

Physical Education Standards and Benchmarks
Diocese of St. Petersburg
A. Physical Education Literacy

A.1. The student demonstrates competency in many movement forms and proficiency in a few forms of physical activity.

PreK - 2nd Grade		PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
Benchmark	Performance															
PE: A.1.1.1. The student demonstrates basic locomotor skills (e.g., walk, run, leap, hop, jump, gallop, skip and slide)	PE: A.1.1.1.a jumps, hops, and walks to the beat of the music, or while listening to the commands from the teacher.	I	D	E	M											
	PE: A.1.1.1.b creates a sequence of different methods of movement (e.g., hop, run, jump, leap and gallop) to music	I	D	E	M											
	PE: A. 1.1.1.c. walks forward, backward, and sideways, while avoiding others, or objects.	I	D	E	M											
	PE: A.1.1.1.d. marches in response to various beats in music	I	D	E			M									
	PE: A.1.1.1.e jumps a self-turned rope to music and counts jumps out loud.				I	D		E	M							
	PE: A. 1.1.2. The student combines shapes, levels, directions, pathways, and ranges into simple sequences.	PE: A. 1.1.2.a. creates and designs a movement sequence to music, using three or more different ways to move.		I		D		E								M
	PE: A. 1.1.3. The student knows ways to manage own body weight in a variety of situations (e.g., hanging and climbing, and balancing in a symmetrical and asymmetrical shapes on a variety of body parts on mats or apparatus).	PE: A.1.1.3.a. travels across a horizontal ladder using a hand-over-hand method.				I		D		E						M

		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	PE: A.1.1.3.b. demonstrates balancing in a variety of ways.	I		D		E									M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	PE: A.1.1.3.c performs consecutive log rolls, leaps, jumps or hops.	I	D	E	M										
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: A.1.1.4. The student uses various throwing, catching and kicking patterns with accuracy.	PE: A.1.1.4.a. tosses and catches beanbags, balls and other objects with skill.	I		D		E		M							
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: A.1.1.5. The student chases, flees, and dodges to avoid or catch others and maneuver around obstacles.	PE: A.1.1.5.a. plays games such as tag with other students.	I		D		E		M							
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: A.1.1.6. The student demonstrates basic non-locomotor skills, (e.g. bending, twisting, stretching, turning, lifting)	PE: A.1.1.6.a performs animal movements (e.g. slither like a snake) or other types of movements	I	D	E	M										
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: A.1.1.7. The student knows how to ride a tricycle.	PE: A.1.1.7.a. is able to follow basic rules and regulations regarding bicycle safety.	I		D		E	M								
3rd - 5th Grades															
Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: A.1. 2.1. The student knows various techniques for throwing or catching different objects.	PE: A.1.2.1.a throws and catches various objects (e.g., a Frisbee, basketball, softball, football, etc.)					I	D	E							M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: A.1.2.2. The student knows various techniques for striking objects with a variety of body parts.	PE: A.1.2.2.a. kicking and heading a soccer ball, serving a volley, punting and kicking a football, etc.					I		D	E						M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: A.1.2.3. The student can consistently strike different objects using a variety of implements.	PE: A.1.2.3.a. uses a tennis ball/tennis racquet; golf ball/golf club; badminton racquet/shuttlecock; bat/baseball; etc.					I		D	E						M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: A.1.2.4. The student knows how to design and modify sequences that show changes in direction and speed.	PE: A.1.2.4.a. works cooperatively with other students to create and perform a dance, gymnastic routine, jump rope routine, etc..					I		D	E						M

		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: A.1.2.5. The student knows bicycle safety.	PE: A.1.2.5.a. is able to follow the rules and regulations for riding a bicycle according to the current state and city laws.						I	D	E	M					
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: A.1.2.5. The student knows how to demonstrate functional patterns of striking, dribbling, volleying, throwing, and catching in dynamic situations.	PE: A.1. 2.5.a. participates in modified soccer, volleyball, basketball, baseball, etc.						I	D	E	M					
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	PE: A.1.2.5.b. demonstrates hand and foot dribbles in motion (e.g., dribbling a soccer ball or a basketball) while preventing an opponent from stealing the ball.						I	D	E						M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: A.1.2.6. The student understands that games consist of people, boundaries, equipment, purpose, and rules which all interrelate during game play.	PE: A.1.2.6.a. participates in modified team sports such as modified volleyball with other students.						I	D	E	M					
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: A.1.2.7. The student knows how to create explore, and devise game strategies.	PE: A.1.2.7.a. constructs throwing and catching games that show evidence of basic game structure and strategy.						I	D	E	M					
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	PE: A.1.2.7.b. participates in a racquet-sport activity						I	D	E						M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	PE: A.1.2.7.c. participates on a team in a game situation.						I	D	E						M
6th - 8th Grades															
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Benchmark	Performance														
PE: A.1.3.1. The student combines skills competently to participate in a version of team and individual sports, demonstrating mature patterns of manipulative skills (e.g., proper catching techniques).	PE: A.1.3.1.a. participates with other students in a individual sport tournament such as a tennis tournament.									I	D	E			M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	PE: A.1.3.1.b. participates in a volleyball, soccer, or basketball tournament or in any other team sport that involves throwing, passing, and running.									I	D	E			M

