



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.

| BENCHMARK CODE | BENCHMARK |
|----------------|--|
| PE.K.M.1.1 | Use a variety of locomotor skills to travel in personal and general space. |
| PE.K.M.1.10 | Perform a creative-movement sequence with a clear beginning balance, at least one movement and a clear ending shape. |
| PE.K.M.1.11 | Balance on a variety of body parts. |
| PE.K.M.1.12 | Perform a variety of rolling actions. |
| PE.K.M.1.13 | Move in a variety of ways in relation to others. |
| PE.K.M.1.2 | Strike objects using body parts forcefully. |
| PE.K.M.1.3 | Balance a lightweight object on a paddle/racket 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. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|--|--|---|
| PE.K.M.1.In.a Perform locomotor skills to travel in personal and general space. | PE.K.M.1.Su.a Perform locomotor skills to travel in general space. | PE.K.M.1.Pa.a Perform guided locomotor skills. |
| PE.K.M.1.In.b Strike a stationary, modified object with a body part. | PE.K.M.1.Su.b Swing and make contact with a modified object with a body part. | PE.K.M.1.Pa.b Swing at a stationary, modified object with a body part. |
| PE.K.M.1.In.c Balance a lightweight object on a paddle/racket. | PE.K.M.1.Su.c Balance a modified lightweight object on a paddle/racket. | PE.K.M.1.Pa.c Balance a modified lightweight object on a modified paddle/racket. |
| PE.K.M.1.In.d Strike a modified object using a modified implement. | PE.K.M.1.Su.d Swing and make contact with a modified object using a modified | PE.K.M.1.Pa.d Swing at a modified object |

| | | |
|--|---|---|
| <p>PE.K.M.1.In.e Release and catch a large playground ball.</p> <p>PE.K.M.1.In.f Participate in a variety of modified, introductory water skills, such as water entry, put face in water and supported with feet off bottom.</p> <p>PE.K.M.1.In.g Catch a variety of self-tossed, modified objects.</p> <p>PE.K.M.1.In.h Roll and throw a variety of modified objects using an underhand motion.</p> <p>PE.K.M.1.In.i Throw a variety of objects using an overhand motion.</p> <p>PE.K.M.1.In.j Perform a creative-movement sequence with use of one movement concept.</p> <p>PE.K.M.1.In.k Balance on a body part.</p> <p>PE.K.M.1.In.l Perform more than one rolling action.</p> <p>PE.K.M.1.In.m Move in a variety of ways in relation to moving objects, such as chasing, fleeing and dodging.</p> | <p>implement.</p> <p>PE.K.M.1.Su.e Use two hands to trap a large playground ball.</p> <p>PE.K.M.1.Su.f Participate in a variety of selected, modified introductory water skills.</p> <p>PE.K.M.1.Su.g Use two hands to trap modified objects.</p> <p>PE.K.M.1.Su.h Roll and throw a variety of modified objects.</p> <p>PE.K.M.1.Su.i Throw a variety of modified objects.</p> <p>PE.K.M.1.Su.j Perform a creative-movement sequence.</p> <p>PE.K.M.1.Su.k Balance on two points of contact.</p> <p>PE.K.M.1.Su.l Perform a log roll.</p> <p>PE.K.M.1.Su.m Imitate ways to move, such as chasing and fleeing.</p> | <p>using a modified implement.</p> <p>PE.K.M.1.Pa.e Hold and release modified objects with arms or hands.</p> <p>PE.K.M.1.Pa.f Participate in a variety of guided, modified introductory water skills.</p> <p>PE.K.M.1.Pa.g Hold modified objects with arms or hands.</p> <p>PE.K.M.1.Pa.h Roll modified objects.</p> <p>PE.K.M.1.Pa.i Swing arm and release modified objects from hand.</p> <p>PE.K.M.1.Pa.j Perform a guided movement.</p> <p>PE.K.M.1.Pa.k Balance body to remain stationary.</p> <p>PE.K.M.1.Pa.l Perform a partial log roll, such as rolling to one side or from front to back.</p> <p>PE.K.M.1.Pa.m Move from one place to another.</p> |
|--|---|---|

Strand: 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 CODE | BENCHMARK |
|----------------|---|
| PE.K.C.2.1 | Recognize locomotor skills. |
| PE.K.C.2.2 | Recognize physical activities have safety rules and procedures. |
| PE.K.C.2.3 | Recognize technology can be utilized during physical activity. |
| 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. |
| PE.K.C.2.5 | Recognize the concept of a dominant hand/foot for throwing/striking/kicking patterns. |
| PE.K.C.2.6 | Recite cues for a variety of movement patterns and skills. |
| PE.K.C.2.7 | Identify personal and general space. |

| | | |
|--|---|--|
| PE.K.C.2.8 | | Recognize movement concepts. |
| Access Point for Students with Significant Cognitive Disabilities | | |
| Independent | Supported | Participatory |
| PE.K.C.2.In.a Recognize more than two locomotor skills, such as walking, running, skipping, leaping, jumping and galloping. | PE.K.C.2.Su.a Recognize more than one locomotor skill, such as walking, running, skipping, leaping, jumping and galloping. | PE.K.C.2.Pa.a Associate movement with a locomotor skill, such as walking, running, skipping, leaping, jumping or galloping. |
| PE.K.C.2.In.b Recognize that physical activities have safety rules. | PE.K.C.2.Su.b Recognize that a physical activity has safety rules. | PE.K.C.2.Pa.b Recognize a safety rule. |
| PE.K.C.2.In.c Recognize technology used during physical activity. | PE.K.C.2.Su.c Recognize a technology used during physical activity. | PE.K.C.2.Pa.c Associate a technology with a physical activity. |
| PE.K.C.2.In.d Recognize the dangers of entering a body of water without supervision. | PE.K.C.2.Su.d Associate bodies of water with danger and the need for supervision. | PE.K.C.2.Pa.d Associate bodies of water with danger. |
| PE.K.C.2.In.e Associate a dominant hand and foot with throwing or striking. | PE.K.C.2.Su.e Associate a dominant hand or foot with throwing or striking. | PE.K.C.2.Pa.e Recognize a hand or foot. |
| PE.K.C.2.In.f Repeat cues for movement patterns or skills. | PE.K.C.2.Su.f Repeat a cue for one movement pattern or skill. | PE.K.C.2.Pa.f Associate a cue with a movement pattern or skill. |
| PE.K.C.2.In.g Recognize personal and general space. | PE.K.C.2.Su.g Recognize location in general space. | PE.K.C.2.Pa.g Associate location with general space. |
| PE.K.C.2.In.h Recognize a movement concept, such as direction, pathway or level. | PE.K.C.2.Su.h Recognize a directional movement, such as up, down, over or under. | PE.K.C.2.Pa.h Associate movement with a direction. |

Strand: LIFETIME FITNESS

Standard 3: Participate regularly in physical activity.

| BENCHMARK CODE | BENCHMARK |
|----------------|--|
| PE.K.L.3.1 | Identify a moderate physical activity. |
| PE.K.L.3.2 | Identify a vigorous physical activity. |
| PE.K.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.K.L.3.5 | Describe physical-activity goal-setting. |
| PE.K.L.3.6 | Identify the benefits of participating in physical activity. |
| PE.K.L.3.7 | Verbally state the search used before crossing a roadway. |

Access Point for Students with Significant Cognitive Disabilities

| | | |
|--------------------|------------------|----------------------|
| Independent | Supported | Participatory |
| PE.K.L.3.In.a | PE.K.L.3.Su.a | PE.K.L.3.Pa.a |

| | | |
|--|---|---|
| Recognize a moderate physical activity. | Recognize a moderate modified physical activity. | Recognize a modified physical activity. |
| PE.K.L.3.In.b | PE.K.L.3.Su.b | PE.K.L.3.Pa.b |
| Recognize a vigorous physical activity. | Recognize a physical activity. | Explore physical activities. |
| PE.K.L.3.In.c Recognize opportunities for involvement in physical activities during the school day. | PE.K.L.3.Su.c Recognize opportunities for involvement in modified physical activities during the school day. | PE.K.L.3.Pa.c Associate selected modified physical activities with experiences during the school day. |
| PE.K.L.3.In.d Recognize opportunities for involvement in physical activities after the school day. | PE.K.L.3.Su.d Recognize opportunities for involvement in modified physical activities after the school day. | PE.K.L.3.Pa.d Associate selected modified physical activities with experiences after the school day. |
| PE.K.L.3.In.e Identify a physical-activity goal. | PE.K.L.3.Su.e Recognize a physical-activity goal. | PE.K.L.3.Pa.e Associate a goal with completion of a selected physical activity. |
| PE.K.L.3.In.f Recognize selected benefits of participating in physical activities. | PE.K.L.3.Su.f Recognize that participating in a physical activity is good for you. | PE.K.L.3.Pa.f Associate physical activity with feeling well. |
| PE.K.L.3.In.g Repeat the search used before crossing a road, such as look left, look right and look left again. | PE.K.L.3.Su.g Repeat a model of the search with associated movements used before crossing a road, such as look left, look right and look left again. | PE.K.L.3.Pa.g Perform a search using guided movements before crossing a road, such as look left, look right and look left again. |

Standard 4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.

| BENCHMARK CODE | BENCHMARK | | |
|---|---|---|--|
| PE.K.L.4.1 | Identify the location of muscles that help the body perform specific physical activities. | | |
| PE.K.L.4.2 | Identify that the heart beats faster during more intense physical activity. | | |
| PE.K.L.4.3 | Identify activities that increase breathing and heart rate. | | |
| PE.K.L.4.4 | Identify a physiological sign of participating in physical activity. | | |
| PE.K.L.4.5 | Identify a benefit of flexibility. | | |
| PE.K.L.4.6 | Differentiate between healthy and unhealthy food choices. | | |
| Access Point for Students with Significant Cognitive Disabilities | | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> | |
| PE.K.L.4.In.a Recognize the location of muscles that help you move in physical activities. | PE.K.L.4.Su.a Associate muscles with movement of the body in | PE.K.L.4.Pa.a Associate movement with physical activity. | |

| | | |
|--|---|--|
| <p>PE.K.L.4.In.b Recognize a physiological sign of physical activity, such as increased heart rate and faster breathing.</p> <p>PE.K.L.4.In.c Identify a variety of activities that increase breathing and heart rate.</p> <p>PE.K.L.4.In.d Recognize a physiological sign of participating in physical activity, such as an increased heart rate and faster breathing.</p> <p>PE.K.L.4.In.e Recognize a benefit of flexibility.</p> <p>PE.K.L.4.In.f Identify healthy and unhealthy food choices.</p> | <p>physical activities.</p> <p>PE.K.L.4.Su.b Associate physical activity with increased heart rate or breathing.</p> <p>PE.K.L.4.Su.c Identify selected activities that increase breathing and heart rate.</p> <p>PE.K.L.4.Su.d Associate physical activity with an increased heart rate or breathing.</p> <p>PE.K.L.4.Su.e Recognize a characteristic of flexibility.</p> <p>PE.K.L.4.Su.f Recognize healthy and unhealthy food choices.</p> | <p>PE.K.L.4.Pa.b Associate physical activity with physical change.</p> <p>PE.K.L.4.Pa.c Associate a physical activity with increased breathing and heart rate.</p> <p>PE.K.L.4.Pa.d Associate physical activity with physical change.</p> <p>PE.K.L.4.Pa.e Associate flexibility with movement.</p> <p>PE.K.L.4.Pa.f Recognize a healthy food.</p> |
|--|---|--|

| Strand: RESPONSIBLE BEHAVIORS AND VALUES | | |
|---|--|--|
| Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings. | | |
| BENCHMARK CODE | BENCHMARK | |
| PE.K.R.5.1 | Identify ways to cooperate with a partner during physical activity. | |
| PE.K.R.5.2 | Use equipment safely and properly. | |
| PE.K.R.5.3 | Identify ways to treat others with respect during physical activity. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| <p>PE.K.R.5.In.a Identify sharing as a way to work with others.</p> <p>PE.K.R.5.In.b Use equipment for its intended purpose.</p> <p>PE.K.R.5.In.c Recognize ways to show respect for others during physical activity.</p> | <p>PE.K.R.5.Su.a Recognize sharing as a way to work with others.</p> <p>PE.K.R.5.Su.b Use the appropriate equipment for a physical activity.</p> <p>PE.K.R.5.Su.c Recognize ways to show respect for others during selected physical activities.</p> | <p>PE.K.R.5.Pa.a Associate sharing with working with others.</p> <p>PE.K.R.5.Pa.b Associate the equipment with a physical activity.</p> <p>PE.K.R.5.Pa.c Recognize ways to show respect when others are present.</p> |

Standard 6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

| BENCHMARK CODE | BENCHMARK | |
|--|--|--|
| PE.K.R.6.1 | Identify physical activities that are enjoyable. | |
| PE.K.R.6.2 | Identify a benefit of willingly trying new movements and motor skills. | |
| PE.K.R.6.3 | Identify the benefits of continuing to participate when not successful on the first try. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| PE.K.R.6.In.a Recognize physical activities that are enjoyable. | PE.K.R.6.Su.a Recognize a physical activity that is enjoyable. | PE.K.R.6.Pa.a Associate physical activity with enjoyment. |
| PE.K.R.6.In.b Recognize a benefit of willingly trying new motor movements. | PE.K.R.6.Su.b Recognize a benefit of willingly trying selected new motor movements. | PE.K.R.6.Pa.b Recognize motor movements. |
| PE.K.R.6.In.c Recognize benefit of continuing to participate when not successful. | PE.K.R.6.Su.c Recognize benefit of trying when not successful. | PE.K.R.6.Pa.c Continue to attend when not successful. |

GRADE: 1

Strand: MOVEMENT COMPETENCY

Standard 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.

| BENCHMARK CODE | BENCHMARK | |
|---|--|---|
| PE.1.M.1.1 | Travel using various locomotor skills while changing directions, pathways and speeds. | |
| 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.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. | |
| PE.1.M.1.2 | Strike an object upward using body parts. | |
| PE.1.M.1.3 | Strike a lightweight object upward continuously using a paddle/racket. | |
| 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. | |
| 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. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| PE.1.M.1.In.a Perform locomotor skills to travel in personal | PE.1.M.1.Su.a Perform locomotor skills to travel in | PE.1.M.1.Pa.a Perform guided locomotor skills. |

| | | |
|---|---|---|
| <p>and general space.</p> <p>PE.1.M.1.In.b Strike a modified object upward using a body part.</p> <p>PE.1.M.1.In.c Strike a lightweight object upward more than one time using a paddle/racket.</p> <p>PE.1.M.1.In.d Strike a modified, stationary object using a modified, long-handled implement so that the object travels a short distance.</p> <p>PE.1.M.1.In.e Dribble an object with hands or feet in general space.</p> <p>PE.1.M.1.In.f Use a variety of basic water skills, such as prone float and recover, back float with assistance and move forward and backward with assistance.</p> <p>PE.1.M.1.In.g Move in more than one direction to catch self-tossed, modified objects.</p> <p>PE.1.M.1.In.h Use an underhand-throwing motion for accuracy.</p> <p>PE.1.M.1.In.i Use an overhand-throwing motion for distance.</p> <p>PE.1.M.1.In.j Perform a self-designed creative-movement/dance sequence with a clear beginning balance and use of one movement concept.</p> <p>PE.1.M.1.In.k Demonstrate a sequence of a balance and a roll.</p> <p>PE.1.M.1.In.l Perform a transfer of body weight to hands.</p> <p>PE.1.M.1.In.m Move to avoid or catch others.</p> <p>PE.1.M.1.In.n Jump and land safely using a take-off and landing pattern using at least one piece of</p> | <p>general space.</p> <p>PE.1.M.1.Su.b Swing upward and make contact with a modified object using a body part.</p> <p>PE.1.M.1.Su.c Strike a lightweight object upward using a modified paddle/racket.</p> <p>PE.1.M.1.Su.d Strike a modified stationary object using a modified long-handled implement.</p> <p>PE.1.M.1.Su.e Throw or kick an object.</p> <p>PE.1.M.1.Su.f Use a variety of modified basic water skills.</p> <p>PE.1.M.1.Su.g Move in a direction to trap modified objects with both hands.</p> <p>PE.1.M.1.Su.h Perform an underhand-throwing motion using modified objects.</p> <p>PE.1.M.1.Su.i Perform an overhand-throwing motion using modified objects.</p> <p>PE.1.M.1.Su.j Perform a self-designed creative-movement/dance sequence with use of one movement concept.</p> <p>PE.1.M.1.Su.k Perform a balance and a roll consecutively.</p> <p>PE.1.M.1.Su.l Imitate a transfer of body weight to hands.</p> <p>PE.1.M.1.Su.m Move to avoid others.</p> <p>PE.1.M.1.Su.n Leap and land safely using at least one piece of equipment.</p> | <p>PE.1.M.1.Pa.b Swing upward at a modified object with a body part.</p> <p>PE.1.M.1.Pa.c Swing upward to make contact with a stationary object using a modified paddle/racket.</p> <p>PE.1.M.1.Pa.d Swing at a stationary, modified object using a modified long-handled implement.</p> <p>PE.1.M.1.Pa.e Push a ball with hands or feet.</p> <p>PE.1.M.1.Pa.f Perform a variety of guided, modified basic water skills.</p> <p>PE.1.M.1.Pa.g Trap a rolled, modified object with both hands.</p> <p>PE.1.M.1.Pa.h Perform a guided-tossing motion.</p> <p>PE.1.M.1.Pa.i Perform a guided tossing motion.</p> <p>PE.1.M.1.Pa.j Perform a guided-movement/dance sequence.</p> <p>PE.1.M.1.Pa.k Perform a guided balance and a roll.</p> <p>PE.1.M.1.Pa.l Use hands to push against resistance.</p> <p>PE.1.M.1.Pa.m Initiate movements to avoid others.</p> <p>PE.1.M.1.Pa.n Step and land safely over or on a piece of equipment.</p> |
|---|---|---|

| | | |
|---|--|--|
| equipment, such as hoops, stationary ropes and boxes. | | |
|---|--|--|

Strand: 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 CODE | BENCHMARK |
|----------------|--|
| PE.1.C.2.1 | Identify the critical elements of locomotor skills. |
| PE.1.C.2.2 | Identify safety rules and procedures for teacher-selected physical activities. |
| PE.1.C.2.3 | Identify technology that can be utilized to enhance physical activity. |
| 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. |
| PE.1.C.2.5 | Recognize the importance of practicing to improve performance. |
| PE.1.C.2.6 | Use skill cues to improve performance. |
| PE.1.C.2.7 | Identify dominant hand/foot for use with throwing/dribbling/striking/kicking skills. |
| PE.1.C.2.8 | Identify movement concepts. |
| PE.1.C.2.9 | Name examples of warm-up and cool-down exercises. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|---|--|--|
| PE.1.C.2.In.a Identify a characteristic of a variety of locomotor skills. | PE.1.C.2.Su.a Recognize a characteristic of a locomotor skill. | PE.1.C.2.Pa.a Recognize a locomotor skill. |
| PE.1.C.2.In.b Recognize safety rules and procedures for teacher-selected physical activities. | PE.1.C.2.Su.b Recognize safety rules for teacher-selected physical activities. | PE.1.C.2.Pa.b Recognize a safety rule for teacher-selected physical activities. |
| PE.1.C.2.In.c Recognize that technology can be used to enhance physical activity. | PE.1.C.2.Su.c Recognize a technology that can be used to enhance physical activity. | PE.1.C.2.Pa.c Recognize a technology used during physical activity. |
| PE.1.C.2.In.d Recognize the rules for safe water activities and the importance of a lifeguard. | PE.1.C.2.Su.d Recognize a rule for safe water activities. | PE.1.C.2.Pa.d Associate bodies of water with danger and the need for supervision. |
| PE.1.C.2.In.e Identify the meaning of practice. | PE.1.C.2.Su.e Recognize the meaning of practice. | PE.1.C.2.Pa.e Associate practice with repeated movement. |
| PE.1.C.2.In.f Identify skill cues that are used to improve performances. | PE.1.C.2.Su.f Recognize skill cues that are used to improve performances. | PE.1.C.2.Pa.f Recognize a skill cue that is used to improve performance. |
| PE.1.C.2.In.g Recognize own dominant hand and foot. | PE.1.C.2.Su.g Recognize own dominant hand or foot. | PE.1.C.2.Pa.g Associate own hand or foot with throwing or striking. |
| PE.1.C.2.In.h Recognize movement concepts, such | PE.1.C.2.Su.h Recognize directional movements, such as up, down, over and under. | PE.1.C.2.Pa.h Associate direction with movement, |

| | | |
|--|--|---|
| as directions, pathways and levels. PE.1.C.2.In.i Recognize examples of warm-up and cool-down exercises. | PE.1.C.2.Su.i Recognize examples of warm-up or cool-down exercises. | such as up, down, over or under. PE.1.C.2.Pa.i Recognize an example of a warm-up or cool-down exercise. |
|--|--|---|

Strand: LIFETIME FITNESS

Standard 3: Participate regularly in physical activity.

