

# Physical Education Standards

## GRADE: K

### Strand: MOVEMENT COMPETENCY

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

BENCHMARK CODE	BENCHMARK
PE.K.M.1.1	Use a variety of locomotor skills to travel in personal and general space.
PE.K.M.1.2	Strike objects using body parts forcefully.
PE.K.M.1.3	Balance a lightweight object on a paddle while moving.
PE.K.M.1.4	Strike an object forcefully using a modified, long-handled implement of various sizes, weights, and compositions.
PE.K.M.1.5	Use two hands to bounce and catch a large playground ball.
PE.K.M.1.6	Participate in a variety of introductory water skills.
PE.K.M.1.7	Catch a variety of self-tossed objects.
PE.K.M.1.8	Roll and throw a variety of objects using an underhand motion.
PE.K.M.1.9	Throw a variety of objects forcefully using an overhand motion.
PE.K.M.1.10	Perform a creative movement sequence with a clear beginning shape, at least one movement concept, and a clear ending shape.
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.

### 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.	PE.K.M.1.Su.c Balance a modified lightweight object on a paddle.	PE.K.M.1.Pa.c Balance a modified lightweight object on a modified paddle.
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 implement.	PE.K.M.1.Pa.d Swing at a modified object using a modified implement.
PE.K.M.1.In.e Release and catch a large playground ball.	PE.K.M.1.Su.e Use two hands to trap a large playground ball.	PE.K.M.1.Pa.e Hold and release modified objects with arms or hands.
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.	PE.K.M.1.Su.f Participate in a variety of selected modified introductory water skills.	PE.K.M.1.Pa.f Participate in a variety of guided modified introductory water skills.
PE.K.M.1.In.g Catch a variety of self-tossed modified objects.	PE.K.M.1.Su.g Use two hands to trap modified objects.	PE.K.M.1.Pa.g Hold modified objects with arms or hands.

modified objects using an underhand motion.	PE.K.M.1.Su.h Roll and throw a variety of modified objects.	PE.K.M.1.Pa.h Roll modified objects.
PE.K.M.1.In.i Throw a variety of objects using an overhand motion.	PE.K.M.1.Su.i Throw a variety of modified objects.	PE.K.M.1.Pa.i Swing arm and release modified objects from hand.
PE.K.M.1.In.j Perform a creative movement sequence with use of one movement concept.	PE.K.M.1.Su.j Perform a creative movement sequence.	PE.K.M.1.Pa.j Perform a guided movement.
PE.K.M.1.In.k Balance on a body part.	PE.K.M.1.Su.k Balance on two points of contact.	PE.K.M.1.Pa.k Balance body to remain stationary.
PE.K.M.1.In.l Perform more than one rolling action.	PE.K.M.1.Su.l Perform a log roll.	PE.K.M.1.Pa.l Perform a partial log roll, such as rolling to one side or from front to back.
PE.K.M.1.In.m Move in a variety of ways in relation to moving objects, such as chasing, fleeing, and dodging.	PE.K.M.1.Su.m Imitate ways to move, such as chasing and fleeing.	PE.K.M.1.Pa.m Move from one place to another.

## Strand: COGNITIVE ABILITIES

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

BENCHMARK CODE	BENCHMARK	
PE.K.C.1.1	Recognize locomotor skills.	
PE.K.C.1.2	Recognize physical activities have safety rules and procedures.	
PE.K.C.1.3	Recognize technology can be utilized during physical activity.	
PE.K.C.1.4	Recognize there are deep and shallow areas of a pool and understand the dangers of entering a body of water without supervision.	
PE.K.C.1.5	Recognize the concept of a dominant hand/foot for throwing/striking patterns.	
PE.K.C.1.6	Recite cues for a variety of movement patterns and skills.	
PE.K.C.1.7	Identify personal and general space.	
PE.K.C.1.8	Recognize movement concepts.	
PE.K.C.1.9	Identify body parts.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
PE.K.C.1.In.a Recognize more than two locomotor skills, such as walk, run, skip, leap, jump, and gallop.	PE.K.C.1.Su.a Recognize more than one locomotor skill, such as walk, run, skip, leap, jump, and gallop.	PE.K.C.1.Pa.a Associate movement with a locomotor skill, such as walk, run, skip, leap, jump, or gallop.
PE.K.C.1.In.b Recognize that physical activities have safety rules.	PE.K.C.1.Su.b Recognize that a physical activity has safety rules.	PE.K.C.1.Pa.b Recognize a safety rule.
PE.K.C.1.In.c Recognize technology used during physical activity.	PE.K.C.1.Su.c Recognize a technology used during physical activity.	PE.K.C.1.Pa.c Associate a technology with a physical activity.
PE.K.C.1.In.d Recognize the dangers of entering a body of water without	PE.K.C.1.Su.d Associate bodies of	PE.K.C.1.Pa.d Associate bodies of water with danger.

supervision. PE.K.C.1.In.e Associate a dominant hand and foot with throwing or striking. PE.K.C.1.In.f Repeat cues for movement patterns or skills. PE.K.C.1.In.g Recognize personal and general space. PE.K.C.1.In.h Recognize a movement concept, such as direction, pathway, or level. PE.K.C.1.In.i Recognize body parts, such as head, hands, feet, arms, and legs.	water with danger and the need for supervision. PE.K.C.1.Su.e Associate a dominant hand or foot with throwing or striking. PE.K.C.1.Su.f Repeat a cue for one movement pattern or skill. PE.K.C.1.Su.g Recognize location in general space. PE.K.C.1.Su.h Recognize a directional movement, such as up, down, over, or under. PE.K.C.1.Su.i Recognize selected body parts, such as head, hands, and feet.	PE.K.C.1.Pa.e Recognize a hand or foot. PE.K.C.1.Pa.f Associate a cue with a movement pattern or skill. PE.K.C.1.Pa.g Associate location with general space. PE.K.C.1.Pa.h Associate movement with a direction. PE.K.C.1.Pa.i Recognize a body part.
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## Strand: LIFETIME FITNESS

Standard 1: Participate regularly in physical activity.

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

### Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
PE.K.L.1.In.a Participate in moderate physical activity on a daily basis.	PE.K.L.1.Su.a Participate in moderate modified physical activity on a daily basis.	PE.K.L.1.Pa.a Participate in modified physical activity on a daily basis.
PE.K.L.1.In.b Recognize opportunities for involvement in physical activities both during and after the school day.	PE.K.L.1.Su.b Recognize opportunities for involvement in modified physical activities both during and after the school day.	PE.K.L.1.Pa.b Associate selected modified physical activities with experiences during and after the school day.
PE.K.L.1.In.c Identify a physical activity goal.	PE.K.L.1.Su.c Recognize a physical activity goal.	PE.K.L.1.Pa.c Associate a goal with completion of a selected physical activity.
PE.K.L.1.In.d Ask others, such as parents, siblings, and friends to participate in physical activities with them.	PE.K.L.1.Su.d Welcome others, such as parents, siblings, and friends to participate in physical activities with them.	PE.K.L.1.Pa.d Allow others, such as parents, siblings, and friends to participate in physical activities with them.

PE.K.L.1.In.e Recognize that selected physical activities are good for you.	PE.K.L.1.Su.e Recognize that a physical activity is good for you.	PE.K.L.1.Pa.e Associate physical activity with feeling well.
PE.K.L.1.In.f Repeat the search used before crossing a road, such as look left, look right, and look left again.	PE.K.L.1.Su.f 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.1.Pa.f Perform a search using guided movements before crossing a road, such as look left, look right, and look left again.

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

BENCHMARK CODE	BENCHMARK
PE.K.L.2.1	Recognize that strong muscles help the body perform physical activities.
PE.K.L.2.2	Recognize the physiological signs of physical activity.
PE.K.L.2.3	Recognize the difference in the activity of the heart during rest and while physically active.
PE.K.L.2.4	Participate in a variety of games that increase breathing and heart rate.
PE.K.L.2.5	Recognize that flexibility is important.
PE.K.L.2.6	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.2.In.a Recognize that muscles help you move in physical activities.	PE.K.L.2.Su.a Associate muscles with movement of the body in physical activities.	PE.K.L.2.Pa.a Associate movement with physical activity.
PE.K.L.2.In.b Recognize a physiological sign of physical activity, such as increased heart rate and faster breathing.	PE.K.L.2.Su.b Associate physical activity with increased heart rate or breathing.	PE.K.L.2.Pa.b Associate physical activity with physical change.
PE.K.L.2.In.c Recognize a physiological sign of physical activity, such as increased heart rate and faster breathing.	PE.K.L.2.Su.c Associate physical activity with increased heart rate or breathing.	PE.K.L.2.Pa.c Associate physical activity with physical change.
PE.K.L.2.In.d Participate in a variety of activities that increase breathing and heart rate.	PE.K.L.2.Su.d Participate in selected activities that increase breathing and heart rate.	PE.K.L.2.Pa.d Participate safely in an activity that increases breathing and heart rate.
PE.K.L.2.In.e Recognize characteristics of flexibility.	PE.K.L.2.Su.e Recognize a characteristic of flexibility.	PE.K.L.2.Pa.e Associate flexibility with movement.
PE.K.L.2.In.f Identify healthy and unhealthy food choices.	PE.K.L.2.Su.f Recognize healthy and unhealthy food choices.	PE.K.L.2.Pa.f Recognize a healthy food.

**Strand: RESPONSIBLE BEHAVIORS AND VALUES**

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

BENCHMARK CODE	BENCHMARK	
PE.K.R.1.1	Treat others with respect during play.	
PE.K.R.1.2	Practice specific skills as assigned until the teacher signals the end of practice.	
PE.K.R.1.3	Use equipment safely and properly.	
PE.K.R.1.4	Identify sharing with a partner as a way to cooperate.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
PE.K.R.1.In.a Show respect for others during play.	PE.K.R.1.Su.a Show respect for others during selected play activities.	PE.K.R.1.Pa.a Show respect when others are present.
PE.K.R.1.In.b Practice assigned skills until the teacher signals the end of practice.	PE.K.R.1.Su.b Practice until the teacher signals the end of practice.	PE.K.R.1.Pa.b Practice and recognize the teacher's signal to end practice.
PE.K.R.1.In.c Use equipment for its intended purpose.	PE.K.R.1.Su.c Use the appropriate equipment for a physical activity.	PE.K.R.1.Pa.c Associate the equipment with a physical activity.
PE.K.R.1.In.d Identify sharing as a way to work with others.	PE.K.R.1.Su.d Recognize sharing as a way to work with others.	PE.K.R.1.Pa.d Associate sharing with working with others.

Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

BENCHMARK CODE	BENCHMARK	
PE.K.R.2.1	Identify physical activities that are enjoyable.	
PE.K.R.2.2	Willingly try new movements and motor skills.	
PE.K.R.2.3	Continue to participate when not successful on the first try.	
PE.K.R.2.4	Enjoy participation alone and with others.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
PE.K.R.2.In.a Recognize physical activities that are enjoyable.	PE.K.R.2.Su.a Recognize a physical activity that is enjoyable.	PE.K.R.2.Pa.a Associate physical activity with enjoyment.
PE.K.R.2.In.b Willingly try new motor movements.	PE.K.R.2.Su.b Willingly try selected new motor movements.	PE.K.R.2.Pa.b Try guided motor movements.
PE.K.R.2.In.c Continue to participate when not successful.	PE.K.R.2.Su.c Continue to try when not successful.	PE.K.R.2.Pa.c Continue to attend when not successful.
PE.K.R.2.In.d Enjoy playing alone and with others.	PE.K.R.2.Su.d Enjoy playing alone or with others.	PE.K.R.2.Pa.d Enjoy playing in guided activities.

GRADE: 1

Strand: MOVEMENT COMPETENCY

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

BENCHMARK CODE	BENCHMARK
PE.1.M.1.1	Travel using various locomotor skills while changing directions, pathways, and speeds.
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.
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.
PE.1.M.1.10	Perform a self-designed creative movement/dance sequence with a clear beginning shape, use of one movement concept, and a different and clear ending shape.
PE.1.M.1.11	Demonstrate a sequence of a balance, a roll, and a different balance.
PE.1.M.1.12	Demonstrate the ability to take weight onto hands.
PE.1.M.1.13	Chase, flee, and dodge to avoid or catch others.
PE.1.M.1.14	Use a variety of takeoff and landing patterns to jump, hop, and leap safely in relation to various types of equipment.

**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 and general space.	PE.1.M.1.Su.a Perform locomotor skills to travel in general space.	PE.1.M.1.Pa.a Perform guided locomotor skills.
PE.1.M.1.In.b Strike a modified object upward using a body part.	PE.1.M.1.Su.b Swing upward and make contact with a modified object using a body part.	PE.1.M.1.Pa.b Swing upward at a modified object with a body part.
PE.1.M.1.In.c Strike a lightweight object upward more than one time using a paddle.	PE.1.M.1.Su.c Strike a lightweight object upward using a modified paddle.	PE.1.M.1.Pa.c Swing upward to make contact with a stationary object using a modified paddle.
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.	PE.1.M.1.Su.d Strike a modified stationary object using a modified long-handled implement.	PE.1.M.1.Pa.d Swing at a stationary modified object using a modified long-handled implement.
PE.1.M.1.In.e Dribble an object with hands or feet in general space.	PE.1.M.1.Su.e Throw or kick an object.	PE.1.M.1.Pa.e Push a ball with hands or feet.
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.	PE.1.M.1.Su.f Use a variety of modified basic water skills.	PE.1.M.1.Pa.f Perform a variety of guided modified basic water skills.
PE.1.M.1.In.g Move in more than one direction to catch self-tossed modified objects.	PE.1.M.1.Su.g Move in a direction to trap modified objects with both hands.	PE.1.M.1.Pa.g Trap a rolled modified object with both hands.
PE.1.M.1.In.h Use an underhand throwing motion for accuracy.	PE.1.M.1.Su.h Perform an underhand throwing motion using modified objects.	PE.1.M.1.Pa.h Perform a guided tossing motion.
PE.1.M.1.In.i Use an overhand throwing motion for distance.	PE.1.M.1.Su.i Perform an overhand throwing motion using modified	PE.1.M.1.Pa.i Perform a guided tossing motion.

<p>PE.1.M.1.In.j Perform a self-designed creative movement/dance sequence with a clear beginning shape 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 the 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 equipment, such as hoops, stationary ropes, and boxes.</p>	<p>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 the 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.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>
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## Strand: COGNITIVE ABILITIES

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

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

### Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
PE.1.C.1.In.a Identify a characteristic of a variety of locomotor skills.	PE.1.C.1.Su.a Recognize a characteristic of a locomotor skill.	PE.1.C.1.Pa.a Recognize a locomotor skill.
PE.1.C.1.In.b Recognize safety rules and procedures for selected physical activities.	PE.1.C.1.Su.b Recognize safety rules for selected physical activities.	PE.1.C.1.Pa.b Recognize a safety rule for selected physical activities.
PE.1.C.1.In.c Recognize that technology can be used to enhance physical activity.	PE.1.C.1.Su.c Recognize a technology that can be used to enhance physical activity.	PE.1.C.1.Pa.c Recognize a technology used during physical activity.
PE.1.C.1.In.d Recognize the rules for safe water activities and the	PE.1.C.1.Su.d Recognize a rule for safe water activities.	PE.1.C.1.Pa.d Associate bodies of water with danger and the need for supervision.

importance of a lifeguard.  PE.1.C.1.In.e Recognize examples of warm-up and cool-down exercises.  PE.1.C.1.In.f Recognize own dominant hand and foot.  PE.1.C.1.In.g Identify the meaning of practice.  PE.1.C.1.In.h Identify skill cues that are used to improve performances.  PE.1.C.1.In.i Recognize movement concepts, such as directions, pathways, and levels.	PE.1.C.1.Su.e Recognize examples of warm-up or cool-down exercises.  PE.1.C.1.Su.f Recognize own dominant hand or foot.  PE.1.C.1.Su.g Recognize the meaning of practice.  PE.1.C.1.Su.h Recognize skill cues that are used to improve performances.  PE.1.C.1.Su.i Recognize directional movements, such as up, down, over, and under.	PE.1.C.1.Pa.e Recognize an example of a warm-up or cool-down exercise.  PE.1.C.1.Pa.f Associate own hand or foot with throwing or striking.  PE.1.C.1.Pa.g Associate practice with repeated movement.  PE.1.C.1.Pa.h Recognize a skill cue that is used to improve performance.  PE.1.C.1.Pa.i Associate direction with movement, such as up, down, over, or under.
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**Strand: LIFETIME FITNESS**

**Standard 1: Participate regularly in physical activity.**

BENCHMARK CODE	BENCHMARK
PE.1.L.1.1	Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
PE.1.L.1.2	Demonstrate involvement in physical activities both during and after the school day.
PE.1.L.1.3	Set physical activity goals.
PE.1.L.1.4	Recognize that there are opportunities for physical activity outside of school.
PE.1.L.1.5	Identify the health benefits of physical activity.
PE.1.L.1.6	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.1.In.a Participate in moderate physical activity on a daily basis.	PE.1.L.1.Su.a Participate in moderate modified physical activity on a daily basis.	PE.1.L.1.Pa.a Participate in modified physical activity on a daily basis.
PE.1.L.1.In.b Demonstrate involvement in selected physical activities both during and after the school day.	PE.1.L.1.Su.b Demonstrate involvement in modified physical activities both during and after the school day.	PE.1.L.1.Pa.b Demonstrate involvement in selected modified physical activities both during and after the school day.
PE.1.L.1.In.c Select physical activity goals.	PE.1.L.1.Su.c Select a physical activity goal.	PE.1.L.1.Pa.c Select a physical activity for a goal.
PE.1.L.1.In.d Recognize selected opportunities for involvement in physical activities after the school day.	PE.1.L.1.Su.d Recognize an opportunity for involvement in physical activities after the school day.	PE.1.L.1.Pa.d Associate involvement in physical activities with experiences after the school day.
PE.1.L.1.In.e Recognize selected health benefits of physical activity.	PE.1.L.1.Su.e Recognize a health benefit of physical activity.	PE.1.L.1.Pa.e Associate physical activity with health.
PE.1.L.1.In.f Recognize edges,	PE.1.L.1.Su.f Recognize edges,	PE.1.L.1.Pa.f Recognize the edge of the road.

