

Next Generation Sunshine State Standards: Physical Education (Revised 2013)

Healthy, Fit, & Ready to Learn



**COORDINATED
SCHOOL HEALTH PARTNERSHIP**

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Next Generation Sunshine State Standards for Physical Education

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FLORIDA DEPARTMENT OF EDUCATION



Next Generation Sunshine State Standards for Physical Education: Grades K-5

Strand M: Movement Competency			
Standard 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.			
	Kindergarten	Grade 1	Grade 2
Locomotor Skills	PE.K.M.1.1 Use a variety of locomotor skills to travel in personal and general space. <i>Some examples of locomotor skills are running, galloping and skipping.</i>	PE.1.M.1.1 Travel using various locomotor skills while changing directions, pathways and speeds.	PE.2.M.1.1 Perform locomotor skills with proficiency in a variety of activity settings to include rhythms/dance.
Striking with Body Parts	PE.K.M.1.2 Strike objects using body parts forcefully. <i>An example is kicking a soccer ball with your foot.</i>	PE.1.M.1.2 Strike an object upward using body parts. <i>An example is using different body parts to strike a balloon or beach ball upward.</i>	PE.2.M.1.2 Strike an object continuously using body parts both upward and downward. <i>An example of striking an object downward is dribbling a basketball.</i>
Striking with Implements	PE.K.M.1.3 Balance a lightweight object on a paddle/racket while moving.	PE.1.M.1.3 Strike a lightweight object upward continuously using a paddle/racket.	PE.2.M.1.3 Strike an object continuously using a paddle/racket both upward and downward.
Striking with Long Handled Implements	PE.K.M.1.4 Strike an object forcefully using a modified, long-handled implement of various sizes, weights and compositions. <i>Some examples of modified, developmentally-appropriate long-handled implements are bats, hockey sticks and golf clubs.</i>	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. <i>Some examples of modified, developmentally-appropriate, long-handled implements are bats, hockey sticks and golf clubs.</i>	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. <i>Some examples of developmentally-appropriate, long-handled implements are bats, hockey sticks and golf clubs.</i>
Dribbling	PE.K.M.1.5 Use two hands to bounce and catch a large playground ball.	PE.1.M.1.5 Dribble an object with hands or feet while demonstrating control in general space.	PE.2.M.1.5 Dribble with hands and feet in various pathways, directions and speeds around stationary objects.
Aquatics	PE.K.M.1.6 Participate in a variety of introductory water skills. <i>Some examples of introductory water skills are water entry, putting face in water and supported with feet off the bottom.</i>	PE.1.M.1.6 Demonstrate a variety of basic water skills. <i>Some examples of basic water skills are prone float and recover, back float with assistance and move forward and backward with assistance.</i>	PE.2.M.1.6 Perform a variety of fundamental aquatics skills. <i>Some examples of fundamental aquatics skills are prone float with flutter kick and back float recover to a standing position.</i>
Catching	PE.K.M.1.7 Catch a variety of self-tossed objects.	PE.1.M.1.7 Move in different directions to catch a variety of self-tossed objects.	PE.2.M.1.7 Move in different directions to catch a variety of objects softly tossed by a stationary partner.
Throwing	PE.K.M.1.8 Roll and throw a variety of objects using an underhand motion.	PE.1.M.1.8 Demonstrate an underhand-throwing motion for accuracy using correct technique.	PE.2.M.1.8 Demonstrate an overhand-throwing motion for distance demonstrating correct technique and accuracy.
	PE.K.M.1.9 Throw a variety of objects forcefully using an overhand motion.	PE.1.M.1.9 Demonstrate an overhand-throwing motion for distance using correct technique.	Not measured at this grade level.

Educational Dance	PE.K.M.1.10 Perform a creative-movement sequence with a clear beginning balance, at least one movement and a clear ending shape.	PE.1.M.1.10 Perform a self-designed creative movement/dance sequence with a clear beginning balance, use of one movement and a different and clear ending shape.	PE.2.M.1.9 Perform one folk or line dance accurately. <i>An example of a line dance is the Electric Slide.</i>
Educational Gymnastics	PE.K.M.1.11 Balance on a variety of body parts.	PE.1.M.1.11 Demonstrate a sequence of a balance, a roll and a different balance.	PE.2.M.1.10 Demonstrate a sequence of a balance, a roll and a different balance with correct technique and smooth transitions.
	PE.K.M.1.12 Perform a variety of rolling actions. <i>Some examples of rolling actions are pencil roll and forward roll.</i>	PE.1.M.1.12 Demonstrate the ability to take weight onto hands. <i>Some developmentally appropriate examples are donkey kicks and hand stands.</i>	PE.2.M.1.11 Perform at least one skill that requires the transfer of weight to hands. <i>Some developmentally appropriate examples are hand stands and cartwheels.</i>
Chasing, Fleeing and Dodging	PE.K.M.1.13 Move in a variety of ways in relation to others. <i>Some examples of this are chasing, fleeing and dodging.</i>	PE.1.M.1.13 Chase, flee and dodge to avoid or catch others.	PE.2.M.1.12 Chase, flee and dodge to avoid or catch others while maneuvering around obstacles.
Jumping and Landing	Not measured at this grade level.	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. <i>Some examples of equipment are hoops, stationary ropes and boxes.</i>	Not measured at this grade level.
Strand M: Movement Competency			
Standard 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.			
	Grade 3	Grade 4	Grade 5
Locomotor Skills	PE.3.M.1.1 Apply locomotor skills in a variety of movement settings. <i>Some examples of movement settings are sequences, dances and games.</i>	PE.4.M.1.1 Apply movement concepts to the performance of locomotor skills in a variety of movement settings. <i>Some examples of movement settings are sequences, dances and games. Some examples of movement concepts are directions, effort and relationships.</i>	PE.5.M.1.1 Apply locomotor skills in a variety of movement settings, while applying the appropriate movement concepts as the situation demands. <i>Some examples of movement settings are sequences, dances and games. Some examples of movement concepts are directions, effort and relationships.</i>
Striking with Body Parts	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. <i>Some examples of striking activities are volleying, kicking and punting.</i>	PE.4.M.1.2 Strike a moving object using body parts so that the object travels in the intended direction at the desired height. <i>Some examples of activities to apply this are volleying, kicking and punting.</i>	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. <i>Some examples of activities to apply this are volleying, kicking and punting.</i>