| BENCHMARK CODE | BENCHMARK |
|----------------|--|
| PE.1.L.3.1 | Identify a moderate physical activity. |
| PE.1.L.3.2 | Identify a vigorous physical activity. |
| PE.1.L.3.3 | Identify opportunities for involvement in physical activities during the school day. |
| PE.1.L.3.4 | Identify opportunities for involvement in physical activities after the school day. |
| PE.1.L.3.5 | Set physical-activity goals. |
| PE.1.L.3.6 | Identify the health benefits of physical activity. |
| PE.1.L.3.7 | Identify edges, pedestrians, vehicles and traffic. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|--|---|--|
| PE.1.L.3.In.a Recognize a moderate physical activity. | PE.1.L.3.Su.a Recognize a moderate modified physical activity. | PE.1.L.3.Pa.a Recognize a modified physical activity. |
| PE.1.L.3.In.b Recognize a vigorous physical activity. | PE.1.L.3.Su.b Recognize a physical activity. | PE.1.L.3.Pa.b Explore physical activities. |
| PE.1.L.3.In.c Recognize opportunities for involvement in physical activities during the school day. | PE.1.L.3.Su.c Recognize opportunities for involvement in modified physical activities during the school day. | PE.1.L.3.Pa.c Associate selected modified physical activities with experiences during the school day. |
| PE.1.L.3.In.d Recognize opportunities for involvement in physical activities after the school day. | PE.1.L.3.Su.d Recognize opportunities for involvement in modified physical activities after the school day. | PE.1.L.3.Pa.d Associate selected modified physical activities with experiences after the school day. |
| PE.1.L.3.In.e Select physical-activity goals. | PE.1.L.3.Su.e Select a physical-activity goal. | PE.1.L.3.Pa.e Select a physical activity for a goal. |
| PE.1.L.3.In.f Recognize selected health benefits of physical activity. | PE.1.L.3.Su.f Recognize a health benefit of physical activity. | PE.1.L.3.Pa.f Associate physical activity with health. |
| PE.1.L.3.In.g Recognize edges, pedestrians, vehicles and traffic. | PE.1.L.3.Su.g Recognize edges, vehicles and traffic. | PE.1.L.3.Pa.g Recognize the edge of the road. |

Standard 4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.

| BENCHMARK CODE | BENCHMARK |
|----------------|---|
| PE.1.L.4.1 | Identify a benefit of strengthening muscles. |
| PE.1.L.4.2 | Identify the components of health-related physical fitness. |
| PE.1.L.4.3 | Identify the changes in heart rate before, during and after physical activity. |
| PE.1.L.4.4 | Identify the difference in the activity of the heart during rest and while physically active. |
| PE.1.L.4.5 | Discuss the physiological signs of physical activity. |
| PE.1.L.4.6 | Identify how to properly flex and extend body parts to promote flexibility. |
| PE.1.L.4.7 | Identify the food groups. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|--|---|---|
| PE.1.L.4.In.a Recognize benefits of strengthening muscles. | PE.1.L.4.Su.a Recognize a benefit of strengthening muscles. | PE.1.L.4.Pa.a Associate fitness with strength. |
| PE.1.L.4.In.b Recognize characteristics of health-related fitness. | PE.1.L.4.Su.b Recognize a characteristic of health-related fitness. | PE.1.L.4.Pa.b Associate health with physical activity. |
| PE.1.L.4.In.c Identify changes in heart rate after physical activity. | PE.1.L.4.Su.c Recognize changes in heart rate after physical activity. | PE.1.L.4.Pa.c Associate increased heart rate or breathing with physical activity. |
| PE.1.L.4.In.d Identify changes in heart rate after physical activity. | PE.1.L.4.Su.d Recognize changes in heart rate after physical activity. | PE.1.L.4.Pa.d Associate increased heart rate or breathing with physical activity. |
| PE.1.L.4.In.e Recognize the physiological signs of physical activity, such as an increased heart rate and faster breathing. | PE.1.L.4.Su.e Recognize a physiological sign of physical activity, such as an increased heart rate and faster breathing. | PE.1.L.4.Pa.e Associate physical activity with an increased heart rate or breathing. |
| PE.1.L.4.In.f Demonstrate a safe way to flex and extend a muscle. | PE.1.L.4.Su.f Imitate a model to flex and extend a muscle. | PE.1.L.4.Pa.f Perform a guided flex and extension of a muscle. |
| PE.1.L.4.In.g Identify more than one food group. | PE.1.L.4.Su.g Recognize more than one food group. | PE.1.L.4.Pa.g Recognize more than one kind of food. |

Strand: RESPONSIBLE BEHAVIORS AND VALUES

Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.

| BENCHMARK CODE | BENCHMARK |
|----------------|---|
| PE.1.R.5.1 | List a benefit resulting from cooperation and sharing during physical activity. |
| PE.1.R.5.2 | Use physical-activity space safely and properly. |

| | | |
|---|--|---|
| PE.1.R.5.3 | Demonstrate consideration of others while participating in physical activity. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| Independent | Supported | Participatory |
| PE.1.R.5.In.a Identify benefits that accompany cooperation or sharing. | PE.1.R.5.Su.a Recognize benefits that accompany cooperation or sharing. | PE.1.R.5.Pa.a Associate sharing with positive feelings. |
| PE.1.R.5.In.b Use equipment and space safely and properly in selected physical activities. | PE.1.R.5.Su.b Use equipment and space safely and properly in a physical activity. | PE.1.R.5.Pa.b Use equipment and space safely and properly in a guided physical activity. |
| PE.1.R.5.In.c Display consideration of others. | PE.1.R.5.Su.c Exhibit respect for others. | PE.1.R.5.Pa.c Exhibit respect for others in selected activities. |

Standard 6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

| BENCHMARK CODE | BENCHMARK | |
|--|---|---|
| PE.1.R.6.1 | Identify physical-activity preferences. | |
| PE.1.R.6.2 | Identify feelings resulting from participation in physical activity. | |
| PE.1.R.6.3 | Identify the benefits of learning new movement skills. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| Independent | Supported | Participatory |
| PE.1.R.6.In.a Recognize favorite physical activities. | PE.1.R.6.Su.a Recognize a favorite physical activity. | PE.1.R.6.Pa.a Associate a physical activity with own preference. |
| PE.1.R.6.In.b Recognize feelings resulting from participation in physical activity. | PE.1.R.6.Su.b Recognize a feeling resulting from participation in physical activity. | PE.1.R.6.Pa.b Associate a feeling with participation in physical activity. |
| PE.1.R.6.In.c Recognize a benefit of learning new movement skills. | PE.1.R.6.Su.c Express a willingness to try new movement skills. | PE.1.R.6.Pa.c Recognize a new guided movement skill. |

GRADE: 2

| Strand: MOVEMENT COMPETENCY | |
|--|--|
| Standard 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. | |
| 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.1.10 | Demonstrate a sequence of a balance, a roll and a different balance with correct technique and smooth transitions. |

| | |
|-------------|--|
| PE.2.M.1.11 | Perform at least one skill that requires the transfer of weight to hands. |
| PE.2.M.1.12 | Chase, flee and dodge to avoid or catch others while maneuvering around obstacles. |
| 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/racket 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. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|--|--|--|
| PE.2.M.1.In.a Perform locomotor skills in a variety of movement settings, including rhythms/dance. | PE.2.M.1.Su.a Perform selected locomotor skills in a variety of movement settings, including rhythms/dance. | PE.2.M.1.Pa.a Perform guided locomotor skills in a variety of movement settings, including rhythms/dance. |
| PE.2.M.1.In.b Strike an object using body parts both upward and downward. | PE.2.M.1.Su.b Swing upward and downward with a body part and make contact with a modified object. | PE.2.M.1.Pa.b Swing upward and downward at a modified object using a body part. |
| PE.2.M.1.In.c Strike an object more than one time both upward and downward using a paddle/racket. | PE.2.M.1.Su.c Strike a modified object both upward and downward using a modified paddle/racket. | PE.2.M.1.Pa.c Swing upward at a modified object using a modified paddle/racket. |
| PE.2.M.1.In.d Strike a stationary object using a long-handled implement so the object moves a short distance. | PE.2.M.1.Su.d Strike a stationary object using a modified, long-handled implement so the object moves a short distance. | PE.2.M.1.Pa.d Strike a stationary, modified object using a modified, long-handled implement. |
| PE.2.M.1.In.e Dribble with hands or feet around stationary objects. | PE.2.M.1.Su.e Dribble with hands or feet. | PE.2.M.1.Pa.e Release and trap a rebounding object with hands or feet. |
| PE.2.M.1.In.f Perform a fundamental aquatics skill, such as prone float with flutter kick or back float recover to standing position. | PE.2.M.1.Su.f Perform a modified, fundamental aquatics skill. | PE.2.M.1.Pa.f Perform a guided, modified fundamental aquatic skill. |
| PE.2.M.1.In.g Move in more than one direction to catch modified objects softly tossed by a stationary partner. | PE.2.M.1.Su.g Move in a direction to trap modified objects softly tossed by a stationary partner. | PE.2.M.1.Pa.g Trap softly-tossed, modified objects with both hands. |
| PE.2.M.1.In.h Use an overhand-throwing motion for accuracy at modified targets. | PE.2.M.1.Su.h Perform an overhand-throwing motion at modified targets. | PE.2.M.1.Pa.h Toss modified objects at modified targets. |
| PE.2.M.1.In.i Perform one folk or line dance. | PE.2.M.1.Su.i Imitate a pattern of steps associated with a folk or line dance. | PE.2.M.1.Pa.i Perform a guided movement associated with folk or line dance. |
| | | PE.2.M.1.Pa.j Perform a balance and a roll. |

| | | |
|--|---|--|
| PE.2.M.1.In.j Demonstrate a sequence of a balance, a roll and a different balance. | PE.2.M.1.Su.j Perform a balance, a roll and a balance consecutively. | PE.2.M.1.Pa.k Imitate a transfer of body weight to hands. |
| PE.2.M.1.In.k Perform one guided skill that requires the transfer of weight to hands. | PE.2.M.1.Su.k Perform a transfer of body weight to hands. | PE.2.M.1.Pa.l Imitate movements to avoid obstacles. |
| PE.2.M.1.In.l Move to avoid or catch others while maneuvering around obstacles. | PE.2.M.1.Su.l Move to avoid obstacles. | |

Strand: 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 CODE | BENCHMARK |
|----------------|---|
| PE.2.C.2.1 | Describe the critical elements of locomotor skills. |
| PE.2.C.2.2 | Identify safety rules and procedures for selected physical activities. |
| PE.2.C.2.3 | Utilize technology to enhance experiences in physical education. |
| PE.2.C.2.4 | Explain the importance of wearing a life jacket (personal flotation device) when on a boat or near water. |
| PE.2.C.2.5 | Explain how appropriate practice improves the performance of movement skills. |
| PE.2.C.2.6 | Apply teacher feedback to effect change in performance. |
| PE.2.C.2.7 | Describe movement concepts. |
| PE.2.C.2.8 | Explain the importance of warm-up and cool-down activities. |
| PE.2.C.2.9 | Define offense and defense. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|---|--|--|
| PE.2.C.2.In.a Identify characteristics of locomotor skills. | PE.2.C.2.Su.a Recognize characteristics of locomotor skills. | PE.2.C.2.Pa.a Recognize more than one locomotor skill. |
| PE.2.C.2.In.b Recognize safety rules and procedures for selected physical activities. | PE.2.C.2.Su.b Recognize safety rules for selected physical activities. | PE.2.C.2.Pa.b Recognize a safety rule for selected physical activities. |
| PE.2.C.2.In.c Identify technologies that can be used to enhance experiences in physical education. | PE.2.C.2.Su.c Recognize technologies that can be used to enhance experiences in physical education. | PE.2.C.2.Pa.c Recognize a technology that can be used to enhance physical activity. |
| PE.2.C.2.In.d Identify the importance of wearing a life jacket (personal flotation device) when on a boat or near water. | PE.2.C.2.Su.d Recognize the importance of wearing a life jacket (personal flotation device) when on a boat or near water. | PE.2.C.2.Pa.d Associate a life jacket (personal flotation device) with a body of water. |
| PE.2.C.2.In.e Identify that practice improves performance of movement skills. | PE.2.C.2.Su.e Recognize that practice improves performance of movement skills. | PE.2.C.2.Pa.e Associate practice with improved performance. |

| | | |
|---|---|---|
| PE.2.C.2.In.f Identify and use teacher feedback to improve performance. | PE.2.C.2.Su.f Recognize and use teacher feedback to improve performance. | PE.2.C.2.Pa.f Respond to teacher feedback to improve performance. |
| PE.2.C.2.In.g Identify movement concepts, such as directions, pathways and levels. | PE.2.C.2.Su.g Recognize movement concepts, such as directions, pathways and levels. | PE.2.C.2.Pa.g Recognize a directional movement, such as up, down, over or under. |
| PE.2.C.2.In.h Identify that warm-up and cool-down activities are important. | PE.2.C.2.Su.h Recognize that warm-up and cool-down activities are important. | PE.2.C.2.Pa.h Recognize a warm-up and a cool-down exercise. |
| PE.2.C.2.In.i Identify the difference between offense and defense. | PE.2.C.2.Su.i Recognize the difference between offense and defense, such as keeping possession vs. taking possession of an object. | PE.2.C.2.Pa.i Recognize taking possession of an object (defense). |

| Strand: LIFETIME FITNESS | | |
|--|---|--|
| Standard 3: Participate regularly in physical activity. | | |
| BENCHMARK CODE | BENCHMARK | |
| PE.2.L.3.1 | Identify a moderate physical activity. | |
| PE.2.L.3.2 | Identify a vigorous physical activity. | |
| PE.2.L.3.3 | Identify opportunities for involvement in physical activities during the school day. | |
| PE.2.L.3.4 | Identify opportunities for involvement in physical activities after the school day. | |
| PE.2.L.3.5 | Set and meet physical-activity goals. | |
| PE.2.L.3.6 | Identify how opportunities for participation in physical activities change during the seasons. | |
| PE.2.L.3.7 | Identify healthful benefits that result from regular participation in physical activity. | |
| PE.2.L.3.8 | Identify the proper crossing sequence. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| PE.2.L.3.In.a Recognize a moderate physical activity. | PE.2.L.3.Su.a Recognize a moderate modified physical activity. | PE.2.L.3.Pa.a Recognize a modified physical activity. |
| PE.2.L.3.In.b Recognize a vigorous physical activity. | PE.2.L.3.Su.b Recognize a physical activity. | PE.2.L.3.Pa.b Explore physical activities. |
| PE.2.L.3.In.c Recognize opportunities for involvement in physical activities during the school day. | PE.2.L.3.Su.c Recognize opportunities for involvement in modified physical activities during the school day. | PE.2.L.3.Pa.c Associate selected modified physical activities with experiences during the school day. |
| PE.2.L.3.In.d Recognize selected opportunities for involvement in physical activities after the school day. | PE.2.L.3.Su.d Recognize an opportunity for involvement in physical activities after the school day. | PE.2.L.3.Pa.d Associate involvement in physical activities with experiences after the school day. |
| | PE.2.L.3.Su.e | PE.2.L.3.Pa.e |

| | | |
|--|---|---|
| <p>PE.2.L.3.In.e Select and meet physical-activity goals.</p> <p>PE.2.L.3.In.f Identify how participation in physical activities can change during the seasons.</p> <p>PE.2.L.3.In.g Recognize healthful benefits that result from regular participation in physical activity.</p> <p>PE.2.L.3.In.h Recognize the proper crossing sequence, such as stop at the edge, look left, look right, look left again and keep looking.</p> | <p>Select and meet a physical-activity goal.</p> <p>PE.2.L.3.Su.f Recognize that opportunities for participation in physical activities change during the year.</p> <p>PE.2.L.3.Su.g Recognize a healthful benefit that results from regular participation in physical activity.</p> <p>PE.2.L.3.Su.h Imitate a person using the proper crossing sequence, such as stop at the edge, look left, look right, look left again and keep looking.</p> | <p>Select and complete a physical activity.</p> <p>PE.2.L.3.Pa.f Associate a physical activity with a season.</p> <p>PE.2.L.3.Pa.g Associate a healthful benefit with results from regular participation in physical activity.</p> <p>PE.2.L.3.Pa.h Participate in a guided crossing sequence, such as stop at the edge, look left, look right, look left again and keep looking.</p> |
|--|---|---|

Standard 4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.

| BENCHMARK CODE | BENCHMARK |
|----------------|--|
| PE.2.L.4.1 | Identify how muscular strength and endurance enhances performance in physical activities. |
| PE.2.L.4.2 | Discuss the components of health-related physical fitness. |
| PE.2.L.4.3 | Identify that a stronger heart muscle can pump more blood with each beat. |
| PE.2.L.4.4 | Identify why sustained physical activity causes an increased heart rate and heavy breathing. |
| PE.2.L.4.5 | Identify the physiological signs of moderate to vigorous physical activity. |
| PE.2.L.4.6 | Identify benefits of participation in informal physical fitness assessment. |
| PE.2.L.4.7 | Identify appropriate stretching exercises. |
| PE.2.L.4.8 | Categorize food into food groups. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|--|--|--|
| <p>PE.2.L.4.In.a Recognize how strength and endurance are involved in physical activities.</p> <p>PE.2.L.4.In.b Recognize selected components of health-related physical fitness, such as cardiorespiratory endurance, muscular strength, muscular endurance, flexibility or body composition.</p> <p>PE.2.L.4.In.c Recognize that a strong heart pumps more blood.</p> <p>PE.2.L.4.In.d Recognize why a physical activity can</p> | <p>PE.2.L.4.Su.a Recognize how strength is involved in physical activities.</p> <p>PE.2.L.4.Su.b Recognize a component of health-related physical fitness, such as cardiorespiratory endurance, muscular strength, muscular endurance, flexibility or body composition.</p> <p>PE.2.L.4.Su.c Recognize that a heart pumps blood.</p> <p>PE.2.L.4.Su.d Recognize that physical activity causes an increased heart rate and heavy breathing.</p> | <p>PE.2.L.4.Pa.a Recognize how strength helps performance.</p> <p>PE.2.L.4.Pa.b Associate strength with health-related physical fitness.</p> <p>PE.2.L.4.Pa.c Recognize that the heart beats.</p> <p>PE.2.L.4.Pa.d Associate selected physical activity with increased breathing and</p> |

| | | |
|--|---|---|
| causes an increased heart rate and heavy breathing. | PE.2.L.4.Su.e Recognize a physiological sign of moderate physical activity. | heart rate. |
| PE.2.L.4.In.e Recognize the physiological signs of moderate physical activity. | PE.2.L.4.Su.f Recognize a selected modified, informal physical fitness assessment. | PE.2.L.4.Pa.e Associate moderate physical activity with an increased heart rate. |
| PE.2.L.4.In.f Recognize a benefit of participating in a modified, informal physical fitness assessment. | PE.2.L.4.Su.g Recognize a stretching exercise. | PE.2.L.4.Pa.f Recognize a modified, informal physical fitness assessment. |
| PE.2.L.4.In.g Identify selected stretching exercises. | PE.2.L.4.Su.h Recognize food in food groups. | PE.2.L.4.Pa.g Recognize a muscle. |
| PE.2.L.4.In.h Identify food in food groups. | | PE.2.L.4.Pa.h Recognize different kinds of foods. |

Strand: RESPONSIBLE BEHAVIORS AND VALUES

Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.

| BENCHMARK CODE | BENCHMARK |
|----------------|--|
| PE.2.R.5.1 | Identify ways to cooperate with others regardless of personal differences during physical activity. |
| PE.2.R.5.2 | List ways to safely handle physical-activity equipment. |
| PE.2.R.5.3 | Describe the personal feelings resulting from challenges, successes and failures in physical activity. |
| PE.2.R.5.4 | Identify ways to successfully resolve conflicts with others. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|--|---|---|
| PE.2.R.5.In.a Recognize ways to cooperate with others regardless of personal differences, such as gender, skill level or ethnicity. | PE.2.R.5.Su.a Recognize a way to participate in play with a variety of other students. | PE.2.R.5.Pa.a Participate in guided play with others. |
| PE.2.R.5.In.b Identify ways to handle equipment safely in selected physical activities. | PE.2.R.5.Su.b Recognize a safe way to handle equipment in a physical activity such as putting it away when not in use. | PE.2.R.5.Pa.b Associate an equipment handling practice as safe or unsafe. |
| PE.2.R.5.In.c Identify personal feelings resulting from challenges, successes and failures in physical activity. | PE.2.R.5.Su.c Recognize personal feelings resulting from challenges, successes and failures in physical activity. | PE.2.R.5.Pa.c Recognize a personal feeling resulting from challenges, successes and failures in physical activity. |
| PE.2.R.5.In.d Recognize ways to successfully resolve conflict with others | PE.2.R.5.Su.d Recognize a way to successfully resolve conflicts with others | PE.2.R.5.Pa.d Associate an emotion with cooperation and conflict. |

| | | |
|--|--|--|
| | | |
|--|--|--|

Standard 6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

| BENCHMARK CODE | BENCHMARK |
|----------------|--|
| PE.2.R.6.1 | Identify ways to use physical activity to express feeling. |
| PE.2.R.6.2 | Discuss the relationship between skill competence and enjoyment. |
| PE.2.R.6.3 | Identify ways to contribute as a member of a cooperative group. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|---|---|---|
| <p>PE.2.R.6.In.a Recognize ways to use physical activity, such as a creative dance, to express feeling.</p> <p>PE.2.R.6.In.b Identify the relationship between skill competence and enjoyment.</p> <p>PE.2.R.6.In.c Select ways to contribute as a member of a cooperative group.</p> | <p>PE.2.R.6.Su.a Recognize a way to use physical activity, such as a creative dance, to express a selected feeling.</p> <p>PE.2.R.6.Su.b Recognize the relationship between doing something well and enjoyment.</p> <p>PE.2.R.6.Su.c Select a way to contribute as a member of a cooperative group.</p> | <p>PE.2.R.6.Pa.a Associate a feeling with a physical activity.</p> <p>PE.2.R.6.Pa.b Associate activities that are done well with enjoyment.</p> <p>PE.2.R.6.Pa.c Work with others in a guided group activity.</p> |

