P.E. /Health

Grades 1st- 12th

Grade: Elem. K-5 **Course:** Physical Education

District Adopted Materials: Kansas Model Curriculum Standards for Physical Education & Kansas State Department of Education Physical Education Curriculum Guide & Physical Essentials.

Standard 1: Motor Skills

Benchmark 1: The student will demonstrate initial skills of locomotion and balance.
Benchmark 2: The student will demonstrate rhythmic patterns and manipulative ball skills.
Benchmark 3: The student will use different locomotor skills to move at different speeds, levels & directions.
Benchmark 4: The student will demonstrate motor patterns in simple combinations.

Standard 2: Physical Fitness

Benchmark 1: The student will express positive feelings during physical education class.
Benchmark 2: The student will identify changes in the body during vigorous physical activity.
Benchmark 3: The student will identify components of health-related physical fitness.
Benchmark 4: The student will identify proper conditioning techniques and the reason for using them.

Standard 3: Active Participation

Benchmark 1: The student will design games, gymnastics, jump rope and dance sequences.
Benchmark 2: The student will follow instructions and directions for all activities.
Benchmark 3: The student will use equipment safely and appropriately.
Benchmark 4: The student will engage in appropriate activity that results in development of muscular strength and endurance.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Demonstrates walking, running and hopping skills in a variety of situations.	Application	Fluency	I/R/M	All class periods
☐ Will detect, analyze and correct errors in personal movement patterns.	Analysis	Inquiry	I/R/M	All class periods
☐ Will identifies the benefits associated with regular physical activity.	Knowledge	Reasoning Comprehension	I/R/M	All class periods
☐ Will voluntarily participate during competitive activities.	Application	Reasoning	I/R/M	All class periods
☐ Will set personal goals for activities and competition.	Synthesis	Comprehension	I/R/M	All class periods
☐ Will accept and respect the decisions made by game officials.	Application	Communication	I/R/M	All class periods
☐ Will develop positive habits in an organized setting with other peers.	Synthesis	Problem solving	I/R/M	All class periods

Grade: 7th **Course: Beginning Physical Training**

District Adopted Materials:

Standard 1: Motor Skills: The student demonstrates competency in motor skills and movements patterns needed to perform a variety of physical activities.

Benchmark 1: The students demonstrate mature movement patterns of locomotion, manipulation of objects, and rhythmic concepts during modified individual or team physical activities.

Standard 2: Learning Concepts: The student demonstrates understanding of movement concepts, principles, strategies, and tactics that apply to the learning and performance of physical activities.

Benchmark 1: The student will demonstrate movement concepts, principles, strategies, and tactics that apply to performance of physical activities.

Standard 3: Active Participation: The student participates regularly in physical activity.

Benchmark 1: The student will regularly participate in moderate to vigorous levels of physical activity.

Standard 4: Physical Fitness: The student achieves and maintains a health-enhancing level of physical fitness.

Benchmark 1: The student will develop high levels of basic physical fitness.

Standard 5: The student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Benchmark 1: The student will exhibit responsible personal and social behavior while working in diverse groups.

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

Benchmark 1: The student will value physical activity and recognize its impact on skill improvement and health.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Uses basic offensive and defensive strategies in modified net games and invasive games		A-Introduces initial strategies of identifying an opponent's court position (tennis, badminton,etc..)		
☐ Designs and performs gymnastics sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequence with intentional changes in direction, speed, and flow.		B-Provides parameters for students created routines		
☐ Demonstrates competency while participating in modified versions of team and individual sports.		C-Provides a variety of lead-up games that require the use of basic rules, skills, and cooperation		
☐ Explores introductory outdoor pursuit skills.		D-Introduces initial skills in a variety of outdoor activities		
☐ Identifies similarities in body position in various team sports.		-Asks students to provide example of sports and skills where the body positions are similar.		

☐ Detects and corrects errors in personal performances.		-Provides a skill checklist to students as feedback to reinforce correct technique.		
☐ Explains at least two games tactics involved in playing a team sport.		-Asks the students to describe and/or demonstrate game strategies.		

☐ Designs a new game that incorporates skills and tactics that can be played fairly by all students, including those with disabilities		-Provides the opportunity for students to create a game which incorporates skills, strategies, fair play, and inclusion		
☐ Participates in physical activities both during and outside of school for the purpose of improving skill and health		-Provides a list of suggested activities that can be performed during recess, lunch, and/or after school		
☐ Sets realistic, measurable and attainable goals for participation in activities of own choosing.		-Provides an opportunity for students to select a partner and discuss activity goals.		
☐ Accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education class on three or more days during the week.		-Creates a calendar in which the students log their activities.		
☐ Maintains a physical activity log for a seven-day period, documenting progress toward achievement of personal goals.		-Asks the students to write a brief summary about their activity log, in which the students analyze progress toward personal goals.		
☐ Logs a specified number of steps during the day using pedometers.		-Provides motivational challenges to log pedometer readings.		
☐ Participates in activities designed to improve or maintain the health related fitness components.		-provides the opportunity for participation in games/activities that incorporate cardiovascular endurance, flexibility, body composition, muscular strength, and muscular endurance in and out of school.		
☐ understands the importance of staying within the target heart(THR) zone while participating in games and activities.		-Asks the students to analyze the benefits of exercising within the THR verses exercising below the THR.		
		-Provides methods for		

☐ Self-assesses heart rate before, during, and after vigorous physical activity.		documenting heart monitor readings/heart rate checks.		
☐ Demonstrates appropriate training principles and exercises technique designed to improve physical fitness.		-Provides activities and games designed to enhance personal fitness levels of students which incorporate the principles of frequency, intensity, and time.		
☐ Maintains heart rate in THR zone for a minimum of 20-minutes while participating in a game or activity.		-Provides fitness activities that allow for continuous movement and increased heart rate.		
☐ Makes responsible decisions about using time, applying rules, and following through with the decisions made.		-Provides a rubric in which students self-assess time-on-task, respect, and self-responsibility.		
☐ Remains on-task without close teacher monitoring.		-Provides the opportunity for student self-evaluation or peer evaluation.		
☐ Demonstrates concern for safety of self and other during games and activities.		-Creates a checklist for self-assessment dealing with safety of self and others.		
☐ Considers the consequences of choices when confronted with negative peer pressures.		-Provides the opportunity for group discussion dealing with peer pressure and its consequences.		
☐ Plays within the rules of the games or activity and shows self-controls by accepting a controversial decision.		-Provides clear and simple rules for participation and establishes consequences for misbehavior.		
☐ Resolves conflict with a sensitivity to the rights and feelings of others.		-Provides the opportunity for students to respond to specific scenarios dealing with basic conflict resolutions.		
☐ Through verbal and nonverbal behavior, demonstrates cooperation with peers of different gender, race, and ability in a physical activity setting.		-Provides a wide variety of activities that allow students to practice with others.		