Striking with Implements	PE.3.M.1.3 Strike an object using a paddle/racquet demonstrating correct technique of a forehand pattern.	PE.4.M.1.3 Strike an object continuously using a paddle/racquet demonstrating correct technique of a forehand pattern. <i>Some examples of ways to strike continuously are against a wall and a partner-fed toss.</i>	PE.5.M.1.3 Strike an object continuously with a partner using a paddle/racquet demonstrating correct technique of a forehand pattern.
Striking with Long-Handled Implements	PE.3.M.1.4 Strike both moving and stationary objects using a long-handled implement. <i>Some examples of developmentally-appropriate long-handled implements are bats, hockey sticks and golf clubs.</i>	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. <i>Some examples of long-handled implements are golf clubs, bats and hockey sticks.</i>	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. <i>Some examples of long-handled implements are golf clubs, bats and hockey sticks.</i>
Dribbling	PE.3.M.1.5 Maintain control while dribbling with hands or feet against a defender.	PE.4.M.1.5 Dribble and pass to a moving partner.	PE.5.M.1.5 Apply dribbling skills in modified games, focusing on offensive strategies. <i>Some examples of offensive strategies are fakes, stopping and starting, changing directions and changing speeds.</i>
Aquatics	PE.3.M.1.6 Demonstrate a combination of basic swim skills. <i>Some examples of basic swim skills are prone and back float with flutter kick, alternating arm movements and treading water.</i>	PE.4.M.1.6 Perform a variety of swim strokes. <i>Some examples of swim strokes are front crawl, backstroke, elementary back stroke and modified breaststroke.</i>	PE.5.M.1.6 Demonstrate proficiency in one or more swim strokes. <i>Some examples of swim strokes are front crawl, backstroke, breaststroke, sidestroke and butterfly.</i>
Catching	PE.3.M.1.7 Move in different directions to catch objects of different sizes and weights thrown by a stationary partner.	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.5.M.1.7 Catch a variety of objects while traveling and being defended.
Throwing	PE.3.M.1.8 Throw balls of various sizes and weights to a stationary partner using a correct overhand motion.	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.5.M.1.8 Throw a leading pass overhand to a moving partner using a variety of objects.
Educational Dance	PE.3.M.1.9 Perform a teacher-designed sequence using manipulatives. <i>Some examples of sequences using manipulatives are tinikling poles, lummi sticks and jump ropes.</i>	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. <i>Some examples of sequences are rhythm, movement and dance. Some examples of manipulatives are tinikling poles, lummi sticks and jump ropes.</i>	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. <i>Some examples of sequences are rhythm, movement and dance. Some examples of manipulatives are tinikling poles, lummi sticks and jump ropes.</i>
	PE.3.M.1.10 Perform one dance accurately. <i>Some examples of dances are square, contra, step and social.</i>	PE.4.M.1.10 Perform two or more dances accurately. <i>Some examples of dances are line, square, contra, folk, step and social.</i>	PE.5.M.1.10 Perform a variety of dances accurately. <i>Some examples of dances are line, square, contra, folk, step and social.</i>

Remarks and examples are shown in italics below the benchmarks when appropriate.

Educational Gymnastics	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. <i>Some examples of movement elements are balances, rolling actions, changes in speed/direction and skills requiring weight on hands.</i>	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. <i>Some examples of movement elements are balances, rolling actions, changes in speed/direction and skills requiring weight on hands.</i>	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. <i>Some examples of movement elements are balances, rolling actions, changes in speed/direction and skills requiring weight on hands.</i>
Chasing, Fleeing and Dodging	Not measured at this grade level.	Not measured at this grade level.	Not measured at this grade level.
Jumping and Landing	PE.3.M.1.12 Continuously jump a self-turned rope.	PE.4.M.1.12 Run and hurdle a succession of low- to medium-level obstacles.	Not measured at this grade level.
Strand C: Cognitive Abilities			
Standard 2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.			
	Kindergarten	Grade 1	Grade 2
Locomotor Skills	PE.K.C.2.1 Recognize locomotor skills. <i>Some examples of locomotor skills are walking, running, skipping, leaping, hopping, jumping and galloping.</i>	PE.1.C.2.1 Identify the critical elements of locomotor skills. <i>Some examples of critical elements of locomotor skills are step-hop for skipping and use of one foot for hopping.</i>	PE.2.C.2.1 Describe the critical elements of locomotor skills. <i>An example of a critical element of jumping is beginning and ending on two feet.</i>
Safety	PE.K.C.2.2 Recognize physical activities have safety rules and procedures. <i>An example would be to put equipment away when not in use in order to keep the physical activity area safe.</i>	PE.1.C.2.2 Identify safety rules and procedures for teacher-selected physical activities. <i>An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.</i>	PE.2.C.2.2 Identify safety rules and procedures for selected physical activities. <i>An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.</i>
Technology	PE.K.C.2.3 Recognize technology can be utilized during physical activity. <i>Some examples of developmentally-appropriate technology for students to recognize are stop watches, pedometers and scales.</i>	PE.1.C.2.3 Identify technology that can be utilized to enhance physical activity. <i>Some examples of developmentally-appropriate technology for students to identify are stop watches, pedometers and scales.</i>	PE.2.C.2.3 Utilize technology to enhance experiences in physical education. <i>Some examples of developmentally-appropriate technology are stop watches, pedometers and scales.</i>
Aquatics	PE.K.C.2.4 Recognize there are deep and shallow areas of a pool, and identify the dangers of entering a body of water without supervision. <i>An example of a danger is entering the water when there is not an adult present.</i>	PE.1.C.2.4 Identify the rules for safe water activities, and recognize the importance of having a lifeguard near water or in a swimming facility. <i>An example of a rule for safe water activity would be the use of a life jacket.</i>	PE.2.C.2.4 Explain the importance of wearing a life jacket (personal flotation device) when on a boat or near water.

Skill Applications	PE.K.C.2.5 Recognize the concept of a dominant hand/foot for throwing/striking/kicking patterns. <i>A dominant hand/foot is the one selected by the student that feels most natural for throwing/striking/kicking.</i>	PE.1.C.2.5 Recognize the importance of practicing to improve performance. <i>An example is initially getting two out of five bean bags into a hoop while performing an underhand toss, then improving to four out of five due to practicing.</i>	PE.2.C.2.5 Explain how appropriate practice improves the performance of movement skills. <i>An example is initially getting two out of five bean bags into a hoop while performing an underhand toss, then improving to four out of five due to practicing.</i>
	PE.K.C.2.6 Recite cues for a variety of movement patterns and skills. <i>Some examples of movement patterns and skills are locomotor, non-locomotor, throwing and catching.</i>	PE.1.C.2.6 Use skill cues to improve performance. <i>Some examples of skill cues are palm up for an underhand throw and keep ball close to body when dribbling.</i>	PE.2.C.2.6 Apply teacher feedback to effect change in performance. <i>An example is a student applying teacher feedback of stepping with the opposite foot when throwing a ball in order to improve performance.</i>
	PE.K.C.2.7 Identify personal and general space.	PE.1.C.2.7 Identify dominant hand/foot for use with throwing/dribbling/striking/kicking skills. <i>A dominant hand/foot is the one selected by the student that feels most natural for throwing/dribbling/striking/kicking patterns.</i>	Not measured at this grade level.
Movement Concepts	PE.K.C.2.8 Recognize movement concepts. <i>Some examples of movement concepts are directions, pathways and levels.</i>	PE.1.C.2.8 Identify movement concepts. <i>Some examples of movement concepts are directions, pathways and levels.</i>	PE.2.C.2.7 Describe movement concepts. <i>Some examples of movement concepts are directions, pathways and levels.</i>
Warm up/ Cool Down	Not measured at this grade level.	PE.1.C.2.9 Name examples of warm-up and cool-down exercises. <i>An example of a warm-up exercise is an activity that gets your blood flowing. An example of a cool-down exercise is one that slows your heart rate.</i>	PE.2.C.2.8 Explain the importance of warm-up and cool-down activities. <i>An example of the importance for warm-up activities is the prevention of injuries.</i>
Offense and Defense	Not measured at this grade level	Not measured at this grade level.	PE.2.C.2.9 Define offense and defense. <i>Offense is when a team is attempting to score and defense is when a team is trying to prevent the other team from scoring.</i>
Strand C: Cognitive Abilities			
Standard 2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.			
	Grade 3	Grade 4	Grade 5
Locomotor Skills	PE.3.C.2.1 Identify the importance of purposeful movement and its impact on quality of performance. <i>Some examples of purposeful movement are timing, flow, rhythm, sequencing and transfer of weight.</i>	PE.4.C.2.1 Understand the importance of purposeful movement in a variety of movement settings. <i>Some examples of purposeful movement are timing, flow, rhythm, sequencing and transfer of weight.</i>	PE.5.C.2.1 Apply purposeful movement to a variety of movement settings to include designing and performing movement routines. <i>Some examples of purposeful movement are timing, flow, rhythm, sequencing and transfer of weight.</i>