		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: A.1.3.2. The student uses basic offensive and defensive positioning while playing a sport.	PE: A.1.3.2.a. demonstrates skills in basketball, soccer, flag football and other activities while demonstrating transitions from offensive and defensive positions.								I	D	E				M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: A.1.3.3. The student designs and performs various dance and rhythmic sequences.	E: A.1.3.3.a. learns, practices and performs dance, gymnastic routine, or rhythmic sequences with a group of students.								I						
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: A.1.3.4. The student knows basic skills and safety procedures to participate in various physical activities	PE: A.1.3.4.a. participates in a tournament involving an outdoor sport (e.g., volleyball, softball, or field hockey)								I	D	E				M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	PE: A.1.3.4.b participates and practices bicycle riding and safety and knows the laws and regulations for their city.								I						
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	PE: A.1.3.5.a. participates in CPR and other First Aide classes and passes required tests.								I	D	E				M

9th - 12th Grades

Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: A.1.4.1. The student demonstrates competency or proficiency in self-selected activities.	PE: A.1.4.1.a. participates in aquatics, dance, outdoor pursuits, individual activities or sports. The student selects activities to be monitored for the physical activity part of an individual wellness plan.														I D E M

A. Physical Education Literacy

A.2 The student applies concepts and principles of human movement to the development of motor skill and the learning of new skills.

PreK - 2nd Grade		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Benchmark	Performance														
PE: A.2.1.1. The student uses concepts of space and movement to design and practice sequences that show the use of all three types of pathways (i.e., straight, zigzag and curved).	PE: A.2.1.1.a. performs with a partner a sequence using straight, zigzag, and curved pathways using different types of movement (e.g. hop, skip, run, and walk).	I	D	E	M										
PE: A.2.1.2. The student uses movement control to run, hop, and skip in different ways in a large group without bumping into others or falling.	PE: A.2.1.2.a. identifies and demonstrates the major characteristics of mature walking, running, hopping, and skipping.		I	D	E	M									
PE: A. 2.1.13. The student knows ways to establish bases of support using various body parts and fundamental principles of balance.	PE: A.2.1.3.a. designs, refines, and performs a simple sequence starting with a balanced symmetrical shape, ending with an asymmetrical shape, and incorporating a transfer of weight in the middle.				I	D	E								M
PE: A.2.1.4. The student knows the characteristics of various throwing tasks.	PE: A.2.1.4.a throws at a target. (e.g., ready position, arm preparation, opposite side to the target, step with the leg opposite the throwing arm, following through, and accuracy of throw).				I	D	E								M
PE: A.2.1.5. The student knows how to absorb force by establishing a base of support to receive the force of the oncoming object.	PE: A.2.1.5.a demonstrates catching a ball while working with a partner.		I	D	E	M									
	PE: A. 2.1.5.b. demonstrates kicking and receiving a ball.		I	D	E	M									
PE: A. 2.1.6. The student knows various techniques for landing safely.	PE: A. 2.1.6.a. dismounts from an object, absorbing the force with bent knees.	I	D	E											M

3rd - 5th Grades

Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: A.2.2.1 The student recognizes the proper techniques of a variety of basic different throwing, striking, dribbling, volleying, and catching skills.	PE: A.2.2.1.a throws a ball overhand for distance on a marked-off field.					I	D	E							M
	PE: A. 2.2.1.b. strikes balls off of batting tees, using varying amounts of force, and then measures the distances the balls travel.					I	D	E							M
	PE: A.2.2.1.c. is able to volley for a specific period of time with something light like a beach ball or balloon.					I	D	E	M						
	PE: A.2.2.1.d. is able to dribble a ball a specific distance					I	D	E							M
PE: A.2.2.2. The student understands and applies basic movement concepts (e.g., space awareness, body awareness, and transfer of weight) to games, dance, and gymnastics.	PE: A.2.2.2.a. designs and performs a dance, gymnastic routine or game using a variety of movements consisting of a definite beginning, middle and end.					I	D	E							M
	PE: A.2.2.2.b participates in partner stunts and tumbling activities (e.g., mule kick, handstand, cartwheel, etc.).					I	D	E							M
	PE: A.2.2.3. The student knows the reasons why appropriate practice improves performance.					I	D	E							M
PE: A.2.2.3. The student knows the reasons why appropriate practice improves performance.	PE: A.2.2.3.a. does an activity such as a dance or tumbling routine and discusses how the routine improved over time.					I	D	E							M
	PE: A.2.2.3.b. does an activity and documents over time, his or her attempts to learn a team sport skill (e.g., shooting a free throw, passing a football, or kicking a soccer ball) and discusses the improvement he or she made.					I	D	E							M
	PE: A. 2.2.3.c. records in a journal the results of specific skill (e.g., number of shots made) during a practice session and student does an analysis of improvement of skills.						I	D	E						M