GRADE: 3

Strand: MOVEMENT COMPETENCY

Standard 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.

| BENCHMARK CODE | BENCHMARK |
|----------------|--|
| PE.3.M.1.1 | Apply locomotor skills in a variety of movement settings. |
| PE.3.M.1.10 | Perform one dance accurately. |
| 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. |
| PE.3.M.1.12 | Continuously jump a self-turned rope. |
| 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 using a paddle/racquet 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. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|---|--|--|
| <p>PE.3.M.1.In.a Perform locomotor skills in a variety of movement settings, such as sequences, dances and games.</p> <p>PE.3.M.1.In.b Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction.</p> <p>PE.3.M.1.In.c Strike an object more than once using a paddle/racket demonstrating a forehand pattern.</p> <p>PE.3.M.1.In.d Strike a modified, moving object using a long-handled implement.</p> <p>PE.3.M.1.In.e Control the ball while dribbling with hands or feet.</p> <p>PE.3.M.1.In.f Perform a basic swim skill such as flutter kick, alternating arm movements and treading water.</p> <p>PE.3.M.1.In.g Move in different directions to catch modified objects of different sizes thrown by a stationary partner.</p> <p>PE.3.M.1.In.h Throw balls of various sizes and weights to a stationary partner using an overhand motion.</p> <p>PE.3.M.1.In.i Perform a teacher-designed sequence using manipulatives, such as tinikling poles, lummi sticks or jump ropes.</p> <p>PE.3.M.1.In.j Perform one dance, such as square, contra, step or social.</p> <p>PE.3.M.1.In.k Perform a basic gymnastics sequence with a clear beginning; one movement element, such as balances, rolling actions, changes in speed/direction or skills requiring weight on hands; and an ending.</p> | <p>PE.3.M.1.Su.a Perform selected locomotor skills in a variety of movement settings, such as sequences, dances and games.</p> <p>PE.3.M.1.Su.b Strike a stationary object from a stationary position using body parts so that the object travels.</p> <p>PE.3.M.1.Su.c Strike a modified object more than once with a lateral movement using a paddle/racket.</p> <p>PE.3.M.1.Su.d Strike a modified moving object using a modified long-handled implement.</p> <p>PE.3.M.1.Su.e Dribble an object in a specified direction with hands or feet.</p> <p>PE.3.M.1.Su.f Perform a guided basic swim skill.</p> <p>PE.3.M.1.Su.g Move in different directions to trap modified objects of different sizes thrown by a stationary partner.</p> <p>PE.3.M.1.Su.h Toss balls of various sizes and weights to a stationary partner.</p> <p>PE.3.M.1.Su.i Imitate a teacher-designed movement sequence using manipulatives such as tinikling poles, lummi sticks or jump ropes.</p> <p>PE.3.M.1.Su.j Imitate a pattern of steps associated with a dance, such as square, contra, step or social.</p> | <p>PE.3.M.1.Pa.a Imitate locomotor skills in a variety of movement settings, such as sequences, dances and games.</p> <p>PE.3.M.1.Pa.b Strike a stationary, modified object from a stationary position using body parts.</p> <p>PE.3.M.1.Pa.c Swing at a modified object with a lateral movement using a paddle/racket.</p> <p>PE.3.M.1.Pa.d Swing at a modified moving object with a modified, long-handled implement.</p> <p>PE.3.M.1.Pa.e Throw or kick an object.</p> <p>PE.3.M.1.Pa.f Perform a guided, modified basic swim skill.</p> <p>PE.3.M.1.Pa.g Trap softly tossed, modified objects of different sizes with both hands.</p> <p>PE.3.M.1.Pa.h Toss modified objects to a stationary partner.</p> <p>PE.3.M.1.Pa.i Perform a guided, teacher-designed sequence using manipulatives, such as tinikling poles, lummi sticks or jump ropes.</p> <p>PE.3.M.1.Pa.j Perform a guided movement associated with a dance, such as square, contra, step or social.</p> <p>PE.3.M.1.Pa.k Perform a guided, basic gymnastics sequence with a</p> |

| | | |
|---|---|--|
| PE.3.M.1.In.l Jump a self-turned rope. | PE.3.M.1.Su.k Perform a basic gymnastics sequence with a beginning, a rolling action and an ending. PE.3.M.1.Su.l Jump a turning rope. | beginning, a rolling action and an ending. PE.3.M.1.Pa.l Leap and land safely using at least one piece of equipment. |
|---|---|--|

Strand: 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 CODE | BENCHMARK |
|----------------|---|
| PE.3.C.2.1 | Identify the importance of purposeful movement and its impact on quality of performance. |
| PE.3.C.2.2 | Understand the importance of safety rules and procedures in all physical activities. |
| PE.3.C.2.3 | Understand that technology can be utilized to gather information about performance. |
| PE.3.C.2.4 | Identify and explain different items that can be used for assisting in a water-related emergency. |
| PE.3.C.2.5 | Explain how appropriate practice improves performance of movement skills. |
| PE.3.C.2.6 | Analyze peer performance and provide feedback. |
| PE.3.C.2.7 | Identify the reasons for warm-up and cool-down activities. |
| PE.3.C.2.8 | Describe basic offensive and defensive tactics. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|--|--|--|
| PE.3.C.2.In.a Identify purposeful movements, such as timing, flow, sequencing, transfer of weight and rhythm. | PE.3.C.2.Su.a Recognize a purposeful movement, such as timing, flow, sequencing, transfer of weight or rhythm. | PE.3.C.2.Pa.a Recognize the sequence in purposeful movement, such as forward and backward. |
| PE.3.C.2.In.b Identify the importance of safety rules and procedures in physical activities. | PE.3.C.2.Su.b Recognize the importance of safety rules and procedures in physical activities. | PE.3.C.2.Pa.b Recognize the importance of safety rules and procedures for selected physical activities. |
| PE.3.C.2.In.c Identify that technology can be used to gather information about performance, such as pedometers, heart-rate monitors and videos. | PE.3.C.2.Su.c Recognize that technology that can be used to gather information about performance, such as pedometers, heart-rate monitors and videos. | PE.3.C.2.Pa.c Associate technology with gathering information about physical performance. |
| PE.3.C.2.In.d Identify items that can be used for assisting in a water-related emergency. | PE.3.C.2.Su.d Recognize items that can be used for assisting in a water-related emergency. | PE.3.C.2.Pa.d Recognize an item that can be used for assisting in a water-related emergency. |
| PE.3.C.2.In.e Identify how practice improves performance of movement skills. | PE.3.C.2.Su.e Recognize how practice improves performance of movement skills. | PE.3.C.2.Pa.e Recognize the practice of movement skills. |
| PE.3.C.2.In.f Interpret peer performance and offer | PE.3.C.2.Su.f | PE.3.C.2.Pa.f Recognize peer performance and |

| | | |
|---|--|--|
| <p>feedback.</p> <p>PE.3.C.2.In.g Recognize reasons for warming up and cooling down.</p> <p>PE.3.C.2.In.h Recognize a basic offensive and defensive tactic.</p> | <p>Examine peer performance and offer feedback.</p> <p>PE.3.C.2.Su.g Recognize reasons for warming up or cooling down.</p> <p>PE.3.C.2.Su.h Identify the difference between offense and defense.</p> | <p>offer feedback.</p> <p>PE.3.C.2.Pa.g Recognize a reason for warming up or cooling down.</p> <p>PE.3.C.2.Pa.h Recognize the difference between offense and defense, such as keeping possession vs. taking possession of an object.</p> |
|---|--|--|

Strand: LIFETIME FITNESS

Standard 3: Participate regularly in physical activity.

| BENCHMARK CODE | BENCHMARK |
|----------------|--|
| PE.3.L.3.1 | Identify a moderate physical activity. |
| PE.3.L.3.2 | Identify a vigorous physical activity. |
| PE.3.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.3.L.3.5 | Use an activity log to maintain a personal record of participation in physical activity during a period of time. |
| PE.3.L.3.6 | Identify lifestyle changes that can be made to increase the level of physical activity. |
| PE.3.L.3.7 | Differentiate between the correct and incorrect way to fit a bicycle helmet. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|---|--|--|
| <p>PE.3.L.3.In.a Recognize a moderate physical activity.</p> <p>PE.3.L.3.In.b Recognize a vigorous physical activity.</p> <p>PE.3.L.3.In.c Recognize opportunities for involvement in selected physical activities during the school day.</p> <p>PE.3.L.3.In.d Recognize selected opportunities for involvement in physical activities after the school day.</p> <p>PE.3.L.3.In.e Keep a personal record of participation in physical activity during a period of time, such as a week.</p> <p>PE.3.L.3.In.f Recognize lifestyle changes, such as taking stairs, cycling and walking that</p> | <p>PE.3.L.3.Su.a Recognize a moderate modified physical activity.</p> <p>PE.3.L.3.Su.b Recognize a physical activity.</p> <p>PE.3.L.3.Su.c Recognize opportunities for involvement in modified physical activities during the school day.</p> <p>PE.3.L.3.Su.d Recognize an opportunity for involvement in physical activities after the school day.</p> <p>PE.3.L.3.Su.e Record personal participation in physical activity during a period of time, such as a day or week.</p> <p>PE.3.L.3.Su.f Recognize a lifestyle change, such as taking stairs, cycling or walking that can be made to increase the</p> | <p>PE.3.L.3.Pa.a Recognize a modified physical activity.</p> <p>PE.3.L.3.Pa.b Explore physical activities.</p> <p>PE.3.L.3.Pa.c Recognize an opportunity for involvement in a selected modified physical activity during the school day.</p> <p>PE.3.L.3.Pa.d Associate involvement in physical activities with experiences after the school day.</p> <p>PE.3.L.3.Pa.e Indicate personal participation in physical activity during a period of time, such as a day.</p> <p>PE.3.L.3.Pa.f Recognize an activity, such as taking stairs, cycling or walking that</p> |

| | | |
|---|--|--|
| can be made to increase the level of physical activity. PE.3.L.3.In.g Identify the correct way to fit a bicycle helmet. | level of physical activity. PE.3.L.3.Su.g Recognize the correct way to fit a bicycle helmet. | can be made to increase the level of physical activity. PE.3.L.3.Pa.g Recognize a person wearing a bicycle helmet correctly. |
|---|--|--|

Standard 4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.

| BENCHMARK CODE | BENCHMARK |
|----------------|---|
| PE.3.L.4.1 | Describe how muscular strength and endurance enhances performance in physical activities. |
| PE.3.L.4.10 | Identify ways that technology can assist in the pursuit of physical fitness. |
| PE.3.L.4.2 | Describe the relationship between the heart and lungs during physical activity. |
| PE.3.L.4.3 | Identify appropriate physical activities that result in the development of cardiorespiratory endurance. |
| PE.3.L.4.4 | Match physical fitness assessment events to the associated fitness component. |
| PE.3.L.4.5 | Identify formal and informal physical fitness assessments. |
| PE.3.L.4.6 | Identify ways to safely stretch major muscle groups. |
| PE.3.L.4.7 | Read food labels for specific nutrition facts. |
| PE.3.L.4.8 | Identify the principles of physical fitness. |
| PE.3.L.4.9 | Identify individual strengths and weaknesses based upon results of a formal fitness assessment. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|---|--|---|
| PE.3.L.4.In.a Identify how muscular strength and endurance enhance performance in physical activities. | PE.3.L.4.Su.a Recognize how muscular strength and endurance enhance performance in physical activities. | PE.3.L.4.Pa.a Recognize how endurance helps performance. |
| PE.3.L.4.In.b Identify the effect of physical activity on the heart and lungs. | PE.3.L.4.Su.b Recognize the effect of physical activity on the heart and lungs. | PE.3.L.4.Pa.b Associate physical activity with its effect on the body. |
| PE.3.L.4.In.c Recognize a physical activity that promotes cardiorespiratory endurance. | PE.3.L.4.Su.c Recognize a modified physical activity that promotes cardiorespiratory endurance | PE.3.L.4.Pa.c Associate physical activity with the development of cardiorespiratory endurance. |
| PE.3.L.4.In.d Match selected physical fitness assessment events to the associated fitness component. | PE.3.L.4.Su.d Match a physical fitness assessment event to the associated fitness component. | PE.3.L.4.Pa.d Recognize a physical fitness assessment event. |
| PE.3.L.4.In.e Recognize selected modified formal and informal physical fitness assessment. | PE.3.L.4.Su.e Recognize that there are modified formal and informal physical fitness assessments. | PE.3.L.4.Pa.e Recognize a modified formal physical fitness assessment. |
| PE.3.L.4.In.f Identify how to safely stretch a muscle. | PE.3.L.4.Su.f Recognize how to safely stretch a muscle. | PE.3.L.4.Pa.f Recognize a safe stretch of a muscle. |
| | | PE.3.L.4.Pa.g Associate food label with food |

| | | |
|---|--|---|
| <p>PE.3.L.4.In.g Locate nutrition facts on a food label.</p> <p>PE.3.L.4.In.h Recognize the principles of physical fitness, such as progression, overload and specificity.</p> <p>PE.3.L.4.In.i Recognize individual strengths and weaknesses based on results of formal fitness test.</p> <p>PE.3.L.4.In.j Recognize ways that technology can assist in the pursuit of physical fitness.</p> | <p>PE.3.L.4.Su.g Recognize food labels have food information.</p> <p>PE.3.L.4.Su.h Recognize selected principles of physical fitness, such as progression, overload or specificity.</p> <p>PE.3.L.4.Su.i Recognize an area of strength and weakness based on results of formal fitness test.</p> <p>PE.3.L.4.Su.j Recognize a way that technology can assist in the pursuit of physical fitness.</p> | <p>information.</p> <p>PE.3.L.4.Pa.h Associate the intensity of practice with physical fitness.</p> <p>PE.3.L.4.Pa.i Recognize an area of strength after completing a fitness test.</p> <p>PE.3.L.4.Pa.j Recognize a technology used in physical fitness.</p> |
|---|--|---|

Strand: RESPONSIBLE BEHAVIORS AND VALUES

Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.

| BENCHMARK CODE | BENCHMARK |
|-----------------------|---|
| PE.3.R.5.1 | List ways to work cooperatively with peers of differing skill levels. |
| PE.3.R.5.2 | List ways to show respect for the views of a peer from a different cultural background. |
| PE.3.R.5.3 | Identify ways to take responsibility for his/her own behavior. |

Access Point for Students with Significant Cognitive Disabilities

| Independent | Supported | Participatory |
|---|---|--|
| <p>PE.3.R.5.In.a Recognize ways to work with peers of differing skill levels.</p> <p>PE.3.R.5.In.b Recognize ways to show respect for peers from a different cultural background.</p> <p>PE.3.R.5.In.c Identify possible consequences for own behavior.</p> | <p>PE.3.R.5.Su.a Recognize a way to interact with peers of differing skill levels.</p> <p>PE.3.R.5.Su.b Recognize a way to show respect for a peer from a different cultural background.</p> <p>PE.3.R.5.Su.c Accept praise or correction for own behavior.</p> | <p>PE.3.R.5.Pa.a Interact with peers.</p> <p>PE.3.R.5.Pa.b Associate a behavior with respect for others.</p> <p>PE.3.R.5.Pa.c Acknowledge a good choice related to own behavior.</p> |

Standard 6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

| BENCHMARK CODE | BENCHMARK |
|-----------------------|--|
| PE.3.R.6.1 | List personally challenging physical-activity experiences. |
| PE.3.R.6.2 | Describe ways to appreciate the good physical performance of others. |

| | | |
|--|---|--|
| PE.3.R.6.3 | Identify ways to celebrate one's own physical accomplishments while displaying sportsmanship. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| Independent | Supported | Participatory |
| PE.3.R.6.In.a Select challenging physically active experiences. | PE.3.R.6.Su.a Select a challenging, physically active experience. | PE.3.R.6.Pa.a Select a challenging, physically active experience. |
| PE.3.R.6.In.b Recognize the value of a good physical performance of others. | PE.3.R.6.Su.b Recognize the good physical performance of others. | PE.3.R.6.Pa.b Recognize a good physical performance of others. |
| PE.3.R.6.In.c Identify characteristics of sportsmanship. | PE.3.R.6.Su.c Recognize a characteristic of sportsmanship. | PE.3.R.6.Pa.c Recognize a characteristic of accomplishment (e.g. complete task, faster time). |

GRADE: 4

| Strand: MOVEMENT COMPETENCY | |
|--|--|
| Standard 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. | |
| 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.1.10 | Perform two or more dances accurately. |
| 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. |
| PE.4.M.1.12 | Run and hurdle a succession of low- to medium-level obstacles. |
| 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. |
| 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. |
| Access Point for Students with Significant Cognitive Disabilities | |
| Independent | Supported |
| PE.4.M.1.In.a Demonstrate movement concepts in the | PE.4.M.1.Su.a Use selected movement concepts |
| | Participatory |
| | PE.4.M.1.Pa.a Imitate selected movement |

| | | |
|--|--|--|
| <p>performance of locomotor skills in a variety of movement settings, such as sequences, dances and games.</p> <p>PE.4.M.1.In.b Strike a moving object from a stationary position using body parts so that the object travels in the intended direction.</p> <p>PE.4.M.1.In.c Strike a modified object more than once using a paddle/racket demonstrating a forehand pattern.</p> <p>PE.4.M.1.In.d Strike both moving and stationary objects with long-handled implements so the objects travel.</p> <p>PE.4.M.1.In.e Dribble and pass to a stationary partner.</p> <p>PE.4.M.1.In.f Perform a swim stroke, such as front crawl, backstroke, elementary back stroke or modified breaststroke.</p> <p>PE.4.M.1.In.g Move in different directions to catch modified objects of different sizes thrown by a stationary partner from varying distances.</p> <p>PE.4.M.1.In.h Throw balls of various sizes and weights to a stationary partner using an overhand motion from a distance.</p> <p>PE.4.M.1.In.i Perform a teacher-designed sequence with or without manipulatives, such as tinkling poles, lummi sticks or jump ropes, while demonstrating purposeful movements and smooth transitions.</p> <p>PE.4.M.1.In.j Perform more than one dance, such as square, contra, step or social.</p> <p>PE.4.M.1.In.k Perform a basic gymnastics sequence with a clear beginning; one movement element, such as balances, rolling actions, changes in speed/direction or skills requiring weight on hands and an ending with correct technique.</p> <p>PE.4.M.1.In.l</p> | <p>in the performance of locomotor skills in a variety of movement settings, such as sequences, dances and games.</p> <p>PE.4.M.1.Su.b Strike a moving object from a stationary position using body parts so that the object travels.</p> <p>PE.4.M.1.Su.c Strike a modified object more than once using a modified paddle/racket demonstrating a forehand pattern.</p> <p>PE.4.M.1.Su.d Strike both moving and stationary objects with long-handled implements.</p> <p>PE.4.M.1.Su.e Control the ball while dribbling (with hands or feet).</p> <p>PE.4.M.1.Su.f Perform a guided swim stroke.</p> <p>PE.4.M.1.Su.g Move in different directions to trap modified objects of different sizes thrown by a stationary partner from varying distances.</p> <p>PE.4.M.1.Su.h Throw a ball in the direction of a stationary partner from varying distances.</p> <p>PE.4.M.1.Su.i Perform a teacher-designed sequence with or without manipulatives, such as tinkling poles, lummi sticks, or jump ropes, demonstrating purposeful movements.</p> <p>PE.4.M.1.Su.j Imitate a pattern of steps associated with a variety of dances.</p> <p>PE.4.M.1.Su.k Perform a basic gymnastics sequence with a beginning, more than one rolling action and an ending.</p> | <p>concepts in the performance of locomotor skills in a variety of movement settings such as sequences, dances and games.</p> <p>PE.4.M.1.Pa.b Swing at a moving object from a stationary position using body parts.</p> <p>PE.4.M.1.Pa.c Swing at a modified object using a modified paddle/racket.</p> <p>PE.4.M.1.Pa.d Strike a modified moving object with a modified, long-handled implement.</p> <p>PE.4.M.1.Pa.e Throw or kick a ball in a specified direction.</p> <p>PE.4.M.1.Pa.f Perform a guided, modified swim stroke.</p> <p>PE.4.M.1.Pa.g Trap modified objects of different sizes with both hands tossed from a distance.</p> <p>PE.4.M.1.Pa.h Toss modified objects from a distance.</p> <p>PE.4.M.1.Pa.i Imitate a teacher-designed movement sequence with or without manipulatives, demonstrating purposeful movements.</p> <p>PE.4.M.1.Pa.j Perform a guided movement associated with more than one dance, such as square, contra, step or social.</p> <p>PE.4.M.1.Pa.k Perform a basic gymnastics sequence with a beginning, a rolling action and an ending.</p> <p>PE.4.M.1.Pa.l Jump over a low-level obstacle.</p> |
|--|--|--|

| | | |
|--|---|--|
| Run and jump over a low- or medium-level obstacle. | PE.4.M.1.Su.l Walk and jump over a low-level obstacle. | |
|--|---|--|