☐ Recognizes physical activity as a positive opportunity for social and group interaction.		-Encourages and promotes students to interact through team building and group activities.		
☐ Appreciates the creative aspects of skilled performance in others and self.		-Provides the opportunity for students to praise and encourage one another.		
☐ Respects the physical and performance limitations of self and others.		-Reinforces stated expectations dealing with the acceptance of students' performance limitations.		
☐ Analyzes selected physical experiences for social, emotional, and health benefits.		-Provides information which informs students on the benefits of physical activity.		

Grade: 7-8th **Course: Spirit Fitness**

District Adopted Materials:

Standard 1: Motor Skills: The student demonstrates competency in motor skills and movements patterns needed to perform a variety of physical activities.

Benchmark 1: The students demonstrate mature movement patterns of locomotion, manipulation of objects, and rhythmic concepts during modified individual or team physical activities.

Standard 2: Learning Concepts: The student demonstrates understanding of movement concepts, principles, strategies, and tactics that apply to the learning and performance of physical activities.

Benchmark 1: The student will demonstrate movement concepts, principles, strategies, and tactics that apply to performance of physical activities.

Standard 3: Active Participation: The student participates regularly in physical activity.

Benchmark 1: The student will regularly participate in moderate to vigorous levels of physical activity.

Standard 4: Physical Fitness: The student achieves and maintains a health-enhancing level of physical fitness.

Benchmark 1: The student will develop high levels of basic physical fitness.

Standard 5: The student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Benchmark 1: The student will exhibit responsible personal and social behavior while working in diverse groups.

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

Benchmark 1: The student will value physical activity and recognize its impact on skill improvement and health.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Uses basic offensive and defensive strategies in modified net games and invasive games		A-Introduces initial strategies of identifying an opponent's court position (tennis, badminton,etc..)		
☐ Designs and performs gymnastics sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequence with intentional changes in direction, speed, and flow.		B-Provides parameters for students created routines		
☐ Demonstrates competency while participating in modified versions of team and individual sports.		C-Provides a variety of lead-up games that require the use of basic rules, skills, and cooperation		
☐ Explores introductory outdoor pursuit skills.		D-Introduces initial skills in a variety of outdoor activities		
☐ Identifies similarities in body position in various team sports.		-Asks students to provide example of sports and skills where the body positions are similar.		

☐ Detects and corrects errors in personal performances.		-Provides a skill checklist to students as feedback to reinforce correct technique.		
☐ Explains at least two games tactics involved in playing a team sport.		-Asks the students to describe and/or demonstrate game strategies.		

☐ Designs a new game that incorporates skills and tactics that can be played fairly by all students, including those with disabilities		-Provides the opportunity for students to create a game which incorporates skills, strategies, fair play, and inclusion		
☐ Participates in physical activities both during and outside of school for the purpose of improving skill and health		-Provides a list of suggested activities that can be performed during recess, lunch, and/or after school		
☐ Sets realistic, measurable and attainable goals for participation in activities of own choosing.		-Provides an opportunity for students to select a partner and discuss activity goals.		
☐ Accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education class on three or more days during the week.		-Creates a calendar in which the students log their activities.		
☐ Maintains a physical activity log for a seven-day period, documenting progress toward achievement of personal goals.		-Asks the students to write a brief summary about their activity log, in which the students analyze progress toward personal goals.		
☐ Logs a specified number of steps during the day using pedometers.		-Provides motivational challenges to log pedometer readings.		
☐ Participates in activities designed to improve or maintain the health related fitness components.		-provides the opportunity for participation in games/activities that incorporate cardiovascular endurance, flexibility, body composition, muscular strength, and muscular endurance in and out of school.		

☐ Understands the importance of staying within the target heart(THR) zone while participating in games and activities.		-Asks the students to analyze the benefits of exercising within the THR verses exercising below the THR.		
☐ Self-assesses heart rate before, during, and after vigorous physical activity.		-Provides methods for documenting heart monitor readings/heart rate checks.		
☐ Demonstrates appropriate training principles and exercises technique designed to improve physical fitness.		-Provides activities and games designed to enhance personal fitness levels of students which incorporate the principles of frequency, intensity, and time.		
☐ Maintains heart rate in THR zone for a minimum of 20-minutes while participating in a game or activity.		-Provides fitness activities that allow for continuous movement and increased heart rate.		
☐ Makes responsible decisions about using time, applying rules, and following through with the decisions made.		-Provides a rubric in which students self-assess time-on-task, respect, and self-responsibility.		
☐ Remains on-task without close teacher monitoring.		-Provides the opportunity for student self-evaluation or peer evaluation.		
☐ Demonstrates concern for safety of self and other during games and activities.		-Creates a checklist for self-assessment dealing with safety of self and others.		
☐ Considers the consequences of choices when confronted with negative peer pressures.		-Provides the opportunity for group discussion dealing with peer pressure and its consequences.		
☐ Plays within the rules of the games or activity and shows self-controls by accepting a controversial decision.		-Provides clear and simple rules for participation and establishes consequences for misbehavior.		
☐ Resolves conflict with a sensitivity to the rights and feelings of others.		-Provides the opportunity for students to respond to specific		

		scenarios dealing with basic conflict resolutions.		
☐ Through verbal and nonverbal behavior, demonstrates cooperation with peers of different gender, race, and ability in a physical activity setting.		-Provides a wide variety of activities that allow students to practice with others.		
☐ Recognizes physical activity as a positive opportunity for social and group interaction.		-Encourages and promotes students to interact through team building and group activities.		
☐ Appreciates the creative aspects of skilled performance in others and self.		-Provides the opportunity for students to praise and encourage one another.		
☐ Respects the physical and performance limitations of self and others.		-Reinforces stated expectations dealing with the acceptance of students' performance limitations.		
☐ Analyzes selected physical experiences for social, emotional, and health benefits.		-Provides information which informs students on the benefits of physical activity.		