Remarks and examples are shown in italics below the benchmarks when appropriate.

Safety, Rules and Procedures	PE.3.C.2.2 Understand the importance of safety rules and procedures in all physical activities. <i>An example of a safety procedure is wearing a helmet when riding a bicycle.</i>	PE.4.C.2.2 Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk. <i>An example of a safety procedure is having students stand a safe distance away from a student swinging a golf club during striking activities.</i>	PE.5.C.2.2 Design or modify a game incorporating skills, rules and strategies.
Technology	PE.3.C.2.3 Understand that technology can be utilized to gather information about performance. <i>Some examples of technology are pedometers, accelerometers, heart-rate monitors, videos, websites and spreadsheets.</i>	PE.4.C.2.3 Use technology to gather information about performance. <i>Some examples of technology are pedometers, accelerometers, heart-rate monitors, videos, websites and spreadsheets.</i>	PE.5.C.2.3 Apply feedback gathered from the use of technology to assess and enhance performance. <i>Some examples of technology are pedometers, accelerometers, heart-rate monitors, videos, websites and spreadsheets.</i>
Aquatics	PE.3.C.2.4 Identify and explain different items that can be used for assisting in a water-related emergency. <i>Some examples of items that can be used in a water related emergency are poles, towels and flotation devices.</i>	PE.4.C.2.4 Understand the importance of protecting parts of the body from the harmful rays of the sun. <i>Some examples are sunscreen and protective clothing.</i>	PE.5.C.2.4 Identify the different types of basic water-rescue techniques, using various types of items. <i>An example of a water-rescue technique is to reach out to the victim with a pole and pull him/her to safety.</i>
Skill Applications	PE.3.C.2.5 Explain how appropriate practice improves performance of movement skills. <i>An example is initially making two out of five free throws in basketball, then improving to four out of five due to practicing.</i>	PE.4.C.2.5 Detect errors in personal movement patterns. <i>An example of a way to detect errors in personal movement patterns is through the use of videotaping.</i>	PE.5.C.2.5 Detect, analyze and correct errors in personal movement patterns.
	PE.3.C.2.6 Analyze peer performance and provide feedback.	Not measured at this grade level.	Not measured at this grade level.
Movement Concepts and Patterns	Not measured at this grade level.	PE.4.C.2.6 Compare and discuss skills/sports that use similar movement patterns. <i>Some examples are volleyball and tennis serve, surfing and skate boarding.</i>	PE.5.C.2.6 Compare and contrast skills/sports that use similar movement patterns and concepts. <i>Some examples are volleyball and tennis serve, surfing and skate boarding.</i>
Warm up/ Cool Down	PE.3.C.2.7 Identify the reasons for warm-up and cool-down activities. <i>Some examples of reasons for warm-up and cool-down activities are injury prevention and enhancing performance.</i>	PE.4.C.2.7 Identify proper warm-up and cool-down techniques and the reasons for using them. <i>An example of a warm-up technique for sprinting is stretching the hamstring muscles in order to prevent injury.</i>	PE.5.C.2.7 Identify basic practice and conditioning principles that enhance performance. <i>An example of a conditioning principle that would enhance performance is running with weight resistance to improve speed.</i>
	Not measured at this grade level.	PE.4.C.2.8 Identify the importance of hydration before, during and after physical activity. <i>An example of the importance of hydration is to prevent heat-related illnesses.</i>	Not measured at this grade level.

Offense and Defense	PE.3.C.2.8 Describe basic offensive and defensive tactics. <i>An example of an offensive tactic is keeping your body between the ball and defender while dribbling.</i>	PE.4.C.2.9 Identify basic offensive and defensive tactics for modified invasion and net activities. <i>An example of an offensive tactic in tennis is hitting the ball away from the opponent.</i>	PE.5.C.2.8 Categorize basic offensive and defensive tactics for modified invasion and net activities. <i>An example of an offensive tactic in basketball is keeping your body between the ball and the defender.</i>
Strand L: Lifetime Fitness			
Standard 3: Participate regularly in physical activity.			
	Kindergarten	Grade 1	Grade 2
Moderate Physical Activity	PE.K.L.3.1 Identify a moderate physical activity. <i>An example of a moderate activity is a fast walk.</i>	PE.1.L.3.1 Identify a moderate physical activity. <i>An example of a moderate activity is a fast walk.</i>	PE.2.L.3.1 Identify a moderate physical activity. <i>An example of a moderate activity is skipping.</i>
Vigorous Physical Activity	PE.K.L.3.2 Identify a vigorous physical activity. <i>An example of a vigorous activity is running.</i>	PE.1.L.3.2 Identify a vigorous physical activity. <i>An example of a vigorous activity is running.</i>	PE.2.L.3.2 Identify a vigorous physical activity. <i>An example of a vigorous activity is running.</i>
Physical-activity Opportunities	PE.K.L.3.3 Identify opportunities for involvement in physical activities during the school day.	PE.1.L.3.3 Identify opportunities for involvement in physical activities during the school day.	PE.2.L.3.3 Identify opportunities for involvement in physical activities during the school day.
	PE.K.L.3.4 Identify opportunities for involvement in physical activities after the school day.	PE.1.L.3.4 Identify opportunities for involvement in physical activities after the school day.	PE.2.L.3.4 Identify opportunities for involvement in physical activities after the school day.
Physical-activity Goals	PE.K.L.3.5 Describe physical-activity goal-setting.	PE.1.L.3.5 Set physical-activity goals.	PE.2.L.3.5 Set and meet physical-activity goals.
Lifestyle Behaviors	PE.K.L.3.6 Identify the benefits of participating in physical activity. <i>An example of a benefit of physical activity is improved cardiorespiratory fitness.</i>	PE.1.L.3.6 Identify the health benefits of physical activity. <i>An example of a health benefit of physical activity is improved muscular strength.</i>	PE.2.L.3.6 Identify how opportunities for participation in physical activities change during the seasons.
	Not measured at this grade level.	Not measured at this grade level.	PE.2.L.3.7 Identify healthful benefits that result from regular participation in physical activity.
Pedestrian Safety	PE.K.L.3.7 Verbally state the search used before crossing a roadway. <i>The search used is look left, look right and look left again.</i>	PE.1.L.3.7 Identify edges, pedestrians, vehicles and traffic.	PE.2.L.3.8 Identify the proper crossing sequence. <i>The proper crossing sequence is stop at the edge, look left, look right, look left again and keep looking.</i>
Bicycle Safety	Not measured at this grade level.	Not measured at this grade level	Not measured at this grade level