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

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

**Access Point for Students with Significant Cognitive Disabilities**

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
PE.1.L.2.In.a Identify the benefit of strengthening muscles.	PE.1.L.2.Su.a Recognize the benefit of strengthening muscles.	PE.1.L.2.Pa.a Associate fitness with strength.
PE.1.L.2.In.b Recognize characteristics of health-related fitness.	PE.1.L.2.Su.b Recognize a characteristic of health-related fitness.	PE.1.L.2.Pa.b Associate health with physical activity.
PE.1.L.2.In.c Recognize the physiological signs of physical activity, such as increased heart rate and faster breathing.	PE.1.L.2.Su.c Recognize a physiological sign of physical activity, such as increased heart rate and faster breathing.	PE.1.L.2.Pa.c Associate physical activity with increased heart rate or breathing.
PE.1.L.2.In.d Identify changes in heart rate after physical activity.	PE.1.L.2.Su.d Recognize changes in heart rate after physical activity.	PE.1.L.2.Pa.d Associate increased heart rate or breathing with physical activity.
PE.1.L.2.In.e Identify changes in heart rate after physical activity.	PE.1.L.2.Su.e Recognize changes in heart rate after physical activity.	PE.1.L.2.Pa.e Associate increased heart rate or breathing with physical activity.
PE.1.L.2.In.f Identify the cardiorespiratory benefit of regular participation in physical activity.	PE.1.L.2.Su.f Recognize the cardiorespiratory benefit of regular participation in physical activity.	PE.1.L.2.Pa.f Associate participation in physical activity with health benefits.
PE.1.L.2.In.g Demonstrate a safe way to flex and extend a muscle.	PE.1.L.2.Su.g Imitate a model to flex and extend a muscle.	PE.1.L.2.Pa.g Perform a guided flex and extension of a muscle.
PE.1.L.2.In.h Identify more than one food group.	PE.1.L.2.Su.h Recognize more than one food group.	PE.1.L.2.Pa.h Recognize more than one kind of food.

**Strand: RESPONSIBLE BEHAVIORS AND VALUES**

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

BENCHMARK CODE	BENCHMARK	
PE.1.R.1.1	Choose playmates without regard to personal differences.	
PE.1.R.1.2	Appreciate the benefits that accompany cooperation and sharing.	
PE.1.R.1.3	Follow directions during a large group activity.	
PE.1.R.1.4	Use equipment and space safely and properly.	
PE.1.R.1.5	Display consideration of others while participating on the playground.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
PE.1.R.1.In.a Choose a variety of playmates.	PE.1.R.1.Su.a Identify a variety of playmates.	PE.1.R.1.Pa.a Play when others are present.
PE.1.R.1.In.b Identify benefits that accompany cooperation or sharing.	PE.1.R.1.Su.b Recognize benefits that accompany cooperation or sharing.	PE.1.R.1.Pa.b Associate sharing with positive feelings.
PE.1.R.1.In.c Follow directions during a group activity.	PE.1.R.1.Su.c Follow directions during an activity.	PE.1.R.1.Pa.c Follow directions during a guided activity.
PE.1.R.1.In.d Use equipment and space safely and properly in selected physical activities.	PE.1.R.1.Su.d Use equipment and space safely and properly in a physical activity.	PE.1.R.1.Pa.d Use equipment and space safely and properly in a guided physical activity.
PE.1.R.1.In.e Display consideration of others on the playground.	PE.1.R.1.Su.e Exhibit respect for others on the playground.	PE.1.R.1.Pa.e Exhibit respect for others in selected activities on the playground.

Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

BENCHMARK CODE	BENCHMARK	
PE.1.R.2.1	Identify feelings resulting from participation in physical activity.	
PE.1.R.2.2	Identify physical activity preferences.	
PE.1.R.2.3	Like the challenge of learning new movement skills.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
PE.1.R.2.In.a Recognize feelings resulting from participation in physical activity.	PE.1.R.2.Su.a Recognize a feeling resulting from participation in physical activity.	PE.1.R.2.Pa.a Associate a feeling with participation in physical activity.
PE.1.R.2.In.b Recognize favorite physical activities.	PE.1.R.2.Su.b Recognize a favorite physical activity.	PE.1.R.2.Pa.b Associate a physical activity with own preference.
PE.1.R.2.In.c Enjoy learning new movement skills.	PE.1.R.2.Su.c Express a willingness to try new movement skills.	PE.1.R.2.Pa.c Try new guided movement skills.

GRADE: 2

## Strand: MOVEMENT COMPETENCY

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

BENCHMARK CODE	BENCHMARK
PE.2.M.1.1	Perform locomotor skills with proficiency in a variety of activity settings to include rhythms/dance.
PE.2.M.1.2	Strike an object continuously using body parts both upward and downward.
PE.2.M.1.3	Strike an object continuously using a paddle both upward and downward.
PE.2.M.1.4	Strike a stationary object a short distance using a long-handled implement so that the object travels in the intended direction.
PE.2.M.1.5	Dribble with hands and feet in various pathways, directions, and speeds around stationary objects.
PE.2.M.1.6	Perform a variety of fundamental aquatics skills.
PE.2.M.1.7	Move in different directions to catch a variety of objects softly tossed by a stationary partner.
PE.2.M.1.8	Demonstrate an overhand throwing motion for distance demonstrating correct technique and accuracy.
PE.2.M.1.9	Perform one folk or line dance accurately with good technique.
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.

### Access Point for Students with Significant Cognitive Disabilities

<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></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.	PE.2.M.1.Su.c Strike a modified object both upward and downward using a modified paddle.	PE.2.M.1.Pa.c Swing upward at a modified object using a modified paddle.
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 and 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.

<p>PE.2.M.1.In.h Use an overhand throwing motion for accuracy at modified targets.</p> <p>PE.2.M.1.In.i Perform one folk or line dance.</p> <p>PE.2.M.1.In.j Demonstrate a sequence of a balance, a roll, and a different balance.</p> <p>PE.2.M.1.In.k Perform one guided skill that requires the transfer of weight to hands.</p> <p>PE.2.M.1.In.l Move to avoid or catch others while maneuvering around obstacles.</p>	<p>PE.2.M.1.Su.h Perform an overhand throwing motion at modified targets.</p> <p>PE.2.M.1.Su.i Imitate a pattern of steps associated with a folk or line dance.</p> <p>PE.2.M.1.Su.j Perform a balance, a roll, and a balance consecutively.</p> <p>PE.2.M.1.Su.k Perform a transfer of body weight to the hands.</p> <p>PE.2.M.1.Su.l Move to avoid obstacles.</p>	<p>PE.2.M.1.Pa.h Toss modified objects at modified targets.</p> <p>PE.2.M.1.Pa.i Perform a guided movement associated with folk or line dance.</p> <p>PE.2.M.1.Pa.j Perform a balance and a roll.</p> <p>PE.2.M.1.Pa.k Imitate a transfer of body weight to the hands.</p> <p>PE.2.M.1.Pa.l Imitate movements to avoid obstacles.</p>
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## Strand: COGNITIVE ABILITIES

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

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

### Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
PE.2.C.1.In.a Identify characteristics of locomotor skills.	PE.2.C.1.Su.a Recognize characteristics of locomotor skills.	PE.2.C.1.Pa.a Recognize more than one locomotor skill.
PE.2.C.1.In.b Identify safety rules and procedures for selected physical activities.	PE.2.C.1.Su.b Recognize safety rules and procedures for selected physical activities.	PE.2.C.1.Pa.b Recognize a safety rule and procedure for selected physical activities.
PE.2.C.1.In.c Identify technologies that can be used to enhance experiences in physical education.	PE.2.C.1.Su.c Recognize technologies that can be used to enhance experiences in physical education.	PE.2.C.1.Pa.c Recognize a technology that can be used to enhance physical activity.
PE.2.C.1.In.d Identify the importance of wearing a life jacket (personal flotation device) when on a boat or	PE.2.C.1.Su.d Recognize the importance of wearing a life jacket (personal flotation device) when on a boat or near water.	PE.2.C.1.Pa.d Associate a life jacket (personal flotation device) with a body of water.

<p>near water.</p> <p>PE.2.C.1.In.e Identify that warm-up and cool-down activities are important.</p> <p>PE.2.C.1.In.f Identify the difference between offense and defense.</p> <p>PE.2.C.1.In.g Identify that practice improves performance of movement skills.</p> <p>PE.2.C.1.In.h Identify and use teacher feedback to improve performance.</p> <p>PE.2.C.1.In.i Identify movement concepts, such as directions, pathways, and levels.</p>	<p>PE.2.C.1.Su.e Recognize that warm-up and cool-down activities are important.</p> <p>PE.2.C.1.Su.f Recognize the difference between offense and defense, such as keeping possession vs. taking possession of an object.</p> <p>PE.2.C.1.Su.g Recognize that practice improves performance of movement skills.</p> <p>PE.2.C.1.Su.h Recognize and use teacher feedback to improve performance.</p> <p>PE.2.C.1.Su.i Recognize movement concepts, such as directions, pathways, and levels.</p>	<p>PE.2.C.1.Pa.e Recognize a warm-up and a cool-down exercise.</p> <p>PE.2.C.1.Pa.f Recognize taking possession of an object (defense).</p> <p>PE.2.C.1.Pa.g Associate practice with improved performance.</p> <p>PE.2.C.1.Pa.h Respond to teacher feedback to improve performance.</p> <p>PE.2.C.1.Pa.i Recognize a directional movement, such as up, down, over, or under.</p>
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## Strand: LIFETIME FITNESS

Standard 1: Participate regularly in physical activity.

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

### Access Point for Students with Significant Cognitive Disabilities

<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>
PE.2.L.1.In.a Participate in moderate physical activity on a daily basis.	PE.2.L.1.Su.a Participate in moderate modified physical activity on a daily basis.	PE.2.L.1.Pa.a Participate in modified physical activity on a daily basis.
PE.2.L.1.In.b Demonstrate involvement in selected physical activities both during and after the school day.	PE.2.L.1.Su.b Demonstrate involvement in modified physical activities both during and after the school day.	PE.2.L.1.Pa.b Demonstrate involvement in selected modified physical activities both during and after the school day.
PE.2.L.1.In.c Select and meet physical activity goals.	PE.2.L.1.Su.c Select and meet a physical activity goal.	PE.2.L.1.Pa.c Select and complete a physical activity.
PE.2.L.1.In.d Identify how opportunities for participation in physical activities change over the seasons.	PE.2.L.1.Su.d Recognize that opportunities for participation in physical activities change during the year.	PE.2.L.1.Pa.d Associate a physical activity with a season.
PE.2.L.1.In.e Identify healthful		PE.2.L.1.Pa.e Recognize a healthful benefit that results from regular participation in physical activity.

benefits that result from regular participation in physical activity.  PE.2.L.1.In.f Recognize the proper crossing sequence, such as stop at the edge, look left, look right, look left again, and keep looking.	PE.2.L.1.Su.e Recognize healthful benefits that result from regular participation in physical activity.  PE.2.L.1.Su.f Imitate a person using the proper crossing sequence, such as stop at the edge, look left, look right, look left again, and keep looking.	PE.2.L.1.Pa.f Participate in a guided crossing sequence, such as stop at the edge, look left, look right, look left again, and keep looking.
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**Standard 2: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.**

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

**Access Point for Students with Significant Cognitive Disabilities**

<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
PE.2.L.2.In.a Recognize how strength and endurance are involved in physical activities.	PE.2.L.2.Su.a Recognize how strength is involved in physical activities.	PE.2.L.2.Pa.a Recognize how strength helps performance.
PE.2.L.2.In.b Recognize selected components of health-related physical fitness, such as cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, or body composition.	PE.2.L.2.Su.b Recognize a component of health-related physical fitness, such as cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, or body composition.	PE.2.L.2.Pa.b Associate strength with health-related physical fitness.
PE.2.L.2.In.c Recognize the physiological signs of moderate physical activity.	PE.2.L.2.Su.c Recognize a physiological sign of moderate physical activity.	PE.2.L.2.Pa.c Associate moderate physical activity with increased heart rate.
PE.2.L.2.In.d Participate in modified informal physical fitness assessment.	PE.2.L.2.Su.d Participate in selected modified informal physical fitness assessment.	PE.2.L.2.Pa.d Participate with assistance in modified informal physical fitness assessment.
PE.2.L.2.In.e Recognize that technology can aid physical fitness.	PE.2.L.2.Su.e Recognize a use of technology in physical fitness.	PE.2.L.2.Pa.e Associate a technology with physical fitness.
PE.2.L.2.In.f Recognize selected principles of physical fitness, such as frequency, intensity, or time.	PE.2.L.2.Su.f Recognize a principle of physical fitness, such as frequency, intensity, or time.	PE.2.L.2.Pa.f Associate the frequency of practice with physical fitness.

PE.2.L.2.In.g Recognize that a strong heart pumps more blood.	PE.2.L.2.Su.g Recognize that a heart pumps blood.	PE.2.L.2.Pa.g Recognize that the heart beats.
PE.2.L.2.In.h Engage in physical activity that causes an increased heart rate and heavy breathing.	PE.2.L.2.Su.h Participate in physical activity that causes an increased heart rate and heavy breathing.	PE.2.L.2.Pa.h Participate safely in selected physical activity that increases breathing and heart rate.
PE.2.L.2.In.i Perform selected stretching exercises.	PE.2.L.2.Su.i Perform a stretching exercise.	PE.2.L.2.Pa.i Stretch a muscle.
PE.2.L.2.In.j Recognize selected body types.	PE.2.L.2.Su.j Recognize that bodies differ.	PE.2.L.2.Pa.j Recognize the human body.
PE.2.L.2.In.k Identify food in food groups.	PE.2.L.2.Su.k Recognize food in food groups.	PE.2.L.2.Pa.k Recognize different kinds of foods.

**Strand: RESPONSIBLE BEHAVIORS AND VALUES**

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

BENCHMARK CODE	BENCHMARK
PE.2.R.1.1	Play and cooperate with others regardless of personal differences such as gender, skill level, or ethnicity.
PE.2.R.1.2	Accept the feelings resulting from challenges, successes, and failures in physical activity.
PE.2.R.1.3	Offer help to others when appropriate.
PE.2.R.1.4	Handle equipment safely by putting it away when not in use.
PE.2.R.1.5	Honestly report the results of work.
PE.2.R.1.6	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.1.In.a Play with others regardless of personal differences, such as gender, skill level or ethnicity.	PE.2.R.1.Su.a Participate in play with a variety of other students.	PE.2.R.1.Pa.a Participate in guided play with others.
PE.2.R.1.In.b Identify feelings resulting from challenges, successes, and failures in physical activity.	PE.2.R.1.Su.b Recognize feelings resulting from challenges, successes, and failures in physical activity.	PE.2.R.1.Pa.b Recognize a feeling resulting from challenges, successes, and failures in physical activity.
PE.2.R.1.In.c Ask others if they need help.	PE.2.R.1.Su.c Offer help to others.	PE.2.R.1.Pa.c Offer help to others when asked.
PE.2.R.1.In.d Handle equipment safely by putting it away when not in use in selected physical activities.	PE.2.R.1.Su.d Handle equipment safely by putting it away when not in use in a physical activity.	PE.2.R.1.Pa.d Handle equipment safely by putting it away when not in use in a guided physical activity.
PE.2.R.1.In.e Describe what has been done accurately.	PE.2.R.1.Su.e Identify what has been done.	PE.2.R.1.Pa.e Indicate that the work is done.
	PE.2.R.1.Su.f Ask for help to work	PE.2.R.1.Pa.f Continue in activity

PE.2.R.1.In.f Cooperate with others to resolve conflict.	things out with others.	after a conflict has been resolved.
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Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

BENCHMARK CODE	BENCHMARK	
PE.2.R.2.1	Use physical activity to express feeling.	
PE.2.R.2.2	Describe the relationship between skill competence and enjoyment.	
PE.2.R.2.3	Begin to function as a member of a cooperative group.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
PE.2.R.2.In.a Use a physical activity, such as a creative dance, to express feeling.	PE.2.R.2.Su.a Use a physical activity, such as a creative dance, to express a selected feeling.	PE.2.R.2.Pa.a Express a feeling while physically active.
PE.2.R.2.In.b Identify the relationship between skill competence and enjoyment.	PE.2.R.2.Su.b Recognize the relationship between doing something well and enjoyment.	PE.2.R.2.Pa.b Associate activities that are done well with enjoyment.
PE.2.R.2.In.c Begin to function as a member of a group.	PE.2.R.2.Su.c Work in a group.	PE.2.R.2.Pa.c Work when others are present.