6th - 8th Grades

Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: A.2.3.1. The student knows the various ways in which the body can generate force and mechanical principles involved (e.g., range of motion and speed that the arm or leg travels).	PE: A. 2.3.1.a demonstrates proper lifting techniques and describes the mechanical principles involved.								I	D	E				M
	PE: A. 2.3.1.b observes and evaluates a professional team and is able to analyze skills needed for that sport (such as characteristics that enable success in serving, passing, and spiking in volleyball).								I	D	E				M
PE: A.2.3.2. The student knows how to apply mature patterns of locomotor, non-locomotor, body management throwing, catching, and striking skills while participating in team and individual sports.	PE: A.2.3.2.a. participates on a team in modified activities (e.g., volleyball, baseball, football, hockey, soccer, etc.).								I	D	E				M
	PE: A.2.3.2.b. exhibits the knowledge and basic skills necessary to be a regular participant in an individual sport.								I	D	E				M
PE: A.2.3.3. The student describes the principles of training and conditioning for specific physical activities.	PE: A.2.3.3.a. develops a personal fitness plan as part of an individual wellness plan and keeps a daily journal that includes quantitative data to monitor progress.								I	D	E				M
PE: A.2.3.4. The student knows how to design and refine a routine by combining various movements to dance.	PE: A. 2.3.4.a plans and teaches a simple dance (selected from a movement form in which the students desires self-improvement)								I						
PE: A.2.3.5. The student knows how to develop game strategies for offensive and defensive play (e.g., the strategies necessary to attack an attended and unattended goal).	PE: A.2.3.5.a. participates on a team in soccer, basketball, flag football, etc., demonstrating offensive and defensive techniques.								I	D	E				M

9th - 12th Grades

Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: A.2.4.1. The student understands how the laws of motion apply to the acquisition and improvement of skills.	PE: A.2.4.1.a. Is able to analyze a movement according to the Laws of Physics, such as doing the front crawl in swimming.											I	D	E	M
	PE: A.2.3.1.b. critiques an athlete performing a dance, or other physical activity. The student then writes a report that includes an analysis of the performance, a list of critical elements, a list of positive and negative attributes, and suggested procedures of enhancing performance.											I	D	E	M
PE: A.2.4.2. The student knows how to analyze, evaluate, and implement the mechanical principles of balance, force, and leverage that apply directly to self-selected activities.	PE: A.2.4.2.a. does an activity such as works with other students to create an individual sport skill. The students then write an analysis of the balance, force, and leverage used to perform the selected activity.											I	D	E	M
PE: A.2.4.3. The student knows how to evaluate one's own skilled performances.	PE: A.2.4.3.a. rates himself/herself according to set standards described on rubric.											I	D	E	M
	PE: A.2.4.3.b. rates other students according to set standards described on rubric.											I	D	E	M

A. Physical Education Literacy

A.3 The student analyzes the benefits of regular participation in physical activity.

PreK - 2nd Grade															
Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: A.3.1.1. The student identifies changes in the body during physical activity.	PE: A.3.1.1.a. Identifies the increase in respiration following a timed aerobic activity (e.g., running, exercising)		I	D	E			M							
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: A.3.1.2. The student understands the changes that occur in the cardiorespiratory system during vigorous physical activity.	PE: A.3.1.2.a. is able to identify the benefits from an increased heart rate following an aerobic activity.			I	D	E									M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	PE: A.3.1.2.b. names two activities that make a heart stronger.		I	D	E	M									
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	PE: A.3.1.2.c. identifies changes in breathing rates, after participation in sustained physical activity, then going into a rest period.				I	D	E	M							
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: A.3.1.3. The student understands that physical activity produces feelings of pleasure.	PE: A.3.1.3.a. identifies favorite physical activity and the reasons for enjoyment.		I	D	E	M									
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	PE: A.3.1.3.b. participates in a physical activity outside of physical education class.		I	D	E										M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: A. 3.1.4. The student knows ways in which physical activity promotes muscular strength.	PE: A. 3.1.4.a. discusses types of physical activity that improves muscle strength.				I	D	E								M
3rd - 5th Grade															
Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: A.3.2.1. The student describes healthful benefits that result from regular participation in vigorous physical activity.	PE: A.3.2.1. does an activity such as designing a poster board depicting the healthful benefits of exercise.						I	D	E						M

		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: A.3.2.2. The student understands how a healthy body contributes to positive self-concepts.	PE A.3.2.2.a. keeps an exercise journal and is able to explain why working to keep a healthy body will help develop a good concept of self.							I	D	E					M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: A. 3.2.3. The student knows the opportunities in the school and community for regular participation in physical activity.	PE: A.3.2.3.a is able to list after-school opportunities for physical activity, as well as list those activities available at the school.					I		D		E					M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: A.3.2.4. The student selects and participates regularly in physical activities for the purpose of improving skill and health.	PE: A. 3.2.4.a. selects an exercise intended to help achieve a fitness-related goal and practices regularly over a specified period of time. The student documents progress.							I	D	E					M