Strand L: Lifetime Fitness			
Standard 3: Participate regularly in physical activity.			
	Grade 3	Grade 4	Grade 5
Moderate Physical activity	PE.3.L.3.1 Identify a moderate physical activity. <i>An example of a moderate activity is skipping.</i>	PE.4.L.3.1 Identify a moderate physical activity. <i>An example of a moderate activity is throwing and catching a football with a partner.</i>	PE.5.L.3.1 Identify a moderate physical activity. <i>An example of a moderate activity is passing and trapping a soccer ball with a partner.</i>
Vigorous Physical activity	PE.3.L.3.2 Identify a vigorous physical activity. <i>An example of a vigorous activity is jumping rope.</i>	PE.4.L.3.2 Identify a vigorous physical activity. <i>An example of a vigorous activity is playing a flag football game.</i>	PE.5.L.3.2 Identify a vigorous physical activity. <i>An example of a vigorous activity is playing a modified (three vs. three) soccer game.</i>
Physical-activity Opportunities	PE.3.L.3.3 Identify opportunities for involvement in physical activities during the school day.	PE.4.L.3.3 Identify opportunities for involvement in physical activities during the school day.	PE.5.L.3.3 Identify opportunities for involvement in physical activities during the school day.
	PE.3.L.3.4 Identify opportunities for involvement in physical activities after the school day.	PE.4.L.3.4 Identify opportunities for involvement in physical activities after the school day.	PE.5.L.3.4 Identify opportunities for involvement in physical activities after the school day.
Physical-activity Goals	PE.3.L.3.5 Use an activity log to maintain a personal record of participation in physical activity during a period of time.	Not measured at this grade level.	PE.5.L.3.5 Formulate a plan to increase the amount of time spent in physical activity.
Lifestyle Behaviors	PE.3.L.3.6 Identify lifestyle changes that can be made to increase the level of physical activity. <i>An example of a lifestyle change is taking the stairs instead of the elevator.</i>	PE.4.L.3.5 Implement at least one lifestyle behavior to increase physical activity.	PE.5.L.3.6 Discuss lifestyle behaviors that can be made to increase physical activity. <i>Some examples of lifestyle behaviors are taking stairs, cycling, rollerblading and walking.</i>
	Not measured at this grade level.	Not measured at this grade level.	PE.5.L.3.7 Use technology to enhance regular participation in physical activities.
Pedestrian Safety	Not measured at this grade level.	Not measured at this grade level.	Not measured at this grade level.
Bicycle Safety	PE.3.L.3.7 Differentiate between the correct and incorrect way to fit a bicycle helmet.	PE.4.L.3.6 Discuss the importance of wearing a bicycle helmet.	PE.5.L.3.8 Discuss the importance of being visible, being predictable and communicating when cycling.
Strand: Lifetime Fitness			
Standard 4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.			
	Kindergarten	Grade 1	Grade 2
Muscular Strength and Endurance	PE.K.L.4.1 Identify the location of muscles that help the body perform specific physical activities. <i>An example is curl-ups involve the abdominal muscles.</i>	PE.1.L.4.1 Identify a benefit of strengthening muscles.	PE.2.L.4.1 Identify how muscular strength and endurance enhances performance in physical activities.

Health-related Physical Fitness	PE.K.L.4.2 Identify that the heart beats faster during more intense physical activity.	PE.1.L.4.2 Identify the components of health-related physical fitness. <i>The health-related components of physical fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</i>	PE.2.L.4.2 Discuss the components of health-related physical fitness. <i>The health-related components of physical fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</i>
	PE.K.L.4.3 Identify activities that increase breathing and heart rate. <i>An example of an activity that increases heart rate is jogging.</i>	PE.1.L.4.3 Identify the changes in heart rate before, during and after physical activity.	PE.2.L.4.3 Identify that a stronger heart muscle can pump more blood with each beat.
	Not measured at this grade level.	PE.1.L.4.4 Identify the difference in the activity of the heart during rest and while physically active.	PE.2.L.4.4 Identify why sustained physical activity causes an increased heart rate and heavy breathing.
Physical Activity	PE.K.L.4.4 Identify a physiological sign of participating in physical activity. <i>Some examples of the physiological signs of physical activity are an increased heart rate and faster breathing.</i>	PE.1.L.4.5 Discuss the physiological signs of physical activity. <i>Some examples of the physiological signs of physical activity are an increased heart rate and faster breathing.</i>	PE.2.L.4.5 Identify the physiological signs of moderate to vigorous physical activity. <i>Some examples of the physiological signs of physical activity are sweating and an increased heart rate.</i>
Fitness Assessment	Not measured at this grade level.	Not measured at this grade level.	PE.2.L.4.6 Identify benefits of participation in informal physical fitness assessment.
Flexibility	PE.K.L.4.5 Identify a benefit of flexibility.	PE.1.L.4.6 Identify how to properly flex and extend body parts to promote flexibility.	PE.2.L.4.7 Identify appropriate stretching exercises.
Nutrition	PE.K.L.4.6 Differentiate between healthy and unhealthy food choices. <i>Nutrition concepts and activities should be linked to the health-related components of physical fitness.</i>	PE.1.L.4.7 Identify the food groups. <i>Nutrition concepts and activities should be linked to the health-related components of physical fitness.</i>	PE.2.L.4.8 Categorize food into food groups. <i>Nutrition concepts and activities should be linked to the health-related components of physical fitness.</i>
Technology	Not measured at this grade level.	Not measured at this grade level.	Not measured at this grade level.
Strand: Lifetime Fitness			
Standard 4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.			
	Grade 3	Grade 4	Grade 5
Muscular Strength and Endurance	PE.3.L.4.1 Describe how muscular strength and endurance enhances performance in physical activities.	PE.4.L.4.1 Identify the muscles being strengthened during the performance of specific activities. <i>An example is the arm muscles are strengthened from push-ups.</i>	PE.5.L.4.1 Differentiate between muscular strength and muscular endurance.
Health-related Physical Fitness	PE.3.L.4.2 Describe the relationship between the heart and lungs during physical activity.	PE.4.L.4.2 Identify several activities related to each component of physical fitness.	PE.5.L.4.2 Identify activities that develop and maintain each component of physical fitness.