Grade: 7-8th **Course: Physical Training**

District Adopted Materials:

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Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
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☐ Detects and corrects errors in personal performances.		-Provides a skill checklist to students as feedback to reinforce correct technique.		
☐ Explains at least two games tactics involved in playing a team sport.		-Asks the students to describe and/or demonstrate game strategies.		

☐ Designs a new game that incorporates skills and tactics that can be played fairly by all students, including those with disabilities		-Provides the opportunity for students to create a game which incorporates skills, strategies, fair play, and inclusion		
☐ Participates in physical activities both during and outside of school for the purpose of improving skill and health		-Provides a list of suggested activities that can be performed during recess, lunch, and/or after school		
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☐ understands the importance of staying within the target heart(THR) zone while participating in games and activities.		-Asks the students to analyze the benefits of exercising within the THR verses exercising below the THR.		
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☐ Maintains heart rate in THR zone for a minimum of 20-minutes while participating in a game or activity.		-Provides fitness activities that allow for continuous movement and increased heart rate.		
☐ Makes responsible decisions about using time, applying rules, and following through with the decisions made.		-Provides a rubric in which students self-assess time-on-task, respect, and self-responsibility.		
☐ Remains on-task without close teacher monitoring.		-Provides the opportunity for student self-evaluation or peer evaluation.		
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☐ Considers the consequences of choices when confronted with negative peer pressures.		-Provides the opportunity for group discussion dealing with peer pressure and its consequences.		
☐ Plays within the rules of the games or activity and shows self-controls by accepting a controversial decision.		-Provides clear and simple rules for participation and establishes consequences for misbehavior.		

☐ Resolves conflict with a sensitivity to the rights and feelings of others.		-Provides the opportunity for students to respond to specific scenarios dealing with basic conflict resolutions.		
☐ Through verbal and nonverbal behavior, demonstrates cooperation with peers of different gender, race, and ability in a physical activity setting.		-Provides a wide variety of activities that allow students to practice with others.		
☐ Recognizes physical activity as a positive opportunity for social and group interaction.		-Encourages and promotes students to interact through team building and group activities.		
☐ Appreciates the creative aspects of skilled performance in others and self.		-Provides the opportunity for students to praise and encourage one another.		
☐ Respects the physical and performance limitations of self and others.		-Reinforces stated expectations dealing with the acceptance of students' performance limitations.		
☐ Analyzes selected physical experiences for social, emotional, and health benefits.		-Provides information which informs students on the benefits of physical activity.		

Grade: Sixth **Course:** Health (Science Portion)

District Adopted Materials:

Standard 3: Life Science – The student will apply process skills to explore and understand structure and function in living systems, reproduction and heredity, regulation and behavior, populations and ecosystems, and diversity and adaptations of organisms.

Benchmark 1: The student will model structures of organisms and relate functions to the structures.

Benchmark 2: The student will understand the role of reproduction and heredity for all living things.

Standard 6: Science in Personal and Environmental Perspectives – The student will apply process skills to explore and develop an understanding of issues of personal health, population, resources and environment, and natural hazards.

Benchmark 1: The student will understand scientific knowledge relative to personal health.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ ▲Relates the structure of cells, organs, tissues, organ systems, and whole organisms to their functions (3.1.2)	K	Human Body	I,R,M, S	45 classes
☐ Concludes that breakdowns in structure or function may be caused by disease, damage, heredity, or aging (3.1.4)	K,C		I,R,M	9 classes
☐ Understands how hereditary information of each cell is passed from one generation to the next (3.2.2)	K, C		I	2 classes
☐ Infers that the characteristics of an organism result from heredity and interactions with the environment (3.2.3)	K,C,A		I	1 class
☐ ▲Understands that internal and/or environmental conditions affect an organism's behavior and/or response in order to maintain and regulate stable internal conditions to survive in a continually changing environment (3.3.1)	K		I	1 class
☐ Recognizes that the survival of all organisms requires the ingestion of materials, the intake and release of energy, growth, release of wastes and responses to environmental change (3.3.2)	K,C,A		I,R,M	10 classes
☐ ▲Identifies individual nutrition, exercise, and a rest needs based on science and uses a scientific approach to thinking critically about personal health, lifestyle choices, risks and benefits.	K,C,A		I,R,M	90 classes

Grade: 6-8th **Course: Middle School PE**

District Adopted Materials:

Standard 1: Motor Skills: The student demonstrates competency in motor skills and movements patterns needed to perform a variety of physical activities.

Benchmark 1: The students demonstrate mature movement patterns of locomotion, manipulation of objects, and rhythmic concepts during modified individual or team physical activities.

Standard 2: Learning Concepts: The student demonstrates understanding of movement concepts, principles, strategies, and tactics that apply to the learning and performance of physical activities.

Benchmark 1: The student will demonstrate movement concepts, principles, strategies, and tactics that apply to performance of physical activities.

Standard 3: Active Participation: The student participates regularly in physical activity.

Benchmark 1: The student will regularly participate in moderate to vigorous levels of physical activity.

Standard 4: Physical Fitness: The student achieves and maintains a health-enhancing level of physical fitness.

Benchmark 1: The student will develop high levels of basic physical fitness.

Standard 5: The student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Benchmark 1: The student will exhibit responsible personal and social behavior while working in diverse groups.

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

Benchmark 1: The student will value physical activity and recognize its impact on skill improvement and health.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Uses basic offensive and defensive strategies in modified net games and invasive games		A-Introduces initial strategies of identifying an opponent's court position (tennis, badminton,etc..)		
☐ Designs and performs gymnastics sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequence with intentional changes in direction, speed, and flow.		B-Provides parameters for students created routines		
☐ Demonstrates competency while participating in modified versions of team and individual sports.		C-Provides a variety of lead-up games that require the use of basic rules, skills, and cooperation		
☐ Explores introductory outdoor pursuit skills.		D-Introduces initial skills in a variety of outdoor activities		
☐ Identifies similarities in body position in various team sports.		-Asks students to provide example of sports and skills where the body positions are similar.		

