

CNMI Physical Education Standards and Benchmarks

Standard 1: Students demonstrate movement forms to perform a variety of physical activities.

Standard 2: Students apply movement concepts and principles to the learning and development of movement skills.

Standard 3: Students participate in a physically active life style.

Standard 4: Students demonstrate ways to achieve and maintain a health enhancing level of physical fitness.

Standard 5: Students demonstrate responsible personal and social behavior in physical activity settings.

Standard 6: Students demonstrate an understanding and respect for differences among people in physical activity settings.

Standard 7: Students understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

PHYSICAL EDUCATION STANDARDS AND BENCHMARKS

Grades K-3

Standard 1: Students demonstrate movement forms to perform a variety of physical activities.				
TOPIC	BENCHMARK		PERFORMANCE INDICATOR	
MOTOR SKILLS	K-3.1.1 Demonstrate various locomotor skills (e.g., walking, running, jumping, hopping, leaping, sliding, galloping, skipping) and non-locomotor skills (e.g., throwing, catching, striking, kicking)		The student: Catches a baseball ball in proper form (i.e., hands out in front, elbows slightly bent) from another student.	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Demonstrate various locomotor and non-locomotor skills, with ease	Demonstrate various locomotor and non-locomotor skills, with minimal difficulty	Demonstrate various locomotor and non-locomotor skills, with difficulty	Demonstrate various locomotor and non-locomotor skills, with great difficulty

Standard 2: Students apply movement concepts and principles to the learning and development of movement skills.				
TOPIC	BENCHMARK		PERFORMANCE INDICATOR	
RULES FOR SAFETY	K-3.2.1 Use conventions of personal and common space while moving (e.g., traveling in an open space without bumping into others)		The student: Demonstrates conventions of personal space by running in a line across the gymnasium without running into others.	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Always use conventions of personal and common space while moving	Frequently use conventions of personal and common space while moving	Occasionally use conventions of personal and common space while moving	Rarely use conventions of personal and common space while moving

PHYSICAL EDUCATION STANDARDS AND BENCHMARKS

Grades K-3

Standard 2: Students apply movement concepts and principles to the learning and development of movement skills.				
TOPIC	BENCHMARK		PERFORMANCE INDICATOR	
SCIENCE OF MOVEMENT AND FITNESS	K-3.2.2 Demonstrate critical features of movement skills (e.g., throwing a ball while stepping in opposition)		The student: Demonstrates forward placement of oppositional foot while throwing a baseball to another player.	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Demonstrate critical features of movement skills, with ease	Demonstrate critical features of movement skills, with minimal difficulty	Demonstrate critical features of movement skills, with difficulty	Demonstrate critical features of movement skills, with great difficulty

Standard 3: Students participate in a physically active lifestyle.				
TOPIC	BENCHMARK		PERFORMANCE INDICATOR	
OPPORTUNITIES FOR PHYSICAL FITNESS	K-3.3.1 Participate in a variety of regularly scheduled physical activities		The student: Records daily participation of scheduled activities (e.g., jogging, catch, soccer) on classroom chart or graph.	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Participate in an extended variety of regularly scheduled physical activities	Participate in a variety of regularly scheduled physical activities	Participate in a few regularly scheduled physical activities	Participate in one or two regularly scheduled physical activities

PHYSICAL EDUCATION STANDARDS AND BENCHMARKS

Grades K-3

Standard 3: Students participate in a physically active lifestyle.				
TOPIC	BENCHMARK	PERFORMANCE INDICATOR		
EFFECTS OF PHYSICAL ACTIVITY	K-3.3.2 Practice components of health-related physical fitness (e.g., flexibility, muscular strength and endurance, cardio-respiratory endurance)	The student: Participates in calisthenics (e.g., jumping jacks, stretching, push ups) regularly.		
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Consistently practice components of health-related physical fitness	Usually practice components of health-related physical fitness	Sometimes practice components of health-related physical fitness	Seldom practice components of health-related physical fitness