Remarks and examples are shown in italics below the benchmarks when appropriate.

	PE.3.L.4.3 Identify appropriate physical activities that result in the development of cardiorespiratory endurance.	PE.4.L.4.3 Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity.	PE.5.L.4.3 Identify that an increase in heart rate intensity is necessary to enhance cardiorespiratory endurance.
Physical Activity	Not measured at this grade level.	PE.4.L.4.4 Identify ways to participate in selected physical activities for the purpose of improving physical fitness.	Not measured at this grade level.
Fitness Assessment	PE.3.L.4.4 Match physical fitness assessment events to the associated fitness component.	PE.4.L.4.5 Identify ways to participate in formal and informal physical fitness assessment.	PE.5.L.4.4 Analyze one's own physical fitness assessment results and develop strategies to enhance performance.
	PE.3.L.4.5 Identify formal and informal physical fitness assessments.	Not measured at this grade level	Not measured at this grade level.
Flexibility	PE.3.L.4.6 Identify ways to safely stretch major muscle groups.	PE.4.L.4.6 Identify how specific stretches increase flexibility and reduce the chance of injury.	PE.5.L.4.5 Select proper stretching exercises to increase flexibility and reduce the chance of injury.
Nutrition	PE.3.L.4.7 Read food labels for specific nutrition facts. <i>Some examples of nutrition facts are ingredients and serving size. Nutrition concepts and activities should be linked to the health-related components of physical fitness.</i>	PE.4.L.4.7 Understand appropriate serving size. <i>Some examples of appropriate serving size are one cup of dry cereal and one cup of milk. Nutrition concepts and activities should be linked to the health-related components of physical fitness.</i>	PE.5.L.4.6 Plan a menu for a balanced meal. <i>Nutrition concepts and activities should be linked to the health-related components of physical fitness.</i>
Physical Fitness Principles	PE.3.L.4.8 Identify the principles of physical fitness. <i>Some examples of principles of physical fitness are progression, overload and specificity.</i>	PE.4.L.4.8 Explain the principles of physical fitness. <i>Some examples of principles of physical fitness are progression, overload specificity.</i>	PE.5.L.4.7 Apply the principles of physical fitness to exercise. <i>Some examples of principles of physical fitness are progression, overload and specificity.</i>
Goal Setting	PE.3.L.4.9 Identify individual strengths and weaknesses based upon results of a formal fitness assessment.	PE.4.L.4.9 Develop short- and long-term fitness goals.	PE.5.L.4.8 Evaluate progress toward short- and long-term fitness goals.
Technology	PE.3.L.4.10 Identify ways that technology can assist in the pursuit of physical fitness.	PE.4.L.4.10 Describe ways that technology can assist in the pursuit of physical fitness.	PE.5.L.4.9 Explain how technology can assist in the pursuit of physical fitness.
Strand R: Responsible Behaviors and Values			
Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.			
	Kindergarten	Grade 1	Grade 2
Cooperation	PE.K.R.5.1 Identify ways to cooperate with a partner during physical activity. <i>An example is taking turns by sharing equipment with a partner.</i>	PE.1.R.5.1 List a benefit resulting from cooperation and sharing during physical activity.	PE.2.R.5.1 Identify ways to cooperate with others regardless of personal differences during physical activity. <i>Some examples of personal differences are gender, skill level and ethnicity.</i>

Safety	PE.K.R.5.2 Use equipment safely and properly.	PE.1.R.5.2 Use physical-activity space safely and properly.	PE.2.R.5.2 List ways to safely handle physical-activity equipment. <i>An example is putting equipment away when not in use.</i>
Respect	PE.K.R.5.3 Identify ways to treat others with respect during physical activity.	PE.1.R.5.3 Demonstrate consideration of others while participating in physical activity.	PE.2.R.5.3 Describe the personal feelings resulting from challenges, successes and failures in physical activity.
Conflict Resolution	Not measured at this grade level.	Not measured at this grade level.	PE.2.R.5.4 Identify ways to successfully resolve conflicts with others.
Strand R: Responsible Behaviors and Values			
Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.			
	Grade 3	Grade 4	Grade 5
Cooperation	PE.3.R.5.1 List ways to work cooperatively with peers of differing skill levels.	PE.4.R.5.1 Discuss the influence of individual differences on participation in physical activities. <i>Some examples of individual differences are age, disability, gender, race and culture.</i>	PE.5.R.5.1 Describe a benefit of working productively with a partner to improve performance.
	Not measured at this grade level.	PE.4.R.5.2 List ways to encourage others while refraining from insulting/negative statements.	Not measured at this grade level.
Safety	Not measured at this grade level.	Not measured at this grade level.	PE.5.R.5.2 Describe ways to utilize equipment safely during physical activities.
Respect	PE.3.R.5.2 List ways to show respect for the views of a peer from a different cultural background.	PE.4.R.5.3 Demonstrate respect and caring for students with disabilities through verbal and non-verbal encouragement and assistance.	PE.5.R.5.3 Describe the influence of individual differences on participation in physical activities. <i>Some examples of individual differences are disability, gender, race and culture.</i>
Conflict Resolution	PE.3.R.5.3 Identify ways to take responsibility for his/her own behavior.	Not measured at this grade level.	Not measured at this grade level.
Strand R: Responsible Behaviors and Values			
Standard 6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.			
	Kindergarten	Grade 1	Grade 2
Physical-activity Preferences	PE.K.R.6.1 Identify physical activities that are enjoyable.	PE.1.R.6.1 Identify physical-activity preferences.	PE.2.R.6.1 Identify ways to use physical activity to express feeling. <i>An example of a way to use physical activity to express feeling is through creative dance.</i>
Benefits of	PE.K.R.6.2 Identify a benefit of willingly trying new movements and motor skills.	PE.1.R.6.2 Identify feelings resulting from participation in physical activity.	PE.2.R.6.2 Discuss the relationship between skill competence and enjoyment.

Physical Activity	PE.K.R.6.3 Identify the benefits of continuing to participate when not successful on the first try.	PE.1.R.6.3 Identify the benefits of learning new movement skills.	PE.2.R.6.3 Identify ways to contribute as a member of a cooperative group. <i>Some examples of a cooperative group are whole class activities such as parachute and small group activities such as a two vs. two lead-up game.</i>
Sportsmanship	Not measured at this grade level.	Not measured at this grade level.	Not measured at this grade level.
Strand R: Responsible Behaviors and Values			
Standard 6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.			
	Grade 3	Grade 4	Grade 5
Physical-activity Preferences	PE.3.R.6.1 List personally challenging physical-activity experiences.	PE.4.R.6.1 Discuss how physical activity can be a positive opportunity for social and group interaction.	PE.5.R.6.1 Describe how participation in physical activity is a source of self-expression and meaning. <i>Some examples of self-expression or meaning are aesthetic, challenging, pleasurable, fun and social.</i>
Benefits of Physical Activity	PE.3.R.6.2 Describe ways to appreciate the good physical performance of others.	PE.4.R.6.2 Describe the connection between skill competence and enjoyment of physical activity.	PE.5.R.6.2 Explain the benefits of physical activity.
Sportsmanship	PE.3.R.6.3 Identify ways to celebrate one's own physical accomplishments while displaying sportsmanship. <i>An example is celebrating without putting down others.</i>	PE.4.R.6.3 Discuss ways to celebrate one's own physical accomplishments while displaying sportsmanship. <i>An example is celebrating without bragging.</i>	PE.5.R.6.3 Explain ways to celebrate one's own physical accomplishments while displaying sportsmanship.