Strand: 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 CODE | BENCHMARK |
|----------------|---|
| PE.4.C.2.1 | Understand the importance of purposeful movement in a variety of movement settings. |
| PE.4.C.2.2 | Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk. |
| PE.4.C.2.3 | Use technology to gather information about performance. |
| PE.4.C.2.4 | Understand the importance of protecting parts of the body from the harmful rays of the sun. |
| PE.4.C.2.5 | Detect errors in personal movement patterns. |
| PE.4.C.2.6 | Compare and discuss skills/sports that use similar movement patterns. |
| PE.4.C.2.7 | Identify proper warm-up and cool-down techniques and the reasons for using them. |
| PE.4.C.2.8 | Identify the importance of hydration before, during and after physical activity. |
| PE.4.C.2.9 | Identify basic offensive and defensive tactics for modified invasion and net activities. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|---|---|---|
| <p>PE.4.C.2.In.a Identify the importance of purposeful movements, such as timing, flow, sequencing, transfer of weight and rhythm in a variety of movement settings.</p> <p>PE.4.C.2.In.b Identify the importance of safety rules and procedures in all physical activities.</p> <p>PE.4.C.2.In.c Use selected technology, such as pedometers, heart-rate monitors and videos, to gather information about performance.</p> <p>PE.4.C.2.In.d Identify the importance of protecting parts of the body from the harmful rays of the sun.</p> <p>PE.4.C.2.In.e Recognize errors in personal movement patterns.</p> <p>PE.4.C.2.In.f Identify skills and sports that use similar movement patterns.</p> | <p>PE.4.C.2.Su.a Recognize the importance of purposeful movements, such as timing, flow, sequencing, transfer of weight or rhythm in a variety of movement settings.</p> <p>PE.4.C.2.Su.b Recognize the importance of safety rules and procedures in all physical activities.</p> <p>PE.4.C.2.Su.c Use a technology, such as pedometers, heart-rate monitors and videos, to gather information about performance.</p> <p>PE.4.C.2.Su.d Recognize the importance of protecting parts of the body from the harmful rays of the sun.</p> <p>PE.4.C.2.Su.e Recognize an error in personal movement patterns.</p> <p>PE.4.C.2.Su.f Identify skills that use similar movement patterns.</p> | <p>PE.4.C.2.Pa.a Recognize sequence and rhythm in purposeful movement in a variety of movement settings.</p> <p>PE.4.C.2.Pa.b Recognize the importance of safety rules and procedures in selected physical activities.</p> <p>PE.4.C.2.Pa.c Recognize a technology, such as videos, pedometers or heart-rate monitors, used to assess performance.</p> <p>PE.4.C.2.Pa.d Recognize that the sun can be harmful.</p> <p>PE.4.C.2.Pa.e Recognize an error in a selected personal-movement pattern.</p> <p>PE.4.C.2.Pa.f Recognize skills that use similar movement patterns.</p> |

| | | |
|--|--|---|
| <p>PE.4.C.2.In.g Recognize proper warm-up and cool-down techniques and the reasons for using them.</p> <p>PE.4.C.2.In.h Recognize the importance of hydration before, during and after physical activity.</p> <p>PE.4.C.2.In.i Recognize basic offensive and defensive tactics for modified invasion and net activities.</p> | <p>PE.4.C.2.Su.g Recognize a proper warm-up and cool-down technique and the reason for using them.</p> <p>PE.4.C.2.Su.h Recognize the importance of hydration during physical activity.</p> <p>PE.4.C.2.Su.i Recognize a basic offensive or defensive tactic for modified invasion and net activities.</p> | <p>PE.4.C.2.Pa.g Recognize a proper warm-up or cool-down technique and the reason for using it.</p> <p>PE.4.C.2.Pa.h Recognize that the body needs water.</p> <p>PE.4.C.2.Pa.i Recognize a defensive tactic, such as raising arms and hands in front of face.</p> |
|--|--|---|

Strand: LIFETIME FITNESS

Standard 3: Participate regularly in physical activity.

| BENCHMARK CODE | BENCHMARK |
|----------------|--|
| PE.4.L.3.1 | Identify a moderate physical activity. |
| PE.4.L.3.2 | Identify a vigorous physical activity. |
| PE.4.L.3.3 | Identify opportunities for involvement in physical activities during the school day. |
| PE.4.L.3.4 | Identify opportunities for involvement in physical activities after the school day. |
| PE.4.L.3.5 | Implement at least one lifestyle behavior to increase physical activity. |
| PE.4.L.3.6 | Discuss the importance of wearing a bicycle helmet. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|---|--|---|
| <p>PE.4.L.3.In.a Recognize a moderate physical activity.</p> <p>PE.4.L.3.In.b Recognize a vigorous physical activity.</p> <p>PE.4.L.3.In.c Recognize opportunities for involvement in selected physical activities during the school day.</p> <p>PE.4.L.3.In.d Recognize selected opportunities for involvement in physical activities after the school day.</p> <p>PE.4.L.3.In.e Use one lifestyle behavior to increase physical activity, such as taking stairs, cycling, rollerblading or walking.</p> | <p>PE.4.L.3.Su.a Recognize a moderate modified physical activity.</p> <p>PE.4.L.3.Su.b Recognize a physical activity.</p> <p>PE.4.L.3.Su.c Recognize opportunities for involvement in modified physical activities during the school day.</p> <p>PE.4.L.3.Su.d Recognize an opportunity for involvement in physical activities after the school day.</p> <p>PE.4.L.3.Su.e Perform one lifestyle behavior to increase physical activity, such as taking stairs, cycling, rollerblading or walking.</p> <p>PE.4.L.3.Su.f</p> | <p>PE.4.L.3.Pa.a Recognize a modified physical activity.</p> <p>PE.4.L.3.Pa.b Explore physical activities.</p> <p>PE.4.L.3.Pa.c Recognize an opportunity for involvement in a selected modified physical activity during the school day.</p> <p>PE.4.L.3.Pa.d Associate involvement in physical activities with experiences after the school day.</p> <p>PE.4.L.3.Pa.e Perform one guided lifestyle behavior to increase physical activity, such as taking stairs, cycling, rollerblading or walking.</p> |

| | | |
|--|--|--|
| PE.4.L.3.In.f Identify a consequence of not wearing a bicycle helmet. | Recognize a consequence of not wearing a bicycle helmet. | PE.4.L.3.Pa.f Associate a bicycle helmet with safety. |
|--|--|--|

Standard 4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.

| BENCHMARK CODE | BENCHMARK |
|----------------|--|
| PE.4.L.4.1 | Identify the muscles being strengthened during the performance of specific activities. |
| PE.4.L.4.10 | Describe ways that technology can assist in the pursuit of physical fitness. |
| PE.4.L.4.2 | Identify several activities related to each component of physical fitness. |
| 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.4.L.4.4 | Identify ways to participate in selected physical activities for the purpose of improving physical fitness. |
| PE.4.L.4.5 | Identify ways to participate in formal and informal physical fitness assessment. |
| PE.4.L.4.6 | Identify how specific stretches increase flexibility and reduce the chance of injury. |
| PE.4.L.4.7 | Understand appropriate serving size. |
| PE.4.L.4.8 | Explain the principles of physical fitness. |
| PE.4.L.4.9 | Develop short- and long-term fitness goals. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|---|--|---|
| PE.4.L.4.In.a Identify the part of the body being strengthened during physical activities, such as arm muscles or leg muscles. | PE.4.L.4.Su.a Recognize the part of the body being strengthened during physical activities, such as arm muscles or leg muscles. | PE.4.L.4.Pa.a Associate a physical activity with strengthening a part of the body. |
| PE.4.L.4.In.b Recognize activities related to each component of physical fitness. | PE.4.L.4.Su.b Recognize an activity related to selected components of physical fitness. | PE.4.L.4.Pa.b Recognize an activity related to physical fitness. |
| PE.4.L.4.In.c Maintain an elevated heart rate for a short period of time during an aerobic activity. | PE.4.L.4.Su.c Achieve a target heart rate during an aerobic activity | PE.4.L.4.Pa.c Increase heart rate during an aerobic activity. |
| PE.4.L.4.In.d Identify ways to participate in selected modified physical activities for the purpose of improving physical fitness. | PE.4.L.4.Su.d Recognize ways to participate in a selected modified physical activity for the purpose of improving physical fitness. | PE.4.L.4.Pa.d Recognize ways to participate in guided, modified physical activities for the purpose of improving physical fitness. |
| PE.4.L.4.In.e Identify ways to participate in modified formal and informal physical fitness assessment. | PE.4.L.4.Su.e Identify ways to participate in selected modified formal and informal physical fitness assessment. | PE.4.L.4.Pa.e Recognize ways to participate, with assistance, in modified formal and informal physical fitness assessment. |
| PE.4.L.4.In.f Recognize that specific stretches reduce the chance of injury. | PE.4.L.4.Su.f Recognize that stretches reduce chances of injury. | PE.4.L.4.Pa.f Associate stretching with safety. |
| PE.4.L.4.In.g Identify a single serving size, such as one-half cup of cooked pasta, one cup | PE.4.L.4.Su.g Recognize a single serving size, such | PE.4.L.4.Pa.g Associate serving size with amount of food. |

| | | |
|--|---|--|
| <p>of dry cereal, one cup of milk or one tablespoon of peanut butter.</p> <p>PE.4.L.4.In.h Identify principles of physical fitness, such as progression, overload and specificity.</p> <p>PE.4.L.4.In.i Select short- and long-term fitness goals.</p> <p>PE.4.L.4.In.j Identify ways that technology can assist in the pursuit of physical fitness.</p> | <p>as one-half cup of cooked pasta, one cup of dry cereal, one cup of milk or one tablespoon of peanut butter.</p> <p>PE.4.L.4.Su.h Recognize the principles of physical fitness, such as progression, overload and specificity.</p> <p>PE.4.L.4.Su.i Identify short- and long-term fitness goals.</p> <p>PE.4.L.4.Su.j Recognize ways that technology can assist in the pursuit of physical fitness.</p> | <p>PE.4.L.4.Pa.h Recognize a principle of physical fitness such as progression, overload and specificity.</p> <p>PE.4.L.4.Pa.i Recognize a fitness goal.</p> <p>PE.4.L.4.Pa.j Recognize a way that technology can assist in the pursuit of physical fitness.</p> |
|--|---|--|

Strand: RESPONSIBLE BEHAVIORS AND VALUES

Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.

| BENCHMARK CODE | BENCHMARK |
|----------------|---|
| PE.4.R.5.1 | Discuss the influence of individual differences on participation in physical activities. |
| PE.4.R.5.2 | List ways to encourage others while refraining from insulting/negative statements. |
| PE.4.R.5.3 | Demonstrate respect and caring for students with disabilities through verbal and non-verbal encouragement and assistance. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|---|---|--|
| <p>PE.4.R.5.In.a Recognize the impact of individual differences, such as age, gender, culture or skill level in physical activities.</p> <p>PE.4.R.5.In.b Recognize ways to encourage others and refrain from put-down statements.</p> <p>PE.4.R.5.In.c Demonstrate caring for all students through verbal and non-verbal encouragement and assistance.</p> | <p>PE.4.R.5.Su.a Recognize the impact of individual differences, such as age, gender or skill level in physical activities.</p> <p>PE.4.R.5.Su.b Recognize a way to encourage and be kind to others.</p> <p>PE.4.R.5.Su.c Use verbal and non-verbal communication to provide encouragement and assistance for all students.</p> | <p>PE.4.R.5.Pa.a Recognize an individual difference in physical activities.</p> <p>PE.4.R.5.Pa.b Communicate encouragement to others.</p> <p>PE.4.R.5.Pa.c Use verbal or non-verbal communication to provide encouragement for all students.</p> |

Standard 6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

| BENCHMARK CODE | BENCHMARK |
|----------------|---|
| PE.4.R.6.1 | Discuss how physical activity can be a positive opportunity for social and group interaction. |

| | | |
|---|--|---|
| PE.4.R.6.2 | Describe the connection between skill competence and enjoyment of physical activity. | |
| PE.4.R.6.3 | Discuss ways to celebrate one's own physical accomplishments while displaying sportsmanship. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| Independent | Supported | Participatory |
| PE.4.R.6.In.a Recognize that physical activity is an opportunity for positive social interaction. | PE.4.R.6.Su.a Recognize that physical activity with others can be a positive experience. | PE.4.R.6.Pa.a Associate physical activity with a positive social experience. |
| PE.4.R.6.In.b Recognize that enjoyment can come from skill competence. | PE.4.R.6.Su.b Recognize that people enjoy physical activities they do well. | PE.4.R.6.Pa.b Recognize that physical activity is enjoyable. |
| PE.4.R.6.In.c Recognize ways to celebrate one's own physical accomplishments while displaying sportsmanship. | PE.4.R.6.Su.c Select characteristics of good sportsmanship. | PE.4.R.6.Pa.c Select a characteristic of good sportsmanship |

GRADE: 5

| | |
|---|---|
| Strand: MOVEMENT COMPETENCY | |
| Standard 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. | |
| BENCHMARK CODE | BENCHMARK |
| PE.5.M.1.1 | Apply locomotor skills in a variety of movement settings, while applying the appropriate movement concepts as the situation demands. |
| PE.5.M.1.10 | Perform a variety of dances accurately. |
| 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. |
| 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. |
| PE.5.M.1.3 | Strike an object continuously with a partner using a paddle/racquet demonstrating correct technique of a forehand pattern. |
| 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. |
| PE.5.M.1.5 | Apply dribbling skills in modified games, focusing on offensive strategies. |
| PE.5.M.1.6 | Demonstrate proficiency in one or more swim strokes. |
| PE.5.M.1.7 | Catch a variety of objects while traveling and being defended. |
| PE.5.M.1.8 | Throw a leading pass overhand to a moving partner using a variety of objects. |
| 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. |
| Access Point for Students with Significant Cognitive Disabilities | |
| Independent | Supported |
| PE.5.M.1.In.a Demonstrate locomotor skills while applying appropriate movement concepts in a variety of settings, such as sequences, dances and games. | PE.5.M.1.Su.a Use locomotor skills while applying selected movement concepts in a variety of settings, such as sequences, dances and games. |
| | Participatory |
| | PE.5.M.1.Pa.a Perform locomotor skills exhibiting selected movement concepts in a variety of settings, such as |

| | | |
|---|--|---|
| <p>PE.5.M.1.In.b Approach and strike a moving object with body parts so that the object travels in the intended direction.</p> <p>PE.5.M.1.In.c Strike an object more than once with a partner using a paddle/racquet.</p> <p>PE.5.M.1.In.d Strike both moving and stationary objects with long-handled implements so the objects travel in the intended direction.</p> <p>PE.5.M.1.In.e Use dribbling skills in modified games.</p> <p>PE.5.M.1.In.f Demonstrate more than one swim stroke, such as front crawl, backstroke, breaststroke, sidestroke or butterfly.</p> <p>PE.5.M.1.In.g Catch a variety of objects while traveling.</p> <p>PE.5.M.1.In.h Throw a pass overhand to a moving partner using a variety of objects.</p> <p>PE.5.M.1.In.i Perform a self-designed sequence with or without manipulatives, such as tinkling poles, lummi sticks or jump ropes, demonstrating clear shapes, purposeful movements and smooth transitions.</p> <p>PE.5.M.1.In.j Perform a variety of dances, such as square, contra, step or social, accurately.</p> <p>PE.5.M.1.In.k Perform a basic gymnastics sequence with a clear beginning; two movement elements, such as balances, rolling actions, changes in speed/direction or skills requiring weight on hands and an ending with correct technique and smooth transitions.</p> | <p>PE.5.M.1.Su.b Approach and strike a moving object with body parts so that the object travels.</p> <p>PE.5.M.1.Su.c Strike a modified object more than once to a partner using a paddle/racket.</p> <p>PE.5.M.1.Su.d Strike both moving and stationary objects with long-handled implements so the objects travel.</p> <p>PE.5.M.1.Su.e Perform dribbling skills in various activities.</p> <p>PE.5.M.1.Su.f Perform a swim stroke.</p> <p>PE.5.M.1.Su.g Catch a variety of modified objects while traveling.</p> <p>PE.5.M.1.Su.h Throw a pass to a moving partner.</p> <p>PE.5.M.1.Su.i Perform a self-designed sequence with or without manipulatives, such as tinkling poles, lummi sticks, or jump ropes, demonstrating clear shapes and purposeful movements.</p> <p>PE.5.M.1.Su.j Perform a variety of dances, such as square, contra, step or social.</p> <p>PE.5.M.1.Su.k Perform a basic gymnastics sequence with a clear beginning; one movement element, such as balances, rolling actions, changes in speed/direction or skills requiring weight on hands and an ending with correct technique.</p> | <p>sequences, dances and games.</p> <p>PE.5.M.1.Pa.b Strike a moving object from a stationary position using body parts.</p> <p>PE.5.M.1.Pa.c Strike a modified object to a partner using a modified paddle/racket.</p> <p>PE.5.M.1.Pa.d Strike both moving and stationary modified objects with a modified, long-handled implement so the objects travel.</p> <p>PE.5.M.1.Pa.e Throw or kick a ball to a stationary partner.</p> <p>PE.5.M.1.Pa.f Perform a modified swim stroke.</p> <p>PE.5.M.1.Pa.g Move to trap modified objects tossed by a stationary partner.</p> <p>PE.5.M.1.Pa.h Toss modified objects to a recipient (partner).</p> <p>PE.5.M.1.Pa.i Perform a movement sequence with or without manipulatives, demonstrating purposeful movements.</p> <p>PE.5.M.1.Pa.j Perform a guided movement associated with a variety of dances.</p> <p>PE.5.M.1.Pa.k Perform a basic gymnastics sequence with a beginning, more than one rolling action and an ending.</p> |
|---|--|---|

Strand: 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 CODE | BENCHMARK |
|-----------------------|--|
| PE.5.C.2.1 | Apply purposeful movement to a variety of movement settings to include designing and performing movement routines. |
| PE.5.C.2.2 | Design or modify a game incorporating skills, rules and strategies. |
| PE.5.C.2.3 | Apply feedback gathered from the use of technology to assess and enhance performance. |
| PE.5.C.2.4 | Identify the different types of basic water- rescue techniques, using various types of items. |
| PE.5.C.2.5 | Detect, analyze and correct errors in personal movement patterns. |
| PE.5.C.2.6 | Compare and contrast skills/sports that use similar movement patterns and concepts. |
| PE.5.C.2.7 | Identify basic practice and conditioning principles that enhance performance. |
| PE.5.C.2.8 | Categorize basic offensive and defensive tactics for modified invasion and net activities. |

Access Point for Students with Significant Cognitive Disabilities

| Independent | Supported | Participatory |
|---|---|---|
| <p>PE.5.C.2.In.a Identify and demonstrate purposeful movements, such as timing, flow, sequencing, transfer of weight and rhythm in a variety of movement settings including performing movement routines.</p> <p>PE.5.C.2.In.b Combine skills and rules into a new game.</p> <p>PE.5.C.2.In.c Identify and use feedback gathered from the use of technology to assess and enhance performance, such as pedometers, heart-rate monitors and videos.</p> <p>PE.5.C.2.In.d Identify the different basic water-rescue techniques, such as reach, throw, row or don't go.</p> <p>PE.5.C.2.In.e Identify and correct errors in personal movement patterns.</p> <p>PE.5.C.2.In.f Identify skills and sports that use similar patterns or concepts.</p> <p>PE.5.C.2.In.g Identify basic practice principles that enhance performance.</p> | <p>PE.5.C.2.Su.a Recognize and use purposeful movements, such as timing, flow, sequencing, transfer of weight and rhythm in a variety of movement settings including performing movement routines.</p> <p>PE.5.C.2.Su.b Identify skills and rules of a new game.</p> <p>PE.5.C.2.Su.c Recognize and use feedback gathered from the use of technology to enhance performance, such as pedometers, heart-rate monitors and videos.</p> <p>PE.5.C.2.Su.d Recognize the different basic water-rescue techniques, such as reach, throw, row or don't go.</p> <p>PE.5.C.2.Su.e Recognize and correct errors in personal movement patterns.</p> <p>PE.5.C.2.Su.f Identify skills that use similar patterns or concepts.</p> <p>PE.5.C.2.Su.g Recognize basic practice principles that enhance performance.</p> | <p>PE.5.C.2.Pa.a Recognize and use sequence and rhythm in purposeful movement in a variety of movement settings, including performing guided-movement routines.</p> <p>PE.5.C.2.Pa.b Recognize the rules in a game or activity.</p> <p>PE.5.C.2.Pa.c Recognize and use feedback gathered from the use of a selected technology to enhance performance, such as pedometers, heart-rate monitors or videos.</p> <p>PE.5.C.2.Pa.d Recognize items used in water rescue, such as pole, towel or flotation device.</p> <p>PE.5.C.2.Pa.e Recognize and correct an error in selected personal-movement patterns.</p> <p>PE.5.C.2.Pa.f Recognize skills that use similar patterns or concepts.</p> <p>PE.5.C.2.Pa.g Recognize a basic practice principle that enhances performance.</p> |

| | | |
|---|--|--|
| PE.5.C.2.In.h Identify basic offensive and defensive tactics for modified invasion and net activities. | PE.5.C.2.Su.h Recognize basic offensive and defensive tactics for modified invasion and net activities. | PE.5.C.2.Pa.h Recognize basic offensive or defensive tactics. |
|---|--|--|

Strand: LIFETIME FITNESS

Standard 3: Participate regularly in physical activity.