Standard 4: Students demonstrate achievement and maintenance of a health-enhancing level of physical fitness.				
TOPIC	BENCHMARK	PERFORMANCE INDICATOR		
EFFECTS OF PHYSICAL FITNESS	K-3.4.1 Identify the physiological indicators (e.g., perspiration, increased heart rate, breathing) of participating in moderate to vigorous physical activities	The student: Identifies increased heart rate after running for five minutes by recording changes to pulse.		
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Identify, with accuracy, the physiological indicators of participating in moderate to vigorous physical activities	Identify, with no significant errors, the physiological indicators of participating in moderate to vigorous physical activities	Identify, with a few significant and/or many minor errors, the physiological indicators of participating in moderate to vigorous physical activities	Identify, with significant errors, the physiological indicators of participating in moderate to vigorous physical activities

PHYSICAL EDUCATION STANDARDS AND BENCHMARKS

Grades K-3

Standard 5: Students demonstrate responsible personal and social behavior in physically active settings.				
TOPIC	BENCHMARK		PERFORMANCE INDICATOR	
GAMES	K-3.5.1 Follow simple directions during physical activities		The student: Follows the rules of the game (e.g., runs the proper base order - first, second, third, home).	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Follow simple directions during physical activities, with accuracy	Follow simple directions during physical activities, with no significant errors	Follow simple directions during physical activities, with a few significant and/or many minor errors	Follow simple directions during physical activities, with many significant errors
COOPERATION AND RESPECT	K-3.5.2 Work with others to complete assigned tasks during physical activity		The student: Participates as a team in relay races (e.g., wheel barrow race, three legged race).	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Consistently cooperates with others to complete assigned tasks during physical activity	Usually cooperates with others to complete assigned tasks during physical activity	Sometimes cooperates with others to complete assigned tasks during physical activity	Seldom cooperates with others to complete assigned tasks during physical activity

PHYSICAL EDUCATION STANDARDS AND BENCHMARKS

Grades K-3

Standard 5: Students demonstrate responsible personal and social behavior in physically active settings.				
TOPIC	BENCHMARK		PERFORMANCE INDICATOR	
COOPERATION AND RESPECT	K-3.5.3 Demonstrate respect for individuals, property, and equipment		The student: Demonstrates a respect for the teacher and classmates by immediately stopping an activity at the signal to do so (e.g., When the teacher blows the whistle, the student no longer throws the ball).	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Consistently demonstrates respect for individuals property, and equipment	Usually demonstrates respect for individuals, property, and equipment	Sometimes demonstrates respect for individuals, property, and equipment	Seldom demonstrates respect for individuals, property, and equipment

Standard 6: Students demonstrate an understanding and respect for differences among people in physically active settings.				
TOPIC	BENCHMARK		PERFORMANCE INDICATOR	
DIVERSITY	K-3.6.1 Demonstrate the ability to play with others regardless of differences (e.g., gender, ethnicity, physical disability)		The student: Participates in coeducational team games (e.g., kickball, capture the flag).	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Consistently demonstrate the ability to play with others regardless of differences	Usually demonstrate the ability to play with others regardless of differences	Sometimes demonstrate the ability to play with others regardless of differences	Seldom demonstrate the ability to play with others regardless of differences

PHYSICAL EDUCATION STANDARDS AND BENCHMARKS

Grades K-3

Standard 7: Students demonstrate an understanding that physical activity provides opportunities for enjoyment, challenges, self-expression, and social interaction.				
TOPIC	BENCHMARK		PERFORMANCE INDICATOR	
BEHAVIOR AND ATTITUDE	K-3.7.1 Demonstrate ability when trying new skills and games as a challenge		The student: Participates in teacher designed obstacle course (e.g., running through tires, dribbling through cones, jump roping).	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Consistently demonstrate ability in trying new skills and games for challenges	Usually demonstrate ability in trying new skills and games for challenges	Sometimes demonstrate ability in trying new skills and games for challenges	Seldom demonstrate ability in trying new skills and games for challenges
IMPROVEMENT AND GOAL SETTING	K-3.7.2 Demonstrate improvement in movement skill (e.g., run faster, balance on one foot longer, throw farther)		The student: Demonstrates improvement of balance by balancing on one foot longer than at the beginning of the school year.	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Demonstrate great improvement in movement skill	Demonstrate improvement in movement skill	Demonstrate some improvement in movement skill	Demonstrate very little improvement in movement skill

