4 , Demonstrate an understanding for the differences among people (e.g., gender, ethnicity, disability in physical activities)	PE.6-8.2.4 , Demonstrate fair play (e.g., responsible and safe play, respect for individuals, property, and equipment with few reminders) and respect for differences (e.g., gender, ethnicity, disability among people, and physical activities of a variety of national, cultural), and ethnic origins (e.g., Fijian games, Hawaiian games, Chinese jump rope, hula, capoeira)	PE.9-12.2.4 , Advocate fair play (e.g., responsible and safe play, respect for individuals, property, equipment) and respect of differences (e.g., gender ethnicity, disabilities among people and activities of a variety of national, cultural, and ethnic origins)
		PE.3-5.2.5 , Apply movement skills to improve personal performance during small group, cooperative physical activities		PE.9-12.2.5 , Evaluate responsible and safe personal behavior during physical activity settings
ACTIVE LIFESTYLE	PE.K-2.3.1 , Participate in regular scheduled physical activities	PE.3-5.3.1 , Participate in regularly scheduled physical activities and describe the benefits	PE.6-8.3.1 , List and investigate a variety of physical activities for personal interest in and out of the physical education class	PE.9-12.3.1 , Review and investigate a variety of physical activities to independently maintain an active lifestyle
	PE.K-2.3.2 , Practice the components of health related physical fitness (e.g., flexibility, muscular strength and endurance, and cardiorespiratory endurance)	PE.3-5.3.2 , Identify the components of health related physical fitness during participation (e.g., flexibility, muscular strength and endurance, and cardiorespiratory endurance)	PE.6-8.3.2 , Apply the components of health related physical fitness (e.g., flexibility, muscular strength and endurance to improve personal fitness)	PE.9-12.3.2 , Evaluate personal performance on health-related fitness (e.g., flexibility, muscular strength and endurance, and cardiorespiratory endurance to improve physical fitness)
	PE.K-2.3.3 , Demonstrate the ability to try new skills and games for challenges	PE.3-5.3.3 , Participate in physical activities as means for self expression and enjoyment (e.g., creative movement, non-competitive games)	PE.6-8.3.3 , Describe how physical activities promote positive social interactions (e.g., sense of team play)	PE.9-12.3.3 , Evaluate how physical activities promote opportunities for positive social interaction
	PE.K-2.3.4 , Demonstrate improvement in a movement skill for increased enjoyment (e.g., run faster, balance on one foot longer, throw farther)		PE.6-8.3.4 , Explain how physical activities provide opportunities for self-expression and enjoyment (e.g., dance, dribbling a basketball)	PE.9-12.3.4 , Justify positive benefits that result for participation in physical activities
PHYSICAL FITNESS	PE.K-2.4.1 , List the psychological indicators that identify moderate to vigorous activities during participation (perspiration increased heart rate and breathing)	PE.3-5.4.1 , Set goals for improvement on a school designed health related fitness assessment (Fitness Gram, Physical Best, skills test determined by the school)	PE.6-8.4.1 , Set a goal and work towards improvement on a school designed health related fitness assessment (Fitness Gram, Physical Best, skills test determined by the school)	PE.9-12.4.1 , Set a goal and work towards improvement on school designed health related fitness assessment (fitness Gram, Physical Best, and/or skills test determined by school)