6th - 8th Grades

Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: A. 3.3.1. The student knows the potential fitness benefits of various activities.	PE: A.3.3.1.a. is able to analyze and discuss, using qualitative and quantitative data, various activities such as swimming, soccer, dance, football, etc.								I		D	E			M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	P: A.3.3.1.b writes an essay, or does an oral presentation, about the long-term physiological, and cultural benefits that may result from regular participation in physical activity.								I	D	E				M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: A.3.3.2 The student knows how to use a journal to document the benefits of participation in physical activity as part of an individual wellness plan.	PE: A.3.3.2.a. completes a physical activity log and reflects, in writing, on an activity or sport in which he or she has shown improvement. The student describes his or her feeling about the improvement.								I	D	E				M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	PE: A.3.3.2.b designs a personal exercise program with appropriate goals. The student describes his or her feelings about the improvement.								I	D	E				M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: A.3.3.3 The students knows what school and community resources related to fitness are available.	PE: A.3.3.3.a. develops a matrix of available community fitness centers (e.g., aerobics, weight training, and nutritional counseling).								I	D	E				M

		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	PE: A.3.3.3.b. develops a community activity with a group of students such as country line dancing, Saturday softball games, or walking/jogging clubs in order to support the community service requirements.									I	D	E			M
9th - 12th Grades															
Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: A.3.4.1. The student knows that physical activity reduces certain health risk factors.	PE: A.3.4.1.a researches and prepares a report on cardiovascular disease and its relationship to physical activity.											I	D	E	M
PE: A.3.4.2 The students knows how regular physical activity can relieve the stress of everyday life.	PE: A.3.4.2.a. keeps a record of regular participation in physical activity for two weeks and then analyzes the record to determine whether physical activity relieved stress during this time period.											I	D	E	M
PE: A.3.4.4 The student knows the role of physical activity in the prevention of disease and the reduction of health-care costs.	PE: A.3.4.4.a discusses with other students how physical activity decreases the symptoms of diabetes, or example, and eliminates of prevents obesity.											I	D	E	M
	PE: A.3.4.4.b. researches the cost savings realized by businesses that have instituted physical activity programs into employee wellness plans. The student then writes a report on his or her findings.											I	D	E	M
	PE: A.3.4.4.c. discusses the relationships among the immune system, physical activity and physical fitness.											I	D	E	M
PE: A.3.4.5 The student evaluates the effectiveness and use of community resources related to fitness.	PE: A. 3.4.5.a compares, contrasts, and explains the costs and benefits of joining different community fitness facilities.											I	D	E	M

		PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
	PE: A. 3.4.5.b. researches programs available through community nonprofit organizations (e.g., American Heart Association, American Lung Association, American Cancer Society and March of Dimes)												I	D	E	M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
PE: A.3.4.6. The student understands the importance of making a commitment to physical activity as an important part of one's lifestyle.	PE: A.3.4.6.a. writes a contract to make a commitment to physical activity and keeps a journal documenting daily physical activity for a specified period of time.												I	D	E	M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
PE: A.3.4.7. The student understands the utilization of fats, proteins, and carbohydrates as related to physical activity.	PE: A.3.4.7.a. assesses energy intake and energy output necessary to maintain desired weight and enters the results into an individual wellness plan.												I	D	E	M

B. Responsible Physical Activity Behaviors

B.1 The student achieves and maintains a health-enhancing level of physical fitness.

PreK - 2nd Grade															
Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: B. 1.1.1 The student knows how to move each joint through a functional range of motion.	PE: B. 1.1.1.a. flexes and extends arms and legs, for example, during a warm-up activity.	I	D	E					M						
PE: B.1.1.2. The student knows various warm-up and cool-down exercises.	PE: B.1.1.2.a. participates in a class stretching exercise, before and after physical activity.		I	D				E							M
PE: B.1.1.3. The student participates in health-related fitness assessment in terms of flexibility, muscular strength and endurance, and cardio-respiratory functions.	PE: B.1.1.3.a. selects a physical activity, participates in the activity at least three times per week, for example.				I			D		E					M
3rd - 5th Grades															
Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: B.1.2.1. The student knows how to maintain continuous aerobic activity for a specified period of time in order to improve endurance.	PE: B.1.2.1.a. participates in an extensive walk for 1/4, 1/2. or one-mile run or walk.							I	D		E				M
PE: B.1.2.2. The student knows activities that promote a faster heart rate.	PE: B.1.2.a. calculates heart rate while sitting, walking, climbing stairs, running, etc.						I	D	E						M
PE: B.1.2.3. The student knows how proper stretching increases flexibility and understands why flexibility is important.	PE: B.1.2.3.a. participates in appropriate flexibility tasks before physical activity and explains the importance of flexibility.					I		D	E						M
PE: B.1.2.4 The student knows how exercise helps control obesity.	PE: B.1.2.4.a discusses how calories are converted into energy when exercising.					I		D	E						M