## GRADE: 3

### Strand: MOVEMENT COMPETENCY

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

BENCHMARK CODE	BENCHMARK
PE.3.M.1.1	Apply locomotor skills in a variety of movement settings.
PE.3.M.1.2	Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction at the desired height.
PE.3.M.1.3	Strike an object continuously using a paddle demonstrating correct technique of a forehand pattern.
PE.3.M.1.4	Strike both moving and stationary objects using a long-handled implement.
PE.3.M.1.5	Maintain control while dribbling with hands or feet against a defender.
PE.3.M.1.6	Demonstrate a combination of basic swim skills.
PE.3.M.1.7	Move in different directions to catch objects of different sizes and weights thrown by a stationary partner.
PE.3.M.1.8	Throw balls of various sizes and weights to a stationary partner using a correct overhand motion.
PE.3.M.1.9	Perform a teacher-designed sequence using manipulatives.
PE.3.M.1.10	Perform one dance accurately and with good technique.
PE.3.M.1.11	Perform a self-designed gymnastics sequence consisting of clear beginning and ending

	balances and two different movement elements with correct technique and smooth transitions.	
PE.3.M.1.12	Continuously jump a self-turned rope.	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<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 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 a manipulative, such as tinikling, lumni sticks, or jumping rope.</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.In.l Jump a self-turned rope.</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 one time with a lateral movement using a paddle.</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 a manipulative such as tinikling, lumni sticks, or jumping rope.</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.Su.k Perform a basic gymnastics sequence with a beginning, a rolling action, and an ending.</p> <p>PE.3.M.1.Su.l Jump a turning</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.</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 a manipulative, such as tinikling, lumni sticks, or jumping rope.</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 beginning, a rolling action, and an ending.</p> <p>PE.3.M.1.Pa.l Leap and land safely using at least one piece of equipment.</p>

	rope.	
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**Strand: COGNITIVE ABILITIES**

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

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

**Access Point for Students with Significant Cognitive Disabilities**

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
PE.3.C.1.In.a Identify purposeful movements, such as timing, flow, sequencing, and rhythm.	PE.3.C.1.Su.a Recognize a purposeful movement, such as timing, flow, sequencing, or rhythm.	PE.3.C.1.Pa.a Recognize the sequence in purposeful movement, such forward and backward.
PE.3.C.1.In.b Identify the importance of safety rules and procedures in physical activities.	PE.3.C.1.Su.b Recognize the importance of safety rules and procedures in physical activities.	PE.3.C.1.Pa.b Recognize the importance of safety rules and procedures for selected physical activities.
PE.3.C.1.In.c Identify that technology can be used to assess performance, such as pedometers, heart-rate monitors, and video.	PE.3.C.1.Su.c Recognize that technology that can be used to assess performance, such as pedometers, heart-rate monitors, and video.	PE.3.C.1.Pa.c Associate technology with assessing physical performance.
PE.3.C.1.In.d Identify items that can be used for assisting in a water-related emergency.	PE.3.C.1.Su.d Recognize items that can be used for assisting in a water-related emergency.	PE.3.C.1.Pa.d Recognize an item that can be used for assisting in a water-related emergency.
PE.3.C.1.In.e Recognize reasons for warm-up and cool-down.	PE.3.C.1.Su.e Recognize reasons for warm-up or cool-down.	PE.3.C.1.Pa.e Recognize a reason for warm-up or cool-down.
PE.3.C.1.In.f Recognize a basic offensive and defensive tactic.	PE.3.C.1.Su.f Identify the difference between offense and defense.	PE.3.C.1.Pa.f Recognize the difference between offense and defense, such as keeping possession vs. taking possession of an object.
PE.3.C.1.In.g Identify how practice improves performance of movement skills.	PE.3.C.1.Su.g Recognize how practice improves performance of movement skills.	PE.3.C.1.Pa.g Recognize the practice of movement skills.
PE.3.C.1.In.h Interpret peer performance and offer feedback.	PE.3.C.1.Su.h Examine peer performance and offer feedback.	PE.3.C.1.Pa.h Recognize peer performance and offer feedback.

## Strand: LIFETIME FITNESS

Standard 1: Participate regularly in physical activity.

BENCHMARK CODE	BENCHMARK
PE.3.L.1.1	Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
PE.3.L.1.2	Demonstrate involvement in physical activities both during and after the school day.
PE.3.L.1.3	Identify lifestyle changes that can be made to increase the level of physical activity.
PE.3.L.1.4	Identify opportunities in the school and community for regular participation in physical activities.
PE.3.L.1.5	Use an activity log to maintain a personal record of participation in physical activity over a period of time.
PE.3.L.1.6	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.1.In.a Participate in moderate physical activity on a daily basis.</p> <p>PE.3.L.1.In.b Demonstrate involvement in selected physical activities both during and after the school day.</p> <p>PE.3.L.1.In.c Recognize lifestyle changes, such as taking stairs, cycling, and walking that can be made to increase the level of physical activity.</p> <p>PE.3.L.1.In.d Recognize opportunities for involvement in the school and community for regular participation in physical activities.</p> <p>PE.3.L.1.In.e Keep a personal record of participation in physical activity over a period of time, such as a week.</p> <p>PE.3.L.1.In.f Identify the correct way to fit a bicycle helmet.</p>	<p>PE.3.L.1.Su.a Participate in moderate modified physical activity on a daily basis.</p> <p>PE.3.L.1.Su.b Demonstrate involvement in modified physical activities both during and after the school day.</p> <p>PE.3.L.1.Su.c Recognize a lifestyle change, such as taking stairs, cycling, or walking that can be made to increase the level of physical activity.</p> <p>PE.3.L.1.Su.d Recognize selected opportunities for involvement in the school and community for regular participation in physical activities.</p> <p>PE.3.L.1.Su.e Record personal participation in physical activity over a period of time, such as a day or week.</p> <p>PE.3.L.1.Su.f Recognize the correct way to fit a bicycle helmet.</p>	<p>PE.3.L.1.Pa.a Participate in modified physical activity on a daily basis.</p> <p>PE.3.L.1.Pa.b Demonstrate involvement in selected modified physical activities both during and after the school day.</p> <p>PE.3.L.1.Pa.c Recognize an activity, such as taking stairs, cycling, or walking that can be made to increase the level of physical activity.</p> <p>PE.3.L.1.Pa.d Recognize an opportunity for involvement in the school or community for regular participation in physical activities.</p> <p>PE.3.L.1.Pa.e Indicate personal participation in physical activity over a period of time, such as a day.</p> <p>PE.3.L.1.Pa.f Recognize a person wearing a bicycle helmet correctly.</p>

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

BENCHMARK CODE	BENCHMARK
PE.3.L.2.1	Describe how muscular strength and endurance enhance performance in physical activities.
PE.3.L.2.2	Match physical fitness assessment events to the associated fitness component.

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

**Access Point for Students with Significant Cognitive Disabilities**

<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
PE.3.L.2.In.a Identify how muscular strength and endurance enhance performance in physical activities.	PE.3.L.2.Su.a Recognize how muscular strength and endurance enhance performance in physical activities.	PE.3.L.2.Pa.a Recognize how endurance helps performance.
PE.3.L.2.In.b Match selected physical fitness assessment events to the associated fitness component.	PE.3.L.2.Su.b Match a physical fitness assessment event to the associated fitness component.	PE.3.L.2.Pa.b Recognize a physical fitness assessment event.
PE.3.L.2.In.c Identify the effect of physical activity on the heart and lungs.	PE.3.L.2.Su.c Recognize the effect of physical activity on the heart and lungs.	PE.3.L.2.Pa.c Associate physical activity with its effect on the body.
PE.3.L.2.In.d Participate in modified formal and informal physical fitness assessment.	PE.3.L.2.Su.d Participate in selected modified formal and informal physical fitness assessment.	PE.3.L.2.Pa.d Participate with assistance in modified formal and informal physical fitness assessment.
PE.3.L.2.In.e Recognize ways that technology can assist in the pursuit of physical fitness.	PE.3.L.2.Su.e Recognize a way that technology can assist in the pursuit of physical fitness.	PE.3.L.2.Pa.e Recognize a technology used in physical fitness.
PE.3.L.2.In.f Recognize the principles of physical fitness, such as frequency, intensity, or time.	PE.3.L.2.Su.f Recognize selected principles of physical fitness, such as frequency, intensity, or time.	PE.3.L.2.Pa.f Associate the intensity of practice with physical fitness.
PE.3.L.2.In.g Engage in physical activity that promotes cardiorespiratory endurance.	PE.3.L.2.Su.g Participate in modified physical activity that promotes cardiorespiratory endurance.	PE.3.L.2.Pa.g Participate safely in guided physical activity that promotes cardiorespiratory endurance.
PE.3.L.2.In.h Associate results of fitness testing with ability to perform various activities.	PE.3.L.2.Su.h Associate results of selected fitness testing with ability to perform various activities.	PE.3.L.2.Pa.h Associate fitness testing with performance.
PE.3.L.2.In.i Identify how to safely stretch a muscle.	PE.3.L.2.Su.i Recognize how to safely stretch a muscle.	PE.3.L.2.Pa.i Recognize a safe stretch of a muscle.
PE.3.L.2.In.j Recognize different body types.	PE.3.L.2.Su.j Recognize selected body types.	PE.3.L.2.Pa.j Recognize that bodies differ.
PE.3.L.2.In.k Recognize individual strengths and weaknesses based on results of formal fitness test.	PE.3.L.2.Su.k Recognize an area of strength and weakness based on results of formal fitness test.	PE.3.L.2.Pa.k Recognize an area of strength after completing a fitness test.
		PE.3.L.2.Pa.l Associate food label with food information.

PE.3.L.2.In.I Locate nutrition facts on a food label.	PE.3.L.2.Su.I Recognize food labels have food information.	
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## Strand: RESPONSIBLE BEHAVIORS AND VALUES

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

BENCHMARK CODE	BENCHMARK
PE.3.R.1.1	Work cooperatively with peers of differing skill levels.
PE.3.R.1.2	Willingly try new activities.
PE.3.R.1.3	Take responsibility for his/her own behavior.
PE.3.R.1.4	Cooperate with all class members by sharing and taking turns.
PE.3.R.1.5	Show respect for the views of a peer from a different cultural background.

### Access Point for Students with Significant Cognitive Disabilities

<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>
PE.3.R.1.In.a Work with peers of differing skill levels.	PE.3.R.1.Su.a Interact with peers of differing skill levels.	PE.3.R.1.Pa.a Interact with peers.
PE.3.R.1.In.b Try new activities.	PE.3.R.1.Su.b Try a new activity.	PE.3.R.1.Pa.b Try an activity.
PE.3.R.1.In.c Identify possible consequences for own behavior.	PE.3.R.1.Su.c Accept praise or correction for own behavior.	PE.3.R.1.Pa.c Acknowledge a good choice related to own behavior.
PE.3.R.1.In.d Cooperate with others by sharing and taking turns.	PE.3.R.1.Su.d Cooperate with others by sharing.	PE.3.R.1.Pa.d Take turns in guided activities.
PE.3.R.1.In.e Show respect for peers from a different cultural background.	PE.3.R.1.Su.e Show respect for a peer from a different cultural background.	PE.3.R.1.Pa.e Show respect for peers.

Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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

### Access Point for Students with Significant Cognitive Disabilities

<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>
PE.3.R.2.In.a Select challenging, physically active experiences.	PE.3.R.2.Su.a Select a challenging, physically active experience.	PE.3.R.2.Pa.a Select a physically active experience.
PE.3.R.2.In.b Celebrate own accomplishments.	PE.3.R.2.Su.b Enjoy own accomplishments.	PE.3.R.2.Pa.b Recognize own accomplishments.

PE.3.R.2.In.c Choose to participate in selected group physical activities.	PE.3.R.2.Su.c Choose to participate in a group physical activity.	PE.3.R.2.Pa.c Choose to participate in a guided group activity.
PE.3.R.2.In.d Recognize the value of a good performance of others.	PE.3.R.2.Su.d Recognize the good performance of others.	PE.3.R.2.Pa.d Recognize a good performance of others.

## GRADE: 4

<b>Strand: MOVEMENT COMPETENCY</b>		
Standard 1: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).		
BENCHMARK CODE	BENCHMARK	
PE.4.M.1.1	Apply movement concepts to the performance of locomotor skills in a variety of movement settings.	
PE.4.M.1.2	Strike a moving object using body parts from a stationary position so that the object travels in the intended direction at the desired height.	
PE.4.M.1.3	Strike an object continuously using a paddle/racquet demonstrating correct technique of a forehand pattern.	
PE.4.M.1.4	Strike moving and/or stationary objects with long-handled implements using correct technique so the objects travel in the intended direction.	
PE.4.M.1.5	Dribble and pass to a moving partner.	
PE.4.M.1.6	Perform a variety of swim strokes.	
PE.4.M.1.7	Move in different directions to catch objects of different sizes and weights thrown by a stationary partner from varying distances.	
PE.4.M.1.8	Throw balls of various sizes and weights to a stationary partner from varying distances using a correct overhand motion.	
PE.4.M.1.9	Perform a teacher-designed sequence with or without manipulatives while demonstrating balance, coordination, clear shapes, purposeful movements, and smooth transitions.	
PE.4.M.1.10	Perform two or more dances accurately and with good technique.	
PE.4.M.1.11	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and three different movement elements with correct technique and smooth transitions.	
PE.4.M.1.12	Run and hurdle a succession of low to medium level obstacles.	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>
PE.4.M.1.In.a Demonstrate movement concepts in the performance of locomotor skills in a variety of movement settings, such as sequences, dances, and games.	PE.4.M.1.Su.a Use selected movement concepts in the performance of locomotor skills in a variety of movement settings, such as sequences, dances, and games.	PE.4.M.1.Pa.a Imitate selected movement concepts in the performance of locomotor skills in a variety of movement settings such as sequences, dances, and games.
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.	PE.4.M.1.Su.b Strike a moving object from a stationary position using body parts so that the object travels.	PE.4.M.1.Pa.b Swing at a moving object from a stationary position using body parts.
PE.4.M.1.In.c Strike a modified object more		

<p>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 tinikling, lumni sticks, or jumping rope, 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 Run and jump over a low or medium level obstacle.</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 tinikling, lumni sticks, or jumping rope, 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>PE.4.M.1.Su.l Walk and jump over a low level obstacle.</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>
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**Strand: COGNITIVE ABILITIES**

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

BENCHMARK CODE	BENCHMARK
PE.4.C.1.1	Understand the importance of purposeful movement in a variety of movement settings

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

**Access Point for Students with Significant Cognitive Disabilities**

<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>
PE.4.C.1.In.a Identify the importance of purposeful movements, such as timing, flow, sequencing, and rhythm, in a variety of movement settings including performing movement routines.	PE.4.C.1.Su.a Recognize the importance of purposeful movements, such as timing, flow, sequencing, or rhythm, in a variety of movement settings including performing movement routines.	PE.4.C.1.Pa.a Recognize sequence and rhythm in purposeful movement in a variety of movement settings including performing guided movement routines.
PE.4.C.1.In.b Identify the importance of safety in all physical activities.	PE.4.C.1.Su.b Recognize the importance of safety in all physical activities.	PE.4.C.1.Pa.b Recognize the importance of safety in selected physical activities.
PE.4.C.1.In.c Use selected technology, such as pedometers, heart-rate monitors, and video, to gather information about performance.	PE.4.C.1.Su.c Use a technology, such as pedometers, heart-rate monitors, and video, to gather information about performance.	PE.4.C.1.Pa.c Recognize a technology, such as video, pedometers or heart-rate monitors, used to assess performance.
PE.4.C.1.In.d Identify the importance of protecting parts of the body from the harmful rays of the sun.	PE.4.C.1.Su.d Recognize the importance of protecting parts of the body from the harmful rays of the sun.	PE.4.C.1.Pa.d Recognize that the sun can be harmful.
PE.4.C.1.In.e Recognize proper warm-up and cool-down techniques and the reasons for using them.	PE.4.C.1.Su.e Recognize a proper warm-up and cool-down technique and the reason for using them.	PE.4.C.1.Pa.e Recognize a proper warm-up or cool-down technique and the reason for using it.
PE.4.C.1.In.f Recognize basic offensive and defensive tactics for modified invasion and net activities.	PE.4.C.1.Su.f Recognize a basic offensive or defensive tactic for modified invasion and net activities.	PE.4.C.1.Pa.f Recognize a defensive tactic, such as raising arms and hands in front of face.
PE.4.C.1.In.g Recognize errors in personal movement patterns.	PE.4.C.1.Su.g Recognize an error in personal movement patterns.	PE.4.C.1.Pa.g Recognize an error in a selected personal movement pattern.
PE.4.C.1.In.h Identify skills and sports that use similar movement patterns.	PE.4.C.1.Su.h Identify skills that use similar movement patterns.	PE.4.C.1.Pa.h Recognize skills that use similar movement patterns.