☐ Detects and corrects errors in personal performances.		-Provides a skill checklist to students as feedback to reinforce correct technique.		
☐ Explains at least two games tactics involved in playing a team sport.		-Asks the students to describe and/or demonstrate game strategies.		

☐ Designs a new game that incorporates skills and tactics that can be played fairly by all students, including those with disabilities		-Provides the opportunity for students to create a game which incorporates skills, strategies, fair play, and inclusion		
☐ Participates in physical activities both during and outside of school for the purpose of improving skill and health		-Provides a list of suggested activities that can be performed during recess, lunch, and/or after school		
☐ Sets realistic, measurable and attainable goals for participation in activities of own choosing.		-Provides an opportunity for students to select a partner and discuss activity goals.		
☐ Accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education class on three or more days during the week.		-Creates a calendar in which the students log their activities.		
☐ Maintains a physical activity log for a seven-day period, documenting progress toward achievement of personal goals.		-Asks the students to write a brief summary about their activity log, in which the students analyze progress toward personal goals.		
☐ Logs a specified number of steps during the day using pedometers.		-Provides motivational challenges to log pedometer readings.		
☐ Participates in activities designed to improve or maintain the health related fitness components.		-provides the opportunity for participation in games/activities that incorporate cardiovascular endurance, flexibility, body composition, muscular strength, and muscular endurance in and out of school.		

☐ Understands the importance of staying within the target heart(THR) zone while participating in games and activities.		-Asks the students to analyze the benefits of exercising within the THR verses exercising below the THR.		
☐ Self-assesses heart rate before, during, and after vigorous physical activity.		-Provides methods for documenting heart monitor readings/heart rate checks.		
☐ Demonstrates appropriate training principles and exercises technique designed to improve physical fitness.		-Provides activities and games designed to enhance personal fitness levels of students which incorporate the principles of frequency, intensity, and time.		
☐ Maintains heart rate in THR zone for a minimum of 20-minutes while participating in a game or activity.		-Provides fitness activities that allow for continuous movement and increased heart rate.		
☐ Makes responsible decisions about using time, applying rules, and following through with the decisions made.		-Provides a rubric in which students self-assess time-on-task, respect, and self-responsibility.		
☐ Remains on-task without close teacher monitoring.		-Provides the opportunity for student self-evaluation or peer evaluation.		
☐ Demonstrates concern for safety of self and other during games and activities.		-Creates a checklist for self-assessment dealing with safety of self and others.		
☐ Considers the consequences of choices when confronted with negative peer pressures.		-Provides the opportunity for group discussion dealing with peer pressure and its consequences.		
☐ Plays within the rules of the games or activity and shows self-controls by accepting a controversial decision.		-Provides clear and simple rules for participation and establishes consequences for misbehavior.		
☐ Resolves conflict with a sensitivity to the rights and feelings of others.		-Provides the opportunity for students to respond to specific		

		scenarios dealing with basic conflict resolutions.		
☐ Through verbal and nonverbal behavior, demonstrates cooperation with peers of different gender, race, and ability in a physical activity setting.		-Provides a wide variety of activities that allow students to practice with others.		
☐ Recognizes physical activity as a positive opportunity for social and group interaction.		-Encourages and promotes students to interact through team building and group activities.		
☐ Appreciates the creative aspects of skilled performance in others and self.		-Provides the opportunity for students to praise and encourage one another.		
☐ Respects the physical and performance limitations of self and others.		-Reinforces stated expectations dealing with the acceptance of students' performance limitations.		
☐ Analyzes selected physical experiences for social, emotional, and health benefits.		-Provides information which informs students on the benefits of physical activity.		

Grade: 6 **Course:** Health

District Adopted Materials:

Standard 1: The student will comprehend concepts related to health promotion and disease prevention as related to: nutrition, prevention and control of disease, injury prevention and safety, personal health, mental and emotional health, substance abuse, misuse, abuse and addiction, environmental health, family life and sexuality, consumer health and community health.

Benchmark 1: The student will explain the relationship between positive health behaviors and wellness.
Benchmark 2: The student will describe the effects of the interrelationship of mental, emotional, social and physical health during adolescence.
Benchmark 3: The student will describe the influence of family, community, and peer on adolescent health decisions.
Benchmark 4: The student will describe ways to reduce risks related to adolescent growth and development.

Standard 3: The student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Benchmark 1: The student will explain the importance of assuming responsibility for health behaviors.
Benchmark 2: The student will recognize strategies to maximize health strengths within their personal health.
Benchmark 3: The student will recognize risky and harmful health behaviors.
Benchmark 4: The student will demonstrate strategies to manage stress.

Standard 4: The student will analyze the influence of culture, media, technology, and other factors on health.

Benchmark 3: The student will analyze the influence of technology on health.
Benchmark 4: The student will analyze how information from peers influences health.

Standard 6: The student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Benchmark 1: The student will apply a decision-making model to develop a plan of personal strengths, needs, and health risks.

Standard 7: The student will demonstrate the ability to advocate for personal, family and community health.

Benchmark 2: The student will share information and express opinions about current issues in health.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Make distinctions about the influences of health behavior or absence of behavior on wellness outcomes.(Health Promotion/Disease Prevention 1.1)	K,C		I,R,M	15 classes
☐ Demonstrate limited understanding of one or two of the four categories of effects and their influences during puberty.(Health Promotion/Disease Prevention 1.2)	K		I,R	15 classes
☐ Discuss the impact of social group influences on determining health decisions. (Health Promotion/Disease Prevention 1.3)	K,C		I,R,M	15 classes

☐ With some assistance, demonstrate knowledge of male and female reproductive organ names and functions, development of male and female reproductive organs, and risks and prevention of sexually-transmitted infections. (Health Promotion/Disease Prevention 1.4)	K,C, A		I,R,M	2 classes
☐ With limited ability, design an assessment and intervention plan for their individual health. (Self-Management 3.1)	K		I,R	15 classes
☐ With limited ability, identify strategies to improve health-enhancing behaviors and reduce health risks. (Self-Management 3.2)	K,C		I,R,M	15 classes
☐ With assistance, assess health behaviors and determine their degree of risk. (Self-Management 3.3)	K		I,R	15 classes
☐ With guidance, the student will implement a stress management plan. (Self-Management 3.4)	K,C,A		I,R,M	5 classes
☐ Interpret some advances in technology and the influences on health outcomes. (Influence on Culture, Media and Technology 4.3)	K,C		I,R	15 classes
☐ Will demonstrate a limited understanding of peer influences on health.(Influence on Culture, Media and Technology 4.4)	K,C		I,R,M	15 classes
☐ Demonstrate a limited ability to use a decision-making model to draw conclusions and demonstrate effective goal-setting. (Goal-Setting and Decision-Making Skills 6.1)	K		I,R	2 classes
☐ With assistance, gather information about current issues in health. (Advocating for Health (7.2)	K		I	2 classes