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

STRAND M: Movement Competency		
STANDARD 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.		
Benchmark		Remarks/Examples
PE.6.M.1.1	Demonstrate movements designed to improve and maintain cardiorespiratory endurance, muscular strength and endurance, flexibility and proper body composition.	
PE.6.M.1.2	Perform at least three different activities that achieve target heart rate.	
PE.6.M.1.3	Demonstrate the principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for specific physical activities.	
PE.6.M.1.4	Perform at least three activities having value for cardiorespiratory fitness.	
PE.6.M.1.5	Perform movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.	
PE.6.M.1.6	Design and perform smooth, flowing sequences of stunts, tumbling and rhythmic patterns that combine traveling, rolling, balancing and transfer of weight.	
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.	Some examples of gymnastics actions are rolling, balancing and step like actions. Some examples of apparatus are wedge mats, cylinders and balance beams.
PE.6.M.1.8	Perform complex dance sequences from a variety of dances accurately and with correct technique.	Some examples of dances are folk, square, step and line.
PE.6.M.1.9	Create and perform a rhythmic movement sequence while working with a partner or group.	
PE.6.M.1.10	Design and perform different group dance and rhythm sequences that incorporate equipment.	
PE.6.M.1.11	Apply proper warm-up and cool-down techniques.	
PE.6.M.1.12	Use proper safety practices.	Some examples of safety practices are the use of sun screen, hydration, selection of clothing and correct biomechanics.
PE.6.M.1.13	Use technology to assess, enhance and maintain motor skill performance.	Some examples of technology are Excel spreadsheets or web-based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.
PE.7.M.1.1	Participate in modified versions of team sports demonstrating mature patterns while using a variety of manipulative skills.	Some examples of manipulative skills are throwing, catching, kicking, punting, trapping, dribbling, volleying and striking.
PE.7.M.1.2	Use basic offensive and defensive strategies while playing modified versions of a variety of sports and activities.	An example of a modified version of a sport or activity is a small sided game.

PE.7.M.1.3	Demonstrate appropriate relationships between the body and an opponent in dynamic game situations.	Some examples are staying between opponent and goal and moving between opponent and the ball.
PE.7.M.1.4	Demonstrate introductory outdoor pursuits skills.	Some examples of outdoor pursuits are archery, backpacking, orienteering, hiking, canoeing, fishing and ropes courses.
PE.7.M.1.5	Perform aquatics activities to improve or maintain health-related fitness.	Some examples of aquatic activities are water aerobics, water polo and survival swimming.
PE.7.M.1.6	Demonstrate the critical elements in specialized skills related to a variety of team sports or outdoor pursuits activities.	Some examples are overhand throw for distance/force, forearm passing in volleyball, steering a canoe, batting and the correct stance in archery.
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.	Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes and digital cameras.
PE.7.M.1.9	Demonstrate principles of biomechanics necessary for safe and successful performance.	
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.	Some examples of body management are balance and agility.
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 distance running, sprinting, 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.	Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes and digital cameras.
PE.8.M.1.9	Select and utilize appropriate safety equipment.	
PE.912.M.1.1	Demonstrate critical elements of basic skills relating to aquatics.	Some examples are use of swim strokes, use of mask and fins and use of emergency safety equipment.
PE.912.M.1.2	Demonstrate proficiency in combination of motor skills related to aquatics.	Some examples are rhythmic breathing, coordinated movements with arms and legs and body alignment while entering water.
PE.912.M.1.3	Perform a basic water rescue, with or without equipment, without entering the water.	

PE.912.M.1.4	Perform refinement of one or more swim strokes to enhance efficiency, power and cardiorespiratory endurance in a variety of aquatic settings.	Some examples of aquatic settings are a pool, a lake and open water.
PE.912.M.1.5	Apply strategies for self improvement based on individual strengths and needs.	
PE.912.M.1.6	Select appropriate music for dance forms and choreograph dance movements to music.	
PE.912.M.1.7	Perform advanced dance sequences from a variety of dances accurately.	Some examples of dances are hip-hop, social, step and line.
PE.912.M.1.8	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.	
PE.912.M.1.9	Demonstrate complex skills and advanced rhythmic movements in dance.	Some examples are line, hip-hop, country and folk.
PE.912.M.1.10	Apply sport specific skills in simulation and in real-life applications.	An example of a simulation is a practice setting or lead up activity. An example of a real-life application is a game or performance setting.
PE.912.M.1.11	Demonstrate competency in two or more extreme sports activities.	
PE.912.M.1.12	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.	An example is performing plyometrics.
PE.912.M.1.13	Perform a student-designed cardiorespiratory enhancing workout.	
PE.912.M.1.14	Utilize technology to assess, enhance and maintain health and skill-related fitness levels.	Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.
PE.912.M.1.15	Select and apply sport/activity specific warm-up and cool-down techniques.	
PE.912.M.1.16	Apply the principles of training and conditioning to accommodate individual needs and strengths.	Some examples of training principles are overload, specificity and progression.
PE.912.M.1.17	Demonstrate basic cardiopulmonary resuscitation (CPR) procedures.	
PE.912.M.1.18	Demonstrate a variety of gymnastics skills with a level of control.	
PE.912.M.1.19	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.	
PE.912.M.1.20	Perform complex combinations and sequences demonstrating smooth transitions while alone, with a partner or in a small group.	
PE.912.M.1.21	Demonstrate the relationship between complex dance elements and rhythmic movements related to educational gymnastics skills and sequences.	
PE.912.M.1.22	Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports.	
PE.912.M.1.23	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.	

PE.912.M.1.24	Apply a combination of complex movement patterns in a game setting.	
PE.912.M.1.25	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.	
PE.912.M.1.26	Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.	An example is placing a shot in an open area away from opponent.
PE.912.M.1.27	Demonstrate proficiency in a variety of outdoor pursuit activities.	
PE.912.M.1.28	Apply strategies and tactics in a variety of outdoor pursuits.	
PE.912.M.1.29	Demonstrate proficiency in self-defense movement skills.	
PE.912.M.1.30	Combine and apply movement patterns from simple to complex.	
PE.912.M.1.31	Demonstrate advanced offensive, defensive and transition strategies and tactics.	
PE.912.M.1.32	Apply sport specific skills in a variety of game settings.	
PE.912.M.1.33	Practice complex motor activities in order to improve performance.	
PE.912.M.1.34	Demonstrate use of the mechanical principles as they apply to specific course activities.	Some examples are balance, force and leverage.
PE.912.M.1.35	Select proper equipment and apply all appropriate safety procedures necessary for participation.	