**Strand: LIFETIME FITNESS**

Standard 1: Participate regularly in physical activity.

BENCHMARK CODE	BENCHMARK
PE.4.L.1.1	Participate in moderate to vigorous physical activity (MVPA) on a daily basis.

PE.4.L.1.2	Demonstrate involvement in physical activities both during and after the school day.	
PE.4.L.1.3	Implement at least one lifestyle behavior to increase physical activity.	
PE.4.L.1.4	Use technology and/or information literacy to identify opportunities for participation in physical activities.	
PE.4.L.1.5	Make observations about one's personal level of physical activity.	
PE.4.L.1.6	Discuss the importance of wearing a bicycle helmet.	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
PE.4.L.1.In.a Participate in moderate physical activity on a daily basis.	PE.4.L.1.Su.a Participate in moderate modified physical activity on a daily basis.	PE.4.L.1.Pa.a Participate in modified physical activity on a daily basis.
PE.4.L.1.In.b Demonstrate involvement in selected physical activities both during and after the school day.	PE.4.L.1.Su.b Demonstrate involvement in modified physical activities both during and after the school day.	PE.4.L.1.Pa.b Demonstrate involvement in selected modified physical activities both during and after the school day.
PE.4.L.1.In.c Use one lifestyle behavior to increase physical activity, such as taking stairs, cycling, rollerblading, or walking.	PE.4.L.1.Su.c Perform one lifestyle behavior to increase physical activity, such as taking stairs, cycling, rollerblading, or walking.	PE.4.L.1.Pa.c Perform one guided lifestyle behavior to increase physical activity, such as taking stairs, cycling, rollerblading, or walking.
PE.4.L.1.In.d Use technology to identify selected opportunities for participation in physical activities.	PE.4.L.1.Su.d Use selected technology to recognize selected opportunities for participation in physical activities.	PE.4.L.1.Pa.d Use a technology to recognize a selected opportunity for participation in physical activities.
PE.4.L.1.In.e Identify one's personal level of physical activity.	PE.4.L.1.Su.e Recognize one's personal level of physical activity.	PE.4.L.1.Pa.e Recognize one's personal physical activity.
PE.4.L.1.In.f Identify a consequence of not wearing a bicycle helmet.	PE.4.L.1.Su.f Recognize a consequence of not wearing a bicycle helmet.	PE.4.L.1.Pa.f Associate a bicycle helmet with safety.

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

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

PE.4.L.2.13		Understand appropriate serving size.
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
PE.4.L.2.In.a Identify the part of the body being strengthened during physical activities, such as arm muscles or leg muscles.	PE.4.L.2.Su.a Recognize the part of the body being strengthened during physical activities, such as arm muscles or leg muscles.	PE.4.L.2.Pa.a Associate a physical activity with strengthening a part of the body.
PE.4.L.2.In.b Recognize activities related to each component of physical fitness.	PE.4.L.2.Su.b Recognize an activity related to selected components of physical fitness.	PE.4.L.2.Pa.b Recognize an activity related to physical fitness.
PE.4.L.2.In.c Recognize that exercise is used to improve personal fitness.	PE.4.L.2.Su.c Recognize that exercise affects personal fitness.	PE.4.L.2.Pa.c Associate exercise with personal fitness.
PE.4.L.2.In.d Participate in modified formal and informal physical fitness assessment.	PE.4.L.2.Su.d Participate in selected modified formal and informal physical fitness assessment.	PE.4.L.2.Pa.d Participate, with assistance, in modified formal and informal physical fitness assessment.
PE.4.L.2.In.e Identify ways that technology can assist in the pursuit of physical fitness.	PE.4.L.2.Su.e Recognize ways that technology can assist in the pursuit of physical fitness.	PE.4.L.2.Pa.e Recognize a way that technology can assist in the pursuit of physical fitness.
PE.4.L.2.In.f Identify principles of physical fitness, such as frequency, intensity, or time.	PE.4.L.2.Su.f Recognize the principles of physical fitness, such as frequency, intensity, or time.	PE.4.L.2.Pa.f Recognize a principle of physical fitness such as frequency, intensity, or time.
PE.4.L.2.In.g Maintain an elevated heart rate for a short period of time during an aerobic activity.	PE.4.L.2.Su.g Achieve a target heart rate during an aerobic activity	PE.4.L.2.Pa.g Increase heart rate during an aerobic activity.
PE.4.L.2.In.h Participate in selected modified physical activities for the purpose of improving physical fitness.	PE.4.L.2.Su.h Participate in a selected modified physical activity for the purpose of improving physical fitness.	PE.4.L.2.Pa.h Participate in guided modified physical activities for the purpose of improving physical fitness.
PE.4.L.2.In.i Recognize that specific stretches reduce the chance of injury.	PE.4.L.2.Su.i Recognize that stretches reduce chances of injury.	PE.4.L.2.Pa.i Associate stretching with safety.
PE.4.L.2.In.j Recognize a benefit of maintaining a healthy body composition.	PE.4.L.2.Su.j Recognize a characteristic of a healthy body composition.	PE.4.L.2.Pa.j Associate health with body composition.
PE.4.L.2.In.k Select strategies for improving selected fitness components.	PE.4.L.2.Su.k Identify strategies for improving selected fitness components.	PE.4.L.2.Pa.k Recognize a strategy for improving selected fitness components.
PE.4.L.2.In.l Select short- and long-term fitness goals.	PE.4.L.2.Su.l Identify short- and long-term fitness goals.	PE.4.L.2.Pa.l Recognize a fitness goal.
PE.4.L.2.In.m Identify a single serving size, such as one-half cup cooked pasta, one cup dry cereal, one cup milk, or one tablespoon peanut butter.	PE.4.L.2.Su.m Recognize a single serving size, such as one-half cup cooked pasta, one cup dry cereal, one cup milk, or one tablespoon peanut butter.	PE.4.L.2.Pa.m Associate serving size with amount of food.

**Strand: RESPONSIBLE BEHAVIORS AND VALUES**

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

BENCHMARK CODE	BENCHMARK	
PE.4.R.1.1	Recognize the influence of individual differences on participation in physical activities.	
PE.4.R.1.2	Regularly encourage others and refrain from put-down statements.	
PE.4.R.1.3	Demonstrate respect and caring for student(s) 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>
PE.4.R.1.In.a Recognize the impact of individual differences, such as age, gender, culture, or skill level, in physical activities.	PE.4.R.1.Su.a Recognize the impact of individual differences, such as age, gender, or skill level, in physical activities.	PE.4.R.1.Pa.a Recognize an individual difference in physical activities.
PE.4.R.1.In.b Encourage others and refrain from put-down statements.	PE.4.R.1.Su.b Encourage and be kind to others.	PE.4.R.1.Pa.b Communicate encouragement to others.
PE.4.R.1.In.c Demonstrate caring for all students through verbal and non-verbal encouragement and assistance.	PE.4.R.1.Su.c Use verbal and non-verbal communication to provide encouragement and assistance for all students.	PE.4.R.1.Pa.c Use verbal or non-verbal communication to provide encouragement or assistance for all students.

Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

BENCHMARK CODE	BENCHMARK	
PE.4.R.2.1	Recognize physical activity as a positive opportunity for social and group interaction.	
PE.4.R.2.2	Choose to practice skills for which improvement is needed.	
PE.4.R.2.3	Recognize the connection between skill competence and enjoyment of physical activity.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
PE.4.R.2.In.a Recognize that physical activity is an opportunity for positive social interaction.	PE.4.R.2.Su.a Recognize that physical activity with others can be a positive experience.	PE.4.R.2.Pa.a Associate physical activity with a positive social experience.
PE.4.R.2.In.b Choose to practice selected skills for which improvement is needed.	PE.4.R.2.Su.b Choose to practice a skill for which improvement is needed.	PE.4.R.2.Pa.b Practice a skill for which improvement is needed.
PE.4.R.2.In.c Recognize that enjoyment can come from skill competence.	PE.4.R.2.Su.c Recognize that people enjoy physical activities they do well.	PE.4.R.2.Pa.c Recognize that physical activity is enjoyable.

**GRADE: 5**

## Strand: MOVEMENT COMPETENCY

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

BENCHMARK CODE	BENCHMARK
PE.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.1.2	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.
PE.5.M.1.10	Perform a variety of dances accurately and with good technique.
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.

### Access Point for Students with Significant Cognitive Disabilities

<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>
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.	PE.5.M.1.Pa.a Perform locomotor skills exhibiting selected movement concepts in a variety of settings, such as sequences, dances, and games.
PE.5.M.1.In.b Approach and strike a moving object with body parts so that the object travels in the intended direction.	PE.5.M.1.Su.b Approach and strike a moving object with body parts so that the object travels.	PE.5.M.1.Pa.b Strike a moving object from a stationary position using body parts.
PE.5.M.1.In.c Strike an object more than one time with a partner using a paddle/racquet.	PE.5.M.1.Su.c Strike a modified object more than one time to a partner using a paddle/racket.	PE.5.M.1.Pa.c Strike a modified object to a partner using a modified paddle/racket.
PE.5.M.1.In.d Strike both moving and stationary objects with long-handled implements so the objects travel in the intended direction.	PE.5.M.1.Su.d Strike both moving and stationary objects with long-handled implements so the objects travel.	PE.5.M.1.Pa.d Strike both moving and stationary modified objects with a modified long-handled implement so the objects travel.
PE.5.M.1.In.e Use dribbling skills in modified games.	PE.5.M.1.Su.e Perform dribbling skills in various activities.	
PE.5.M.1.In.f Demonstrate more than one swim stroke, such as front crawl, backstroke, breaststroke, sidestroke, or butterfly.	PE.5.M.1.Su.f Perform a swim stroke.	
PE.5.M.1.In.g Catch a variety of objects while traveling.	PE.5.M.1.Su.g Catch a variety of modified objects while traveling.	PE.5.M.1.Pa.e Throw or kick a ball to a stationary partner.
	PE.5.M.1.Su.h Throw a pass to a moving partner.	PE.5.M.1.Pa.f Perform a modified swim stroke.

<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 tinikling, lumni sticks, or jumping rope, 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.i Perform a self-designed sequence with or without manipulatives, such as tinikling, lumni sticks, or jumping rope, 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>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>
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**Strand: COGNITIVE ABILITIES**

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

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

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.5.C.1.In.a Identify and demonstrate purposeful movements, such as timing, flow, sequencing, and rhythm, in a variety of movement settings including performing movement routines.</p> <p>PE.5.C.1.In.b Combine skills and rules into a new game.</p>	<p>PE.5.C.1.Su.a Recognize and use purposeful movements, such as timing, flow, sequencing, and rhythm, in a variety of movement settings including performing movement routines.</p> <p>PE.5.C.1.Su.b Identify skills and rules of a new game.</p>	<p>PE.5.C.1.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.1.Pa.b Recognize the rules in a game or activity.</p>

<p>PE.5.C.1.In.c Identify and use feedback gathered from the use of technology to enhance performance, such as pedometers, heart-rate monitors, and video.</p> <p>PE.5.C.1.In.d Identify the different basic water rescue techniques, such as Reach, Throw, Row, or Don't Go.</p> <p>PE.5.C.1.In.e Identify basic practice principles that enhance performance.</p> <p>PE.5.C.1.In.f Identify basic offensive and defensive tactics for modified invasion and net activities.</p> <p>PE.5.C.1.In.g Identify and correct errors in personal movement patterns.</p> <p>PE.5.C.1.In.h Identify skills and sports that use similar patterns or concepts.</p>	<p>PE.5.C.1.Su.c Recognize and use feedback gathered from the use of technology to enhance performance, such as pedometers, heart-rate monitors, and video.</p> <p>PE.5.C.1.Su.d Recognize the different basic water rescue techniques, such as Reach, Throw, Row, or Don't Go.</p> <p>PE.5.C.1.Su.e Recognize basic practice principles that enhance performance.</p> <p>PE.5.C.1.Su.f Recognize basic offensive and defensive tactics for modified invasion and net activities.</p> <p>PE.5.C.1.Su.g Recognize and correct errors in personal movement patterns.</p> <p>PE.5.C.1.Su.h Identify skills that use similar patterns or concepts.</p>	<p>PE.5.C.1.Pa.c Recognize and use feedback gathered from the use of a selected technology to enhance performance, such as pedometers, heart-rate monitors, or video.</p> <p>PE.5.C.1.Pa.d Recognize items used in water rescue, such as pole, towel, or flotation device.</p> <p>PE.5.C.1.Pa.e Recognize a basic practice principle that enhances performance.</p> <p>PE.5.C.1.Pa.f Recognize basic offensive or defensive tactics.</p> <p>PE.5.C.1.Pa.g Recognize and correct an error in selected personal movement patterns.</p> <p>PE.5.C.1.Pa.h Recognize skills that use similar patterns or concepts.</p>
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**Strand: LIFETIME FITNESS**

**Standard 1: Participate regularly in physical activity.**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
PE.5.L.1.1	Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
PE.5.L.1.2	Demonstrate involvement in physical activities both during and after the school day.
PE.5.L.1.3	Implement lifestyle behaviors to increase physical activity.
PE.5.L.1.4	Use technology and/or information literacy to enhance regular participation in physical activities.
PE.5.L.1.5	Formulate a plan to increase the amount of time spent in physical activity.
PE.5.L.1.6	Discuss the importance of being visible, being predictable, and communicating when cycling.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
PE.5.L.1.In.a Participate in moderate physical activity on a daily basis.	PE.5.L.1.Su.a Participate in moderate modified physical activity on a daily basis.	PE.5.L.1.Pa.a Participate in modified physical activity on a daily basis.
PE.5.L.1.In.b Demonstrate involvement in selected physical activities both during and after the school day.	PE.5.L.1.Su.b Demonstrate involvement in modified physical activities both during and after the school day.	PE.5.L.1.Pa.b Demonstrate involvement in selected modified physical activities both during and after the school day.
PE.5.L.1.In.c Use lifestyle behaviors to increase physical activity, such as	PE.5.L.1.Su.c Perform lifestyle behaviors to increase physical activity,	PE.5.L.1.Pa.c Recognize one lifestyle behavior to increase physical activity, such as taking stairs, cycling,

taking stairs, cycling, rollerblading, and walking.	such as taking stairs, cycling, rollerblading, and walking.	rollerblading, or walking.
PE.5.L.1.In.d Use technology and information literacy to identify selected opportunities for participation in physical activities.	PE.5.L.1.Su.d Use selected technology and information literacy to recognize selected opportunities for participation in physical activities.	PE.5.L.1.Pa.d Use a technology or information literacy to recognize a selected opportunity for participation in physical activities.
PE.5.L.1.In.e Create a plan to increase the amount of time spent in physical activity.	PE.5.L.1.Su.e Select a plan to increase the amount of time spent in physical activity.	PE.5.L.1.Pa.e Recognize a plan to increase the amount of time spent in physical activity.
PE.5.L.1.In.f Identify the importance of being visible and communicating when cycling.	PE.5.L.1.Su.f Recognize the importance of being visible and communicating when cycling.	PE.5.L.1.Pa.f Recognize the importance of being visible when cycling.

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

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

**Access Point for Students with Significant Cognitive Disabilities**

<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
PE.5.L.2.In.a Identify muscular strength and muscular endurance.	PE.5.L.2.Su.a Recognize muscular strength and muscular endurance.	PE.5.L.2.Pa.a Recognize muscular strength or muscular endurance.
PE.5.L.2.In.b Participate in activities that develop and maintain selected components of physical fitness.	PE.5.L.2.Su.b Participate in activities that develop and maintain a component of physical fitness.	PE.5.L.2.Pa.b Participate in a guided activity that develops and maintains a component of physical fitness.
PE.5.L.2.In.c Examine personal physical fitness assessment results and use strategies to enhance performance.	PE.5.L.2.Su.c Identify personal physical fitness assessment results and use strategies to enhance performance.	PE.5.L.2.Pa.c Recognize a personal physical fitness assessment result and use a guided strategy to enhance performance.
PE.5.L.2.In.d Describe how technology can assist in the pursuit of physical fitness.	PE.5.L.2.Su.d Identify a way that technology can assist in the pursuit of physical fitness.	PE.5.L.2.Pa.d Recognize ways that technology can assist in the pursuit of physical fitness.