Grade: 9 **Course:** Physical Education

District Adopted Materials:

Standard 1: The student demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Benchmark 1: The student will demonstrate and apply mature motor skills, manipulation of objects and rhythmic concepts during modified, individual, or team activities.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ demonstrates a variety of swimming strokes, & self-defense techniques.	Application	Motor skills	I/R/M/S (9-12)	16 days
☐ uses a variety of skills appropriately within a game situation.	Application	Motor skills	I/R/M/S (9-12)	daily
☐ selects and uses the appropriate offensive and defensive skills in a variety of individual, dual, and team activities	Knowledge	Motor skills	I/R/M/S (9-12)	60 days
☐ demonstrates the ability to safely and comfortably adapt to environmental conditions in a variety of outdoor pursuits.	Application	Motor skills	I/R/M/S (9-12)	40 days

Standard 2: The student demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Benchmark 1: The student will demonstrate and refine movement concepts, principles, strategies, and tactics that apply to the performance of physical activities.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ develops an appropriate conditioning program for a self-selected game and activity for lifetime engagement	Application	Learning Concepts	I/R/M/S (9-12)	100 days
☐ explains appropriate tactical decisions in a game situation.	Application	Learning Concepts	I/R/M/S (9-12)	100 days

Standard 3: The student participates regularly in physical activity.

Benchmark 1: The student will independently participate in moderate to vigorous levels of physical activity on a regular basis.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ willingly participates in a variety of physical activities appropriate for maintaining or enhancing a healthy and active lifestyle.	Application	Active Participation	I/R/M/S (9-12)	Daily
☐ accumulates, on most days, a recommended number of minutes of moderate to vigorous physical activity outside of physical education class.	Application	Active Participation	I/R/M/S (9-12)	daily
☐ monitors physical activity through the use of a pedometer, heart rate monitor, and/or a physical activity log, or other appropriate technology.	Application	Active Participation	I/R/M/S (9-12)	8 days
☐ understands the ways in which personal characteristics, personal styles, and activity preferences will change over a lifespan.	Comprehension	Active Participation	I/R/M/S (9-12)	2 days

Standard 4: The student achieves and maintains a health-enhancing level of physical fitness.

Benchmark 1: The student will take an active role in developing and maintaining appropriate personal fitness.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ maintains appropriate levels of cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition necessary for a healthy and productive life.	Application	Physical Fitness	I/R/M/S (9-12)	Daily
☐ develops realistic short-term and long-term personal fitness goals.	Synthesis	Physical Fitness	I/R/M/S (9-12)	100 days
☐ assesses, interprets, and applies the health-related fitness components to personal physical fitness status.	Evaluation	Physical Fitness	I/R/M/S (9-12)	20 days
☐ designs and implements a personal fitness program based on information obtained from the fitness assessment and in accordance with appropriate training principles.	Synthesis	Physical Fitness	I/R/M/S (9-12)	2 days

☐ participates in a variety of physical activities appropriate for enhancing physical fitness.	Application	Physical Fitness	I/R/M/S (9-12)	Daily

Standard 5: The student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Benchmark 1: The student will display independent, responsible behavior during physical activity.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ participates successfully in a cooperative learning group in a variety of physical activity settings.	Application	Personal & Social Behavior	I/R/M/S (9-12)	Daily
☐ invites less skilled students to participate in physical activity.	Application	Personal & Social Behavior	I/R/M/S (9-12)	daily
☐ encourages others to apply appropriate etiquette in all physical activity settings.	Application	Physical Fitness	I/R/M/S (9-12)	daily
☐ provides appropriate support for a teammate in a team activity.	Application	Physical Fitness	I/R/M/S (9-12)	daily

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

Benchmark 1: The student will appreciate and actively pursue lifetime physical activities that meet their own needs.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ displays persistence in learning new physical activities.	Application	Activity Appreciation	I/R/M/S (9-12)	60 days
☐ differentiates between intrinsic and extrinsic reasons for participating in physical activity.	Evaluation	Activity Appreciation	I/R/M/S (9-12)	daily
☐ integrates physical activity meaningfully into daily life.	Analysis	Activity Appreciation	I/R/M/S (9-12)	60 days
☐ reflects on reasons for choosing to participate in selected physical activities.	Evaluation	Activity Appreciation	I/R/M/S (9-12)	daily

Grade: 9 **Course:** P.E. Concepts (Health)

District Adopted Materials:

Standard 1: The student will comprehend concepts related to health promotion and disease prevention as related to:
(a) nutrition
(b) prevention and control of disease
(c) injury prevention and safety
(d) personal health
(e) mental and emotional health
(f) substance use, misuse, abuse, and addiction
(g) environmental health
(h) family life and sexuality
(i) consumer health
(j) community health

Benchmark 1: The student will demonstrate comprehension of basic concepts related to health promotion and disease prevention by identifying and describing relationships between well-being and the health-related behaviors in the ten content areas.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Demonstrate limited knowledge of the six dimensions of health (e.g., physical, mental, emotional, social, spiritual, and environmental) as they relate to one's personal health.	Knowledge	Health Promotion	I/R/M/S (9-12)	16 weeks
☐ Demonstrate a broad-based knowledge of the six dimensions of health (e.g., physical, mental, emotional, social, spiritual, and environmental) as they relate to one's personal health.	Application	Health Promotion	I/R/M/S (9-12)	16 weeks
☐ Demonstrate an in-depth, extensive knowledge of the six dimensions of health (e.g., physical, mental, emotional, social, spiritual, and environmental) as they relate to one's personal health.	Evaluation	Health Promotion	I/R/M/S (9-12)	16 weeks