| BENCHMARK CODE | BENCHMARK |
|-----------------------|--|
| PE.5.L.3.1 | Identify a moderate physical activity. |
| PE.5.L.3.2 | Identify a vigorous physical activity. |
| PE.5.L.3.3 | Identify opportunities for involvement in physical activities during the school day. |
| PE.5.L.3.4 | Identify opportunities for involvement in physical activities after the school day. |
| PE.5.L.3.5 | Formulate a plan to increase the amount of time spent in physical activity. |
| PE.5.L.3.6 | Discuss lifestyle behaviors that can be made to increase physical activity. |
| PE.5.L.3.7 | Use technology to enhance regular participation in physical activities. |
| PE.5.L.3.8 | Discuss the importance of being visible, being predictable and communicating when cycling. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|--|--|--|
| PE.5.L.3.In.a Recognize a moderate physical activity. | PE.5.L.3.Su.a Recognize a moderate modified physical activity. | PE.5.L.3.Pa.a Recognize a modified physical activity. |
| PE.5.L.3.In.b Recognize a vigorous physical activity. | PE.5.L.3.Su.b Recognize a physical activity. | PE.5.L.3.Pa.b Explore physical activities. |
| PE.5.L.3.In.c Recognize opportunities for involvement in selected physical activities during the school day. | PE.5.L.3.Su.c Recognize opportunities for involvement in modified physical activities during the school day. | PE.5.L.3.Pa.c Recognize an opportunity for involvement in a selected modified physical activity during the school day. |
| PE.5.L.3.In.d Recognize selected opportunities for involvement in physical activities after the school day. | PE.5.L.3.Su.d Recognize an opportunity for involvement in physical activities after the school day. | PE.5.L.3.Pa.d Associate involvement in physical activities with experiences after the school day. |
| PE.5.L.3.In.e Create a plan to increase the amount of time spent in physical activity. | PE.5.L.3.Su.e Select a plan to increase the amount of time spent in physical activity. | PE.5.L.3.Pa.e Recognize a plan to increase the amount of time spent in physical activity. |
| PE.5.L.3.In.f Name lifestyle changes, such as taking stairs, cycling and walking that can be made to increase the level of physical activity. | PE.5.L.3.Su.f Identify a lifestyle change, such as taking stairs, cycling or walking that can be made to increase the level of physical activity. | PE.5.L.3.Pa.f Recognize an activity, such as taking stairs, cycling or walking that can be made to increase the level of physical activity. |
| PE.5.L.3.In.g Use technology to identify selected opportunities for participation in physical activities. | PE.5.L.3.Su.g Use selected technology to recognize selected opportunities for participation in physical activities. | PE.5.L.3.Pa.g Use a technology to recognize a selected opportunity for participation |

| | | |
|---|--|---|
| PE.5.L.3.In.h Identify the importance of being visible and communicating when cycling. | PE.5.L.3.Su.h Recognize the importance of being visible and communicating when cycling. | in physical activities. PE.5.L.3.Pa.h Recognize the importance of being visible when cycling. |
|---|--|---|

Standard 4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.

| BENCHMARK CODE | BENCHMARK |
|----------------|--|
| PE.5.L.4.1 | Differentiate between muscular strength and muscular endurance. |
| PE.5.L.4.2 | Identify activities that develop and maintain each component of physical fitness. |
| PE.5.L.4.3 | Identify that an increase in heart rate intensity is necessary to enhance cardiorespiratory endurance. |
| PE.5.L.4.4 | Analyze one's own physical fitness assessment results and develop strategies to enhance performance. |
| PE.5.L.4.5 | Select proper stretching exercises to increase flexibility and reduce the chance of injury. |
| PE.5.L.4.6 | Plan a menu for a balanced meal. |
| PE.5.L.4.7 | Apply the principles of physical fitness to exercise. |
| PE.5.L.4.8 | Evaluate progress toward short- and long-term fitness goals. |
| PE.5.L.4.9 | Explain how technology can assist in the pursuit of physical fitness. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|--|---|--|
| PE.5.L.4.In.a Identify muscular strength and muscular endurance. | PE.5.L.4.Su.a Recognize muscular strength and muscular endurance. | PE.5.L.4.Pa.a Recognize muscular strength or muscular endurance. |
| PE.5.L.4.In.b Recognize activities that develop and maintain selected components of physical fitness. | PE.5.L.4.Su.b Recognize activities that develop and maintain a component of physical fitness. | PE.5.L.4.Pa.b Associate a guided activity as a development of a component of physical fitness. |
| PE.5.L.4.In.c Recognize the increase in heart rate intensity is necessary to enhance cardiorespiratory endurance. | PE.5.L.4.Su.c Recognize that increase heart rate intensity affects cardiorespiratory endurance. | PE.5.L.4.Pa.c Associate increase heart rate intensity with physical fitness. |
| PE.5.L.4.In.d Examine personal physical fitness assessment results and use strategies to enhance performance. | PE.5.L.4.Su.d Identify personal physical fitness assessment results and use strategies to enhance performance. | PE.5.L.4.Pa.d Recognize a personal physical fitness assessment result and use a guided strategy to enhance performance. |
| PE.5.L.4.In.e Identify selected stretching exercises to increase flexibility and reduce the chance of injury. | PE.5.L.4.Su.e Recognize stretching exercises to perform prior to physical activity. | PE.5.L.4.Pa.e Associate a stretching exercise with flexibility. |
| PE.5.L.4.In.f Identify food for a balanced meal. | PE.5.L.4.Su.f Recognize food for a balanced meal. | PE.5.L.4.Pa.f Recognize food in a balanced meal. |
| PE.5.L.4.In.g Use principles of physical fitness, such as progression, overload and | PE.5.L.4.Su.g Use selected principles of physical fitness, such as progression, overload or specificity. | PE.5.L.4.Pa.g Use a selected principle of physical fitness, such as progression, overload or specificity. |

| | | |
|---|---|---|
| specificity. PE.5.L.4.In.h Examine progress in achieving short- and long-term fitness goals. PE.5.L.4.In.i Describe how technology can assist in the pursuit of physical fitness. | PE.5.L.4.Su.h Identify progress in achieving short- and long-term fitness goals. PE.5.L.4.Su.i Identify a way that technology can assist in the pursuit of physical fitness. | PE.5.L.4.Pa.h Recognize progress in achieving fitness goals. PE.5.L.4.Pa.i Recognize ways that technology can assist in the pursuit of physical fitness. |
|---|---|---|

Strand: RESPONSIBLE BEHAVIORS AND VALUES

Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.

| BENCHMARK CODE | BENCHMARK |
|----------------|---|
| PE.5.R.5.1 | Describe a benefit of working productively with a partner to improve performance. |
| PE.5.R.5.2 | Describe ways to utilize equipment safely during physical activities. |
| PE.5.R.5.3 | Describe the influence of individual differences on participation in physical activities. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|---|---|---|
| PE.5.R.5.In.a Recognize benefit of working with a partner to improve performance. | PE.5.R.5.Su.a Recognize a benefit of working with a partner. | PE.5.R.5.Pa.a Work with a partner in a guided activity. |
| PE.5.R.5.In.b Demonstrate ways to utilize equipment safely during physical activities. | PE.5.R.5.Su.b Identify a way to utilize equipment safely during a physical activity. | PE.5.R.5.Pa.b Recognize a safe practice during a physical activity. |
| PE.5.R.5.In.c Recognize selected positive attributes that individuals of varying genders, ages, disabilities, races, cultures and skill levels bring to physical activities. | PE.5.R.5.Su.c Recognize a positive attribute that individuals of varying genders, ages, disabilities, races, cultures and skill levels bring to physical activities. | PE.5.R.5.Pa.c Recognize a positive attribute in another person in physical activities. |

Standard 6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

| BENCHMARK CODE | BENCHMARK |
|----------------|--|
| PE.5.R.6.1 | Describe how participation in physical activity is a source of self-expression and meaning. |
| PE.5.R.6.2 | Explain the benefits of physical activity. |
| PE.5.R.6.3 | Explain ways to celebrate one's own physical accomplishments while displaying sportsmanship. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|--|---|--|
| PE.5.R.6.In.a Recognize that participation in physical activity can be challenging, | PE.5.R.6.Su.a Recognize that participation in physical activity can be fun and | PE.5.R.6.Pa.a Recognize that participation in physical activity can be fun. |

| | | |
|--|---|---|
| pleasurable and fun. PE.5.R.6.In.b Identify benefits of physical activity. PE.5.R.6.In.c Identify ways to celebrate one's own physical accomplishments while displaying sportsmanship. | pleasurable. PE.5.R.6.Su.b Recognize benefits of physical activity. PE.5.R.6.Su.c Recognize a way to celebrate one's own physical accomplishments while displaying sportsmanship. | PE.5.R.6.Pa.b Recognize a benefit of physical activity. PE.5.R.6.Pa.c Select a way to celebrate one's own physical accomplishments while displaying sportsmanship. |
|--|---|---|

GRADE: 6

| Strand: MOVEMENT COMPETENCY | | |
|--|---|--|
| Standard 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. | | |
| BENCHMARK CODE | BENCHMARK | |
| 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.1.10 | 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. | |
| PE.6.M.1.13 | Use technology to assess, enhance and maintain motor skill performance. | |
| 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. | |
| PE.6.M.1.8 | Perform complex dance sequences from a variety of dances accurately and with correct technique. | |
| PE.6.M.1.9 | Create and perform a rhythmic movement sequence while working with a partner or group. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| PE.6.M.1.In.a Use basic movements designed to improve and maintain physical conditioning, cardiorespiratory endurance, flexibility and proper body composition. | PE.6.M.1.Su.a Perform basic movements designed to improve and maintain physical conditioning, cardiorespiratory endurance, flexibility and proper body composition. | PE.6.M.1.Pa.a Imitate movements designed to improve and maintain physical conditioning, cardiorespiratory endurance, flexibility and proper body composition. |
| PE.6.M.1.In.b Perform at least two different activities that achieve target heart | PE.6.M.1.Su.b Imitate at least two different activities that achieve a recommended target | PE.6.M.1.Pa.b Perform a guided activity that safely increases heart rate. |

| | | |
|---|--|--|
| rate. PE.6.M.1.In.c Demonstrate the principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for selected physical activities. | heart rate. PE.6.M.1.Su.c Demonstrate selected principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for selected physical activities. | PE.6.M.1.Pa.c Demonstrate selected principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for selected modified physical activities. |
| PE.6.M.1.In.d Perform at least two activities having value for cardiorespiratory fitness. | PE.6.M.1.Su.d Imitate at least two activities having value for cardiorespiratory fitness. | PE.6.M.1.Pa.d Perform a guided activity having value for cardiorespiratory fitness. |
| PE.6.M.1.In.e Perform basic movements with a variety of equipment that lead to an improved or maintained physical condition. | PE.6.M.1.Su.e Perform a basic movement using a variety of equipment that leads to an improved or maintained physical condition. | PE.6.M.1.Pa.e Perform guided movements using equipment that lead to an improved or maintained physical condition. |
| PE.6.M.1.In.f Perform smooth, flowing sequences of stunts, tumbling and rhythmic patterns that combine traveling, rolling, balancing and transferring weight. | PE.6.M.1.Su.f Perform a sequence of tumbling and rhythmic patterns that combine traveling, rolling, balancing and transferring weight. | PE.6.M.1.Pa.f Perform a guided sequence of rhythmic patterns involving traveling, rolling, balancing or transferring weight. |
| PE.6.M.1.In.g Perform a routine to a rhythm with a partner or a group incorporating more than one gymnastic action and various forms of locomotion. | PE.6.M.1.Su.g Perform a routine to a rhythm with a partner or a group incorporating one gymnastic action and various forms of locomotion. | PE.6.M.1.Pa.g Perform a guided routine to a rhythm with a partner or group incorporating balances, rolling actions and locomotion. |
| PE.6.M.1.In.h Perform basic dance sequences accurately from a variety of dances. | PE.6.M.1.Su.h Perform basic dance sequences from a variety of dances. | PE.6.M.1.Pa.h Perform guided movements associated with a variety of dance sequences. |
| PE.6.M.1.In.i Perform a rhythmic movement sequence while working with a partner or group. | PE.6.M.1.Su.i Imitate a rhythmic movement sequence while working with a partner or group. | PE.6.M.1.Pa.i Perform a guided rhythmic movement sequence while working with a partner or group. |
| PE.6.M.1.In.j Perform different group dance and rhythm sequences that incorporate equipment. | PE.6.M.1.Su.j Imitate different group dance and rhythm sequences that incorporate equipment. | PE.6.M.1.Pa.j Perform a guided group dance and rhythm sequence that incorporates equipment. |
| PE.6.M.1.In.k Demonstrate proper warm-up and cool-down techniques. | PE.6.M.1.Su.k Use selected warm-up and cool-down techniques. | PE.6.M.1.Pa.k Perform guided warm-up and cool-down techniques. |
| PE.6.M.1.In.l Use proper selected safety practices, such as use of sunscreen, hydration and selection of clothing. | PE.6.M.1.Su.l Perform proper selected safety practices, such as use of sunscreen, hydration and selection of clothing. | PE.6.M.1.Pa.l Perform guided selected safety practices, such as use of sunscreen, hydration and selection of clothing. |
| PE.6.M.1.In.m Use technology to develop, enhance | PE.6.M.1.Su.m Use technology to develop and maintain motor skill performance. | PE.6.M.1.Pa.m Use technology to develop motor skill performance. |

| | | |
|---------------------------------------|--|--|
| and maintain motor skill performance. | | |
|---------------------------------------|--|--|

Strand: 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 CODE | BENCHMARK |
|-----------------------|--|
| 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. |
| PE.6.C.2.10 | Recognize the difference between fact and fallacy as it relates to consumer physical fitness products and programs. |
| 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. |
| 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.2.2 | List safety procedures that should be followed when engaging in activities to improve the health-related components of fitness. |
| 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. |
| PE.6.C.2.3 | Describe how each of the health-related components of fitness are improved through the application of training principles. |
| PE.6.C.2.4 | Describe the long-term benefits of regular physical activity. |
| 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. |
| 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. |

Access Point for Students with Significant Cognitive Disabilities

| Independent | Supported | Participatory |
|---|---|---|
| PE.6.C.2.In.a Recognize at least two movements or activities that lead to improvement in the health-related components of fitness. | PE.6.C.2.Su.a Recognize at least one movement or activity that leads to improvement in the health-related components of fitness. | PE.6.C.2.Pa.a Associate movement with improvement in health-related components of fitness. |
| PE.6.C.2.In.b | PE.6.C.2.Su.b | PE.6.C.2.Pa.b |

| | | |
|--|--|--|
| <p>Identify safety procedures that should be followed when engaging in activities to improve cardiorespiratory endurance, muscular fitness, muscular endurance, flexibility and body composition.</p> <p>PE.6.C.2.In.c Identify how each of the health-related components of fitness, such as cardiorespiratory endurance, physical conditioning, flexibility and body composition are improved by training.</p> <p>PE.6.C.2.In.d Identify long-term benefits of regular physical activity.</p> <p>PE.6.C.2.In.e Identify the training principles of overload, progression and specificity.</p> <p>PE.6.C.2.In.f Identify aerobic and anaerobic activities, such as running and weight lifting.</p> <p>PE.6.C.2.In.g Identify personal target heart-rate zone and describe how to adjust intensity level to stay within the desired range.</p> <p>PE.6.C.2.In.h Identify methods of monitoring intensity level during aerobic activity, such as talk test, rate of perceived exertion and heart rate/pulse.</p> <p>PE.6.C.2.In.i Identify the effects of physical activity on heart rate during exercise, recovery phase and while the body is at rest.</p> <p>PE.6.C.2.In.j Identify information as true or false as it relates to consumer physical fitness products and programs, such as weight-loss pills, food labels and exercise equipment.</p> <p>PE.6.C.2.In.k Prepare a log noting the food intake, calories consumed and physical activities.</p> <p>PE.6.C.2.In.l Identify components of skill-related fitness (speed, coordination, balance, power and agility).</p> | <p>Recognize safety procedures that should be followed when engaging in activities to improve cardiorespiratory endurance, physical conditioning, flexibility and body composition.</p> <p>PE.6.C.2.Su.c Recognize how each of the health-related components of fitness, such as cardiorespiratory endurance, physical conditioning, flexibility and body composition are improved by training.</p> <p>PE.6.C.2.Su.d Recognize long-term benefits of regular physical activity.</p> <p>PE.6.C.2.Su.e Recognize the training principles of overload, progression and specificity.</p> <p>PE.6.C.2.Su.f Recognize aerobic and anaerobic activities, such as running and weight lifting.</p> <p>PE.6.C.2.Su.g Recognize personal target heart-rate zone and identify how to adjust intensity level to stay within the desired range.</p> <p>PE.6.C.2.Su.h Recognize methods of monitoring intensity level during aerobic activity, such as talk test, rate of perceived exertion and heart rate/pulse.</p> <p>PE.6.C.2.Su.i Recognize the effects of physical activity on heart rate during exercise, recovery phase and while the body is at rest.</p> <p>PE.6.C.2.Su.j Recognize information as true or false as it relates to consumer physical fitness products and programs, such as weight-loss pills, food labels and exercise equipment.</p> <p>PE.6.C.2.Su.k Prepare a log noting the food intake and physical activities.</p> <p>PE.6.C.2.Su.l Recognize components of skill-related fitness (speed, coordination, balance, power and agility).</p> | <p>Recognize a safety practice that should be followed when engaging in health-related physical fitness.</p> <p>PE.6.C.2.Pa.c Associate exercise or training with improvement in the health-related components of fitness.</p> <p>PE.6.C.2.Pa.d Recognize that regular physical activity has health benefits.</p> <p>PE.6.C.2.Pa.e Recognize a training principle, such as overload, progression or specificity.</p> <p>PE.6.C.2.Pa.f Recognize an aerobic activity, such as running.</p> <p>PE.6.C.2.Pa.g Recognize personal heart rate.</p> <p>PE.6.C.2.Pa.h Recognize a method of monitoring aerobic activity, such as talk test or heart rate/pulse.</p> <p>PE.6.C.2.Pa.i Recognize the relationship between physical activity and heart rate.</p> <p>PE.6.C.2.Pa.j Recognize information related to a consumer physical fitness product, such as weight-loss pills, food labels or exercise equipment.</p> <p>PE.6.C.2.Pa.k Recognize food intake and physical activities.</p> <p>PE.6.C.2.Pa.l Recognize a component of skill-related fitness (speed, coordination, balance, power or agility).</p> <p>PE.6.C.2.Pa.m Recognize an appropriate warm-up and cool-down technique and the reason for</p> |
|--|--|--|

| | | |
|--|---|---|
| <p>PE.6.C.2.In.m Identify appropriate warm-up and cool-down techniques and the reasons for using them.</p> <p>PE.6.C.2.In.n Identify terminology and etiquette in educational gymnastics or dance.</p> <p>PE.6.C.2.In.o Identify basic dance or gymnastic sequences.</p> <p>PE.6.C.2.In.p Assess basic movement patterns in performances of others.</p> <p>PE.6.C.2.In.q Identify the mechanical principles used in the performance of skills in gymnastics or dance.</p> <p>PE.6.C.2.In.r Identify the risks and safety procedures in gymnastics and dance.</p> <p>PE.6.C.2.In.s Identify music appropriate for dance or gymnastics movements.</p> <p>PE.6.C.2.In.t Identify that improvisation is used to create movements for dance.</p> <p>PE.6.C.2.In.u Recognize the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <p>PE.6.C.2.In.v Identify at least two symptoms of heat illnesses caused by excessive fluid loss.</p> | <p>PE.6.C.2.Su.m Recognize appropriate warm-up and cool-down techniques and the reasons for using them.</p> <p>PE.6.C.2.Su.n Recognize basic terminology and etiquette in educational gymnastics or dance.</p> <p>PE.6.C.2.Su.o Recognize basic dance or gymnastic sequences.</p> <p>PE.6.C.2.Su.p Identify basic movement patterns in performances of others.</p> <p>PE.6.C.2.Su.q Recognize the mechanical principles used in the performance of skills in gymnastics or dance.</p> <p>PE.6.C.2.Su.r Recognize the risks and safety procedures in gymnastics and dance.</p> <p>PE.6.C.2.Su.s Recognize music appropriate for dance or gymnastics movements.</p> <p>PE.6.C.2.Su.t Recognize that improvisation is used to create movements for dance.</p> <p>PE.6.C.2.Su.u Recognize a precaution to be taken when exercising in a variety of weather conditions or environmental conditions.</p> <p>PE.6.C.2.Su.v Identify that heat illness results from excessive fluid loss.</p> | <p>using it.</p> <p>PE.6.C.2.Pa.n Recognize basic etiquette in educational gymnastics or dance.</p> <p>PE.6.C.2.Pa.o Recognize a basic dance or gymnastic sequence.</p> <p>PE.6.C.2.Pa.p Recognize and correct an error in selected personal movement patterns.</p> <p>PE.6.C.2.Pa.q Recognize a mechanical principle used in movement.</p> <p>PE.6.C.2.Pa.r Recognize a safety procedure in gymnastics and dance.</p> <p>PE.6.C.2.Pa.s Associate music with dance or gymnastics movements.</p> <p>PE.6.C.2.Pa.t Recognize that movements can be created.</p> <p>PE.6.C.2.Pa.u Recognize precautions to be taken when exercising.</p> <p>PE.6.C.2.Pa.v Recognize that heat illness results from excessive fluid loss.</p> |
|--|---|---|

| Strand: LIFETIME FITNESS | |
|--|---|
| Standard 3: Participate regularly in physical activity. | |
| BENCHMARK CODE | BENCHMARK |
| 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. |

| | |
|------------|--|
| 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. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|---|---|--|
| PE.6.L.3.In.a Participate in a selected moderate physical activity on a daily basis. | PE.6.L.3.Su.a Participate in moderate modified physical activity on a daily basis. | PE.6.L.3.Pa.a Participate in modified physical activity on a daily basis. |
| PE.6.L.3.In.b Participate in a healthy level of physical activity on a daily basis. | PE.6.L.3.Su.b Participate in a healthy level of modified physical activity on a daily basis. | PE.6.L.3.Pa.b Participate in healthy level of guided physical activity on a daily basis. |
| PE.6.L.3.In.c Participate in a variety of basic fitness, wellness, gymnastics or dance activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition. | PE.6.L.3.Su.c Participate in a variety of selected, basic fitness, wellness, gymnastics or dance activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition. | PE.6.L.3.Pa.c Participate in a variety of selected, modified fitness, wellness, gymnastics or dance activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition. |
| PE.6.L.3.In.d Recognize the in-school opportunities for participation in a variety of physical activities that promote fitness, wellness, gymnastics or dance. | PE.6.L.3.Su.d Recognize selected in-school opportunities for participation in a variety of physical activities that promote fitness, wellness, gymnastics or dance. | PE.6.L.3.Pa.d Recognize a school opportunity for participation in physical activities that promote fitness, wellness, gymnastics or dance. |
| PE.6.L.3.In.e Recognize selected community opportunities that promote fitness and wellness. | PE.6.L.3.Su.e Recognize selected community opportunities that promote fitness and wellness. | PE.6.L.3.Pa.e Recognize a selected community opportunity that promotes fitness and wellness. |
| PE.6.L.3.In.f Recognize a variety of basic fitness, wellness, gymnastics or dance activities that promote good stress management. | PE.6.L.3.Su.f Recognize a variety of selected, basic fitness, wellness, gymnastics or dance activities that promote good stress management. | PE.6.L.3.Pa.f Recognize a variety of selected, modified fitness, wellness, gymnastics or dance activities that promote management of stress. |