		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: B.1.2.5. The student understands that correct body position and proper use of muscles are necessary to improve strength and flexibility.	PE: B. 1.2.5.a. discusses how certain activities make muscles stronger. The student should then demonstrate proper techniques in muscle-strengthening exercises.					I		D	E						M
6th - 8th Grades															
Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: B.1.3.1 The student analyzes the results of fitness assessments to guide changes in a personal fitness program.	PE: B.1.2.1.a. analyzes his or her personal fitness plan after a specific period of time, makes changes to the plan, and continues for another period of time.								I	D	E				M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: B.1.3.2 The student achieves and maintains appropriate cardiovascular fitness, flexibility, muscular strength, endurance and body composition.	PE: B.1.3.2.a. identifies elements of a training program that will help him or her achieve and maintain cardiovascular flexibility, muscular strength, endurance and body composition. Then the student participates in a training program and implements it, keeps a log of daily activities, noting progress toward fitness program goals.								I	D	E				M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	PE: B.1.3.2b maintains a log or diary of activity at various intervals thought the year. The student does a health assessment before and after the plan is implemented and make adjustments to the plan if necessary.								I		D	E			M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	PE: B.1.3.2.c uses computer software to plan and monitor an individual wellness plan.								I		D	E			M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: B.1.3.3 The student explores new ways to achieve activity goals in an individual wellness plan (e.g., walking, in addition to playing a team sport) and demonstrates basic knowledge of circulatory, skeletal, and muscular systems.	PE: B.1.3.3.a. Chooses an outdoor sport or activity and researches opportunities for participation in this sport in the community.								I		D	E			M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: B.1.3.4 The student plans and participates in an individualized fitness program.	PE: B.1.3.4.a. as part of an individual wellness plan, designs an eight-week personal fitness plan and documents participation in a journal.								I	D	E				M

		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: B.1.3.5. The student knows how to sustain an aerobic activity, maintaining target heart rate, to achieve cardiovascular benefits.	PE: B.1.3.5.a. participates in a low-impact aerobic routine and monitors his or her heart rate throughout the routine and during recovery.								I	D	E				M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	PE: B.1.3.5.b. records heart rate before, during, and after vigorous physical activity. The student then compares the results to established health guidelines in order to determine what range he or she is working within.								I	D	E				M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: B.1.3.7. The student describes and applies the principles of training and conditioning for specific physical activities.	PE: B.1.3.7.a. devises and implements a conditioning program for a community or school soccer team, for example, and evaluates the program on a weekly basis.								I		D	E			M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: B.1.3.8. The student knows proper warm-up, conditioning, and cool-down techniques and the reasons for using them.	PE: B.1.3.8.a. devises and uses with other students a proper warm-up and cool-down for aerobic activity and teaches the exercises to the class.								I	D	E				M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: B.1.3.9. The student knows the difference between muscular strength and muscular endurance, activities that contribute to the improvement of strength and endurance, and the various types of muscular strength and endurance required to perform different activities.	PE: B.1.3.9.a. discusses and demonstrates various exercises and determines which exercise is aerobic and which is anaerobic.								I	D	E				M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	PE: B.1.3.9.b. writes a plan for a circuit-weight training program designed to meet physical fitness goals.								I			D	E		M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: B.1.3.10. The student knows why, and how, aerobic activity differs from anaerobic activity.	PE: B.1.3.10.a. correctly demonstrates various exercises and determines which exercise is aerobic and which is anaerobic.								I	D	E				M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: B.1.3.11. The student understands the relationships between caloric intake and energy expenditure.	PE: B.1.3.11.a. monitors how body composition changes over time due to caloric intake and energy expenditure.								I	D	E				M

		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: B. 1.3.12. The student knows the various ways to promote mobility in each joint.	PE: B.1.3.12.a. demonstrates activities that improve flexibility.								I	D	E				M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: B.1.3.13. The student knows how to determine recovery heart rate after exercise.	PE: B.1.3.13.a writes a report determining the physiological response to exercise using information from personal heart rate measurements.									I	D	E			M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: B.1.3.14. The student understands and applies formal and informal modes of fitness assessments (e.g., for cardiovascular fitness, a mile walk or run is a formal assessment; walking a flight of stairs is informal).	PE: B.1.3.14.a. walks a flight of stairs as an informal mode of fitness assessment, measuring and reporting heart rate before and after the exercise.									I	D	E			M

9th - 12th Grades

Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
PE: B.1.4.1 The student knows how to maintain appropriate levels of cardiovascular fitness, muscular strength and endurance, flexibility, and body composition necessary for a healthy lifestyle.	PE: B.1.4.1.a. documents participation in activities to enhance his or her level of flexibility, muscular strength and endurance, body composition, and cardiovascular strength. The student then includes these activities into his or her individual wellness plan.												I	D	E	M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
PE: B. 1.4.2. The student knows how to apply the results of fitness assessments to guide changes in a personal program of physical activity and develops a training and conditioning program that enhances individual health-related needs.	PE: B.1.4.2.a. reviews the results of his or her mile walk or run and develops a cardiovascular improvement action plan using these results.											I	D	E	M	
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
PE: B.1.4.3 The students uses technology to assess, enhance and maintain fitness and skills.	PE: B.1.4.3.a. demonstrates the use of fitness equipment to enhance cardiovascular fitness (e.g., stair master, treadmill, and stationary bike).											I	D	E	M	
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
	PE: B.1.4.3.b uses software to document data regarding nutrition, physical activity and fitness.											I	D	E	M	

		PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
PE: B.1.4.4. The student maintains and improves motor skills and knowledge necessary to participation in beneficial physical activity.	PE: B.1.4.4.a. works with a local sports professional, such as a tennis pro or aerobic instructor, who assists students in designing personalized training or practice schedules for skills development.												I	D	E	M
PE: B.1.4.5. The student knows how to make changes in an individual wellness plan as lifestyle changes occur.	PE: B.1.4.5.a. undertakes and explains modifications in her or his exercise plan in relation to seasonal changes and related personal conditions (e.g., asthmatic conditions)												I	D	E	M
PE: B.1.4.6. The student knows the correlation between obesity, high blood pressure, and increased physical activity.	PE: B. 1.4.6.a. using technology, researches and writes a report on how obesity, high blood pressure, and physical activity interrelate.												I	D	E	M

B. Responsible Physical Activity Behaviors

B.2 The student demonstrates responsible personal and social behavior in physical activity.

PreK - 2nd		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Benchmark	Performance														
PE: B.2.1.1. The students are aware that their body is a gift from God and it is their responsibility to take care of it.	PE: B. 2.1.1.a creates a prayer to God thanking Him for this special gift and a promise to keep it healthy and active.	I	D	E	M										
PE: B.2.1.2. The student understands the importance of being aware of one's surroundings and acting in a safe and respectful manner while using equipment and participating in physical activity settings.	PE: B.2.1.2.a. controls movements and is aware of space while running, hopping, and skipping in different ways in a large group without bumping into others or falling down.	I	D	E	M										
	PE: B. 2.1.2.b. explains safety rules and uses space and equipment during activities in a safe and appropriate manner.	I	D		E										M
PE: B.2.1.3 The student follows directions given by instructor or group leader.	PE: B.2.1.3.a. demonstrates the rules of a new classroom activity.	I	D	E											M
PE: B.2.1.4. The student understands the difference between compliance and non-compliance with game rules and fair play.	PE: B. 2.1.4.a. creates a picture book of rules and procedures for physical education with other students.			I	D	E									M
PE: B.2.1.5. The student identifies appropriate behaviors for participating with others in physical activity settings.	PE: B.2.1.5.a. lists ways in which another student has been a good partner and ways in which the partner could improve.			I											
	PE: B.2.1.5.b. demonstrates responsible and caring behavior during team sports participation.			I		D		E							M

		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: B.2.1.6. The student understands the elements of socially acceptable conflict resolution in physical activity settings.	PE: B.2.1.6.a. demonstrates appropriate ways to solve a conflict by role-playing, decision making, etc.					I		D		E					M
3rd - 5th Grades															
Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: B.2.2.1. The students know that their body is "the temple of the Holy Spirit." (Corinthians 6:19)	PE: B.2.2.1.a. is able to write an essay, give an oral report, or participate in a discussion explaining Corinthians 6:19 and how it relates to their personal life.						I	D	E						M
PE: B.2.2.2. The student knows how to develop rules, procedures and etiquette that are safe and effective for specific activity situations.	PE: B. 2.2.2.a. creates a list of precautions that should be followed in order to participate safely.						I		D	E					M
	PE: B.2.2.2.b. understands the consequences of choosing not to participate safely.						I		D	E	M				
PE: B.2.2.3. The student works cooperatively and productively with a partner or a small group.	PE: B.2.2.3.a. teaches an activity to classmates						I	D	E						M
PE: B.2.2.4. The student applies and follows rules while playing sports and games.	PE: B.2.2.4.a. discusses correct procedures related to rules in a designated game and ways to deal with instances of noncompliance.						I	D	E						M
PE: B.2.2.5. The student knows the importance of seeking out, participating with, and showing respect for people of like and different physical activities.	PE: B. 2.2.5.a. creates a game in which someone who is blind could compete with sighted persons or describes challenges involved with such a game.						I	D	E						M
	PE: B.2.2.5.b. participates in games from around the world.						I	D	E						M