Benchmark 2: student will describe the effects of the interrelationship of mental, emotional, social, and physical health during adolescence.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Demonstrate limited knowledge of the six dimensions of health (e.g., physical, mental, emotional, social, spiritual, and environmental) as they relate to one's personal health.	Knowledge	Health Promotion	I/R/M/S (9-12)	16 weeks
☐ Demonstrate a broad-based knowledge of the six dimensions of health (e.g., physical, mental, emotional, social, spiritual, and	Application	Health Promotion	I/R/M/S	16 weeks

environmental) as they relate to one's personal health.			(9-12)	
☐ Demonstrate an in-depth, extensive knowledge of the six dimensions of health (e.g., physical, mental, emotional, social, spiritual, and environmental) as they relate to one's personal health.	Evaluation	Health Promotion	I/R/M/S (9-12)	16 weeks

Benchmark 3: The student will describe the influence of family, community, and peer on adolescent health decisions.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Demonstrate a limited knowledge of positive and negative influences of family and peers on unhealthy behaviors (e.g., alcoholism, anorexia, sexual activity, etc.).	Knowledge	Health Promotion	I/R/M/S (9-12)	16 weeks
☐ Demonstrate a broad-based knowledge of positive and negative influences of family and peers on unhealthy behaviors (e.g., alcoholism, anorexia, sexual activity, etc.).	Application	Health Promotion	I/R/M/S (9-12)	16 weeks
☐ Demonstrate an in-depth, extensive knowledge of positive and negative influences of family and peers on unhealthy behaviors (e.g., alcoholism, anorexia, sexual activity, etc.).	Evaluation	Health Promotion	I/R/M/S (9-12)	16 weeks

Benchmark 4: Students describe ways to reduce risks related to adolescent growth and development.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Demonstrate limited knowledge of the importance and benefits of abstinent behavior and risk-reducing strategies in the areas of substance use and sexuality.	Knowledge	Health Promotion	I/R/M/S (9-12)	16 weeks
☐ Demonstrate a broad-based knowledge of the importance and benefits of abstinent behavior and risk-reducing strategies in the areas of substance use and sexuality.	Application	Health Promotion	I/R/M/S (9-12)	16 weeks
☐ Demonstrate an in-depth, extensive knowledge of the importance and benefits of abstinent behavior and risk-reducing strategies in the areas of substance use and sexuality.	Evaluation	Health Promotion	I/R/M/S (9-12)	16 weeks

Standard 2: The student will demonstrate the ability to access valid health information and health-promoting products and services.

Benchmark 1: The student will describe how media influences the selection of health information and products.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching**

				Time
☐ identify sources of health information validity.	Knowledge	Health info and services	I/R/M/S (9-12)	16 weeks
☐ summarize evaluation of health information validity	Comprehension	Health info and services	I/R/M/S (9-12)	16 weeks
☐ critically examine health information validity.	Analysis	Health info and services	I/R/M/S (9-12)	16 weeks

Benchmark 2: The student will locate information on products and services and recognize the validity of the information.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ With limited ability, locate health products, services and information, and describe their validity, reliability, and effectiveness as they relate to personal choice.	Knowledge	Health info and Services	I/R/M/S (9-12)	16 weeks
☐ With limited guidance, locate health products, services and information, and describe their validity, reliability, and effectiveness as they relate to personal choice.	Application	Health info and services	I/R/M/S (9-12)	16 weeks
☐ Independently locate health products, services and information and accurately describe their validity, reliability, and effectiveness as they relate to personal choice.	Evaluation	Health info and services	I/R/M/S (9-12)	16 weeks

Benchmark 3: The student will describe situations requiring professional health services.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ independently articulate help-seeking steps with appropriate questions for several common health problems.	Knowledge	Health info and services	I/R/M/S (9-12)	16 weeks
☐ with some assistance, articulate help-seeking steps with appropriate questions for several common health problems	Comprehension	Health info and services	I/R/M/S (9-12)	16 weeks
☐ critically examine health information validity.	Analysis	Health info and services	I/R/M/S (9-12)	16 weeks

Standard 3: The student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Benchmark 1: The student will identify and demonstrate healthy behaviors to reduce health risks.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Demonstrate the ability to self-evaluate personal health and set two individual goals to practice health-enhancing behaviors and	Knowledge	Health Promotion	I/R/M/S	16 weeks

reduce health risks.			(9-12)	
☐ Demonstrate the ability to self-evaluate personal health and set three individual goals to practice health-enhancing behaviors and reduce health risks.	Application	Health Promotion	I/R/M/S (9-12)	16 weeks
☐ Demonstrate the ability to self-evaluate personal health and set five individual goals to practice health-enhancing behaviors and reduce health risks.	Evaluation	Health Promotion	I/R/M/S (9-12)	16 weeks

Benchmark 2: Students recognize strategies to maximize health strengths within their personal health assessment.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ With limited ability, identify the signs of stress and practice a stress-reducing strategy that will work for them.	Knowledge	Health Promotion	I/R/M/S (9-12)	16 weeks
☐ With limited assistance, identify the signs of stress and practice a stress-reducing strategy that will work for them.	Application	Health Promotion	I/R/M/S (9-12)	16 weeks
☐ Independently identify the signs of stress and practice a stress-reducing strategy that will work for them.	Evaluation	Health Promotion	I/R/M/S (9-12)	16 weeks

Standard 4: The student will analyze the influence of culture, media, technology, and other factors on health.

Benchmark 1: The student will describe how culture, media, technology, and other factors influence health behavior as related to the ten content areas contained in Standard One.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ identify how culture, media, technology, and other factors influence health.	Knowledge	Health info and services	I/R/M/S (9-12)	16 weeks
☐ discuss how culture, media, technology, and other factors influence health.	Application	Health info and services	I/R/M/S (9-12)	16 weeks
☐ identify how culture, media, technology, and other factors influence health.	Synthesis	Health info and services	I/R/M/S (9-12)	16 weeks

Benchmark 2: The student will analyze how messages from media and other sources influence health behaviors.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ with limited effectiveness, evaluate the effects of diverse cultures on health behaviors.	Evaluation	Health info and services	I/R/M/S (9-12)	16 weeks
☐ with some assistance, evaluate the effects of diverse cultures on health behaviors.	Application	Health info and services	I/R/M/S (9-12)	16 weeks
☐ independently evaluate the effects of diverse cultures on health behaviors.	Synthesis	Health info and services	I/R/M/S (9-12)	16 weeks

Standard 5: The student will demonstrate the ability to use interpersonal communication skills to enhance health.