PE.5.L.2.In.e Use principles of physical fitness, such as frequency, intensity, and time.	PE.5.L.2.Su.e Use selected principles of physical fitness, such as frequency, intensity, or time.	PE.5.L.2.Pa.e Use a selected principle of physical fitness, such as frequency, intensity, or time.
PE.5.L.2.In.f Recognize the heart rate intensity that enhances cardiorespiratory endurance.	PE.5.L.2.Su.f Recognize that heart rate intensity affects cardiorespiratory endurance.	PE.5.L.2.Pa.f Associate heart rate intensity with physical fitness.
PE.5.L.2.In.g Regularly participate in modified physical activity for the purpose of improving physical fitness.	PE.5.L.2.Su.g Regularly participate in selected modified physical activity for the purpose of improving physical fitness.	PE.5.L.2.Pa.g Regularly participate in guided modified physical activity for the purpose of improving physical fitness.
PE.5.L.2.In.h Identify selected stretching exercises to increase flexibility and reduce the chance of injury.	PE.5.L.2.Su.h Recognize selected stretching exercises to perform prior to physical activity.	PE.5.L.2.Pa.h Associate a stretching exercise with flexibility.
PE.5.L.2.In.i Identify the benefits of maintaining a healthy body composition.	PE.5.L.2.Su.i Recognize a benefit of maintaining a healthy body composition.	PE.5.L.2.Pa.i Recognize a characteristic of a healthy body composition.
PE.5.L.2.In.j Examine progress in achieving short- and long-term fitness goals.	PE.5.L.2.Su.j Identify progress in achieving short- and long-term fitness goals.	PE.5.L.2.Pa.j Recognize progress in achieving fitness goals.
PE.5.L.2.In.k Describe the consequences of a low level of physical fitness on the ability to perform various activities.	PE.5.L.2.Su.k Identify consequences of a low level of physical fitness on the ability to perform various activities.	PE.5.L.2.Pa.k Recognize a consequence of a low level of physical fitness on the ability to perform various activities.
PE.5.L.2.In.l Identify food for a balanced meal.	PE.5.L.2.Su.l Recognize food for a balanced meal.	PE.5.L.2.Pa.l Recognize food in a balanced meal.

## Strand: RESPONSIBLE BEHAVIORS AND VALUES

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

BENCHMARK CODE	BENCHMARK
PE.5.R.1.1	Recognize the positive attributes that individuals of varying gender, age, disability, race, culture, and skill level bring to physical activities.
PE.5.R.1.2	Arrange equipment safely in a manner appropriate for specific skill practice.
PE.5.R.1.3	Work productively with a partner to improve performance.
PE.5.R.1.4	Recognize and appreciate similar and different activity choices of peers.
<b>Access Point for Students with Significant Cognitive Disabilities</b>	
<i>Independent</i>	<i>Supported</i>
PE.5.R.1.In.a Recognize selected positive attributes that individuals of varying gender, age, disability, race, culture, and skill level bring to physical activities.	PE.5.R.1.Su.a Recognize a positive attribute that individuals of varying gender, age, disability, race, culture, and skill level bring to physical activities.
<i>Participatory</i>	PE.5.R.1.Pa.a Recognize a positive attribute in another person in physical activities.

PE.5.R.1.In.b Arrange equipment safely and appropriately for practice.	PE.5.R.1.Su.b Arrange equipment safely for practice.	PE.5.R.1.Pa.b Select equipment to begin an activity.
PE.5.R.1.In.c Work with a partner to improve performance.	PE.5.R.1.Su.c Work with a partner.	PE.5.R.1.Pa.c Work with a partner in a guided activity.
PE.5.R.1.In.d Recognize similar and different activity choices of peers.	PE.5.R.1.Su.d Recognize different activity choices made by peers.	PE.5.R.1.Pa.d Recognize activity choices of others.

Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

BENCHMARK CODE	BENCHMARK	
PE.5.R.2.1	Recognize that participation in physical activity is a source of self-expression and meaning.	
PE.5.R.2.2	Defend the benefits of physical activity.	
PE.5.R.2.3	Identify enjoyable physical activities.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
PE.5.R.2.In.a Recognize that participation in physical activity can be challenging, pleasurable, and fun.	PE.5.R.2.Su.a Recognize that participation in physical activity can be fun and pleasurable.	PE.5.R.2.Pa.a Recognize that participation in physical activity can be fun.
PE.5.R.2.In.b Identify benefits of physical activity.	PE.5.R.2.Su.b Recognize benefits of physical activity.	PE.5.R.2.Pa.b Recognize a benefit of physical activity.
PE.5.R.2.In.c Identify selected enjoyable physical activities.	PE.5.R.2.Su.c Recognize selected enjoyable physical activities.	PE.5.R.2.Pa.c Recognize an enjoyable physical activity.

## GRADE: 6

### Strand: MOVEMENT COMPETENCY

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

BENCHMARK CODE	BENCHMARK
PE.6.M.1.1	Demonstrate movements designed to improve and maintain cardiorespiratory endurance, muscular strength and endurance, flexibility, and proper body composition.
PE.6.M.1.2	Perform at least three different activities that achieve target heart rate.
PE.6.M.1.3	Demonstrate the principles of training (overload, specificity, 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.
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.

**Access Point for Students with Significant Cognitive Disabilities**

<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></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 rate.	PE.6.M.1.Su.b Imitate at least two different activities that achieve a recommended target heart rate.	PE.6.M.1.Pa.b Perform a guided activity that safely increases heart 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.	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 leads 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 leads 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	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.

movement sequence while working with a partner or group.	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.j Perform different group dance and rhythm sequences that incorporate equipment.	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.k Demonstrate proper warm-up and cool-down techniques.	PE.6.M.1.Su.l Perform proper selected safety practices, such as sunscreen use, hydration, and selection of clothing.	PE.6.M.1.Pa.l Perform guided selected safety practices, such as sunscreen use, hydration, and selection of clothing.
PE.6.M.1.In.l Use proper selected safety practices, such as sunscreen use, hydration, and selection of clothing.	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.
PE.6.M.1.In.m Use technology to develop, enhance, and maintain motor skill performance.		

## Strand: COGNITIVE ABILITIES

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

BENCHMARK CODE	BENCHMARK
PE.6.C.1.1	Identify at least two movements or activities which lead to improvement in each of the health-related components of fitness.
PE.6.C.1.2	List safety procedures that should be followed when engaging in activities to improve cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition.
PE.6.C.1.3	List the three different types of heat illnesses associated with fluid loss.
PE.6.C.1.4	Describe how each of the health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) are improved through the application of training principles.
PE.6.C.1.5	Describe the long-term benefits of regular physical activity.
PE.6.C.1.6	Describe the training principles of overload, progression, and specificity.
PE.6.C.1.7	Classify activities as aerobic or anaerobic.
PE.6.C.1.8	Prepare a log noting the food intake, calories consumed, and energy expended through physical activity and describe results.
PE.6.C.1.9	List the components of skill-related fitness.
PE.6.C.1.10	Determine personal target heart rate zone and explain how to adjust intensity level to stay within the desired range.
PE.6.C.1.11	List methods of monitoring intensity level during aerobic activity.
PE.6.C.1.12	Explain the effects of physical activity on heart rate during exercise, recovery phase, and while the body is at rest.
PE.6.C.1.13	Recognize the difference between fact and fallacy as it relates to consumer physical fitness products and programs.
PE.6.C.1.14	List terminology and etiquette in educational gymnastics or dance.
PE.6.C.1.15	Choreograph basic dance or gymnastic sequences alone, with a partner, or in a small group.
PE.6.C.1.16	Describe the mechanical principles of balance, force, and leverage and how they relate to the performance of skills in gymnastics or dance.

PE.6.C.1.17	List and describe the risks and safety procedures in gymnastics and dance.
PE.6.C.1.18	Recognize the relationship between music and dance or gymnastics skills.
PE.6.C.1.19	Know how improvisation is used to create movements for choreography.
PE.6.C.1.20	List appropriate warm-up and cool-down techniques and the reasons for using them.
PE.6.C.1.21	Identify the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.6.C.1.22	Evaluate the movement performance of others.

**Access Point for Students with Significant Cognitive Disabilities**

<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>
PE.6.C.1.In.a Recognize at least two movements or activities that lead to improvement in the health-related components of fitness.	PE.6.C.1.Su.a Recognize at least one movement or activity that leads to improvement in the health-related components of fitness.	PE.6.C.1.Pa.a Associate movement with improvement in health-related components of fitness.
PE.6.C.1.In.b Identify safety procedures that should be followed when engaging in activities to improve cardiorespiratory endurance, muscular fitness, muscular endurance, flexibility, and body composition.	PE.6.C.1.Su.b Recognize safety procedures that should be followed when engaging in activities to improve cardiorespiratory endurance, physical conditioning, flexibility, and body composition.	PE.6.C.1.Pa.b Recognize a safety practice that should be followed when engaging in health-related physical fitness.
PE.6.C.1.In.c Identify at least two symptoms of heat illnesses caused by excessive fluid loss.	PE.6.C.1.Su.c Identify that heat illness results from excessive fluid loss.	PE.6.C.1.Pa.c Recognize that heat illness results from excessive fluid loss.
PE.6.C.1.In.d Identify how each of the health-related fitness components, such as cardiorespiratory endurance, physical conditioning, flexibility, and body composition are improved by training.	PE.6.C.1.Su.d Recognize how each of the health-related fitness components, such as cardiorespiratory endurance, physical conditioning, flexibility, and body composition are improved by training.	PE.6.C.1.Pa.d Associate exercise or training with improvement in health-related fitness.
PE.6.C.1.In.e Identify long-term benefits of regular physical activity.	PE.6.C.1.Su.e Recognize long-term benefits of regular physical activity.	PE.6.C.1.Pa.e Recognize that regular physical activity has health benefits.
PE.6.C.1.In.f Identify the training principles of overload, progression, and specificity.	PE.6.C.1.Su.f Recognize the training principles of overload, progression, and specificity.	PE.6.C.1.Pa.f Recognize a training principle, such as overload, progression, or specificity.
PE.6.C.1.In.g Identify aerobic and anaerobic activities, such as running and weight lifting.	PE.6.C.1.Su.g Recognize aerobic and anaerobic activities, such as running and weight lifting.	PE.6.C.1.Pa.g Recognize an aerobic activity, such as running.
PE.6.C.1.In.h Prepare a log noting the food intake, calories consumed, and physical activities.	PE.6.C.1.Su.h Prepare a log noting the food intake and physical activities.	PE.6.C.1.Pa.h Recognize food intake and physical activities.
PE.6.C.1.In.i Identify components of skill-related fitness (speed, coordination, balance, power, and agility).	PE.6.C.1.Su.i Recognize components of skill-related fitness (speed, coordination, balance, power, and agility).	PE.6.C.1.Pa.i Recognize a component of skill-related fitness (speed, coordination, balance, power, or agility).
PE.6.C.1.In.j Identify personal target heart rate zone and describe how to adjust intensity level to stay within the desired range.	PE.6.C.1.Su.j Recognize personal target heart rate zone and identify how to adjust intensity level to stay within the desired range.	PE.6.C.1.Pa.j Recognize personal heart rate.
PE.6.C.1.In.k Identify methods of monitoring intensity level during aerobic	PE.6.C.1.Su.k Recognize methods of monitoring intensity level during aerobic	PE.6.C.1.Pa.k Recognize a method of monitoring aerobic activity, such as talk test or heart rate/pulse.

<p>activity, such as talk test, rate of perceived exertion, and heart rate/pulse.</p> <p>PE.6.C.1.In.l 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.1.In.m 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.1.In.n Identify terminology and etiquette in educational gymnastics or dance.</p> <p>PE.6.C.1.In.o Identify basic dance or gymnastic sequences.</p> <p>PE.6.C.1.In.p Identify the mechanical principles used in the performance of skills in gymnastics or dance.</p> <p>PE.6.C.1.In.q Identify the risks and safety procedures in gymnastics and dance.</p> <p>PE.6.C.1.In.r Identify music appropriate for dance or gymnastics movements.</p> <p>PE.6.C.1.In.s Identify that improvisation is used to create movements for dance.</p> <p>PE.6.C.1.In.t Identify appropriate warm-up and cool-down techniques and the reasons for using them.</p> <p>PE.6.C.1.In.u Recognize the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <p>PE.6.C.1.In.v Assess basic movement patterns in performances of others.</p>	<p>activity, such as talk test, rate of perceived exertion, and heart rate/pulse.</p> <p>PE.6.C.1.Su.l 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.1.Su.m 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.1.Su.n Recognize basic terminology and etiquette in educational gymnastics or dance.</p> <p>PE.6.C.1.Su.o Recognize basic dance or gymnastic sequences.</p> <p>PE.6.C.1.Su.p Recognize the mechanical principles used in the performance of skills in gymnastics or dance.</p> <p>PE.6.C.1.Su.q Recognize the risks and safety procedures in gymnastics and dance.</p> <p>PE.6.C.1.Su.r Recognize music appropriate for dance or gymnastics movements.</p> <p>PE.6.C.1.Su.s Recognize that improvisation is used to create movements for dance.</p> <p>PE.6.C.1.Su.t Recognize appropriate warm-up and cool-down techniques and the reasons for using them.</p> <p>PE.6.C.1.Su.u Recognize a precaution to be taken when exercising in a variety of weather conditions or environmental conditions.</p> <p>PE.6.C.1.Su.v Identify basic movement patterns in performances of others.</p>	<p>PE.6.C.1.Pa.l Recognize the relationship between physical activity and heart rate.</p> <p>PE.6.C.1.Pa.m Recognize information related to a consumer physical fitness product, such as weight loss pills, food labels, or exercise equipment.</p> <p>PE.6.C.1.Pa.n Recognize basic etiquette in educational gymnastics or dance.</p> <p>PE.6.C.1.Pa.o Recognize a basic dance or gymnastic sequence.</p> <p>PE.6.C.1.Pa.p Recognize a mechanical principle used in movement.</p> <p>PE.6.C.1.Pa.q Recognize a safety procedure in gymnastics and dance.</p> <p>PE.6.C.1.Pa.r Associate music with dance or gymnastics movements.</p> <p>PE.6.C.1.Pa.s Recognize that movements can be created.</p> <p>PE.6.C.1.Pa.t Recognize an appropriate warm-up and cool-down technique and the reason for using it.</p> <p>PE.6.C.1.Pa.u Recognize precautions to be taken when exercising.</p> <p>PE.6.C.1.Pa.v Recognize and correct an error in selected personal movement patterns.</p>
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Standard 1: Participate regularly in physical activity.

BENCHMARK CODE		BENCHMARK	
PE.6.L.1.1	Participate in moderate to vigorous physical activity (MVPA) on a daily basis.		
PE.6.L.1.2	Participate in a variety of fitness, wellness, gymnastics, and dance activities that promote the components of health-related fitness.		
PE.6.L.1.3	Identify the in-school and community opportunities that promote fitness, wellness, gymnastics, and dance.		
PE.6.L.1.4	Participate in a variety of fitness, wellness, gymnastics, and dance activities that promote the management of stress.		
Access Point for Students with Significant Cognitive Disabilities			
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>	
PE.6.L.1.In.a Participate in moderate physical activity on a daily basis.	PE.6.L.1.Su.a Participate in moderate modified physical activity on a daily basis.	PE.6.L.1.Pa.a Participate in modified physical activity on a daily basis.	
PE.6.L.1.In.b 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.1.Su.b 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.1.Pa.b 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.1.In.c Recognize the in-school and community opportunities for participation in a variety of physical activities that promote fitness, wellness, gymnastics, or dance.	PE.6.L.1.Su.c Recognize selected in-school and community opportunities for participation in a variety of physical activities that promote fitness, wellness, gymnastics, or dance.	PE.6.L.1.Pa.c Recognize a school or a community opportunity for participation in physical activities that promote fitness, wellness, gymnastics, or dance.	
PE.6.L.1.In.d Participate in a variety of basic fitness, wellness, gymnastics, or dance activities that promote management of stress.	PE.6.L.1.Su.d Participate in a variety of selected, basic fitness, wellness, gymnastics, or dance activities that promote management of stress.	PE.6.L.1.Pa.d Participate in a variety of selected, modified fitness, wellness, gymnastics, or dance activities that promote management of stress.	