STRAND C: Cognitive Abilities

STANDARD 2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.

Benchmark		Remarks/Examples
PE.6.C.2.1	Identify at least two movements or activities which will lead to improvement in each of the health-related components of fitness.	The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.6.C.2.2	List safety procedures that should be followed when engaging in activities to improve the health-related components of fitness.	The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.6.C.2.3	Describe how each of the health-related components of fitness are improved through the application of training principles.	The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.6.C.2.4	Describe the long-term benefits of regular physical activity.	Some examples of types of long-term benefits are physical, cognitive and emotional.
PE.6.C.2.5	Describe the training principles of overload, progression and specificity.	
PE.6.C.2.6	Classify activities as aerobic or anaerobic.	
PE.6.C.2.7	Determine personal target heart-rate zone and explain how to adjust intensity level to stay within	

	the desired range.	
PE.6.C.2.8	List methods of monitoring intensity level during aerobic activity.	Some examples of monitoring intensity levels are a talk test, rate of perceived exertion and taking one's heart rate/pulse.
PE.6.C.2.9	Explain the effects of physical activity on heart rate during exercise, recovery phase and while the body is at rest.	
PE.6.C.2.10	Recognize the difference between fact and fallacy as it relates to consumer physical fitness products and programs.	Some examples of these are weight- loss pills, food labels and exercise equipment.
PE.6.C.2.11	Prepare a log noting the food intake, calories consumed and energy expended through physical activity and describe results.	
PE.6.C.2.12	List the components of skill-related fitness.	The components of skill-related fitness are speed, coordination, balance, power, agility and reaction time.
PE.6.C.2.13	List appropriate warm-up and cool-down techniques and the reasons for using them.	
PE.6.C.2.14	List terminology and etiquette in educational gymnastics or dance.	
PE.6.C.2.15	Choreograph basic dance or gymnastic sequences alone, with a partner or in a small group.	
PE.6.C.2.16	Evaluate the movement performance of others.	
PE.6.C.2.17	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.2.18	List and describe the risks and safety procedures in gymnastics and dance.	
PE.6.C.2.19	Recognize the relationship between music and dance or gymnastics skills.	
PE.6.C.2.20	Know how improvisation is used to create movements for choreography.	
PE.6.C.2.21	Identify the precautions to be taken when exercising in extreme weather and/or environmental conditions.	
PE.6.C.2.22	List the three different types of heat illnesses associated with fluid loss.	The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.
PE.7.C.2.1	Identify the basic rules for team sports.	Some examples are setting up to start, violating rules and keeping accurate score.
PE.7.C.2.2	Identify the basic rules for outdoor pursuits/aquatics.	Some examples are setting up to start, violating rules and keeping accurate score.
PE.7.C.2.3	Explain basic offensive and defensive strategies in modified games or activities and team sports.	
PE.7.C.2.4	Explain basic offensive and defensive strategies in modified games or activities and outdoor pursuits/aquatics.	

PE.7.C.2.5	Identify and explain different types of safety equipment and practices relating to water activities.	
PE.7.C.2.6	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.	
PE.7.C.2.7	Identify the critical elements for successful performance of a variety of sport skills.	
PE.7.C.2.8	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.	
PE.7.C.2.9	Describe how movement skills learned in one physical activity can be transferred and used in other physical activities.	An example is slow-pitch softball and volleyball underhand serve.
PE.8.C.2.1	Identify basic rules for individual/dual sports.	Some examples are setting up to start, violating rules and keeping accurate score.
PE.8.C.2.2	Identify basic rules for alternative/extreme sports activities.	Some examples are setting up to start, violating rules and keeping accurate score.
PE.8.C.2.3	Explain basic offensive and defensive strategies in individual/dual sports.	
PE.8.C.2.4	Explain basic offensive and defensive strategies in alternative/extreme sports activities.	
PE.8.C.2.5	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.	
PE.8.C.2.6	Identify the critical elements for successful performance in a variety of sport skills or physical activities.	
PE.8.C.2.7	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.	
PE.8.C.2.8	Describe how movement skills and strategies learned in one physical activity can be transferred and used in other physical activities.	Some examples are volleyball and tennis serve and surfing and skate boarding.
PE.912.C.2.1	Identify and describe the critical elements of a basic water rescue.	
PE.912.C.2.2	Apply terminology and etiquette in dance.	
PE.912.C.2.3	Analyze the movement performance of self and others.	Some examples are video analysis and checklist.
PE.912.C.2.4	Choreograph complex dance sequences individually, with a partner or in a small group.	
PE.912.C.2.5	Analyze the relationship between music and dance.	
PE.912.C.2.6	Compare and contrast the health-related benefits of various physical activities.	
PE.912.C.2.7	Evaluate the effectiveness of specific warm-up and cool-down activities.	
PE.912.C.2.8	Differentiate between the three different types of heat illnesses associated with fluid loss.	The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.

PE.912.C.2.9	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.	Some examples of precautions are hydration and appropriate attire.
PE.912.C.2.10	Analyze long-term benefits of regularly participating in physical activity.	
PE.912.C.2.11	Explain how each of the health-related components of fitness are improved through the application of training principles.	The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.C.2.12	Compare and contrast aerobic versus anaerobic activities.	
PE.912.C.2.13	Document food intake, calories consumed and energy expended through physical activity and analyze the results.	
PE.912.C.2.14	Compare and contrast the skill-related components of fitness used in various physical activities.	The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.
PE.912.C.2.15	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.	
PE.912.C.2.16	Explain the methods of monitoring levels of intensity during aerobic activity.	Some examples are a talk test, rate of perceived exertion and checking one's heart rate/pulse.
PE.912.C.2.17	Assess physiological effects of exercise during and after physical activity.	Some examples are breathing, resting heart rate and blood pressure.
PE.912.C.2.18	Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs.	Some examples are weight-loss pills, food labels and exercise equipment.
PE.912.C.2.19	Choreograph complex sequences individually, with a partner or in a small group.	
PE.912.C.2.20	Identify appropriate methods to resolve physical conflict.	
PE.912.C.2.21	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.	
PE.912.C.2.22	Explain the skill-related components of fitness and how they enhance performance levels.	The skill-related components of fitness are speed, coordination, balance, power, agility and reaction time.
PE.912.C.2.23	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.	
PE.912.C.2.24	Analyze the mechanical principles as they apply to specific course activities.	Some examples are balance, force and leverage.
PE.912.C.2.25	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.	
PE.912.C.2.26	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.	
PE.912.C.2.27	Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.	Some examples are volleyball and tennis serve, surfing and skate boarding.