Benchmark 1: The student will demonstrate verbal and nonverbal communication skills to enhance health.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ With assistance, demonstrate limited communication and empathy skills with family, peers, and dating relationships.	Knowledge	Health Promotion	I/R/M/S (9-12)	16 weeks
☐ Demonstrate somewhat effective communication and empathy skills with family, peers, and dating relationships.	Application	Health Promotion	I/R/M/S (9-12)	16 weeks
☐ Demonstrate effective communication and empathy skills with family, peers, and dating relationships.	Evaluation	Health Promotion	I/R/M/S (9-12)	16 weeks

Benchmark 2: The student will demonstrate refusal and conflict resolution skills to enhance health.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Demonstrate limited ability to use health-enhancing interpersonal communication skills as established in the benchmark.	Knowledge	Health Promotion	I/R/M/S (9-12)	16 weeks
☐ Demonstrate the ability to use health-enhancing communication skills as established in the benchmark.	Application	Health Promotion	I/R/M/S (9-12)	16 weeks
☐ Demonstrate the ability to effectively use health-enhancing and interpersonal communication skills as established in the	Evaluation	Health Promotion	I/R/M/S	16 weeks

benchmark.			(9-12)	

Standard 6: The student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Benchmark 1: The student will identify, describe, and demonstrate goal-setting and decision-making skills to enhance health as related to the ten content areas contained in Standard One.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ demonstrate a limited ability to use a decision-making model to draw conclusions and demonstrate effective goal-setting	Synthesis	Health info and services	I/R/M/S (9-12)	16 weeks
☐ with assistance, draw conclusions and demonstrate effective goal-setting.	Analysis	Health info and services	I/R/M/S (9-12)	16 weeks
☐ independently use a decision-making model to draw conclusions and demonstrate effective goal-setting.	Comprehension	Health info and services	I/R/M/S (9-12)	16 weeks

Benchmark 2: The student will demonstrate the ability to create short-term and long-term health goals and the ability to predict the immediate and long-term impact of these goals on the individual, family, and community.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ demonstrate a limited understanding of goal setting.	Analysis	Health info and services	I/R/M/S (9-12)	16 weeks
☐ with limited assistance, demonstrate effective goal setting.	Comprehension	Health info and services	I/R/M/S (9-12)	16 weeks
☐ independently provide evidence of effective goal setting.	Knowledge	Health info and services	I/R/M/S (9-12)	16 weeks

Standard 7: The student will demonstrate the ability to advocate for personal, family, and community health.

Benchmark 1: Student will identify developmentally appropriate methods to advocate for personal, family, and community health.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Under much direction, promote a health issue or concern.	Knowledge	Health Promotion	I/R/M/S (9-12)	16 weeks

☐ Implement and promote a health issue or concern that promotes a health issue or concern.	Application	Health Promotion	I/R/M/S (9-12)	16 weeks
☐ Independently devise and implement a strategic plan that promotes a health issue or concern.	Evaluation	Health Promotion	I/R/M/S (9-12)	16 weeks

Benchmark 2: Students share information and express opinions about current issues in health.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Under much direction, work cooperatively within their group to help enhance personal, family, or community health.	Knowledge	Health Promotion	I/R/M/S (9-12)	16 weeks
☐ Within a group and with assistance, implement a strategic plan to influence and support a personal, family, or community health issue or concern.	Application	Health Promotion	I/R/M/S (9-12)	16 weeks
☐ Within a group, devise and implement a strategic plan to influence and support a personal, family, or community health issue or concern.	Evaluation	Health Promotion	I/R/M/S (9-12)	16 weeks

Grade: 10-12 **Course:** Adv. P.E.

District Adopted Materials:

Standard 1: Motor Skills: The student demonstratives competency in motor skills and movement patterns needed to perform a variety of physical activities.

Benchmark 1: The student will demonstrate and apply mature motor skills, manipulation of objects and rhythmic concepts during modified, individual or team activities.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Demonstrates a variety of self defense techniques and physical movements.	Evaluation	Motor skills	RMS (9-12)	1 week
☐ Uses a variety of skills appropriately within game situations.	Synthesis	Motor skills	RMS (9-12)	daily
☐ Selects and uses the appropriate offensive and defensive skills in a variety of individual, dual and team activities.	Application	Motor skills	RMS (9-12)	1 week
☐ Demonstrates the ability to safely and comfortably adapt to environmental conditions in a variety of outdoor pursuits.	Comprehension	Motor skills	RMS (9-12)	40 days

Standard 2: Learning Concepts: The student demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Benchmark 1: The student will demonstrate and refine movement concepts, principles, strategies and tactics that apply to the performance of physical activities.

☐ Develops an appropriate conditioning program for a self-selected game and activity for lifetime engagement.	Knowledge	Learning Concepts	RMS (9-12)	daily
☐ Explains appropriate tactical decisions in a game situation.	Knowledge	Learning Concepts	RMS (9-12)	daily

Standard 3: Active participation: The student participates regularly in physical activity.

Benchmark 1: The student will independently participate in moderate to vigorous levels of physical activity on a regular basis.

☐ Willing participates in a variety of physical activities appropriate for maintaining or enhancing a healthy and active lifestyle.	Comprehension	Active participation	RMS (9-12)	daily
☐ Accumulates on most days a recommended number of minutes of moderate to vigorous physical activity outside of physical education class.	Application	Active Participation	RMS (9-12)	daily
☐ Monitors physical activity through the use of a pedometer, heart rate monitor and use a physical activity log or other appropriate	Comprehension	Active participation	RMS (9-12)	1 week

technology.				
☐ Understands the ways in which personal characteristics personal styles and activity preferences will change over a lifespan.	Comprehension	Active participation	RMS (9-12)	daily
☐ Willingly participates in a variety of physical activities appropriate for maintaining and enhancing a healthy and active lifestyle.	Comprehension	Active Participation	RMS (9-12)	daily

Standard 4: Physical fitness: The student achieves and maintains a health enhancing level of physical fitness.