PHYSICAL EDUCATION STANDARDS AND BENCHMARKS

Grades 4-6

Standard 1: Students demonstrate movement forms to perform a variety of physical activities.				
TOPIC	BENCHMARK		PERFORMANCE INDICATOR	
MOTOR SKILLS	4–6.1.1 Demonstrate a wide variety of locomotor, non-locomotor, and manipulative skills (e.g., dance games, gymnastics)		The student: Demonstrates locomotor and non-locomotor skills in changing conditions (e.g., balancing on various bases for support, jumping over various heights).	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Demonstrate an extended variety of locomotor, non-locomotor, and manipulative skills	Demonstrate a variety of locomotor, non-locomotor, and manipulative skills	Demonstrate a few locomotor, non-locomotor, and manipulative skills	Demonstrate limited number of locomotor, non-locomotor, and manipulative skills
MOTOR SKILLS	4–6.1.2 Demonstrate locomotor and/or non-locomotor skills simultaneously with manipulatives (e.g., swimming with a paddleboard, bouncing a basketball)		The student: Demonstrates proper dribbling of a basketball while running through a set of cones.	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Demonstrate locomotor and/or non-locomotor skills simultaneously with manipulative skills, with ease	Demonstrate locomotor and/or non-locomotor skills simultaneously with manipulative skills, with minimal difficulty	Demonstrate locomotor and/or non-locomotor skills simultaneously with manipulative skills, with difficulty	Demonstrate locomotor and/or non-locomotor skills simultaneously with manipulative skills, with great difficulty

PHYSICAL EDUCATION STANDARDS AND BENCHMARKS

Grades 4-6

Standard 2: Students apply movement concepts and principles to the learning and development of motor skills.				
TOPIC	BENCHMARK		PERFORMANCE INDICATOR	
IMPROVEMENT AND GOAL SETTING	4-6.2.1 Apply movement skills to improve personal performance during physical activities (e.g., dodging, chasing, walking on a balance beam)		The student: Develops a strategy to improve defensive techniques in a team game (e.g., blocks the ball with arms to avoid being tagged in dodge ball).	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Apply highly effective movement skills to improve personal performance during physical activities	Apply effective movement skills to improve personal performance during physical activities	Apply limited movement skills to improve personal performance during physical activities	Apply ineffective movement skills that do not improve personal performance during physical activities
IMPROVEMENT AND GOAL SETTING	4-6.2.2 Analyze feedback to improve movement skills in isolation and in modified physical activity settings		The student: Analyzes feedback during batting practice to improve batting average score (i.e., number of runs divided by the number of time at bat).	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Consistently analyze feedback to improve movement skills in isolation and in modified physical activity settings	Usually analyze feedback to improve movement skills in isolation and in modified physical activity settings	Sometimes analyze feedback to improve movement skills in isolation and in modified physical activity settings	Seldom analyze feedback to improve movement skills in isolation and in modified physical activity settings