PE.912.C.2.28	Interpret and apply the rules associated with specific course activities.	
STRAND L: Lifetime Fitness		
STANDARD 3: Participate regularly in physical activity.		
Benchmark		Remarks/Examples
PE.6.L.3.1	Participate in moderate physical activity on a daily basis.	
PE.6.L.3.2	Participate in vigorous physical activity on a daily basis.	
PE.6.L.3.3	Participate in a variety of fitness, wellness, gymnastics and dance activities that promote the components of health-related fitness.	The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.6.L.3.4	Identify the in-school opportunities for physical activity that promote fitness, wellness, gymnastics and dance.	
PE.6.L.3.5	Identify the community opportunities for physical activity that promote fitness, wellness, gymnastics and dance.	
PE.6.L.3.6	Identify a variety of fitness, wellness, gymnastics and dance activities that promote stress management.	
PE.7.L.3.1	Participate in moderate physical activity on a daily basis.	
PE.7.L.3.2	Participate in vigorous physical activity on a daily basis.	
PE.7.L.3.3	Participate in a variety of team sports, outdoor pursuits and aquatics activities that promote health-related physical fitness.	The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.7.L.3.4	Identify the in-school opportunities for participation in team sports, outdoor pursuits and aquatics activities.	
PE.7.L.3.5	Identify the community opportunities that promote team sports, outdoor pursuits and aquatics activities.	
PE.7.L.3.6	Identify a variety of team sports, outdoor pursuits and aquatics activities that promote stress management.	
PE.8.L.3.1	Participate in moderate physical activity on a daily basis.	
PE.8.L.3.2	Participate in vigorous physical activity on a daily basis.	
PE.8.L.3.3	Participate in a variety of individual/dual and alternative/extreme sport activities that promote health-related components of fitness.	The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.8.L.3.4	Identify the in-school opportunities for participation in individual/dual and alternative/extreme sports.	

PE.8.L.3.5	Identify the community opportunities for participation in individual/dual and alternative/extreme sports.	
PE.8.L.3.6	Identify a variety of individual/dual and alternative/extreme sport activities that promote stress management.	
PE.912.L.3.1	Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.	
PE.912.L.3.2	Participate in a variety of activities that promote the health-related components of fitness.	The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.912.L.3.3	Identify a variety of activities that promote effective stress management.	
PE.912.L.3.4	Identify the in-school opportunities for participation in a variety of physical activities.	
PE.912.L.3.5	Identify the community opportunities for participation in a variety of physical activities.	
PE.912.L.3.6	Identify risks and safety factors that may affect physical activity throughout life.	
STRAND L: Lifetime Fitness		
STANDARD 4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.		
Benchmark		Remark/Examples
PE.6.L.4.1	Create, implement and assess a personal fitness program in collaboration with a teacher.	
PE.6.L.4.2	Develop goals and strategies for a personal physical fitness program.	
PE.6.L.4.3	Use available technology to assess, design and evaluate a personal physical-activity plan.	
PE.6.L.4.4	Develop a personal fitness program including a variety of physical activities.	
PE.6.L.4.5	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.	
PE.7.L.4.1	Create, implement and assess a personal fitness program in collaboration with a teacher.	
PE.7.L.4.2	Develop goals and strategies for a personal physical fitness program.	
PE.7.L.4.3	Use available technology to assess, design and evaluate a personal physical-activity plan.	
PE.7.L.4.4	Develop a personal fitness program including a variety of physical activities.	

PE.7.L.4.5	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.	
PE.8.L.4.1	Create, implement and assess a personal fitness program in collaboration with a teacher.	
PE.8.L.4.2	Develop goals and strategies for a personal physical fitness program.	
PE.8.L.4.3	Use available technology to assess, design and evaluate a personal physical fitness program.	
PE.8.L.4.4	Develop a personal fitness program including a variety of physical activities.	
PE.8.L.4.5	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.	
PE.8.L.4.6	Define training principles appropriate for enhancing cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.	Some examples of training principles are overload and specificity.
PE.912.L.4.1	Design a personal fitness program.	Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.
PE.912.L.4.2	Identify ways to self-assess and modify a personal fitness program.	
PE.912.L.4.3	Identify strategies for setting goals when developing a personal fitness program.	
PE.912.L.4.4	Use available technology to assess, design and evaluate a personal fitness program.	
PE.912.L.4.5	Apply the principles of training to personal fitness goals.	Some examples of training principles are overload, specificity and progression.
PE.912.L.4.6	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.	
PE.912.L.4.7	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.	
STRAND: Responsible Behaviors and Values		
STANDARD 5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.		
Benchmark		Remarks/Examples
PE.6.R.5.1	List ways that peer pressure can be positive and negative.	
PE.6.R.5.2	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.	
PE.6.R.5.3	Demonstrate responsible behaviors during physical activities.	Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.

PE.6.R.5.4	Describe the personal, social and ethical behaviors that apply to specific physical activities.	
PE.6.R.5.5	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.	
PE.7.R.5.1	Identify situations in which peer pressure could negatively impact one's own behavior choices.	
PE.7.R.5.2	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.	
PE.7.R.5.3	Demonstrate responsible behaviors during physical activities.	Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
PE.7.R.5.4	List examples of appropriate personal, social and ethical behaviors that apply to specific physical activities.	
PE.7.R.5.5	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.	
PE.8.R.5.1	List ways to act independently of peer pressure during physical activities.	
PE.8.R.5.2	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.	
PE.8.R.5.3	Demonstrate sportsmanship during game situations.	Some examples are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
PE.8.R.5.4	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.	Some examples are respecting teammates, opponents and officials and accepting both victory and defeat.
PE.8.R.5.5	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.	
PE.912.R.5.1	Describe ways to act independently of peer pressure during physical activities.	
PE.912.R.5.2	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.	
PE.912.R.5.3	Demonstrate sportsmanship during game situations.	Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.
PE.912.R.5.4	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.	Some examples are respecting teammates, opponents and officials, and accepting both victory and defeat.

PE.912.R.5.5	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.	
STRAND R: Responsible Behaviors and Values		
STANDARD 6: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.		
Benchmark		Remarks/Examples
PE.6.R.6.1	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.	
PE.6.R.6.2	Identify the potential benefits of participation in a variety of physical activities.	Some examples of potential benefits of participation are physical, mental, emotional and social.
PE.6.R.6.3	Participate in games, sports and/or physical activities from other cultures.	
PE.7.R.6.1	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.	
PE.7.R.6.2	Discuss the potential benefits of participation in a variety of physical activities.	Some examples of potential benefits are physical, mental, emotional and social.
PE.7.R.6.3	Participate in games, sports and/or physical activities from other cultures.	
PE.8.R.6.1	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.	
PE.8.R.6.2	Describe the potential benefits of participation in a variety of physical activities.	Some examples of potential benefits are physical, mental, emotional and social.
PE.8.R.6.3	Compare and contrast games, sports and/or physical activities from other cultures.	
PE.912.R.6.1	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.	
PE.912.R.6.2	Analyze physical activities from which benefits can be derived.	Some examples of potential benefits are physical, mental, emotional and social.
PE.912.R.6.3	Analyze the roles of games, sports and/or physical activities in other cultures.	