Benchmark 1: The student will take an active role in developing and maintaining appropriate personal fitness.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Maintains appropriate levels of cardio respiratory endurance, muscular strength, muscular endurance, flexibility and body composition necessary for a healthy and productive life.	Application	Physical fit.	RMS (9-12)	daily
☐ Develops realistic short term and long term personal fitness goals.	Application	Phys. Fitt	RMS (9-12)	1 week
☐ Assesses, interprets and applies the health related fitness components to personal physical fitness status.	Comprehension	Phys. Fitt	RMS (9-12)	daily
☐ Participates in a variety of physical activities appropriate for enhancing physical fitness.	Knowledge	Phys. Fitt	RMS (9-12)	daily

Standard 5: Personal and social behavior: The student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Benchmark 1: The student will display independent responsible behavior during physical activity.

☐ Participates successfully in a cooperative learning group in a variety of physical activity settings	Knowledge	Per. Social	RMS (9-12)	daily
☐ Invites less skilled students to participate in physical activity.	Knowledge	Per. Social	RMS (9-12)	daily
☐ Encourages others to apply appropriate etiquette in all physical activity settings.	Knowledge	Per. Social	RMS (9-12)	daily
☐ Provides appropriate support for a teammate in a team activity.	Knowledge	Per. Social	RMS (9-12)	daily

Standard 6: Activity appreciation: The student values physical activity for enjoyment, challenge, self-expression and social interaction.

Benchmark 1: The student will appreciate and actively pursue lifetime physical activities that meet their own needs.

☐ Displays persistence in learning new physical activities.	Comprehension	Activity App.	RMS (9-12)	daily
☐ Differentiates between intrinsic and extrinsic reasons for participating in physical activity.	Comprehension	Activity Appr.	RMS (9-12)	daily
☐ Integrates physical activity meaningfully into daily life.	Comprehension	Activity Appr.	RMS (9-12)	daily
☐ Reflects on reasons for choosing to participate in selected physical activities.	Comprehension	Activity Appr.	RMS (9-12)	daily

Grade: 9-12 **Course:** Weight Training

District Adopted Materials:

Standard 1: The student demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Benchmark 1: The student will demonstrate and apply mature motor skills, manipulation of objects and rhythmic concepts during modified, individual, or team activities.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ demonstrates a variety of swimming strokes, & self-defense techniques.	Application	Motor skills	I/R/M/S (9-12)	16 days
☐ uses a variety of skills appropriately within a game situation.	Application	Motor skills	I/R/M/S (9-12)	daily
☐ selects and uses the appropriate offensive and defensive skills in a variety of individual, dual, and team activities	Knowledge	Motor skills	I/R/M/S (9-12)	60 days
☐ demonstrates the ability to safely and comfortably adapt to environmental conditions in a variety of outdoor pursuits.	Application	Motor skills	I/R/M/S (9-12)	40 days

Standard 2: The student demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Benchmark 1: The student will demonstrate and refine movement concepts, principles, strategies, and tactics that apply to the performance of physical activities.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ develops an appropriate conditioning program for a self-selected game and activity for lifetime engagement	Application	Learning Concepts	I/R/M/S (9-12)	100 days
☐ explains appropriate tactical decisions in a game situation.	Application	Learning Concepts	I/R/M/S (9-12)	100 days

Standard 3: The student participates regularly in physical activity.

Benchmark 1: The student will independently participate in moderate to vigorous levels of physical activity on a regular basis.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ willingly participates in a variety of physical activities appropriate for maintaining or enhancing a healthy and active lifestyle.	Application	Active Participation	I/R/M/S (9-12)	Daily
☐ accumulates, on most days, a recommended number of minutes of moderate to vigorous physical activity outside of physical education class.	Application	Active Participation	I/R/M/S (9-12)	daily
☐ monitors physical activity through the use of a pedometer, heart rate monitor, and/or a physical activity log, or other appropriate technology.	Application	Active Participation	I/R/M/S (9-12)	8 days
☐ understands the ways in which personal characteristics, personal styles, and activity preferences will change over a lifespan.	Comprehension	Active Participation	I/R/M/S (9-12)	2 days

Standard 4: The student achieves and maintains a health-enhancing level of physical fitness.

Benchmark 1: The student will take an active role in developing and maintaining appropriate personal fitness.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ maintains appropriate levels of cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition necessary for a healthy and productive life.	Application	Physical Fitness	I/R/M/S (9-12)	Daily
☐ develops realistic short-term and long-term personal fitness goals.	Synthesis	Physical Fitness	I/R/M/S (9-12)	100 days
☐ assesses, interprets, and applies the health-related fitness components to personal physical fitness status.	Evaluation	Physical Fitness	I/R/M/S (9-12)	20 days
☐ designs and implements a personal fitness program based on information obtained from the fitness assessment and in accordance with appropriate training principles.	Synthesis	Physical Fitness	I/R/M/S (9-12)	2 days

☐ participates in a variety of physical activities appropriate for enhancing physical fitness.	Application	Physical Fitness	I/R/M/S (9-12)	Daily

Standard 5: The student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Benchmark 1: The student will display independent, responsible behavior during physical activity.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ participates successfully in a cooperative learning group in a variety of physical activity settings.	Application	Personal & Social Behavior	I/R/M/S (9-12)	Daily
☐ invites less skilled students to participate in physical activity.	Application	Personal & Social Behavior	I/R/M/S (9-12)	daily
☐ encourages others to apply appropriate etiquette in all physical activity settings.	Application	Physical Fitness	I/R/M/S (9-12)	daily
☐ provides appropriate support for a teammate in a team activity.	Application	Physical Fitness	I/R/M/S (9-12)	daily

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

Benchmark 1: The student will appreciate and actively pursue lifetime physical activities that meet their own needs.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ displays persistence in learning new physical activities.	Application	Activity Appreciation	I/R/M/S (9-12)	60 days
☐ differentiates between intrinsic and extrinsic reasons for participating in physical activity.	Evaluation	Activity Appreciation	I/R/M/S (9-12)	daily
☐ integrates physical activity meaningfully into daily life.	Analysis	Activity Appreciation	I/R/M/S (9-12)	60 days
☐ reflects on reasons for choosing to participate in selected physical activities.	Evaluation	Activity Appreciation	I/R/M/S (9-12)	daily