PHYSICAL EDUCATION STANDARDS AND BENCHMARKS

Grades 4-6

Standard 3: Students participate in a physically active lifestyle.				
TOPIC	BENCHMARK		PERFORMANCE INDICATOR	
BENEFITS OF FITNESS	4-6.3.1 Describe the benefits of participating in regularly scheduled physical activities		The student: Explains how thirty minutes of daily vigorous activity (e.g., aerobics, jogging) burns more calories to maintain a healthy weight.	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Describe, in great detail, the benefits of participating in regularly scheduled physical activity	Describe, in detail, the benefits of participating in regularly scheduled physical activity	Describe, in some detail, the benefits of participating in regularly scheduled physical activity	Describe, in minimal detail, the benefits of participating in regularly scheduled physical activity
EFFECTS OF PHYSICAL ACTIVITY	4-6.3.2 Identify the components of health-related physical fitness (e.g., flexibility, muscular strength and endurance, cardio-respiratory endurance)		The student: Describes specific activities that may be practiced for muscular strength (e.g., push-ups, sit-ups, climbing).	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Describe, in great detail, the components of health-related physical fitness	Describe, in detail, the components of health-related physical fitness	Describe, in some detail, the components of health-related physical fitness	Describe, in minimal detail, the components of health-related physical fitness

PHYSICAL EDUCATION STANDARDS AND BENCHMARKS

Grades 4-6

Standard 4: Students demonstrate achievement and maintenance of a health-enhancing level of physical fitness.				
TOPIC	BENCHMARK		PERFORMANCE INDICATOR	
IMPROVEMENT AND GOAL SETTING	4–6.4.1 Identify goals for improvement on a school designed health-related fitness assessment (e.g., Fitness Gram, Physical Best, skill tests determined by the school)		The student: Lists fitness goals for the school year (e.g., run a mile in under ten minutes, complete twenty five push-ups, aerobic activity for twenty minutes) in a fitness portfolio or journal.	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Identify highly effective goals, for improvement on a school designed health-related fitness assessment	Identify clear and realistic goals for improvement on a school designed health-related fitness assessment	Identify vague or trivial goals for improvement on a school designed health-related fitness assessment	Identify ineffective or unrealistic goals for improvement on a school designed health-related fitness assessment

Standard 5: Students demonstrate responsible personal and social behavior in physically active settings.				
TOPIC	BENCHMARK		PERFORMANCE INDICATOR	
GAME RULES	4–6.5.1 Follow multiple directions during physical activity		The student: Participates in a soccer game by following multiple rules given by the teacher (e.g., only use feet to touch the ball, stay in-bounds on the field, stand on the line during kickoff).	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Consistently follow multiple directions during physical activity	Usually follow multiple directions during physical activity	Sometime follow multiple directions during physical activity	Seldom follow multiple directions during physical activity

PHYSICAL EDUCATION STANDARDS AND BENCHMARKS

Grades 4-6

Standard 5: Students demonstrate responsible personal and social behavior in physically active settings.				
TOPIC	BENCHMARK		PERFORMANCE INDICATOR	
COOPERATION AND RESPECT	4–6.5.2 Participate with a partner or a small group during cooperative physical activities		The student: Participates with a partner or in small groups to practice pitching, batting, and catching a whiffle ball.	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Participate with a partner or a small group, in a highly effective way, during cooperative physical activities	Participate with a partner or a small group, in an effective way, during cooperative physical activities	Participate with a partner or a small group, in a limited way, during cooperative physical activities	Participate with a partner or a small group, in an ineffective way, during cooperative physical activities
BEHAVIOR AND ATTITUDE	4–6.5.3 Demonstrate fair play (e.g., responsible and safe play; respect for individuals, property, and equipment)		The student: Demonstrates fair play by working together as a team (e.g., shares ball with others during games, encourages other players, refrains from put-down statements).	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Consistently demonstrate fair play	Usually demonstrate fair play	Sometimes demonstrate fair play	Seldom demonstrate fair play

PHYSICAL EDUCATION STANDARDS AND BENCHMARKS

Grades 4-6

Standard 6: Students demonstrate an understanding and respect for differences among people in physically active settings.				
TOPIC	BENCHMARK		PERFORMANCE INDICATOR	
DIVERSITY	4–6.6.1 Demonstrate an understanding of the differences among people (e.g., gender, ethnicity, disability in physical activities)		The student: Demonstrates respect for disabled students by designing an activity in which they could easily participate (e.g., a competitive game for blind students, dance moves for deaf students).	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Demonstrate extended understanding of the differences among people	Demonstrate an appropriate understanding of the differences among people	Demonstrate some misconceptions about the differences among people	Demonstrate a lack of understanding about the differences among people