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

BENCHMARK CODE		BENCHMARK	
PE.6.L.2.1	Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by creating, implementing, and assessing a personal fitness program in collaboration with a teacher.		
PE.6.L.2.2	Demonstrate program planning skills by setting goals and devising strategies for a personal physical fitness program.		
PE.6.L.2.3	Use a variety of resources including available technology to assess, design, and evaluate their personal physical activity plan.		
PE.6.L.2.4	Select a variety of physical activities when developing a personal fitness program.		
PE.6.L.2.5	Recognize health-related problems associated with inadequate levels of cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition.		
Access Point for Students with Significant Cognitive Disabilities			
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>	
PE.6.L.2.In.a Demonstrate	PE.6.L.2.Su.a Demonstrate	PE.6.L.2.Pa.a Demonstrate	

<p>achievement and maintenance of a health-enhancing level of personal fitness by implementing and assessing a personal fitness program in collaboration with a teacher.</p> <p>PE.6.L.2.In.b Select goals and identify strategies for a personal physical activity plan.</p> <p>PE.6.L.2.In.c Use a variety of resources, including available technology, to design and assess their personal physical activity plan.</p> <p>PE.6.L.2.In.d Identify a variety of physical activities in developing a personal fitness program.</p> <p>PE.6.L.2.In.e Recognize selected health-related problems associated with inadequate levels of cardiorespiratory endurance and flexibility.</p>	<p>achievement and maintenance of a health-enhancing level of personal fitness by implementing a personal fitness program in collaboration with a teacher.</p> <p>PE.6.L.2.Su.b Select goals and recognize strategies for a personal physical activity plan.</p> <p>PE.6.L.2.Su.c Use a variety of resources, including available technology, to assess a personal activity plan.</p> <p>PE.6.L.2.Su.d Identify a variety of selected physical activities in developing a personal fitness program.</p> <p>PE.6.L.2.Su.e Recognize a health-related problem associated with inadequate levels of physical activity.</p>	<p>achievement and maintenance of a health-enhancing level of personal fitness by actively participating in a personal fitness program in collaboration with a teacher.</p> <p>PE.6.L.2.Pa.b Select a goal for a personal physical activity plan.</p> <p>PE.6.L.2.Pa.c Use resources, including available technology, to recognize the effect of a personal activity plan.</p> <p>PE.6.L.2.Pa.d Recognize a variety of physical activities in developing a personal fitness program.</p> <p>PE.6.L.2.Pa.e Recognize a consequence of inadequate levels of physical activity.</p>
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## Strand: RESPONSIBLE BEHAVIORS AND VALUES

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

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

### Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>PE.6.R.1.In.a Recognize that peer pressure can have different effects.</p> <p>PE.6.R.1.In.b Show acceptance and respect for persons of diverse backgrounds and abilities in physical activity settings.</p> <p>PE.6.R.1.In.c Use responsible behaviors during physical activities, such as control emotions, respect opponents and officials, and accept both victory and</p>	<p>PE.6.R.1.Su.a Recognize examples of positive and negative relationships with peers.</p> <p>PE.6.R.1.Su.b Show acceptance and respect for persons of diverse backgrounds and abilities in selected physical activity settings.</p> <p>PE.6.R.1.Su.c Use responsible behaviors during physical activities, such as control emotions and</p>	<p>PE.6.R.1.Pa.a Recognize an example of a positive relationship with peers.</p> <p>PE.6.R.1.Pa.b Participate cooperatively with persons of diverse backgrounds and abilities in selected physical activity settings.</p> <p>PE.6.R.1.Pa.c Use responsible behaviors during physical activities,</p>

defeat.  PE.6.R.1.In.d Recognize appropriate personal and social behaviors that apply to specific physical activities.  PE.6.R.1.In.e Use appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.	respect opponents and officials.  PE.6.R.1.Su.d Recognize appropriate personal behavior that applies to specific physical activities.  PE.6.R.1.Su.e Use appropriate etiquette, respect for facilities, and safe behaviors while participating in a variety of physical activities.	such as control emotions.  PE.6.R.1.Pa.d Recognize appropriate behaviors that apply to selected physical activities.  PE.6.R.1.Pa.e Use safe behaviors while participating in a variety of physical activities.
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Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

BENCHMARK CODE	BENCHMARK
PE.6.R.2.1	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
PE.6.R.2.2	Recognize the potential benefits of participation in a variety of physical activities.
PE.6.R.2.3	Study 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>
PE.6.R.2.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.  PE.6.R.2.In.b Recognize selected potential benefits of participation in a variety of physical activities, such as physical, mental, emotional, and social benefits.  PE.6.R.2.In.c Identify games, sports, or physical activities from other cultures.	PE.6.R.2.Su.a Recognize an opportunity for participation in a physical activity that occurs outside of the school setting that contributes to personal enjoyment.  PE.6.R.2.Su.b Recognize a selected potential benefit of participation in a variety of physical activities, such as a physical, mental, emotional, or social benefit.  PE.6.R.2.Su.c Recognize games, sports, or physical activities from other cultures.	PE.6.R.2.Pa.a Associate a physical activity that occurs outside of the school setting with personal enjoyment.  PE.6.R.2.Pa.b Recognize that participation in a variety of physical activities has benefits.  PE.6.R.2.Pa.c Recognize a game, sport, or physical activity from another culture.

## GRADE: 7

**Strand: MOVEMENT COMPETENCY**

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

BENCHMARK CODE	BENCHMARK
PE.7.M.1.1	Participate in modified versions of team sports demonstrating mature patterns while using a variety of manipulative skills.

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

**Access Point for Students with Significant Cognitive Disabilities**

<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<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 rope courses.</p> <p>PE.7.M.1.In.e 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.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 rope courses.</p> <p>PE.7.M.1.Su.e 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</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 rope courses.</p> <p>PE.7.M.1.Pa.e Participate in guided modified aquatics activities to improve or maintain health-related fitness.</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</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>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>successful movements in activities.</p>
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**Strand: COGNITIVE ABILITIES**

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

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

**Access Point for Students with Significant Cognitive Disabilities**

<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
<p>PE.7.C.1.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.1.In.b Use feedback on skill patterns of self and partner to detect and correct mechanical errors.</p> <p>PE.7.C.1.In.c Recognize the critical elements for successful performance of a variety of sport skills.</p> <p>PE.7.C.1.In.d Identify specific safety procedures and equipment necessary for a variety of sports and physical activities.</p> <p>PE.7.C.1.In.e Describe basic offensive and defensive strategies in modified games and activities and</p>	<p>PE.7.C.1.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.1.Su.b Use feedback on skill patterns of self or partner to correct mechanical errors.</p> <p>PE.7.C.1.Su.c Recognize selected critical elements for successful performance of a variety of sport skills.</p> <p>PE.7.C.1.Su.d Recognize specific safety procedures and equipment necessary for a variety of sports and physical activities.</p> <p>PE.7.C.1.Su.e Identify basic offensive and defensive strategies in modified</p>	<p>PE.7.C.1.Pa.a Recognize a basic rule for selected team sports.</p> <p>PE.7.C.1.Pa.b Use feedback to correct mechanical errors.</p> <p>PE.7.C.1.Pa.c Associate selected critical elements with successful performance of a sport skill.</p> <p>PE.7.C.1.Pa.d Recognize a specific safety procedure and equipment necessary for a sport or physical activity.</p> <p>PE.7.C.1.Pa.e Recognize basic offensive and defensive tactics in modified games and activities and team sports.</p>

team sports.  PE.7.C.1.In.f Identify movement skills used in different physical activities, such as slow-pitch softball and volleyball underhand serve.  PE.7.C.1.In.g Identify different types of safety equipment and practice relating to water activities.	games and activities and team sports.  PE.7.C.1.Su.f Recognize movement skills used in different physical activities, such as slow-pitch softball and volleyball underhand serve.  PE.7.C.1.Su.g Recognize different types of safety equipment relating to water activities.	PE.7.C.1.Pa.f Recognize a movement skill used in physical activities, such as slow-pitch softball or volleyball underhand serve.  PE.7.C.1.Pa.g Recognize a type of safety equipment relating to water activities.
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**Strand: LIFETIME FITNESS**

**Standard 1: Participate regularly in physical activity.**

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

**Access Point for Students with Significant Cognitive Disabilities**

<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></i>
PE.7.L.1.In.a Participate in moderate physical activity on a daily basis.  PE.7.L.1.In.b 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.1.In.c Recognize the in-school and community opportunities for participation in team sports, outdoor pursuits, and aquatics.  PE.7.L.1.In.d Participate in a variety of basic team sports, outdoor pursuits, and aquatics activities that promote effective stress management.	PE.7.L.1.Su.a Participate in moderate modified physical activity on a daily basis.  PE.7.L.1.Su.b 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.1.Su.c Recognize selected in-school and community opportunities for participation in team sports, outdoor pursuits, and aquatics.  PE.7.L.1.Su.d Participate in a variety of selected basic team sports, outdoor pursuits, and aquatics activities that promote effective stress management.	PE.7.L.1.Pa.a Participate in modified physical activity on a daily basis.  PE.7.L.1.Pa.b 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.1.Pa.c Recognize a school or a community opportunity for participation in team sports, outdoor pursuits, or aquatics.  PE.7.L.1.Pa.d Participate in a variety of modified team sports, outdoor pursuits, and aquatics activities that promote effective stress management.

**Standard 2: Develop and implement a personal fitness program to achieve and maintain a**

health-enhancing level of physical fitness.		
BENCHMARK CODE	BENCHMARK	
PE.7.L.2.1	Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by creating, implementing, and assessing a personal fitness program in collaboration with a teacher.	
PE.7.L.2.2	Demonstrate program planning skills by setting goals and devising strategies for a personal physical fitness program.	
PE.7.L.2.3	Use a variety of resources including available technology to assess, design, and evaluate their personal physical activity plan.	
PE.7.L.2.4	Select a variety of physical activities when developing a personal fitness program.	
PE.7.L.2.5	Recognize health-related problems associated with inadequate 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>
PE.7.L.2.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.7.L.2.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.7.L.2.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.7.L.2.In.b Select goals and identify strategies for a personal physical activity plan.	PE.7.L.2.Su.b Select goals and recognize strategies for a personal physical activity plan.	PE.7.L.2.Pa.b Select a goal for a personal physical activity plan.
PE.7.L.2.In.c Use a variety of resources, including available technology, to design and assess their personal physical activity plan.	PE.7.L.2.Su.c Use a variety of resources, including available technology, to assess a personal activity plan.	PE.7.L.2.Pa.c Use resources, including available technology, to recognize the effect of a personal activity plan.
PE.7.L.2.In.d Identify a variety of physical activities when developing a personal fitness program.	PE.7.L.2.Su.d Identify a variety of selected physical activities when developing a personal fitness program.	PE.7.L.2.Pa.d Recognize a variety of physical activities when developing a personal fitness program.
PE.7.L.2.In.e Recognize selected health-related problems associated with inadequate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.	PE.7.L.2.Su.e Recognize selected health-related problems associated with inadequate levels of cardiorespiratory endurance and flexibility.	PE.7.L.2.Pa.e Recognize consequences of inadequate levels of physical activity.

## Strand: RESPONSIBLE BEHAVIORS AND VALUES

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

BENCHMARK CODE	BENCHMARK
PE.7.R.1.1	Identify situations in which peer pressure could negatively impact one's own behavior choices.
PE.7.R.1.2	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical activity settings.
PE.7.R.1.3	Demonstrate responsible behaviors during physical activities.

PE.7.R.1.4	Give examples of appropriate personal, social, and ethical behaviors that apply to specific physical activities.	
PE.7.R.1.5	Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.7.R.1.In.a Recognize situations in which peer pressure could negatively impact one's own behavior choices.</p> <p>PE.7.R.1.In.b Show acceptance and respect for persons of diverse backgrounds and abilities in physical activity settings.</p> <p>PE.7.R.1.In.c Use responsible behaviors during physical activities, such as control emotions, respect opponents and officials, and accept both victory and defeat.</p> <p>PE.7.R.1.In.d Recognize appropriate personal, social, and ethical behaviors that apply to specific physical activities.</p> <p>PE.7.R.1.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.1.Su.a Recognize a situation in which peer pressure could negatively impact one's own behavior choices.</p> <p>PE.7.R.1.Su.b Show acceptance and respect for persons of diverse backgrounds and abilities in selected physical activity settings.</p> <p>PE.7.R.1.Su.c Use responsible behaviors during physical activities, such as control emotions and respect opponents and officials.</p> <p>PE.7.R.1.Su.d Recognize appropriate personal and ethical behaviors that apply to specific physical activities.</p> <p>PE.7.R.1.Su.e Use appropriate etiquette, respect for facilities, and safe behaviors while participating in a variety of physical activities.</p>	<p>PE.7.R.1.Pa.a Associate a situation in which peer pressure could negatively impact behavior with one's own choices.</p> <p>PE.7.R.1.Pa.b Participate cooperatively with persons of diverse backgrounds and abilities in selected physical activity settings.</p> <p>PE.7.R.1.Pa.c Use responsible behaviors during physical activities, such as control emotions.</p> <p>PE.7.R.1.Pa.d Recognize appropriate personal behavior that applies to selected physical activities.</p> <p>PE.7.R.1.Pa.e Use responsible behaviors during physical activities, such as control emotions and respect opponents and officials.</p>

Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

BENCHMARK CODE	BENCHMARK	
PE.7.R.2.1	Select an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.	
PE.7.R.2.2	Identify the potential benefits of participation in a variety of physical activities.	
PE.7.R.2.3	Discuss games, sports, and/or physical activities from other cultures.	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
<p>PE.7.R.2.In.a 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.</p> <p>PE.7.R.2.In.b Identify selected potential benefits of participation in a variety of physical activities, such as physical, mental, emotional, and social</p>	<p>PE.7.R.2.Su.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.2.Su.b Identify selected potential benefits of participation in a variety of physical activities, such as physical, mental, emotional, and social</p>	<p>PE.7.R.2.Pa.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.7.R.2.Pa.b Recognize a selected benefit of participation in a variety of physical activities, such as a physical, mental,</p>

benefits.  PE.7.R.2.In.c Describe games, sports, or physical activities from other cultures.	benefits.  PE.7.R.2.Su.c Identify selected games, sports, or physical activities from other cultures.	emotional, or social benefit.  PE.7.R.2.Pa.c Recognize selected games, sports, or physical activities from other cultures.
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## GRADE: 8

<b>Strand: MOVEMENT COMPETENCY</b>		
Standard 1: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (Individual/Dual Sports, Alternative/Extreme Sports).		
BENCHMARK CODE	BENCHMARK	
PE.8.M.1.1	Demonstrate competency in motor skills for a variety of individual/dual and extreme/alternative sports.	
PE.8.M.1.2	Demonstrate critical elements when striking with an object or implement.	
PE.8.M.1.3	Demonstrate body management for successful participation in a variety of modified games and activities.	
PE.8.M.1.4	Apply principles of biomechanics necessary for safe and successful performance.	
PE.8.M.1.5	Demonstrate appropriate speed and generation of force when running sprints or distance, throwing, jumping, striking, or kicking.	
PE.8.M.1.6	Demonstrate offensive, defensive, and transition strategies and tactics.	
PE.8.M.1.7	Apply skill-related components of balance, reaction time, agility, coordination, power, and speed to enhance performance levels.	
PE.8.M.1.8	Apply technology to evaluate, monitor, and improve individual motor skills.	
PE.8.M.1.9	Select and utilize appropriate safety equipment.	
<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<i><b>Independent</b></i>	<i><b>Supported</b></i>	<i><b>Participatory</b></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 and activities.	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 running sprints or distance, throwing, jumping, striking, or kicking.	PE.8.M.1.Su.e Perform actions with appropriate speed and force when running, throwing, jumping, striking,	PE.8.M.1.Pa.e Perform selected actions with appropriate speed and force when running, throwing, jumping, striking, or kicking.

<p>PE.8.M.1.In.f Demonstrate offensive and defensive strategies and use guided transition strategies.</p> <p>PE.8.M.1.In.g Demonstrate skill-related components of balance, reaction time, agility, coordination, power, and speed to enhance performance levels.</p> <p>PE.8.M.1.In.h Apply technology to develop, monitor, and improve individual motor skills.</p> <p>PE.8.M.1.In.i Select and utilize basic safety equipment.</p>	<p>or kicking.</p> <p>PE.8.M.1.Su.f Demonstrate modified offensive and defensive strategies and use guided transition strategies.</p> <p>PE.8.M.1.Su.g Demonstrate skill-related components of balance, reaction time, agility, power, and speed to enhance performance levels.</p> <p>PE.8.M.1.Su.h Apply technology to monitor and improve individual motor skills.</p> <p>PE.8.M.1.Su.i Utilize basic safety equipment.</p>	<p>PE.8.M.1.Pa.f Perform modified offensive and defensive movements and guided transition strategies.</p> <p>PE.8.M.1.Pa.g Demonstrate a selected skill-related component of balance, reaction time, agility, power, or speed to enhance performance levels.</p> <p>PE.8.M.1.Pa.h Apply technology to improve individual movement skills.</p> <p>PE.8.M.1.Pa.i Utilize selected safety equipment.</p>
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## Strand: COGNITIVE ABILITIES

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

BENCHMARK CODE	BENCHMARK
PE.8.C.1.1	Identify basic rules for individual/dual sports.
PE.8.C.1.2	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.8.C.1.3	Identify the critical elements for successful performance in a variety of sport skills or physical activities.
PE.8.C.1.4	List specific safety procedures and equipment necessary for a variety of sports and physical activities.
PE.8.C.1.5	Explain basic offensive and defensive strategies in individual/dual and alternative/extreme sports activities.
PE.8.C.1.6	Describe how movement skills and strategies learned in one physical activity can be transferred and used in other physical activities.

### Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>PE.8.C.1.In.a Recognize basic rules for individual/dual sports, such as setting up to start, consequences for violating rules, and keeping accurate score.</p> <p>PE.8.C.1.In.b Provide feedback on skill patterns of self or partner to detect and correct mechanical errors.</p> <p>PE.8.C.1.In.c Recognize the critical elements for successful performance in a variety of sport skills or physical activities.</p>	<p>PE.8.C.1.Su.a Recognize basic rules for selected individual/dual sports, such as setting up to start, consequences for violating rules, and keeping accurate score.</p> <p>PE.8.C.1.Su.b Use feedback on skill patterns of both self and partner to correct mechanical errors.</p> <p>PE.8.C.1.Su.c Recognize selected critical elements for successful performance in a variety of sport skills or physical activities.</p>	<p>PE.8.C.1.Pa.a Recognize a basic rule for selected individual/dual sports.</p> <p>PE.8.C.1.Pa.b Use feedback on skill patterns of self to correct mechanical errors.</p> <p>PE.8.C.1.Pa.c Associate selected critical elements with successful performance of a sport skill and physical activity.</p> <p>PE.8.C.1.Pa.d Recognize a specific</p>

PE.8.C.1.In.d Identify specific safety procedures and equipment necessary for a variety of sports and physical activities.	PE.8.C.1.Su.d Recognize specific safety procedures and equipment necessary for a variety of sports and physical activities.	safety procedure and equipment necessary for a sport or physical activity.
PE.8.C.1.In.e Describe basic offensive and defensive strategies in individual/dual and alternative/extreme sports activities.	PE.8.C.1.Su.e Identify basic offensive and defensive strategies in individual/dual and alternative/extreme sports activities.	PE.8.C.1.Pa.e Recognize basic offensive and defensive tactics in modified individual/dual and alternative/extreme sports activities.
PE.8.C.1.In.f Identify movement skills and strategies used in different physical activities, such as volleyball or tennis serve, surfing, and skate boarding.	PE.8.C.1.Su.f Recognize movement skills and strategies used in different physical activities, such as volleyball or tennis serve, surfing, and skate boarding.	PE.8.C.1.Pa.f Recognize a movement skill and strategy used in physical activities, such as volleyball or tennis serve, surfing, and skate boarding.

**Strand: LIFETIME FITNESS**

Standard 1: Participate regularly in physical activity.

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

**Access Point for Students with Significant Cognitive Disabilities**

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
PE.8.L.1.In.a Participate in moderate physical activity on a daily basis.	PE.8.L.1.Su.a Participate in moderate modified physical activity on a daily basis.	PE.8.L.1.Pa.a Participate in modified physical activity on a daily basis.
PE.8.L.1.In.b 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.	PE.8.L.1.Su.b Participate in a variety of selected, basic individual/dual and alternative/extreme sports activities that promote cardiorespiratory endurance, physical conditioning, flexibility, and body composition.	PE.8.L.1.Pa.b Participate in a variety of selected, modified individual/dual and alternative/extreme sports activities that promote cardiorespiratory endurance, physical conditioning, flexibility, and body composition.
PE.8.L.1.In.c Recognize the in-school and community opportunities for participation in individual/dual and alternative/extreme sports.	PE.8.L.1.Su.c Recognize selected in-school and community opportunities for participation in individual/dual and alternative/extreme sports.	PE.8.L.1.Pa.c Recognize a school or a community opportunity for participation in individual/dual or alternative/extreme sports.
PE.8.L.1.In.d Participate in a variety of basic individual/dual and alternative/extreme sports activities that promote effective stress management.	PE.8.L.1.Su.d Participate in a variety of selected, basic individual/dual and alternative/extreme sports activities that promote effective stress management.	PE.8.L.1.Pa.d Participate in a variety of selected, modified individual/dual and alternative/extreme sports activities that promote effective stress management.

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

BENCHMARK CODE	BENCHMARK
PE.8.L.2.1	Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by creating, implementing, and assessing a personal fitness program in collaboration with a teacher.
PE.8.L.2.2	Demonstrate program planning skills by setting goals and devising strategies for a personal physical fitness program.
PE.8.L.2.3	Use a variety of resources including available technology to assess, design, and evaluate their personal physical activity plan.
PE.8.L.2.4	Select a variety of physical activities when developing a personal fitness program.
PE.8.L.2.5	Describe health-related problems associated with inadequate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.
PE.8.L.2.6	Discuss training principles appropriate for enhancing 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>
PE.8.L.2.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.8.L.2.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.8.L.2.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.8.L.2.In.b Select goals and identify strategies for a personal physical activity plan.	PE.8.L.2.Su.b Select goals and recognize strategies for a personal physical activity plan.	PE.8.L.2.Pa.b Select a goal for a personal physical activity plan.
PE.8.L.2.In.c Use a variety of resources, including available technology, to design and assess their personal physical activity plan.	PE.8.L.2.Su.c Use a variety of resources, including available technology, to assess a personal activity plan.	PE.8.L.2.Pa.c Use resources, including available technology, to recognize the effect of a personal activity plan.
PE.8.L.2.In.d Identify a variety of physical activities in developing a personal fitness program.	PE.8.L.2.Su.d Identify a variety of selected physical activities in developing a personal fitness program.	PE.8.L.2.Pa.d Recognize a variety of physical activities in developing a personal fitness program.
PE.8.L.2.In.e Identify health-related problems associated with inadequate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.	PE.8.L.2.Su.e Recognize health-related problems associated with inadequate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.	PE.8.L.2.Pa.e Recognize a health-related problem associated with inadequate levels of physical activity.
PE.8.L.2.In.f Identify the training principles, such as frequency, intensity, time, type (F.I.T.T), overload, and specificity, appropriate for enhancing cardiorespiratory endurance, muscular strength and endurance, and flexibility.	PE.8.L.2.Su.f Recognize selected training principles, such as frequency, intensity, time, type (F.I.T.T), overload, and specificity, appropriate for enhancing cardiorespiratory endurance, muscular strength and endurance, and flexibility.	PE.8.L.2.Pa.f Associate selected training principles, such as frequency, intensity, time, type (F.I.T.T), overload, and specificity, with enhancing cardiorespiratory endurance, muscular strength and endurance, and flexibility.

**Strand: RESPONSIBLE BEHAVIORS AND VALUES**

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

BENCHMARK CODE	BENCHMARK
PE.8.R.1.1	Act independently of peer pressure both in and out of school.
PE.8.R.1.2	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
PE.8.R.1.3	Demonstrate responsible behaviors during physical activities.
PE.8.R.1.4	Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.
PE.8.R.1.5	Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.

**Access Point for Students with Significant Cognitive Disabilities**

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
PE.8.R.1.In.a Act independently of peer pressure in selected school situations.	PE.8.R.1.Su.a Act independently of peer pressure in a selected school situation.	PE.8.R.1.Pa.a Make appropriate behavior choices for selected situations in school.
PE.8.R.1.In.b Identify strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.	PE.8.R.1.Su.b Recognize strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.	PE.8.R.1.Pa.b Participate cooperatively with persons of diverse backgrounds and abilities in a variety of physical activities.
PE.8.R.1.In.c Use responsible behaviors during physical activities, such as control emotions, resolve conflicts, respect opponents and officials, and accept both victory and defeat.	PE.8.R.1.Su.c Use responsible behaviors during physical activities, such as control emotions, respect opponents and officials, and accept both victory and defeat.	PE.8.R.1.Pa.c Use responsible behaviors during physical activities, such as control emotions and respect opponents and officials.
PE.8.R.1.In.d Use appropriate personal, social, and ethical behaviors while participating in a variety of physical activities.	PE.8.R.1.Su.d Use appropriate personal and ethical behaviors while participating in a variety of physical activities.	PE.8.R.1.Pa.d Use appropriate personal behaviors while participating in a variety of physical activities.
PE.8.R.1.In.e Use appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.	PE.8.R.1.Su.e Use appropriate etiquette, respect for facilities, and safe behaviors while participating in a variety of physical activities.	PE.8.R.1.Pa.e Use appropriate etiquette and safe behaviors while participating in a variety of physical activities.

Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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

<b>Access Point for Students with Significant Cognitive Disabilities</b>		
<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
PE.8.R.2.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.	PE.8.R.2.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.	PE.8.R.2.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.
PE.8.R.2.In.b Identify potential benefits of participation in a variety of physical activities, such as physical, mental, emotional, and social benefits.	PE.8.R.2.Su.b Identify selected potential benefit of participation in a variety of physical activities, such as physical, mental, emotional, and social benefits.	PE.8.R.2.Pa.b Recognize selected benefits of participation in a variety of physical activities, such as physical, mental, emotional, and social benefits.
PE.8.R.2.In.c Identify similarities in games, sports, or physical activities according to cultures.	PE.8.R.2.Su.c Recognize similarities in games, sports, or physical activities from other cultures.	PE.8.R.2.Pa.c Recognize a game, sport, or physical activity that is the same in another other culture.

## GRADE: 912

<b>Strand: MOVEMENT COMPETENCY</b>	
Standard 1: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (aquatics, dance, extreme sports, fitness education, gymnastics, individual/dual sports, outdoor pursuits, self-defense, team sports).	
BENCHMARK CODE	BENCHMARK
PE.912.M.1.1	Demonstrate critical elements of basic skills relating to aquatics.
PE.912.M.1.2	Demonstrate proficiency in combination of motor skills related to aquatics.
PE.912.M.1.3	Perform a basic water rescue, with or without equipment, without entering the water.
PE.912.M.1.4	Perform refinement of one or more swim strokes to enhance efficiency, power, and cardiorespiratory endurance in a variety of 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 and with correct technique.
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.
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 selected technology to assess, enhance, and maintain health and skill-related fitness levels.
PE.912.M.1.15	Select and apply sports/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.1.20	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 an object/implement.
PE.912.M.1.24	Apply a combination of complex movement patterns in a game setting.
PE.912.M.1.25	Apply the appropriate speed and generation of force when running sprints or distance, throwing, jumping, and striking.
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.1.30	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.

**Access Point for Students with Significant Cognitive Disabilities**

<b><i>Independent</i></b>	<b><i>Supported</i></b>	<b><i>Participatory</i></b>
PE.912.M.1.In.a Use critical elements of basic skills relating to aquatics, such as 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 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.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.Pa.c Recognize equipment used in a basic water rescue.
PE.912.M.1.In.c Perform a basic water rescue with equipment without entering the water.	PE.912.M.1.Su.c Participate in a basic water rescue with equipment without entering the water.	PE.912.M.1.Pa.d Perform a modified swim stroke to improve efficiency, power, and cardiorespiratory endurance in an aquatics setting.
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 pool, lake, or open water.	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 pool, lake, or open water.	PE.912.M.1.Pa.e Perform a guided activity for self-improvement based on individual strengths and needs.
PE.912.M.1.In.e Demonstrate strategies for self-improvement based on individual strengths and needs.	PE.912.M.1.Su.e Use strategies for self-improvement based on individual strengths and needs.	PE.912.M.1.Pa.f Express self through movement to music.
PE.912.M.1.In.f Select music with correct beat and tempo and develop dance movements.	PE.912.M.1.Su.f Use music with correct beat and tempo and develop dance movements.	PE.912.M.1.Pa.g Perform movements associated with a variety of dance sequences.  PE.912.M.1.Pa.h Perform a movement sequence while working with a group.

<p>PE.912.M.1.In.g Perform dance sequences from a variety of dances, such as hip-hop, social, step, and line, accurately and with correct technique.</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 simulation 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 leads 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 selected technology to develop, enhance, and maintain health and 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</p>	<p>PE.912.M.1.Su.g Perform a variety of dance sequences, such as from hip-hop, social, step, and line, accurately.</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 simulation 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 leads 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 selected technology to develop and maintain health and skill-related fitness levels.</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</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 simulation 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 leads 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 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</p>
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<p>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 or implement, 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.In.y Demonstrate appropriate speed and generation of force when running sprints or distance, 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.In.aa Perform skills in a variety of outdoor pursuit activities.</p> <p>PE.912.M.1.In.ab Demonstrate strategies and tactics in a variety of outdoor pursuits.</p> <p>PE.912.M.1.In.ac Demonstrate basic self-defense movement skills.</p> <p>PE.912.M.1.In.ad Combine and use simple self-defense movement</p>	<p>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 or implement, 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 running sprints or distance, throwing, jumping, striking, or kicking.</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> <p>PE.912.M.1.Su.aa Perform basic skills in a variety of modified outdoor pursuit activities.</p> <p>PE.912.M.1.Su.ab Perform strategies and tactics in a variety of modified outdoor pursuits.</p> <p>PE.912.M.1.Su.ac Perform basic self-defense movement skills.</p> <p>PE.912.M.1.Su.ad Use simple self-defense movement patterns.</p> <p>PE.912.M.1.Su.ae Perform basic offensive and defensive positions and guided transition strategies.</p> <p>PE.912.M.1.Su.af Use basic sport-specific skills in a variety of modified game settings.</p>	<p>of modified individual and dual sports.</p> <p>PE.912.M.1.Pa.w Perform a striking motion with an object or implement.</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.Pa.aa Perform guided skills in a variety of modified outdoor pursuit activities.</p> <p>PE.912.M.1.Pa.ab Use guided basic strategies and tactics in a variety of modified outdoor pursuits.</p> <p>PE.912.M.1.Pa.ac Perform guided basic self-defense movement skills, such as moves and makes contact with an object or person.</p> <p>PE.912.M.1.Pa.ad Perform simple self-defense movement patterns.</p> <p>PE.912.M.1.Pa.ae Perform selected basic offensive and defensive positions.</p> <p>PE.912.M.1.Pa.af Perform basic sport-specific skills in a variety of selected modified game settings.</p> <p>PE.912.M.1.Pa.ag Practice modified movement (motor) activities in order to improve performance.</p> <p>PE.912.M.1.Pa.ah Use a mechanical principle, such as balance, force, or leverage, as it applies to selected, modified course activities.</p> <p>PE.912.M.1.Pa.ai Perform all safety procedures for participation.</p>
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<p>patterns.</p> <p>PE.912.M.1.In.ae Demonstrate offensive, defensive, and transition strategies.</p> <p>PE.912.M.1.In.af Demonstrate sport-specific skills in a variety of game settings.</p> <p>PE.912.M.1.In.ag Practice motor activities in order to improve performance.</p> <p>PE.912.M.1.In.ah Use selected mechanical principles, such as balance, force, or leverage, as they apply to specific course activities.</p> <p>PE.912.M.1.In.ai Identify proper equipment and demonstrate all safety procedures for participation.</p>	<p>PE.912.M.1.Su.ag Practice basic motor activities in order to improve performance.</p> <p>PE.912.M.1.Su.ah Use a mechanical principle, such as balance, force, or leverage, as it applies to selected course activities.</p> <p>PE.912.M.1.Su.ai Recognize proper equipment and demonstrates all safety procedures for participation.</p>	
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**Strand: COGNITIVE ABILITIES**

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

BENCHMARK CODE	BENCHMARK
PE.912.C.1.1	Identify and describe the critical elements of a basic water rescue.
PE.912.C.1.2	Understand and apply terminology and etiquette in dance.
PE.912.C.1.3	Analyze through observation the movement performance of self and others.
PE.912.C.1.4	Choreograph complex dance sequences alone, with a partner, or in a small group.
PE.912.C.1.5	Analyze the relationship between music and dance.
PE.912.C.1.6	Compare and contrast the health-related benefits of various physical activities.
PE.912.C.1.7	Evaluate the effectiveness of specific warm-up and cool-down activities.
PE.912.C.1.8	Differentiate between the three different types of heat illnesses associated with fluid loss.
PE.912.C.1.9	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.912.C.1.10	Analyze long-term benefits of participating in regular physical activity.
PE.912.C.1.11	Explain how each of the health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, body composition) are improved through the application of training principles.
PE.912.C.1.12	Compare and contrast aerobic versus anaerobic activities.
PE.912.C.1.13	Document food intake, calories consumed, and energy expended through physical activity and analyze the results.
PE.912.C.1.14	Compare and contrast the skill-related components of fitness (speed, coordination, balance, power, agility, reaction time) used in various physical activities.
PE.912.C.1.15	Calculate individual target heart rate zone and analyze how to adjust intensity level to stay within the desired range.
PE.912.C.1.16	Explain the methods of monitoring levels of intensity during aerobic activity.