Standard 4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

| BENCHMARK CODE | BENCHMARK |
|-----------------------|--|
| 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. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| Independent | Supported | Participatory |
| PE.6.L.4.In.a Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by implementing and assessing a personal fitness program in collaboration with a teacher. | PE.6.L.4.Su.a Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by implementing a personal fitness program in collaboration with a teacher. | PE.6.L.4.Pa.a Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by actively participating in a personal fitness program in collaboration with a teacher. |
| PE.6.L.4.In.b Select goals and identify strategies for a personal physical-activity plan. | PE.6.L.4.Su.b Select goals and recognize strategies for a personal physical-activity plan. | PE.6.L.4.Pa.b Select a goal for a personal physical-activity plan. |
| PE.6.L.4.In.c Use a variety of resources, including available technology, to design and assess a personal physical-activity plan. | PE.6.L.4.Su.c Use a variety of resources, including available technology, to assess a personal activity plan. | PE.6.L.4.Pa.c Use resources, including available technology, to recognize the effect of a personal activity plan. |
| PE.6.L.4.In.d Identify a variety of physical activities in developing a personal fitness program. | PE.6.L.4.Su.d Identify a variety of selected physical activities in developing a personal fitness program. | PE.6.L.4.Pa.d Recognize a variety of physical activities in developing a personal fitness program. |
| PE.6.L.4.In.e Recognize selected health-related problems associated with low levels of cardiorespiratory endurance and flexibility. | PE.6.L.4.Su.e Recognize a health-related problem associated with low levels of physical activity. | PE.6.L.4.Pa.e Recognize a consequence of low levels of physical activity. |

| | |
|---|--|
| Strand: RESPONSIBLE BEHAVIORS AND VALUES | |
| Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings. | |
| BENCHMARK CODE | BENCHMARK |
| 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. |
| 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. |
| Access Point for Students with Significant Cognitive Disabilities | |
| Independent | Supported |
| PE.6.R.5.In.a Recognize that peer pressure can have different effects. | PE.6.R.5.Su.a Recognize examples of positive and negative relationships with peers. |
| PE.6.R.5.In.b | PE.6.R.5.Pa.a Recognize an example of a positive relationship with peers. |
| | PE.6.R.5.Pa.b |

| | | |
|--|--|---|
| <p>Show acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.</p> <p>PE.6.R.5.In.c Use responsible behaviors during physical activities, such as controlling emotions, respecting opponents and officials and accepting both victory and defeat.</p> <p>PE.6.R.5.In.d Recognize appropriate personal and social behaviors that apply to specific physical activities.</p> <p>PE.6.R.5.In.e Use appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.</p> | <p>PE.6.R.5.Su.b Show acceptance and respect for persons of diverse backgrounds and abilities in selected physical-activity settings.</p> <p>PE.6.R.5.Su.c Use responsible behaviors during physical activities, such as controlling emotions and respecting opponents and officials.</p> <p>PE.6.R.5.Su.d Recognize appropriate personal behaviors that apply to specific physical activities.</p> <p>PE.6.R.5.Su.e Use appropriate etiquette, respect for facilities and safe behaviors while participating in a variety of physical activities.</p> | <p>Participate cooperatively with persons of diverse backgrounds and abilities in selected physical-activity settings.</p> <p>PE.6.R.5.Pa.c Use responsible behaviors during physical activities, such as controlling emotions.</p> <p>PE.6.R.5.Pa.d Recognize appropriate behaviors that apply to selected physical activities.</p> <p>PE.6.R.5.Pa.e Use safe behaviors while participating in a variety of physical activities.</p> |
|--|--|---|

Standard 6: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

| BENCHMARK CODE | BENCHMARK |
|----------------|---|
| 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. |
| PE.6.R.6.3 | Participate in games, sports and/or physical activities from other cultures. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|---|--|---|
| <p>PE.6.R.6.In.a Recognize 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.</p> | <p>PE.6.R.6.Su.a Recognize an opportunity for participation in a physical activity that occurs outside of the school setting that contributes to personal enjoyment.</p> | <p>PE.6.R.6.Pa.a Associate a physical activity that occurs outside of the school setting with personal enjoyment.</p> |
| <p>PE.6.R.6.In.b Recognize selected potential benefits of participation in a variety of physical activities, such as physical, mental, emotional and social benefits.</p> | <p>PE.6.R.6.Su.b Recognize a selected potential benefit of participation in a variety of physical activities, such as a physical, mental, emotional or social benefit.</p> | <p>PE.6.R.6.Pa.b Recognize that participation in a variety of physical activities has benefits.</p> |
| <p>PE.6.R.6.In.c Identify games, sports or physical activities from other cultures.</p> | <p>PE.6.R.6.Su.c Recognize games, sports or physical activities from other cultures.</p> | <p>PE.6.R.6.Pa.c Recognize a game, sport or physical activity from another culture.</p> |

GRADE: 7

| Strand: MOVEMENT COMPETENCY | | |
|---|--|--|
| Standard 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. | | |
| 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 team 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. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| <p>PE.7.M.1.In.a Participate in a modified version of team sports demonstrating a combination of manipulative skills, such as throwing, catching, kicking, punting, trapping, dribbling, volleying and striking.</p> <p>PE.7.M.1.In.b Use basic offensive and defensive strategies while playing a modified version of a variety of selected sports and activities.</p> <p>PE.7.M.1.In.c Demonstrate appropriate relationships between the body and an opponent in simulated parts of game situations, such as staying between opponent and goal and moving between opponent and the ball.</p> <p>PE.7.M.1.In.d Perform introductory skills in outdoor pursuits, such as archery, backpacking, orienteering, hiking, canoeing, fishing or ropes courses.</p> <p>PE.7.M.1.In.e</p> | <p>PE.7.M.1.Su.a Participate in a modified version of team sports using basic manipulative skills, such as throwing, catching, kicking, punting, trapping, dribbling, volleying and striking.</p> <p>PE.7.M.1.Su.b Use basic offensive and defensive strategies while playing a modified version of a sport and activity.</p> <p>PE.7.M.1.Su.c Use appropriate relationships between the body and an opponent in simulated game situations, such as staying between opponent and goal and moving between opponent and the ball.</p> <p>PE.7.M.1.Su.d Imitate introductory skills in outdoor pursuits, such as archery, backpacking, orienteering, hiking, canoeing, fishing or ropes courses.</p> <p>PE.7.M.1.Su.e</p> | <p>PE.7.M.1.Pa.a Participate in a modified version of team sports using guided manipulative skills.</p> <p>PE.7.M.1.Pa.b Use guided offensive and defensive movements while playing a modified version of a sport or activity.</p> <p>PE.7.M.1.Pa.c Imitate appropriate relationships between the body and an opponent in guided and simulated game situations, such as staying between opponent and goal and moving between opponent and the ball.</p> <p>PE.7.M.1.Pa.d Perform guided introductory skills in modified outdoor pursuits, such as archery, backpacking, orienteering, hiking, canoeing, fishing or ropes courses.</p> <p>PE.7.M.1.Pa.e Participate in guided modified aquatics activities to improve or maintain health-related fitness.</p> |

| | | |
|---|--|---|
| <p>Participate in aquatics activities to improve or maintain health-related fitness, such as water aerobics, water polo or survival swimming.</p> <p>PE.7.M.1.In.f Perform selected critical elements in specialized skills related to sports or outdoor pursuit activities, such as overhand throw for distance/force, bumping a volleyball, steering a canoe, batting or correct stance in archery.</p> <p>PE.7.M.1.In.g Use selected equipment and appropriate safety procedures for participation in a variety of sports or activities.</p> <p>PE.7.M.1.In.h Apply technology to develop, monitor and improve individual basic skill performance, such as videotaping.</p> <p>PE.7.M.1.In.i Demonstrate more than one principle of biomechanics necessary for safe and successful performance in a variety of activities.</p> | <p>Participate in modified aquatics activities to improve or maintain health-related fitness.</p> <p>PE.7.M.1.Su.f Perform guided critical elements in specialized skills related to sports or outdoor pursuit activities.</p> <p>PE.7.M.1.Su.g Use selected equipment and appropriate safety procedures for participation in a variety of modified sports or activities.</p> <p>PE.7.M.1.Su.h Apply technology to monitor and improve individual basic skill performance, such as videotaping.</p> <p>PE.7.M.1.Su.i Demonstrate one principle of biomechanics necessary for safe and successful performance in an activity.</p> | <p>PE.7.M.1.Pa.f Perform guided skills related to modified sports or outdoor pursuit activities.</p> <p>PE.7.M.1.Pa.g Use selected equipment and appropriate safety procedures for participation in a variety of guided sports or activities.</p> <p>PE.7.M.1.Pa.h Apply technology to improve individual skill performance, such as videotaping.</p> <p>PE.7.M.1.Pa.i Perform safe and successful movements in activities.</p> |
|---|--|---|

Strand: 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 CODE | BENCHMARK |
|----------------|---|
| PE.7.C.2.1 | Identify the basic rules for team sports. |
| PE.7.C.2.2 | Identify the basic rules for outdoor pursuits/aquatics. |
| 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. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|---|--|---|
| <p>PE.7.C.2.In.a Recognize basic rules for team sports, such as setting up to start, consequences for violating rules and keeping accurate score.</p> <p>PE.7.C.2.In.b Recognize basic rules for outdoor pursuits/aquatics.</p> <p>PE.7.C.2.In.c Describe basic offensive and defensive strategies in modified games and activities and team sports.</p> <p>PE.7.C.2.In.d Identify basic offensive and defensive strategies in modified games or activities and outdoor pursuits/aquatics.</p> <p>PE.7.C.2.In.e Identify different types of safety equipment and practice relating to water activities.</p> <p>PE.7.C.2.In.f Use feedback on skill patterns of self and partner to detect and correct mechanical errors.</p> <p>PE.7.C.2.In.g Recognize the critical elements for successful performance of a variety of sport skills.</p> <p>PE.7.C.2.In.h Identify specific safety procedures and equipment necessary for a variety of sports and physical activities.</p> <p>PE.7.C.2.In.i Identify movement skills used in different physical activities, such as slow-pitch softball and volleyball underhand serve.</p> | <p>PE.7.C.2.Su.a Recognize basic rules for selected team sports, such as setting up to start, consequences for violating rules and keeping accurate score.</p> <p>PE.7.C.2.Su.b Recognize basic rules for selected outdoor pursuits/aquatics.</p> <p>PE.7.C.2.Su.c Identify basic offensive and defensive strategies in modified games and activities and team sports.</p> <p>PE.7.C.2.Su.d Recognize basic offensive and defensive strategies in modified games, activities or outdoor pursuits/aquatics.</p> <p>PE.7.C.2.Su.e Recognize different types of safety equipment relating to water activities.</p> <p>PE.7.C.2.Su.f Use feedback on skill patterns of self or partner to correct mechanical errors.</p> <p>PE.7.C.2.Su.g Recognize selected critical elements for successful performance of a variety of sport skills.</p> <p>PE.7.C.2.Su.h Recognize specific safety procedures and equipment necessary for a variety of sports and physical activities.</p> <p>PE.7.C.2.Su.i Recognize movement skills used in different physical activities, such as slow-pitch softball and volleyball underhand serve.</p> | <p>PE.7.C.2.Pa.a Recognize a basic rule for selected team sports.</p> <p>PE.7.C.2.Pa.b Recognize a selected rule for outdoor pursuit/aquatics.</p> <p>PE.7.C.2.Pa.c Recognize basic offensive and defensive tactics in modified games and activities and team sports.</p> <p>PE.7.C.2.Pa.d Recognize a basic offensive and defensive strategy in a modified game, activity or outdoor pursuits/aquatics.</p> <p>PE.7.C.2.Pa.e Recognize a type of safety equipment relating to water activities.</p> <p>PE.7.C.2.Pa.f Use feedback to correct mechanical errors.</p> <p>PE.7.C.2.Pa.g Associate selected critical elements with successful performance of a sport skill.</p> <p>PE.7.C.2.Pa.h Recognize a specific safety procedure and equipment necessary for a sport or physical activity.</p> <p>PE.7.C.2.Pa.i Recognize a movement skill used in physical activities, such as slow-pitch softball or volleyball underhand serve.</p> |

Strand: LIFETIME FITNESS

Standard 3: Participate regularly in physical activity.

| BENCHMARK CODE | BENCHMARK |
|----------------|---|
| 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. |
| 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. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|--|---|---|
| PE.7.L.3.In.a Participate in a selected moderate physical activity on a daily basis. | PE.7.L.3.Su.a Participate in moderate modified physical activity on a daily basis. | PE.7.L.3.Pa.a Participate in modified physical activity on a daily basis. |
| PE.7.L.3.In.b Participate in a healthy level of physical activity on a daily basis. | PE.7.L.3.Su.b Participate in a healthy level of modified physical activity on a daily basis. | PE.7.L.3.Pa.b Participate in healthy level of guided physical activity on a daily basis. |
| PE.7.L.3.In.c Participate in a variety of basic team sports, outdoor pursuits or aquatics activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition. | PE.7.L.3.Su.c Participate in a variety of selected basic team sports, outdoor pursuits or aquatics activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition. | PE.7.L.3.Pa.c Participate in a variety of selected, modified team sports, outdoor pursuits or aquatics activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition. |
| PE.7.L.3.In.d Recognize the in-school opportunities for participation in team sports, outdoor pursuits and aquatics. | PE.7.L.3.Su.d Recognize selected in-school opportunities for participation in team sports, outdoor pursuits and aquatics. | PE.7.L.3.Pa.d Recognize a school opportunity for participation in team sports, outdoor pursuits or aquatics. |
| PE.7.L.3.In.e Recognize selected community opportunities that promote fitness and wellness. | PE.7.L.3.Su.e Recognize selected community opportunities that promote fitness and wellness. | PE.7.L.3.Pa.e Recognize a selected community opportunity that promotes fitness and wellness. |
| PE.7.L.3.In.f Recognize a variety of basic team sports, outdoor pursuits and aquatics activities that promote effective stress management. | PE.7.L.3.Su.f Recognize a variety of selected basic team sports, outdoor pursuits and aquatics activities that promote effective stress management. | PE.7.L.3.Pa.f Recognize a variety of modified team sports, outdoor pursuits and aquatics activities that promote effective stress management. |

Standard 4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

| BENCHMARK CODE | BENCHMARK |
|----------------|--|
| 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. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|--|---|---|
| <p>PE.7.L.4.In.a Create and implement a personal fitness program in collaboration with a teacher.</p> <p>PE.7.L.4.In.b Select goals and identify strategies for a personal physical-activity plan.</p> <p>PE.7.L.4.In.c Use a variety of resources, including available technology, to design and assess a personal physical-activity plan.</p> <p>PE.7.L.4.In.d Identify a variety of physical activities when developing a personal fitness program.</p> <p>PE.7.L.4.In.e Recognize selected health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.</p> | <p>PE.7.L.4.Su.a Create a personal fitness program in collaboration with a teacher.</p> <p>PE.7.L.4.Su.b Select goals and recognize strategies for a personal physical-activity plan.</p> <p>PE.7.L.4.Su.c Use a variety of resources, including available technology, to assess a personal activity plan.</p> <p>PE.7.L.4.Su.d Identify a variety of selected physical activities when developing a personal fitness program.</p> <p>PE.7.L.4.Su.e Recognize selected health-related problems associated with low levels of cardiorespiratory endurance and flexibility.</p> | <p>PE.7.L.4.Pa.a Actively participate in a personal fitness program in collaboration with a teacher.</p> <p>PE.7.L.4.Pa.b Select a goal for a personal physical-activity plan.</p> <p>PE.7.L.4.Pa.c Use resources, including available technology, to recognize the effect of a personal activity plan.</p> <p>PE.7.L.4.Pa.d Recognize a variety of physical activities when developing a personal fitness program.</p> <p>PE.7.L.4.Pa.e Recognize consequences of low levels of physical activity.</p> |

Strand: RESPONSIBLE BEHAVIORS AND VALUES

Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.

| BENCHMARK CODE | BENCHMARK |
|-----------------------|--|
| 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. |
| 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. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|--|---|---|
| <p>PE.7.R.5.In.a Recognize situations in which peer pressure could negatively impact one's own behavior choices.</p> | <p>PE.7.R.5.Su.a Recognize a situation in which peer pressure could negatively impact one's own behavior choices.</p> | <p>PE.7.R.5.Pa.a Associate a situation in which peer pressure could negatively impact behavior with one's own</p> |

| | | |
|---|--|---|
| <p>PE.7.R.5.In.b Show acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.</p> <p>PE.7.R.5.In.c Use responsible behaviors during physical activities, such as controlling emotions, respecting opponents and officials and accepting both victory and defeat.</p> <p>PE.7.R.5.In.d Recognize appropriate personal, social and ethical behaviors that apply to specific physical activities.</p> <p>PE.7.R.5.In.e Use appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.</p> | <p>PE.7.R.5.Su.b Show acceptance and respect for persons of diverse backgrounds and abilities in selected physical-activity settings.</p> <p>PE.7.R.5.Su.c Use responsible behaviors during physical activities, such as controlling emotions and respecting opponents and officials.</p> <p>PE.7.R.5.Su.d Recognize appropriate personal and ethical behaviors that apply to specific physical activities.</p> <p>PE.7.R.5.Su.e Use appropriate etiquette, respect for facilities and safe behaviors while participating in a variety of physical activities.</p> | <p>choices.</p> <p>PE.7.R.5.Pa.b Participate cooperatively with persons of diverse backgrounds and abilities in selected physical-activity settings.</p> <p>PE.7.R.5.Pa.c Use responsible behaviors during physical activities, such as controlling emotions.</p> <p>PE.7.R.5.Pa.d Recognize appropriate personal behavior that applies to selected physical activities.</p> <p>PE.7.R.5.Pa.e Use safe behaviors while participating in a variety of physical activities.</p> |
|---|--|---|

Standard 6: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

| BENCHMARK CODE | BENCHMARK |
|-----------------------|---|
| 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. |
| PE.7.R.6.3 | Participate in games, sports and/or physical activities from other cultures. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|--|---|---|
| <p>PE.7.R.6.In.a Recognize 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.</p> <p>PE.7.R.6.In.b Identify selected potential benefits of participation in a variety of physical activities, such as physical, mental, emotional and social benefits.</p> <p>PE.7.R.6.In.c Select games, sports or physical activities from other cultures.</p> | <p>PE.7.R.6.Su.a Recognize an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment.</p> <p>PE.7.R.6.Su.b Recognize selected potential benefits of participation in a variety of physical activities, such as physical, mental, emotional and social benefits.</p> <p>PE.7.R.6.Su.c Identify selected games, sports or physical activities from other cultures.</p> | <p>PE.7.R.6.Pa.a Recognize an opportunity for participation in a physical activity that occurs outside of the school setting.</p> <p>PE.7.R.6.Pa.b Associate a selected benefit to the participation in a physical activity, such as a physical, mental, emotional or social benefit.</p> <p>PE.7.R.6.Pa.c Recognize selected games, sports or physical activities from other cultures.</p> |