Standard 7: Students demonstrate an understanding that physical activity provides opportunities for enjoyment, challenges, self-expression, and social interaction.				
TOPIC	BENCHMARK		PERFORMANCE INDICATOR	
EFFECTS OF PHYSICAL ACTIVITY	4–6.7.1 Participate in physical activities as a means for self-expression and enjoyment (e.g., creative movement, non-competitive games)		The student: Participates in non-competitive games (e.g., follow the leader, pin the tail on the donkey) for enjoyment.	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Consistently participate in physical activities as a means for self expression and enjoyment	Usually participate in physical activities as a means for self expression and enjoyment	Sometimes participate in physical activities as a means for self expression and enjoyment	Seldom participate in physical activities as a means for self expression and enjoyment

PHYSICAL EDUCATION STANDARDS AND BENCHMARKS

Grades 7-8

Standard 1: Students demonstrate movement forms to perform a variety of physical activities.				
TOPIC	BENCHMARK	PERFORMANCE INDICATOR		
MOTOR SKILLS	7–8.1.1 Demonstrate basic intermediate movement and specific skills for individual and team sports, games, dance, and exercise (e.g., running, jumping, skipping to the rhythm of music)	The student: Demonstrates dance movement skills (e.g., steps in time with music, swing partner in a circle) while participating in folk and/or square dancing.		
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Demonstrate, with accuracy, basic intermediate movement and specific skills for individual and team sports, games, dance, and exercise	Demonstrate, with no significant errors, basic intermediate movement and specific skills for individual and team sports, games, dance, and exercise	Demonstrate, with a few significant and/or many minor errors, basic intermediate movement and specific skills for individual and team sports, games, dance, and exercise	Demonstrate, with many significant errors, basic intermediate movement and specific skills for individual and team sports, games, dance, and exercise

Standard 2: Students apply movement concepts and principles to the learning and development of motor skills.				
TOPIC	BENCHMARK	PERFORMANCE INDICATOR		
IMPROVEMENT AND GOAL SETTING	7–8.2.1 Apply feedback to improve movement skills and conditioning in realistic physical activity settings	The student: Applies feedback from peers to improve movement skills (e.g., arms out to the side for balance, step with opposite foot for an overhand throw, bend knees more to jump higher).		
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Consistently apply feedback to improve movement skills and conditioning in realistic physical activity settings	Usually apply feedback to improve movement skills and conditioning in realistic physical activity settings	Sometimes apply feedback to improve movement skills and conditioning in realistic physical activity settings	Seldom apply feedback to improve movement skills and conditioning in realistic physical activity settings

PHYSICAL EDUCATION STANDARDS AND BENCHMARKS

Grades 7-8

Standard 2: Students apply movement concepts and principles to the learning and development of motor skills.				
TOPIC	BENCHMARK		PERFORMANCE INDICATOR	
SCIENCE OF MOVEMENT AND FITNESS	7–8.2.2 Identify movement forms associated with highly skilled physical activities		The student: Identifies the movement forms associated the volleyball (e.g., bump, serve, spike).	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Identify all the significant movement forms as well as subtleties associated with highly skilled physical activities	Identify the significant movement forms associated with highly skilled physical activities	Identify some significant movement forms associated with highly skilled physical activities	Identify very few significant movement forms associated with highly skilled physical activities
GAMES	7–8.2.3 Use basic offensive and defensive strategies in team and individual sports		The student: Uses basic defensive strategies (e.g., man-to-man defense, block goal line shots) while playing a game of basketball.	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Use basic offensive and defensive strategies, in a highly effective way, in team and individual sports	Use basic offensive and defensive strategies, in an effective way, in team and individual sports	Use basic offensive and defensive strategies, in a limited way, in team and individual sports	Use basic offensive and defensive strategies, in an ineffective way, in team and individual sports