PE.912.C.1.17	Assess physiological effects of exercise during and after physical activity.
PE.912.C.1.18	Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs.
PE.912.C.1.19	Choreograph complex sequences alone, with a partner, or in a small group.
PE.912.C.1.20	Know various ways in which physical conflict can be resolved appropriately.
PE.912.C.1.21	Diagram, explain, and justify the use of advanced offensive, defensive, and transition strategies and tactics.
PE.912.C.1.22	Explain the skill-related components of balance, reaction time, agility, coordination, power, and speed and how they enhance performance levels.
PE.912.C.1.23	Apply appropriate technology and analyze data to evaluate, monitor, and/or improve performance.
PE.912.C.1.24	Analyze the mechanical principles as they apply to specific course activities.
PE.912.C.1.25	Analyze and evaluate the risks, safety procedures, rules, and equipment associated with specific course activities.
PE.912.C.1.26	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
PE.912.C.1.27	Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.
PE.912.C.1.28	Interpret and apply the rules associated with specific course activities.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
PE.912.C.1.In.a Identify the critical elements of a basic water rescue.	PE.912.C.1.Su.a Recognize the critical elements of a basic water rescue.	PE.912.C.1.Pa.a Recognize a basic water rescue.
PE.912.C.1.In.b Identify and use terminology and etiquette in dance.	PE.912.C.1.Su.b Recognize and use basic terminology and etiquette in dance.	PE.912.C.1.Pa.b Recognize basic terminology and use basic etiquette in dance.
PE.912.C.1.In.c Examine through observation the movement performance of self and others.	PE.912.C.1.Su.c Identify through observation the movement performance of self and others.	PE.912.C.1.Pa.c Recognize through observation the movement performance of self or others.
PE.912.C.1.In.d Design dance sequences alone, with a partner, or in a small group.	PE.912.C.1.Su.d Create basic dance sequences alone, with a partner, or in a small group.	PE.912.C.1.Pa.d Combine basic dance sequences alone, with a partner, or in a small group.
PE.912.C.1.In.e Describe the relationship between music and dance.	PE.912.C.1.Su.e Recognize a relationship between music and dance.	PE.912.C.1.Pa.e Associate tempo or rhythm with dance movements.
PE.912.C.1.In.f Describe the health-related benefits of various physical activities.	PE.912.C.1.Su.f Identify the health-related benefits of various physical activities.	PE.912.C.1.Pa.f Recognize the health-related benefits of various physical activities.
PE.912.C.1.In.g Examine the effectiveness of specific warm-up and cool-down activities.	PE.912.C.1.Su.g Identify the effectiveness of specific warm-up and cool-down activities.	PE.912.C.1.Pa.g Recognize the effect of a specific warm-up or cool-down activity.
PE.912.C.1.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.1.Su.h Identify symptoms of heat illnesses associated with fluid loss, such as heat cramps, heat exhaustion, and heat stroke.	PE.912.C.1.Pa.h Recognize a symptom of heat illnesses associated with fluid loss, such as heat cramps, heat exhaustion, or heat stroke.
PE.912.C.1.In.i Describe the precautions to be taken when exercising in extreme weather and environmental conditions.	PE.912.C.1.Su.i Identify precautions to be taken when exercising in a variety	PE.912.C.1.Pa.i Recognize a precaution to be taken when

<p>PE.912.C.1.In.j Describe long-term benefits of participation in regular physical activity.</p>	<p>of weather conditions or environmental conditions.</p>	<p>exercising in selected environmental conditions.</p>
<p>PE.912.C.1.In.k Describe how each of the health-related fitness components, such as physical conditioning, flexibility, cardiorespiratory endurance, and body composition, are improved through the application of training principles.</p>	<p>PE.912.C.1.Su.j Identify long-term benefits of participation in regular physical activity.</p>	<p>PE.912.C.1.Pa.j Recognize a long-term benefit of participation in regular physical activity.</p>
<p>PE.912.C.1.In.l Describe the differences between aerobic and anaerobic activities.</p>	<p>PE.912.C.1.Su.k Identify how health-related fitness components such as physical conditioning, flexibility, cardiorespiratory endurance, and body composition, are improved through the application of training principles.</p>	<p>PE.912.C.1.Pa.k Recognize that exercise and training improves health-related fitness.</p>
<p>PE.912.C.1.In.m Document food intake, calories consumed, and energy expended through physical activity and examine the results.</p>	<p>PE.912.C.1.Su.l Identify the differences between aerobic and anaerobic activities.</p>	<p>PE.912.C.1.Pa.l Recognize selected aerobic and anaerobic activities.</p>
<p>PE.912.C.1.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.1.Su.m Document food intake and physical activity and identify the results.</p>	<p>PE.912.C.1.Pa.m Document food intake and physical activity and recognize results.</p>
<p>PE.912.C.1.In.o Identify individual target heart rate and how to adjust intensity level to stay within the desired range.</p>	<p>PE.912.C.1.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.1.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.1.In.p Describe methods of monitoring levels of intensity during aerobic activity, such as talk test, rate of perceived exertion, and heart rate/pulse.</p>	<p>PE.912.C.1.Su.o Recognize individual target heart rate and how to adjust intensity level to stay within the desired range.</p>	<p>PE.912.C.1.Pa.o Recognize the relationship between intensity level of physical activity and heart rate.</p>
<p>PE.912.C.1.In.q Examine physiological effects of exercise, such as breathing, resting heart rate, heart size, and blood pressure, during and after physical activity.</p>	<p>PE.912.C.1.Su.p Identify methods of monitoring levels of intensity during aerobic activity, such as talk test, rate of perceived exertion, and heart rate/pulse.</p>	<p>PE.912.C.1.Pa.p Recognize selected methods of monitoring levels of intensity during aerobic activity, such as talk test and heart rate/pulse.</p>
<p>PE.912.C.1.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.1.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.1.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.1.In.s Design gymnastic sequences alone, with a partner, or with a small group.</p>	<p>PE.912.C.1.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.1.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.1.In.t Identify various ways physical conflict can be resolved</p>	<p>PE.912.C.1.Su.s Create gymnastics sequences alone, with a partner, or with a small group.</p>	<p>PE.912.C.1.Pa.s Combine basic gymnastic sequences alone, with a partner, or with a small group.</p>
<p>PE.912.C.1.In.t Identify various ways physical conflict can be resolved</p>	<p>PE.912.C.1.Su.t Recognize ways physical conflict can be resolved</p>	<p>PE.912.C.1.Pa.t Recognize a way physical conflict can be resolved appropriately.</p>

<p>appropriately.</p> <p>PE.912.C.1.In.u Diagram and explain offensive, defensive, and transition strategies.</p> <p>PE.912.C.1.In.v Describe the skill-related components of balance, reaction time, agility, coordination, power, and speed skills, and how they enhance performance levels.</p> <p>PE.912.C.1.In.w Use appropriate technology to assess, monitor, and improve performance.</p> <p>PE.912.C.1.In.x Examine the mechanical principles, such as balance, force, or leverage, as they apply to specific course activities.</p> <p>PE.912.C.1.In.y Describe the safety procedures, rules, and equipment associated with specific course activities.</p> <p>PE.912.C.1.In.z Analyze skill patterns of self and partner to detect and correct mechanical errors.</p> <p>PE.912.C.1.In.aa Examine how movement skills from one physical activity can be transferred and used in other physical activities.</p> <p>PE.912.C.1.In.ab Describe and use the rules associated with specific course activities.</p>	<p>appropriately.</p> <p>PE.912.C.1.Su.u Identify the difference between basic offensive, defensive, and transition strategies.</p> <p>PE.912.C.1.Su.v Identify the skill-related components that enhance performance, such as balance, reaction time, agility, coordination, power, and speed skills.</p> <p>PE.912.C.1.Su.w Use appropriate technology to monitor and improve performance.</p> <p>PE.912.C.1.Su.x Identify selected mechanical principles, such as balance, force, or leverage, as they apply to specific course activities.</p> <p>PE.912.C.1.Su.y Identify the safety procedures, rules, and equipment associated with specific course activities.</p> <p>PE.912.C.1.Su.z Identify skill patterns of both self and partner to detect and correct mechanical errors.</p> <p>PE.912.C.1.Su.aa Identify how movement skills from one physical activity can be transferred and used in other physical activities.</p> <p>PE.912.C.1.Su.ab Identify and use the rules associated with specific course activities.</p>	<p>PE.912.C.1.Pa.u Recognize the difference between a basic offensive, defensive, or transition strategy.</p> <p>PE.912.C.1.Pa.v Recognize a skill-related component that enhances performance, such as balance, reaction time, agility, coordination, power, or speed skills.</p> <p>PE.912.C.1.Pa.w Use a selected technology to monitor or improve performance.</p> <p>PE.912.C.1.Pa.x Recognize a mechanical principle, such as balance, force, or leverage, as it applies to specific course activities.</p> <p>PE.912.C.1.Pa.y Recognize the safety procedures, rules, and equipment associated with specific course activities.</p> <p>PE.912.C.1.Pa.z Recognize skill patterns of self to correct mechanical errors.</p> <p>PE.912.C.1.Pa.aa Recognize that movement skills from one physical activity can be used in other physical activities.</p> <p>PE.912.C.1.Pa.ab Recognize and use rules associated with specific course activities.</p>
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<b>Strand: LIFETIME FITNESS</b>	
<b>Standard 1: Participate regularly in physical activity.</b>	
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
PE.912.L.1.1	Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity (MVPA) beyond physical education on five or more days of the week.
PE.912.L.1.2	Participate in a variety of activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition.
PE.912.L.1.3	Participate in a variety of activities that promote effective stress management.
PE.912.L.1.4	Utilize the in-school and community opportunities for participation in a variety of physical activities.

PE.912.L.1.5	Participate regularly in health-enhancing activities outside the physical education class setting.
PE.912.L.1.6	Utilize knowledge of the risks and safety factors that may affect physical activity throughout life.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
PE.912.L.1.In.a Participate in a variety of moderate to vigorous physical activities beyond physical education five or more days of the week.	PE.912.L.1.Su.a Participate in a variety of moderate to vigorous modified physical activities beyond physical education five or more days of the week.	PE.912.L.1.Pa.a Participate in a variety of modified physical activities beyond physical education five or more days of the week.
PE.912.L.1.In.b Participate in a variety of basic activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition.	PE.912.L.1.Su.b Participate in a variety of selected basic activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition.	PE.912.L.1.Pa.b Participate in a variety of selected modified activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition.
PE.912.L.1.In.c Participate in a variety of basic activities that promote effective stress management.	PE.912.L.1.Su.c Participate in a variety of selected basic activities that promote effective stress management.	PE.912.L.1.Pa.c Participate in a variety of selected modified activities that promote effective stress management.
PE.912.L.1.In.d Participate independently in a variety of basic physical activities in school and the community.	PE.912.L.1.Su.d Participate in a variety of selected basic physical activities in school and the community.	PE.912.L.1.Pa.d Participate in selected modified physical activities in school and the community.
PE.912.L.1.In.e Participate regularly in basic health-enhancing activities outside the physical education class setting.	PE.912.L.1.Su.e Participate regularly in selected, basic health-enhancing activities outside the physical education class setting.	PE.912.L.1.Pa.e Participate regularly in selected, modified health-enhancing activities outside the physical education class setting.
PE.912.L.1.In.f Identify risk and safety factors that can affect physical activity throughout life.	PE.912.L.1.Su.f Recognize risk and safety factors that can affect physical activity for many years.	PE.912.L.1.Pa.f Recognize a risk and a safety factor that can affect physical activity.

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

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
PE.912.L.2.1	Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing, self-assessing, and modifying a personal fitness program.
PE.912.L.2.2	Demonstrate program planning skills by setting goals, devising strategies, and making timelines for a personal fitness program.
PE.912.L.2.3	Use a variety of resources including available technology to assess, design, and evaluate their personal physical activity plan.
PE.912.L.2.4	Apply the principles of training and conditioning in accordance with personal goals.
PE.912.L.2.5	Assess and evaluate the use of a variety of physical activities in developing a personal fitness program.
PE.912.L.2.6	Analyze health-related problems associated with inadequate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.
PE.912.L.2.7	Evaluate how to make changes in an individual wellness plan as lifestyle changes

occur.

**Access Point for Students with Significant Cognitive Disabilities**

<b>Independent</b>	<b>Supported</b>	<b>Participatory</b>
PE.912.L.2.In.a Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by implementing, assessing, and modifying a personal fitness program.	PE.912.L.2.Su.a Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by implementing and modifying a personal fitness program in collaboration with a teacher.	PE.912.L.2.Pa.a Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by actively participating in and modifying a personal fitness program in collaboration with a teacher.
PE.912.L.2.In.b Select goals, identify strategies, and create a timeline for a personal physical activity plan.	PE.912.L.2.Su.b Select goals, recognize strategies, and create a timeline for a personal physical activity plan.	PE.912.L.2.Pa.b Select a goal and timeline for a personal physical activity plan.
PE.912.L.2.In.c Use a variety of resources, including available technology, to design and assess their personal physical activity plan.	PE.912.L.2.Su.c Use a variety of resources, including available technology, to assess a personal activity plan.	PE.912.L.2.Pa.c Use resources, including available technology, to recognize the effect of a personal activity plan.
PE.912.L.2.In.d Use the principles of training (overload, specificity, and progression) and conditioning (frequency, intensity, time, and type) in accordance with personal goals.	PE.912.L.2.Su.d Use selected principles of training (overload, specificity, and progression) and conditioning (frequency, intensity, time, and type) in accordance with personal goals.	PE.912.L.2.Pa.d Use a selected principle of training (overload, specificity, or progression) and conditioning (frequency, intensity, time, and type) in accordance with personal goals.
PE.912.L.2.In.e Examine the use of a variety of physical activities in developing a personal fitness program.	PE.912.L.2.Su.e Identify the use of a variety of physical activities in developing a personal fitness program.	PE.912.L.2.Pa.e Recognize the use of a variety of physical activities in developing a personal fitness program.
PE.912.L.2.In.f Examine health-related problems associated with inadequate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.	PE.912.L.2.Su.f Identify health-related problems associated with inadequate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.	PE.912.L.2.Pa.f Recognize health-related problems associated with inadequate levels of physical activity.
PE.912.L.2.In.g Examine how to make changes in an individual wellness plan as lifestyle changes occur.	PE.912.L.2.Su.g Identify how to make changes in an individual wellness plan as lifestyle changes occur.	PE.912.L.2.Pa.g Recognize changes in an individual wellness plan as lifestyle changes occur.

**Strand: RESPONSIBLE BEHAVIORS AND VALUES**

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

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
PE.912.R.1.1	Act independently of peer pressure both in and out of school.
PE.912.R.1.2	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
PE.912.R.1.3	Demonstrate responsible behaviors during physical activities.

PE.912.R.1.4	Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.
PE.912.R.1.5	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>
PE.912.R.1.In.a Act independently of peer pressure in selected in- and out-of-school situations.	PE.912.R.1.Su.a Act independently of peer pressure in a selected in- and out-of-school situation.
PE.912.R.1.In.b Identify strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.	PE.912.R.1.Su.b Recognize strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
PE.912.R.1.In.c Use responsible behaviors during physical activities, such as control emotions, resolve conflicts, respect opponents and officials, and accept both victory and defeat.	PE.912.R.1.Su.c Use responsible behaviors during selected physical activities, such as control emotions, respect opponents and officials, and accept both victory and defeat.
PE.912.R.1.In.d Use appropriate personal, social, and ethical behavior while participating in a variety of physical activities.	PE.912.R.1.Su.d Use appropriate personal and ethical behavior while participating in a variety of physical activities.
PE.912.R.1.In.e Identify appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.	PE.912.R.1.Su.e Use appropriate etiquette, respect for facilities, and safe behaviors while participating in a variety of physical activities.
<i>Participatory</i>	
PE.912.R.1.Pa.a Make appropriate behavior choices in a selected situation in and out of school.	
PE.912.R.1.Pa.b Participate cooperatively with persons of diverse backgrounds and abilities in a variety of physical activities.	
PE.912.R.1.Pa.c Use selected responsible behaviors during selected physical activities, such as control emotions and respect opponents and officials.	
PE.912.R.1.Pa.d Use appropriate personal behavior while participating in a variety of physical activities.	
PE.912.R.1.Pa.e Use appropriate etiquette and safe behaviors while participating in a variety of physical activities.	

Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	
BENCHMARK CODE	BENCHMARK
PE.912.R.2.1	Select and participate 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.2.2	Discuss physical activities from which benefits can be derived.
PE.912.R.2.3	Explore the role of games, sports, and/or physical activities in other cultures.
Access Point for Students with Significant Cognitive Disabilities	
<i>Independent</i>	<i>Supported</i>
PE.912.R.2.In.a Participate 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.2.Su.a Participate in selected physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
PE.912.R.2.In.b Describe physical	PE.912.R.2.Su.b Identify physical
<i>Participatory</i>	
PE.912.R.2.Pa.a Participate in modified physical activities outside of the school setting that contribute to personal enjoyment and maintenance of a healthy lifestyle.	
PE.912.R.2.Pa.b Associate physical activities with selected benefits,	

<p>activities from which physical, mental, emotional, and social benefits can be derived.</p> <p>PE.912.R.2.In.c Identify the role of games, sports, or physical activities in other cultures.</p>	<p>activities from which physical, mental, emotional, and social benefits can be derived.</p> <p>PE.912.R.2.Su.c Recognize the role of games, sports, or physical activities in other cultures.</p>	<p>such as physical, mental, emotional, or social.</p> <p>PE.912.R.2.Pa.c Recognize a benefit of games, sports, or physical activities in other cultures.</p>
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