GRADE: 8

| Strand: MOVEMENT COMPETENCY | | |
|--|---|---|
| Standard 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. | | |
| BENCHMARK CODE | BENCHMARK | |
| 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 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. | |
| PE.8.M.1.9 | Select and utilize appropriate safety equipment. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| PE.8.M.1.In.a Demonstrate motor skills for a variety of individual/dual and extreme/alternative sports. | PE.8.M.1.Su.a Use basic motor skills for a variety of modified individual/dual and extreme/alternative sports. | PE.8.M.1.Pa.a Perform movement skills for a variety of modified individual/dual or extreme/alternative sports. |
| PE.8.M.1.In.b Demonstrate selected critical elements when striking with an object or implement. | PE.8.M.1.Su.b Use selected critical elements when striking with a modified object or implement. | PE.8.M.1.Pa.b Perform a striking movement with a modified object or implement. |
| PE.8.M.1.In.c Demonstrate body management for successful participation in modified games and activities. | PE.8.M.1.Su.c Demonstrate body management for successful participation in selected modified games. | PE.8.M.1.Pa.c Demonstrate body management for successful participation in a selected modified game or activity. |
| PE.8.M.1.In.d Demonstrate principles of biomechanics necessary for safe and successful performance in activities. | PE.8.M.1.Su.d Demonstrate at least one principle of biomechanics necessary for safe and successful performance in a variety of activities. | PE.8.M.1.Pa.d Demonstrate safe and successful movements in activities. |
| PE.8.M.1.In.e Use appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking. | PE.8.M.1.Su.e Perform actions with appropriate speed and force when distance running, throwing, jumping, striking or kicking. | PE.8.M.1.Pa.e Perform selected actions with appropriate speed and force when distance running, throwing, jumping, striking or kicking. |
| PE.8.M.1.In.f Demonstrate offensive and defensive strategies and use guided transition | PE.8.M.1.Su.f Demonstrate modified offensive and | PE.8.M.1.Pa.f Perform modified offensive and defensive movements and guided transition strategies. |

| | | |
|--|---|--|
| strategies. PE.8.M.1.In.g Demonstrate skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels. PE.8.M.1.In.h Apply technology to develop, monitor and improve individual motor skills. PE.8.M.1.In.i Select and utilize basic safety equipment. | defensive strategies and use guided transition strategies. PE.8.M.1.Su.g Demonstrate skill-related components of balance, reaction time, agility, power and speed to enhance performance levels. PE.8.M.1.Su.h Apply technology to monitor and improve individual motor skills. PE.8.M.1.Su.i Utilize basic safety equipment. | PE.8.M.1.Pa.g Demonstrate a selected skill-related component of balance, reaction time, agility, power or speed to enhance performance levels. PE.8.M.1.Pa.h Apply technology to improve individual movement skills. PE.8.M.1.Pa.i Utilize selected safety equipment. |
|--|---|--|

Strand: 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 CODE | BENCHMARK |
|----------------|--|
| PE.8.C.2.1 | Identify basic rules for individual/dual sports. |
| PE.8.C.2.2 | Identify basic rules for alternative/extreme sports activities. |
| 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. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|--|---|--|
| PE.8.C.2.In.a Recognize basic rules for individual/dual sports, such as setting up to start, consequences for violating rules and keeping accurate score. PE.8.C.2.In.b Recognize basic rules for alternative/extreme sports activities. PE.8.C.2.In.c Describe basic offensive and defensive strategies in individual/dual | PE.8.C.2.Su.a Recognize basic rules for selected individual/dual sports, such as setting up to start, consequences for violating rules and keeping accurate score. PE.8.C.2.Su.b Recognize basic safety measures for alternative/extreme sports activities. PE.8.C.2.Su.c Identify basic offensive and defensive strategies in individual/dual sports. | PE.8.C.2.Pa.a Recognize a basic rule for selected individual/dual sports. PE.8.C.2.Pa.b Recognize a basic safety measure for alternative/extreme sports activities. PE.8.C.2.Pa.c Recognize basic offensive and defensive tactics in modified individual/dual sports. |

| | | |
|--|--|---|
| <p>sports.</p> <p>PE.8.C.2.In.d Identify basic offensive and defensive strategies in alternative/extreme sports activities.</p> <p>PE.8.C.2.In.e Provide feedback on skill patterns of self or partner to detect and correct mechanical errors.</p> <p>PE.8.C.2.In.f Recognize the critical elements for successful performance in a variety of sport skills or physical activities.</p> <p>PE.8.C.2.In.g Identify specific safety procedures and equipment necessary for a variety of sports and physical activities.</p> <p>PE.8.C.2.In.h Identify movement skills and strategies used in different physical activities, such as volleyball or tennis serve, surfing and skate boarding.</p> | <p>PE.8.C.2.Su.d Recognize basic offensive and defensive strategies in alternative/extreme sports activities.</p> <p>PE.8.C.2.Su.e Use feedback on skill patterns of both self and partner to correct mechanical errors.</p> <p>PE.8.C.2.Su.f Recognize selected critical elements for successful performance in a variety of sport skills or physical activities.</p> <p>PE.8.C.2.Su.g Recognize specific safety procedures and equipment necessary for a variety of sports and physical activities.</p> <p>PE.8.C.2.Su.h Recognize movement skills and strategies used in different physical activities, such as volleyball or tennis serve, surfing and skate boarding.</p> | <p>PE.8.C.2.Pa.d Recognize a basic offensive and defensive strategy in a selected alternative/extreme sports activity.</p> <p>PE.8.C.2.Pa.e Use feedback on skill patterns of self to correct mechanical errors.</p> <p>PE.8.C.2.Pa.f Associate selected critical elements with successful performance of a sport skill and physical activity.</p> <p>PE.8.C.2.Pa.g Recognize a specific safety procedure and equipment necessary for a sport or physical activity.</p> <p>PE.8.C.2.Pa.h Recognize a movement skill and strategy used in physical activities, such as volleyball or tennis serve, surfing and skate boarding.</p> |
|--|--|---|

| Strand: LIFETIME FITNESS | | |
|---|---|---|
| Standard 3: Participate regularly in physical activity. | | |
| BENCHMARK CODE | BENCHMARK | |
| 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. | |
| 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. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
| PE.8.L.3.In.a Participate in a selected moderate physical activity on a daily basis. | PE.8.L.3.Su.a Participate in moderate modified physical activity on a daily basis. | PE.8.L.3.Pa.a Participate in modified physical activity on a daily basis. |
| PE.8.L.3.In.b Participate in a healthy level of physical activity on a daily basis. | PE.8.L.3.Su.b Participate in a healthy level of modified physical activity on a daily | PE.8.L.3.Pa.b Participate in healthy level of guided physical activity on a daily basis. |

| | | |
|--|---|--|
| <p>PE.8.L.3.In.c Participate in a variety of basic individual/dual and alternative/extreme sports activities that promote cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.</p> <p>PE.8.L.3.In.d Recognize the in-school opportunities for participation in individual/dual and alternative/extreme sports.</p> <p>PE.8.L.3.In.e Recognize community opportunities for participation in individual/dual or alternative/extreme sports.</p> <p>PE.8.L.3.In.f Recognize a variety of basic individual/dual and alternative/extreme sports activities that promote effective stress management.</p> | <p>basis.</p> <p>PE.8.L.3.Su.c Participate in a variety of selected, basic individual/dual and alternative/extreme sports activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition.</p> <p>PE.8.L.3.Su.d Recognize selected in-school opportunities for participation in individual/dual and alternative/extreme sports.</p> <p>PE.8.L.3.Su.e Recognize selected community opportunities for participation in individual/dual or alternative/extreme sports.</p> <p>PE.8.L.3.Su.f Recognize a variety of selected basic individual/dual and alternative/extreme sports activities that promote effective stress management.</p> | <p>PE.8.L.3.Pa.c Participate in a variety of selected, modified individual/dual and alternative/extreme sports activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition.</p> <p>PE.8.L.3.Pa.d Recognize a school opportunity for participation in individual/dual or alternative/extreme sports.</p> <p>PE.8.L.3.Pa.e Recognize a selected community opportunity for participation in individual/dual or alternative/extreme sports.</p> <p>PE.8.L.3.Pa.f Recognize a variety of selected modified individual/dual and alternative/extreme sports activities that promote effective stress management.</p> |
|--|---|--|

Standard 4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

| BENCHMARK CODE | BENCHMARK |
|-----------------------|--|
| 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. |

Access Point for Students with Significant Cognitive Disabilities

| Independent | Supported | Participatory |
|--|--|--|
| <p>PE.8.L.4.In.a Create and implement a personal fitness program in collaboration with a teacher.</p> <p>PE.8.L.4.In.b Select goals and identify strategies for a personal physical-activity plan.</p> | <p>PE.8.L.4.Su.a Create a personal fitness program in collaboration with a teacher.</p> <p>PE.8.L.4.Su.b Select goals and recognize strategies for a personal physical-activity plan.</p> <p>PE.8.L.4.Su.c</p> | <p>PE.8.L.4.Pa.a Actively participate in a personal fitness program in collaboration with a teacher.</p> <p>PE.8.L.4.Pa.b Select a goal for a personal physical-activity plan.</p> |

| | | |
|---|--|---|
| <p>PE.8.L.4.In.c Use a variety of resources, including available technology, to design and assess their personal physical-activity plan.</p> <p>PE.8.L.4.In.d Identify a variety of physical activities in developing a personal fitness program.</p> <p>PE.8.L.4.In.e Recognize health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.</p> <p>PE.8.L.4.In.f Identify the training principles, such as overload and specificity, appropriate for enhancing cardiorespiratory endurance, muscular strength and endurance and flexibility.</p> | <p>Use a variety of resources, including available technology, to assess a personal activity plan.</p> <p>PE.8.L.4.Su.d Identify a variety of selected physical activities in developing a personal fitness program.</p> <p>PE.8.L.4.Su.e Recognize health-related problems associated with low levels of cardiorespiratory endurance, and muscular strength and endurance.</p> <p>PE.8.L.4.Su.f Recognize selected training principles, such as overload and specificity, appropriate for enhancing cardiorespiratory endurance, muscular strength and endurance and flexibility.</p> | <p>PE.8.L.4.Pa.c Use resources, including available technology, to recognize the effect of a personal activity plan.</p> <p>PE.8.L.4.Pa.d Recognize a variety of physical activities in developing a personal fitness program.</p> <p>PE.8.L.4.Pa.e Recognize a health-related problem associated with low levels of physical activity.</p> <p>PE.8.L.4.Pa.f Associate selected training principles, such as overload and specificity, with enhancing cardiorespiratory endurance, muscular strength and endurance and flexibility.</p> |
|---|--|---|

Strand: RESPONSIBLE BEHAVIORS AND VALUES

Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.

| BENCHMARK CODE | BENCHMARK |
|----------------|--|
| 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. |
| PE.8.R.5.4 | Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. |
| 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. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|--|---|---|
| <p>PE.8.R.5.In.a Identify ways to act independently of peer pressure in selected physical activities.</p> <p>PE.8.R.5.In.b Identify strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.</p> <p>PE.8.R.5.In.c Use responsible behaviors during</p> | <p>PE.8.R.5.Su.a Recognize ways to act independently of peer pressure in a selected physical activity.</p> <p>PE.8.R.5.Su.b Recognize strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.</p> <p>PE.8.R.5.Su.c</p> | <p>PE.8.R.5.Pa.a Recognize appropriate behavior choices for selected situations in school.</p> <p>PE.8.R.5.Pa.b Participate cooperatively with persons of diverse backgrounds and abilities in a variety of physical activities.</p> <p>PE.8.R.5.Pa.c</p> |

| | | |
|---|--|---|
| <p>physical activities, such as controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.</p> <p>PE.8.R.5.In.d Use appropriate personal, social and ethical behaviors while participating in a variety of physical activities.</p> <p>PE.8.R.5.In.e Use appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.</p> | <p>Use responsible behaviors during physical activities, such as controlling emotions, respecting opponents and officials and accepting both victory and defeat.</p> <p>PE.8.R.5.Su.d Use appropriate personal and ethical behaviors while participating in a variety of physical activities.</p> <p>PE.8.R.5.Su.e Use appropriate etiquette, respect for facilities and safe behaviors while participating in a variety of physical activities.</p> | <p>Use responsible behaviors during physical activities, such as controlling emotions and respecting opponents and officials.</p> <p>PE.8.R.5.Pa.d Use appropriate personal behaviors while participating in a variety of physical activities.</p> <p>PE.8.R.5.Pa.e Use appropriate etiquette and safe behaviors while participating in a variety of physical activities.</p> |
|---|--|---|

Standard 6: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

| BENCHMARK CODE | BENCHMARK |
|----------------|---|
| 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. |
| PE.8.R.6.3 | Compare and contrast games, sports and/or physical activities from other cultures. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|---|--|---|
| <p>PE.8.R.6.In.a Describe opportunities for participation in physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.</p> <p>PE.8.R.6.In.b Identify potential benefits of participation in a variety of physical activities, such as physical, mental, emotional and social benefits.</p> <p>PE.8.R.6.In.c Identify similarities in games, sports or physical activities according to cultures.</p> | <p>PE.8.R.6.Su.a Identify opportunities for participation in physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.</p> <p>PE.8.R.6.Su.b Recognize selected potential benefits of participation in a variety of physical activities, such as physical, mental, emotional and social benefits.</p> <p>PE.8.R.6.Su.c Recognize similarities in games, sports or physical activities from other cultures.</p> | <p>PE.8.R.6.Pa.a Recognize opportunities for participation in physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.</p> <p>PE.8.R.6.Pa.b Associate selected benefits with participation in a variety of physical activities, such as physical, mental, emotional and social benefits.</p> <p>PE.8.R.6.Pa.c Recognize a game, sport or physical activity that is the same in another other culture.</p> |

GRADE: 912

Strand: MOVEMENT COMPETENCY

Standard 1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.

| BENCHMARK CODE | BENCHMARK |
|-----------------------|--|
| PE.912.M.1.1 | Demonstrate critical elements of basic skills relating to aquatics. |
| PE.912.M.1.10 | Apply sport specific skills in simulation and in real-life applications. |
| 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. |
| 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. |
| 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. |
| 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.1.2 | Demonstrate proficiency in combination of motor skills related to aquatics. |
| 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. |
| 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.1.3 | Perform a basic water rescue, with or without equipment, without entering the water. |
| 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. |
| PE.912.M.1.35 | Select proper equipment and apply all appropriate safety procedures necessary for participation. |
| PE.912.M.1.4 | Perform refinement of one or more swim strokes to enhance efficiency, power and cardiorespiratory endurance in a variety of aquatics settings. |
| 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. |
| 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. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|--|--|--|
| PE.912.M.1.In.a Use critical elements of basic skills relating to aquatics, such as use of swim strokes, use of mask and fins and use of emergency safety equipment. | PE.912.M.1.Su.a Perform critical elements of basic skills related to aquatics, such as use of swim strokes, use of mask and fins and use of emergency safety equipment. | PE.912.M.1.Pa.a Perform modified basic skills related to aquatics. |
| PE.912.M.1.In.aa Perform skills in a variety of outdoor pursuit activities. | PE.912.M.1.Su.aa Perform basic skills in a variety of modified outdoor pursuit activities. | PE.912.M.1.Pa.aa Perform guided skills in a variety of modified outdoor pursuit activities. |
| PE.912.M.1.In.ab Demonstrate strategies and tactics in a variety of outdoor pursuits. | PE.912.M.1.Su.ab Perform strategies and tactics in a variety of modified outdoor pursuits. | PE.912.M.1.Pa.ab Use guided basic strategies and tactics in a variety of modified outdoor pursuits. |
| PE.912.M.1.In.ac Demonstrate basic self-defense movement skills. | PE.912.M.1.Su.ac Perform basic self-defense movement skills. | PE.912.M.1.Pa.ac Perform guided basic self-defense movement skills, such as moves and makes contact with an object or person. |
| PE.912.M.1.In.ad Combine and use simple self-defense movement patterns. | PE.912.M.1.Su.ad Use simple self-defense movement patterns. | PE.912.M.1.Pa.ad Perform simple self-defense movement patterns. |
| PE.912.M.1.In.ae Demonstrate offensive, defensive and transition strategies. | PE.912.M.1.Su.ae Perform basic offensive and defensive positions and guided transition strategies. | PE.912.M.1.Pa.ae Perform selected basic offensive and defensive positions. |
| PE.912.M.1.In.af Demonstrate sport-specific skills in a variety of game settings. | PE.912.M.1.Su.af Use basic sport-specific skills in a variety of modified game settings. | PE.912.M.1.Pa.af Perform basic sport-specific skills in a variety of selected modified game settings. |
| PE.912.M.1.In.ag Practice motor activities in order to improve performance. | PE.912.M.1.Su.ag Practice basic motor activities in order to improve performance. | PE.912.M.1.Pa.ag Practice modified movement (motor) activities in order to improve performance. |
| PE.912.M.1.In.ah Use selected mechanical principles, such as balance, force or leverage, as they apply to specific course activities. | PE.912.M.1.Su.ah Use a mechanical principle, such as balance, force or leverage, as it applies to selected course activities. | PE.912.M.1.Pa.ah Use a mechanical principle, such as balance, force or leverage, as it applies to selected modified course activities. |
| PE.912.M.1.In.ai Identify proper equipment and demonstrate all safety procedures for participation. | PE.912.M.1.Su.ai Recognize proper equipment and demonstrates all safety procedures for participation. | PE.912.M.1.Pa.ai Perform all safety procedures for participation. |
| PE.912.M.1.In.b Use a combination of motor skills related to aquatics, such as rhythmic breathing, coordinated movements and body alignment while entering the water. | PE.912.M.1.Su.b Use motor skills related to aquatics, such as rhythmic breathing, coordinated movements or body alignment while entering the water. | PE.912.M.1.Pa.b Perform motor skills related to aquatics, such as rhythmic breathing, coordinated movements or body alignment while entering the water. |
| PE.912.M.1.In.c Perform a basic water rescue with equipment without entering the | PE.912.M.1.Su.c Participate in a basic water rescue with equipment without entering the water. | PE.912.M.1.Pa.c Recognize equipment used in a basic water rescue. |
| | | PE.912.M.1.Pa.d Perform a modified swim stroke to |

| | | |
|---|---|---|
| <p>water.</p> <p>PE.912.M.1.In.d Perform more than one swim stroke to improve efficiency, power and cardiorespiratory endurance in a variety of aquatics settings, such as pools, lakes or open water.</p> <p>PE.912.M.1.In.e Demonstrate strategies for self-improvement based on individual strengths and needs.</p> <p>PE.912.M.1.In.f Select music with correct beat and tempo to develop dance movements.</p> <p>PE.912.M.1.In.g Perform dance sequences from a variety of dances accurately, such as hip-hop, social, step and line.</p> <p>PE.912.M.1.In.h Create and perform a creative movement sequence with a group.</p> <p>PE.912.M.1.In.i Demonstrate basic skills and rhythmic movements in dance, such as line, hip-hop, country and folk.</p> <p>PE.912.M.1.In.j Demonstrate basic skills of extreme sports in simulated and real-life applications.</p> <p>PE.912.M.1.In.k Demonstrate competency in one extreme sports activity.</p> <p>PE.912.M.1.In.l Select and perform basic movements using a variety of equipment that lead to improved or maintained muscular strength and endurance.</p> <p>PE.912.M.1.In.m Identify correct exercises and perform a cardiorespiratory-enhancing workout.</p> <p>PE.912.M.1.In.n Use technology to develop, enhance and maintain health and</p> | <p>PE.912.M.1.Su.d Perform a swim stroke to improve efficiency, power and cardiorespiratory endurance in a variety of aquatics settings, such as pools, lakes or open water.</p> <p>PE.912.M.1.Su.e Use strategies for self-improvement based on individual strengths and needs.</p> <p>PE.912.M.1.Su.f Use music with correct beat and tempo to develop dance movements.</p> <p>PE.912.M.1.Su.g Perform a variety of dance sequences accurately, such as from hip-hop, social, step and line.</p> <p>PE.912.M.1.Su.h Perform a creative movement sequence while working with a group.</p> <p>PE.912.M.1.Su.i Use rhythmic movements in dance, such as line, hip-hop, country and folk.</p> <p>PE.912.M.1.Su.j Perform basic skills of modified extreme sports in simulated and real-life applications.</p> <p>PE.912.M.1.Su.k Demonstrate competency in one modified extreme sports activity.</p> <p>PE.912.M.1.Su.l Identify and perform basic movements using a variety of equipment that lead to improved or maintained muscular strength and endurance.</p> <p>PE.912.M.1.Su.m Recognize correct exercises and perform a cardiorespiratory-enhancing workout.</p> <p>PE.912.M.1.Su.n Use technology to develop and maintain health and skill-related fitness levels.</p> | <p>improve efficiency, power and cardiorespiratory endurance in an aquatics setting.</p> <p>PE.912.M.1.Pa.e Perform a guided activity for self-improvement based on individual strengths and needs.</p> <p>PE.912.M.1.Pa.f Express self through movement to music.</p> <p>PE.912.M.1.Pa.g Perform movements associated with a variety of dance sequences.</p> <p>PE.912.M.1.Pa.h Perform a movement sequence while working with a group.</p> <p>PE.912.M.1.Pa.i Perform rhythmic movements in dance.</p> <p>PE.912.M.1.Pa.j Imitate basic skills of modified extreme sports in simulated and real-life applications.</p> <p>PE.912.M.1.Pa.k Demonstrate competency in one or more skills required for one modified extreme sports activity.</p> <p>PE.912.M.1.Pa.l Perform basic movements using a variety of equipment that lead to improved or maintained muscular strength and endurance.</p> <p>PE.912.M.1.Pa.m Perform a cardiorespiratory-enhancing workout.</p> <p>PE.912.M.1.Pa.n Use selected technology to develop health and skill-related fitness levels.</p> <p>PE.912.M.1.Pa.o Perform an activity specific warm-up and cool-down technique.</p> <p>PE.912.M.1.Pa.p Use selected principles of training (overload, specificity or progression) and conditioning (frequency, intensity, time and type) to accommodate individual</p> |
|---|---|---|