PHYSICAL EDUCATION STANDARDS AND BENCHMARKS

Grades 7-8

Standard 3: Students participate in a physically active lifestyle.				
TOPIC	BENCHMARK		PERFORMANCE INDICATOR	
OPPORTUNITIES FOR PHYSICAL ACTIVITY	7–8.3.1 Investigate a variety of physical activities for personal interest in and out of the physical education class		The student: Researches personal interest physical activities (e.g., walking, skateboarding, bike riding).	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Investigate, in great detail, a variety of physical activities for personal interest in and out of the physical education class	Investigate, in detail, a variety of physical activities for personal interest in and out of the physical education class	Investigate, in some detail, a variety of physical activities for personal interest in and out of the physical education class	Investigate, in minimal detail, a variety of physical activities for personal interest in and out of the physical education class
SCIENCE OF MOVEMENT AND FITNESS	7–8.3.2 Apply health-related physical fitness components (e.g., flexibility, muscular strength and endurance, cardio-respiratory endurance) to physical activity		The student: Applies cardio-respiratory endurance (e.g., rhythmic breathing) to vigorous activity (e.g., run for thirty minutes).	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Always apply health-related physical fitness components to physical activity	Frequently apply health-related physical fitness components to physical activity	Occasionally apply health-related physical fitness components to physical activity	Rarely apply health-related physical fitness components to physical activity

PHYSICAL EDUCATION STANDARDS AND BENCHMARKS

Grades 7-8

Standard 4: Students demonstrate achievement and maintenance of a health-enhancing level of physical fitness.				
TOPIC	BENCHMARK		PERFORMANCE INDICATOR	
BENEFITS OF FITNESS	7–8.4.1 Explain long-term physiological benefits of regular participation in physical activity (e.g., improved cardiovascular and muscular strength, improved flexibility and body composition)		The student: Describes how muscular strength is improved through regular participation in weight training conditioning (e.g., frequency, type, intensity).	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Explain, in great detail, the long term physiological benefits of regular participation in physical activity	Explain, in detail, the long term physiological benefits of regular participation in physical activity	Explain, in some detail, the long term physiological benefits of regular participation in physical activity	Explain, in minimal detail, the long term physiological benefits of regular participation in physical activity
IMPROVEMENT AND GOAL SETTING	7–8.4.2 Identify personal fitness goals and work toward accomplishment		The student: Identifies one or two personal fitness goals and devises a plan to meet those goals (e.g., improve heart through cardio-respiratory conditioning; improve muscle strength through weight training).	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Identify personal fitness goals and consistently work toward accomplishment	Identify personal fitness goals and usually work toward accomplishment	Identify personal fitness goals and sometimes work toward accomplishment	Identify personal fitness goals and seldom work toward accomplishment

PHYSICAL EDUCATION STANDARDS AND BENCHMARKS

Grades 7-8

Standard 4: Students demonstrate achievement and maintenance of a health-enhancing level of physical fitness.				
TOPIC	BENCHMARK		PERFORMANCE INDICATOR	
BENEFITS OF FITNESS	7–8.4.3 Explain long-term psychological benefits of regular participation in physical activity (e.g., healthy self-image, stress reduction, strong mental and emotional health)		The student: Describes how regular participation in physical activity leads to emotional and social benefits (e.g., increased self-esteem, positive attitude, enjoyment).	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Explain, in complete and detailed understanding, the long-term psychological benefits of regular participation in physical activity	Explain, in complete understanding but not in great detail, the long-term psychological benefits of regular participation in physical activity	Explain, with incomplete detail and/or some misconceptions, the long-term psychological benefits of regular participation in physical activity	Explain, with incomplete understanding, the long-term psychological benefits of regular participation in physical activity

Standard 5: Students demonstrate responsible personal and social behavior in physically active settings.				
TOPIC	BENCHMARK		PERFORMANCE INDICATOR	
COOPERATION AND RESPECT	7–8.5.1 Work with others to achieve group goals in competitive and cooperative activities		The student: Demonstrates cooperation with others (e.g., giving and accepting suggestions, giving encouragement and support) during a competitive group activity (e.g., basketball, soccer, volleyball).	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Work with others, in a highly effective way, to achieve group goals in competitive and cooperative activities	Work with others, in an effective way, to achieve group goals in competitive and cooperative activities	Work with others, in a limited way, to achieve group goals in competitive and cooperative activities	Work with others, in an ineffective way, to achieve group goals in competitive and cooperative activities