6th - 8th Grades

Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: B. 2.3.1. The student knows that God wants him/her to love himself/herself for the glory of God, maintaining a sound mind, body and soul as well as a healthy spirit.	PE: B. 2.3.1.a. is able to find passages from the Bible relating to the importance of maintaining a healthy body (Corinthians 6:19; Romans 12:2; Corinthians 1:3-4, etc.)								I	D	E				M
PE: B.2.3.2. The student demonstrates appropriate responses to emergency situations associated with physical activity.	PE: B.2.3.2.a. demonstrates the use of CPR, first aid, and/or water safety.								I	D	E				M
PE: B.2.3.3. The student knows the effects of substance abuse on personal health and performance in physical activity.	PE: B.2.3.3.a. follows rules specific to a selected skill in the instructional area.	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
									I	D	E				M
PE: B.2.3.4. The students understands the difference between compliance and noncompliance with game rules and knows the meaning of fair play in age-appropriate activities.	PE: B.2.3.4.a. follows rules specific to a selected skill in the instructional area.	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
									I	D	E				M
	PE: B.2.3.4.b. handles conflicts that arise with others without confrontation.	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
									I	D	E				M
	PE: B.2.3.4.c. accepts controversial decisions made by a game's officials	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
									I	D	E				M
PE: B.2.3.5. The student resolves interpersonal conflicts with sensitivity to the rights and feelings of others.	PE: B.2.3.5.a. demonstrates supportive behavior to a teammate or opponent (e.g., talks with and helps someone who has fallen).								I	D	E				M

9th - 12th Grades

Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
PE: B.2.4.1. The student knows that God wants them to love their body and themselves.	PE: B.2.4.1.a. writes in their journals, gives an oral report, or participates in a discussion explaining how the Bible tells them to respect themselves and others. Is able to explain how passages relates to their personal life.												I	D	E	M
PE: B.2.4.2. The student knows risks and safety factors that may affect physical activity through life.	PE: B.2.4.2.a. slides into a base in a manner that avoids injuring the defensive player.												I	D	E	M
	PE: B.2.4.2.b. demonstrates and uses established procedures for safe participation in a selected activity.	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
													I	D	E	M
PE: B.2.4.3. The student knows various ways in which conflict can be resolved appropriately in game settings.	PE: B. 2.4.3. listens to all sides before taking action in conflict situations.	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
													I	D	E	M
PE: B. 2.4.4. The student demonstrates responsible behavior while playing sports (e.g., respecting opponents and officials, controlling emotions, and accepting victory and defeat).	PE: B.2.4.4.a. volunteers to replay a contested shot in tennis, for example, and acknowledges a good play from an opponent during the match and is able to demonstrating good sportsmanship.	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
													I	D	E	M
PE: B.2.4.5. The student assumes an active leader role, a supportive follower role, and a passive follower role as appropriate.	PE: B.2.4.5.a. accepts responsibility for taking leadership roles and willingly follow appropriate behavior to accomplish group goals.	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
													I	D	E	M
PE: B.2.4.6. The student understands the role of physical activity as a potential vehicle for social interaction and cooperative relations within the family and workplace.	PE: B.2.4.6.a. participates on a school or community intramural sports team and creates a paper or skit to document its impact on social interaction.	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
													I	D	E	M

C. Advocate and Promote Active Lifestyles

C.1 The student understands how participating in physical activity promotes inclusion and an understanding of the abilities and cultural diversity of people

PreK - 2nd															
Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: C.1.1.1. The student knows the importance of demonstrating consideration of others in physical activity settings.	PE: C.1.1.1.a. demonstrates cooperation with others in group activities (e.g., creating a new game).	I	D	E									M		
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: C.1.1.2. The student knows games to play with students who have disabilities.	PE: C.1.1.2.a. demonstrates the ability to play a game that has been modified for students with disabilities.		I	D			E								M
3rd - 5th Grades															
Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: C.1.2.1. The student recognizes the differences and similarities in the physical activity choices of others.	PE: C.1.2.1.a. participates in learning games, dances, and activities from other parts of the world (e.g., Cuban, Haitian, Mexican, Chinese, Caribbean Islands).					I	D	E							M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	PE: C.1.2.1.b. lists and discusses reasons that physical activities differ among various cultures.					I		D		E					M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: C.1.2.2. The student recognizes and accepts the different physical abilities of others through good sportsmanship.	PE: C.1.2.2.a. demonstrates positive attitudes towards peers.					I		D		E					M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: C.1.2.3. The student knows how to perform games and/or dances from a variety of cultures.	PE: C.1.2.3.a. presents a game, dance, or physical activity from a different culture to the class and discusses its origins.					I	D		E						M

6th - 8th Grades

Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: C.1.3.1. The student knows how to modify games and activities to allow for participation of students with special needs (e.g., physical disabilities)	PE: C.1.3.1.a. plays a game of wheelchair basketball or opposite-handed baseball and describes the feelings associated with the activity.								I	D	E				M
	PE: C.1.3.1.b. plays baseball with one arm and describes the feelings associated with the activity.	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
									I	D	E				M
PE: C.1.3.2. The student knows the contributions that various cultures have made to physical education.	PE: C.1.3.2.a. chooses a sport that originated in another country and compares how it was played originally with how it is presently played in the United States.	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
									I	D	E				M
	PE: C.1.3.2.b. discusses the origin of the Olympics.	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
									I	D	E				M
PE: C.1.4.1. The student understands the influence of age, gender, race, ethnicity, socioeconomic standing, and culture upon physical activity preferences and participation.	PE: C.1.4.1.a. explains the importance other cultures place on World Cup Soccer.	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
									I	D	E				M
	PE: C.1.4.1.b. visits a senior citizen center during activity time.	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
									I	D	E				M
PE: C.1.4.2. The student knows how to modify games and activities to allow for participation of students with various skill levels.	PE: C.1.4.2.a. identifies an appropriate activity and adapts it for students with various skill levels.	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
									I	D	E				M
PE: C.1.4.3. The student knows the value of sport and physical activity in understanding different cultures.	PE: C.1.4.3.a. researches physical education opportunities available in the community and designs a program emphasizing multicultural awareness and cross-cultural experience. The student then gives an oral report describing the designed program.	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
									I						

C. Advocate and Promote Active Lifestyles

C.2. The student understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.