| | | |
|---|---|---|
| <p>skill-related fitness levels.</p> <p>PE.912.M.1.In.o Identify and use sports/activity specific warm-up and cool-down techniques.</p> <p>PE.912.M.1.In.p Use the principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) to accommodate individual needs and strengths.</p> <p>PE.912.M.1.In.q Perform basic cardiopulmonary resuscitation procedures.</p> <p>PE.912.M.1.In.r Demonstrate a variety of basic gymnastics skills safely and with a level of control.</p> <p>PE.912.M.1.In.s Use correct body alignment, strength and flexibility to perform technical movements in gymnastics.</p> <p>PE.912.M.1.In.t Demonstrate combinations of basic gymnastics sequences with smooth transitions alone, with a partner or in a small group.</p> <p>PE.912.M.1.In.u Demonstrate the relationship between basic dance elements and rhythmic movements related to educational gymnastics.</p> <p>PE.912.M.1.In.v Demonstrate combinations of basic motor skills for a variety of individual and dual sports.</p> <p>PE.912.M.1.In.w Demonstrate critical elements when striking with an object, implement or body part, such as proper technique or form.</p> <p>PE.912.M.1.In.x Demonstrate a combination of basic movement patterns in a game setting.</p> | <p>PE.912.M.1.Su.o Recognize and use activity specific warm-up and cool-down techniques.</p> <p>PE.912.M.1.Su.p Use selected principles of training (overload, specificity or progression) and conditioning (frequency, intensity, time and type) to accommodate individual needs and strengths.</p> <p>PE.912.M.1.Su.q Imitate basic cardiopulmonary resuscitation procedures.</p> <p>PE.912.M.1.Su.r Perform a variety of basic gymnastics skills safely and with a level of control.</p> <p>PE.912.M.1.Su.s Use strength and flexibility to perform technical movements in basic gymnastics.</p> <p>PE.912.M.1.Su.t Demonstrate combinations of basic gymnastics sequences alone, with a partner or in a small group.</p> <p>PE.912.M.1.Su.u Use basic dance skills and rhythmic movements related to educational gymnastics.</p> <p>PE.912.M.1.Su.v Use combinations of basic motor skills for a variety of modified individual and dual sports.</p> <p>PE.912.M.1.Su.w Use critical elements when striking with an object, implement or body part, such as proper technique or form.</p> <p>PE.912.M.1.Su.x Use basic movement patterns in a modified game.</p> <p>PE.912.M.1.Su.y Use appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.</p> | <p>needs and strengths for selected modified physical activities.</p> <p>PE.912.M.1.Pa.q Perform guided basic emergency response procedures.</p> <p>PE.912.M.1.Pa.r Perform guided basic gymnastics skills safely and with a level of control.</p> <p>PE.912.M.1.Pa.s Use strength and flexibility to perform guided movements in basic gymnastics.</p> <p>PE.912.M.1.Pa.t Perform a guided basic gymnastics sequence alone, with a partner or in a small group.</p> <p>PE.912.M.1.Pa.u Perform guided basic dance skills and rhythmic movements related to educational gymnastics.</p> <p>PE.912.M.1.Pa.v Perform combinations of guided basic motor skills for a variety of modified individual and dual sports.</p> <p>PE.912.M.1.Pa.w Perform a striking motion with an object, implement or body part.</p> <p>PE.912.M.1.Pa.x Use guided basic movement patterns in a modified game.</p> <p>PE.912.M.1.Pa.y Perform actions with appropriate speed or force when running, throwing, jumping, striking or kicking.</p> <p>PE.912.M.1.Pa.z Recognize and perform selected basic offensive, defensive and guided transition strategies.</p> |
|---|---|---|

| | | |
|---|---|--|
| <p>PE.912.M.1.In.y Demonstrate appropriate speed and generation of force when distance running, sprinting, throwing, jumping and striking.</p> <p>PE.912.M.1.In.z Examine and demonstrate offensive, defensive and transition strategies to reflect a higher order of thinking.</p> | <p>PE.912.M.1.Su.z Identify and demonstrate basic offensive, defensive and transition strategies to reflect a higher order of thinking.</p> | |
|---|---|--|

Strand: 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 CODE | BENCHMARK |
|----------------|---|
| PE.912.C.2.1 | Identify and describe the critical elements of a basic water rescue. |
| 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. |
| 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. |
| 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. |
| PE.912.C.2.17 | Assess physiological effects of exercise during and after physical activity. |
| PE.912.C.2.18 | Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs. |
| PE.912.C.2.19 | Choreograph complex sequences individually, with a partner or in a small group. |
| PE.912.C.2.2 | Apply terminology and etiquette in dance. |
| 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. |
| 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. |
| 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. |
| PE.912.C.2.28 | Interpret and apply the rules associated with specific course activities. |

| | |
|--------------|---|
| PE.912.C.2.3 | Analyze the movement performance of self and others. |
| 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. |
| PE.912.C.2.9 | Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|---|--|---|
| PE.912.C.2.In.a Identify the critical elements of a basic water rescue. | PE.912.C.2.Su.a Recognize the critical elements of a basic water rescue. | PE.912.C.2.Pa.a Recognize a basic water rescue. |
| PE.912.C.2.In.aa Examine how movement skills from one physical activity can be transferred and used in other physical activities. | PE.912.C.2.Su.aa Identify how movement skills from one physical activity can be transferred and used in other physical activities. | PE.912.C.2.Pa.aa Recognize that movement skills from one physical activity can be used in other physical activities. |
| PE.912.C.2.In.ab Describe and use the rules associated with specific course activities. | PE.912.C.2.Su.ab Identify and use the rules associated with specific course activities. | PE.912.C.2.Pa.ab Recognize and use rules associated with specific course activities. |
| PE.912.C.2.In.b Identify and use terminology and etiquette in dance. | PE.912.C.2.Su.b Recognize and use basic terminology and etiquette in dance. | PE.912.C.2.Pa.b Recognize basic terminology and use basic etiquette in dance. |
| PE.912.C.2.In.c Examine the movement performance of self and others. | PE.912.C.2.Su.c Identify the movement performance of self and others. | PE.912.C.2.Pa.c Recognize the movement performance of self or others. |
| PE.912.C.2.In.d Design dance sequences individually, with a partner or in a small group. | PE.912.C.2.Su.d Create basic dance sequences individually, with a partner or in a small group. | PE.912.C.2.Pa.d Combine basic dance sequences individually, with a partner or in a small group. |
| PE.912.C.2.In.e Describe the relationship between music and dance. | PE.912.C.2.Su.e Recognize a relationship between music and dance. | PE.912.C.2.Pa.e Associate tempo or rhythm with dance movements. |
| PE.912.C.2.In.f Describe the health-related benefits of various physical activities. | PE.912.C.2.Su.f Identify the health-related benefits of various physical activities. | PE.912.C.2.Pa.f Recognize the health-related benefits of various physical activities. |
| PE.912.C.2.In.g Examine the effectiveness of specific warm-up and cool-down activities. | PE.912.C.2.Su.g Identify the effectiveness of specific warm-up and cool-down activities. | PE.912.C.2.Pa.g Recognize the effect of a specific warm-up or cool-down activity. |
| PE.912.C.2.In.h Identify the three stages (types) of heat illnesses and the symptoms associated with fluid loss, such as heat cramps, heat exhaustion and heat stroke. | PE.912.C.2.Su.h Identify symptoms of heat illnesses associated with fluid loss, such as heat cramps, heat exhaustion and heat stroke. | PE.912.C.2.Pa.h Recognize a symptom of heat illnesses associated with fluid loss, such as heat cramps, heat exhaustion or heat stroke. |
| PE.912.C.2.In.i Describe the precautions to be taken | PE.912.C.2.Su.i | |

| | | |
|---|--|---|
| <p>when exercising in extreme weather and environmental conditions.</p> <p>PE.912.C.2.In.j Describe long-term benefits of regularly participating in physical activity.</p> <p>PE.912.C.2.In.k Describe how each of the health-related components of fitness, such as physical conditioning, flexibility, cardiorespiratory endurance and body composition, are improved through the application of training principles.</p> <p>PE.912.C.2.In.l Describe the differences between aerobic and anaerobic activities.</p> <p>PE.912.C.2.In.m Document food intake, calories consumed and energy expended through physical activity and examine the results.</p> <p>PE.912.C.2.In.n Identify differences in the skill-related components of fitness, such as speed, coordination, balance, power, agility and reaction time in various physical activities.</p> <p>PE.912.C.2.In.o Identify individual target heart rate and how to adjust intensity level to stay within the desired range.</p> <p>PE.912.C.2.In.p Describe methods of monitoring levels of intensity during aerobic activity, such as a talk test, rate of perceived exertion and heart rate/pulse.</p> <p>PE.912.C.2.In.q Examine physiological effects of exercise, such as breathing, resting heart rate and blood pressure, during and after physical activity.</p> <p>PE.912.C.2.In.r Categorize information as true or false as it relates to consumer physical fitness products and programs, such as weight-loss pills, food labels and exercise equipment.</p> <p>PE.912.C.2.In.s Design gymnastic sequences</p> | <p>Identify precautions to be taken when exercising in a variety of weather conditions or environmental conditions.</p> <p>PE.912.C.2.Su.j Identify long-term benefits of regularly participating in physical activity.</p> <p>PE.912.C.2.Su.k Identify how health-related components of fitness, such as physical conditioning, flexibility, cardiorespiratory endurance and body composition are improved through the application of training principles.</p> <p>PE.912.C.2.Su.l Identify the differences between aerobic and anaerobic activities.</p> <p>PE.912.C.2.Su.m Document food intake and physical activity and identify the results.</p> <p>PE.912.C.2.Su.n Recognize differences in the skill-related components of fitness, such as speed, coordination, balance, power, agility and reaction time in various physical activities.</p> <p>PE.912.C.2.Su.o Recognize individual target heart rate and how to adjust intensity level to stay within the desired range.</p> <p>PE.912.C.2.Su.p Identify methods of monitoring levels of intensity during aerobic activity, such as a talk test, rate of perceived exertion and heart rate/pulse.</p> <p>PE.912.C.2.Su.q Identify physiological effects of exercise, such as breathing, resting heart rate and blood pressure, during and after physical activity.</p> <p>PE.912.C.2.Su.r Identify information as true or false as it relates to consumer physical fitness products and programs, such as weight-loss pills, food labels and exercise equipment.</p> <p>PE.912.C.2.Su.s Create gymnastics sequences</p> | <p>PE.912.C.2.Pa.i Recognize a precaution to be taken when exercising in selected environmental conditions.</p> <p>PE.912.C.2.Pa.j Recognize a long-term benefit of regularly participating in physical activity.</p> <p>PE.912.C.2.Pa.k Recognize that exercise and training improves health-related fitness.</p> <p>PE.912.C.2.Pa.l Recognize selected aerobic and anaerobic activities.</p> <p>PE.912.C.2.Pa.m Document food intake and physical activity and recognize results.</p> <p>PE.912.C.2.Pa.n Recognize more than one skill-related components of fitness, such as speed, coordination, balance, power, agility or reaction time in various physical activities.</p> <p>PE.912.C.2.Pa.o Recognize the relationship between intensity level of physical activity and heart rate.</p> <p>PE.912.C.2.Pa.p Recognize selected methods of monitoring levels of intensity during aerobic activity, such as a talk test and heart rate/pulse.</p> <p>PE.912.C.2.Pa.q Recognize a physiological effect of exercise, such as breathing or resting heart rate, during and after physical activity.</p> <p>PE.912.C.2.Pa.r Recognize information as it relates to a selected consumer physical fitness product, such as weight-loss pills, food labels or exercise equipment.</p> <p>PE.912.C.2.Pa.s Combine basic gymnastic sequences individually, with a</p> |
|---|--|---|

| | | |
|---|---|---|
| <p>individually, with a partner or with a small group.</p> <p>PE.912.C.2.In.t Identify various appropriate methods to resolve physical conflict.</p> <p>PE.912.C.2.In.u Diagram and explain offensive, defensive and transition strategies.</p> <p>PE.912.C.2.In.v Describe the skill-related components of fitness such as balance, reaction time, agility, coordination, power and speed, and how they enhance performance levels.</p> <p>PE.912.C.2.In.w Use appropriate technology to assess, monitor and improve performance.</p> <p>PE.912.C.2.In.x Examine the mechanical principles, such as balance, force or leverage, as they apply to specific course activities.</p> <p>PE.912.C.2.In.y Describe the safety procedures, rules and equipment associated with specific course activities.</p> <p>PE.912.C.2.In.z Analyze skill patterns of self and partner to detect and correct mechanical errors.</p> | <p>individually, with a partner or with a small group.</p> <p>PE.912.C.2.Su.t Recognize appropriate methods to resolve physical conflict.</p> <p>PE.912.C.2.Su.u Identify the difference between basic offensive, defensive and transition strategies.</p> <p>PE.912.C.2.Su.v Identify the skill-related components of fitness that enhance performance, such as balance, reaction time, agility, coordination, power and speed.</p> <p>PE.912.C.2.Su.w Use appropriate technology to monitor and improve performance.</p> <p>PE.912.C.2.Su.x Identify selected mechanical principles, such as balance, force or leverage, as they apply to specific course activities.</p> <p>PE.912.C.2.Su.y Identify the safety procedures, rules and equipment associated with specific course activities.</p> <p>PE.912.C.2.Su.z Identify skill patterns of both self and partner to detect and correct mechanical errors.</p> | <p>partner or with a small group.</p> <p>PE.912.C.2.Pa.t Recognize an appropriate method to resolve physical conflict.</p> <p>PE.912.C.2.Pa.u Recognize the difference between a basic offensive, defensive or transition strategy.</p> <p>PE.912.C.2.Pa.v Recognize a skill-related component of fitness that enhances performance, such as balance, reaction time, agility, coordination, power or speed.</p> <p>PE.912.C.2.Pa.w Use a selected technology to monitor or improve performance.</p> <p>PE.912.C.2.Pa.x Recognize a mechanical principle, such as balance, force or leverage, as it applies to specific course activities.</p> <p>PE.912.C.2.Pa.y Recognize the safety procedures, rules and equipment associated with specific course activities.</p> <p>PE.912.C.2.Pa.z Recognize skill patterns of self to correct mechanical errors.</p> |
|---|---|---|

| Strand: LIFETIME FITNESS | |
|--|---|
| Standard 3: Participate regularly in physical activity. | |
| BENCHMARK CODE | BENCHMARK |
| 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. |
| 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. |
| Access Point for Students with Significant Cognitive Disabilities | |

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|--|--|--|
| <p>PE.912.L.3.In.a 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.</p> <p>PE.912.L.3.In.b Participate in a variety of basic activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility and body composition.</p> <p>PE.912.L.3.In.c Recognize a variety of basic activities that promote effective stress management.</p> <p>PE.912.L.3.In.d Recognize the in-school opportunities for participation in a variety of physical activities.</p> <p>PE.912.L.3.In.e Recognize community opportunities for participation in a variety of physical activities.</p> <p>PE.912.L.3.In.f Recognize risk and safety factors that can affect physical activity throughout life.</p> | <p>PE.912.L.3.Su.a Participate in a variety of moderate to vigorous physical activities beyond physical education five or more days of the week.</p> <p>PE.912.L.3.Su.b Participate in a variety of selected basic activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility and body composition.</p> <p>PE.912.L.3.Su.c Recognize a variety of selected basic activities that promote effective stress management.</p> <p>PE.912.L.3.Su.d Recognize selected in-school opportunities for participation in physical activities.</p> <p>PE.912.L.3.Su.e Recognize selected community opportunities for participation in a variety of physical activities.</p> <p>PE.912.L.3.Su.f Recognize risk and safety factors that can affect physical activity for many years.</p> | <p>PE.912.L.3.Pa.a Participate in a variety of moderate to vigorous modified physical activities beyond physical education five or more days of the week.</p> <p>PE.912.L.3.Pa.b Participate in a variety of selected modified activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility and body composition.</p> <p>PE.912.L.3.Pa.c Recognize a variety of selected modified activities that promote effective stress management.</p> <p>PE.912.L.3.Pa.d Recognize an in school opportunity for participation in physical activity.</p> <p>PE.912.L.3.Pa.e Recognize a selected community opportunity for participation in physical activity.</p> <p>PE.912.L.3.Pa.f Recognize a risk and a safety factor that can affect physical activity.</p> |

Standard 4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

| BENCHMARK CODE | BENCHMARK |
|---|--|
| PE.912.L.4.1 | Design a personal fitness program. |
| 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. |
| 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. |
| Access Point for Students with Significant Cognitive Disabilities | |
| <i>Independent</i> | <i>Supported</i> |
| <p>PE.912.L.4.In.a Design a personal fitness program that includes current fitness level.</p> | <p>PE.912.L.4.Su.a Recognize timelines and current fitness level in a personal fitness program.</p> |
| <i>Participatory</i> | <p>PE.912.L.4.Pa.a Actively participate in modifying a personal fitness program in</p> |

| | | |
|---|---|---|
| <p>PE.912.L.4.In.b Recognize ways to self-assess and modify a personal fitness program.</p> <p>PE.912.L.4.In.c Select goals, identify strategies and create a timeline for a personal physical-activity plan.</p> <p>PE.912.L.4.In.d Use a variety of resources, including available technology, to design and assess a personal fitness program.</p> <p>PE.912.L.4.In.e Use the principles of training (overload, specificity and progression) in accordance with personal fitness goals.</p> <p>PE.912.L.4.In.f Examine health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.</p> <p>PE.912.L.4.In.g Examine how to make changes in an individual wellness plan as lifestyle changes occur.</p> | <p>PE.912.L.4.Su.b Recognize ways to self-assess a personal fitness program.</p> <p>PE.912.L.4.Su.c Select goals, recognize strategies and create a timeline for a personal physical-activity plan.</p> <p>PE.912.L.4.Su.d Use a variety of resources, including available technology, to assess a personal fitness program.</p> <p>PE.912.L.4.Su.e Use selected principles of training (overload, specificity and progression) in accordance with personal fitness goals.</p> <p>PE.912.L.4.Su.f Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.</p> <p>PE.912.L.4.Su.g Identify how to make changes in an individual wellness plan as lifestyle changes occur.</p> | <p>collaboration with a teacher.</p> <p>PE.912.L.4.Pa.b Recognize a self-assessment for a personal fitness program.</p> <p>PE.912.L.4.Pa.c Select a goal and timeline for a personal physical-activity plan.</p> <p>PE.912.L.4.Pa.d Use resources, including available technology, to recognize the effect of a personal fitness program.</p> <p>PE.912.L.4.Pa.e Use a selected principle of training (overload, specificity or progression) in accordance with personal fitness goals.</p> <p>PE.912.L.4.Pa.f Recognize health-related problems associated with low levels of physical activity.</p> <p>PE.912.L.4.Pa.g Recognize changes in an individual wellness plan as lifestyle changes occur.</p> |
|---|---|---|

Strand: RESPONSIBLE BEHAVIORS AND VALUES

Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.

| BENCHMARK CODE | BENCHMARK | |
|---|--|----------------------|
| 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. | |
| PE.912.R.5.4 | Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. | |
| 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. | |
| Access Point for Students with Significant Cognitive Disabilities | | |
| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |

| | | |
|---|---|--|
| <p>PE.912.R.5.In.a Identify ways to act independently of peer pressure in selected physical activities.</p> <p>PE.912.R.5.In.b Identify strategies for including persons of diverse backgrounds and abilities in a variety of physical activities.</p> <p>PE.912.R.5.In.c Use responsible behaviors during physical activities, such as controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.</p> <p>PE.912.R.5.In.d Use appropriate personal, social and ethical behavior while participating in a variety of physical activities.</p> <p>PE.912.R.5.In.e Identify appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.</p> | <p>PE.912.R.5.Su.a Recognize ways to act independently of peer pressure in a selected physical activity.</p> <p>PE.912.R.5.Su.b Recognize strategies for including persons of diverse backgrounds and abilities in a variety of physical activities.</p> <p>PE.912.R.5.Su.c Use responsible behaviors during selected physical activities, such as controlling emotions, respecting opponents and officials and accepting both victory and defeat.</p> <p>PE.912.R.5.Su.d Use appropriate personal and ethical behavior while participating in a variety of physical activities.</p> <p>PE.912.R.5.Su.e Use appropriate etiquette, respect for facilities and safe behaviors while participating in a variety of physical activities.</p> | <p>PE.912.R.5.Pa.a Select an appropriate behavior choice in a selected situation.</p> <p>PE.912.R.5.Pa.b Participate cooperatively with persons of diverse backgrounds and abilities in a variety of physical activities.</p> <p>PE.912.R.5.Pa.c Use selected responsible behaviors during selected physical activities, such as controlling emotions and respecting opponents and officials.</p> <p>PE.912.R.5.Pa.d Use appropriate personal behavior while participating in a variety of physical activities.</p> <p>PE.912.R.5.Pa.e Use appropriate etiquette and safe behaviors while participating in a variety of physical activities.</p> |
|---|---|--|

Standard 6: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

| BENCHMARK CODE | BENCHMARK |
|----------------|---|
| 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. |
| PE.912.R.6.3 | Analyze the roles of games, sports and/or physical activities in other cultures. |

Access Point for Students with Significant Cognitive Disabilities

| <i>Independent</i> | <i>Supported</i> | <i>Participatory</i> |
|--|---|--|
| <p>PE.912.R.6.In.a Identify a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.</p> <p>PE.912.R.6.In.b Describe physical activities from which physical, mental, emotional and social benefits can be derived.</p> <p>PE.912.R.6.In.c</p> | <p>PE.912.R.6.Su.a Recognize selected physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.</p> <p>PE.912.R.6.Su.b Identify from which physical, mental, emotional and social benefits can be derived.</p> <p>PE.912.R.6.Su.c</p> | <p>PE.912.R.6.Pa.a Associate opportunity to participate in physical activity outside of the school setting with personal enjoyment or the maintenance of a healthy lifestyle.</p> <p>PE.912.R.6.Pa.b Associate physical activities with selected benefits, such as physical, mental, emotional or social.</p> <p>PE.912.R.6.Pa.c Recognize a benefit of games,</p> |

| | | |
|--|--|--|
| Describe the role of games, sports or physical activities in other cultures. | Identify the role of games, sports or physical activities in other cultures. | sports or physical activities in other cultures. |
|--|--|--|



This report was generated by CPALMS - www.floridastandards.org