PreK - 2nd Grade															
Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: C.2.1.1. The student identifies the feelings resulting from challenges, successes, and failures in physical activity.	PE: C.2.1.1.a. describes feelings involved with achieving or not achieving a goal.	I	D		E			M							
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: C.2.1.2. The student knows various ways to use the body and movement activities to communicate ideas and feelings (e.g., creative movement).	PE: C.2.1.2.a. expresses feelings (e.g., happy or sad) through shapes, postures, and movements	I		D	E										
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: C.2.1.3. The student recognizes the benefits that accompany cooperation and sharing.	PE: C.2.1.3.a. draws pictures of groups of people cooperating in physical education activities, for example, and writes short descriptions of what the people are doing.				I	D	E						M		
3rd - 5th Grades															
Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: C.2.2.1. The student identifies physical activities that contribute to personal feelings of joy.	PE: C.2.2.1.a. creates a group mural depicting "favorite activities"						I	D	E						M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: C.2.2.2. The student knows the positive benefits of life-long physical activity.	PE: C.2.2.2.a. keeps a journal of physical activities undertaken while at home, including measuring and recording time spent on each activity and totals of time spend on each type of activity.							I	D	E					M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: C.2.2.3. The student designs and performs physical activities that allow for group creativity and discussion.	PE: C.2.2.3.a. selects a physical improvement goal requiring group work (e.g., a goal to improve conditioning for a sports team) and keeps track of individual progress.							I	D	E					M

6th - 8th Grades

Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: C.2.3.1. The student identifies forms of physical activity that provide personal enjoyment.	PE: C.2.3.1.a. selects his or her favorite form of vigorous physical activity, or example, and describes personal enjoyment derived from involvement in this activity.								I	D	E				M
PE: C.2.3.2. The student recognizes the aesthetic and creative aspects of performance.	PE: C.2.3.2.a. watches and discusses a video of high-skilled performance activities (e.g., figure skating or a gymnastics competition).								I	D	E				M
PE: C.2.3.3. The students understands how a commitment to a wellness plan enhances the quality of life (e.g., leads to positive coping skills, healthy eating habits, and regular physical activity).	PE: C.2.3.3.a. creates, records, and presents an individual wellness plan that covers nutrition, fitness, and stress management. As part of the presentation the student should describe the impact it has had on his or her quality of life.								I	D	E				M
PE: C.2.3.4. The student knows the long-term physiological, psychological, and cultural benefits that may result from regular participation in physical activity.	PE: C.2.3.4.a. lists and discusses ways in which physical activity relieves stress and enriches life.								I	D	E				M
PE: C.2.3.5. The student knows the ways in which exercising at home can assist in improving physical ability and performance.	PE: C.2.3.5.a. creates a home exercise program to achieve fitness and performance goals for her or his entire family.								I	D	E				M
PE: C.2.3.6. The student knows various ways to use the body and movement activities to communicate ideas and feelings.	PE: C. 2.3.6.a. writes a review of a local, choreographed athletic performance (e.g., gymnastics, skating, or synchronized swimming). The review should include a discussion of how dancers use their bodies to communicate ideas and feelings.								I			D	E		M
	PE: C.2.3.6.b. watches and reviews a video about the proper way to perform a key body movement in a particular sport (e.g., a tennis stroke or golf swing).								I			D	E		M

9th - 12th Grades															
Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
PE: C.2.4.1. The student identifies personal feelings resulting from participation in physical activity.	PE: C.2.4.1.a. keeps a journal of feelings and experiences during an educational adventure experience (e.g., a ropes course, a nature hike, camping or canoeing)											I	D	E	M
PE: C.2.4.2. The student participates in games, sport, dances, outdoor pursuits, and other physical activities that contribute to the attainment of personal goals and maintenance of wellness.	PE: C.2.4.2.a. writes a dialogue convincing a friend to try a specific sport or activity.											I	D	E	M
	PE: C.2.4.2.b. keeps a journal of physical activities that he or she has participated in over time.											I	D	E	M
PE: C.2.4.3. The student knows the ways in which personal characteristics, performance styles, and activity preferences will change over the course of one's life.	PE: C.2.4.3.a. researches and describes changes in a personal wellness plan that might take place ten years from now and changes that might take place twenty years from now.											I	D	E	M

Benchmarks and Performance standards adapted from the Diocese of Orlando, Jim Cooney, Curriculum Director
 With permission from Dr. Purpur, Superintendent of Schools August, 2006.