PHYSICAL EDUCATION STANDARDS AND BENCHMARKS

Grades 7-8

Standard 5: Students demonstrate responsible personal and social behavior in physically active settings.				
TOPIC	BENCHMARK		PERFORMANCE INDICATOR	
BEHAVIOR AND ATTITUDE	7–8.5.2 Identify causes and potential solutions to conflict during physical fitness activities		The student: Lists negative actions (e.g., knocking over equipment, yelling at another player), list causes of these actions (e.g., anger, desire to win), and suggest a positive solution to the problem (e.g., taking a time out, discussing the problem).	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Identify an extensive variety of potential solutions to conflict during physical fitness activities	Identify a variety of causes and potential solutions to conflict during physical fitness activities	Identify a few causes and potential solutions to conflict during physical fitness activities	Identify one or two causes and potential solutions to conflict during physical fitness activities
BEHAVIOR AND ATTITUDE	7–8.5.3 Demonstrate fair play (e.g., responsible and safe play, respect for individuals, property, and equipment)		The student: Demonstrates supportive behavior to another classmate (e.g., helping another student up who has fallen, give verbal and non-verbal feedback).	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Always demonstrate fair play	Frequently demonstrate fair play	Occasionally demonstrate fair play	Rarely demonstrate fair play

PHYSICAL EDUCATION STANDARDS AND BENCHMARKS

Grades 7-8

Standard 5: Students demonstrate responsible personal and social behavior in physically active settings.				
TOPIC	BENCHMARK		PERFORMANCE INDICATOR	
BEHAVIOR AND ATTITUDE	7–8.5.4 Demonstrate proper attitude toward both winning and losing		The student: Demonstrates sportsmanlike conduct by congratulating the winning team after a game.	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Consistently demonstrate proper attitude toward both winning and losing	Usually demonstrate proper attitude toward both winning and losing	Sometimes demonstrate proper attitude toward both winning and losing	Seldom demonstrate proper attitude toward both winning and losing

Standard 6: Students demonstrate an understanding and respect for difference among people in physically active settings.				
TOPIC	BENCHMARK		PERFORMANCE INDICATOR	
DIVERSITY	7–8.6.1 Demonstrate respect for difference (e.g., gender; ethnicity; disability; differences among people in physical activities from a variety of national, cultural, and ethnic origins)		The student: Demonstrates respect while learning and participating in games from different cultures (e.g., ‘ulu maika’ from Hawaii, boce ball from Italy, rugby from Britain).	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Consistently demonstrate respect for difference	Usually demonstrate respect for difference	Sometimes demonstrate respect for difference	Seldom demonstrate respect for difference

PHYSICAL EDUCATION STANDARDS AND BENCHMARKS

Grades 7-8

Standard 6: Students demonstrate an understanding and respect for difference among people in physically active settings.				
TOPIC	BENCHMARK		PERFORMANCE INDICATOR	
SPORT, SOCIETY, AND CULTURE	7–8.6.2 Explain how physical activity (e.g., sports, games, dance) is a microcosm of modern culture and society		The student: Describes how personal interactions in a physical activity relate to the personal interactions in daily life (e.g., dependability, cooperation, leadership).	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Explain, in great detail, how physical activity is a microcosm of modern culture and society	Explain, in detail, how physical activity is a microcosm of modern culture and society	Explain, in some detail, how physical activity is a microcosm of modern culture and society	Explain, in minimal detail, how physical activity is a microcosm of modern culture and society
RULES FOR SAFETY	7–8.6.3 Use equipment and space safely and properly (e.g., takes turns using equipment and put equipment away when done with it)		The student: Uses classroom checklist to ensure all equipment is safely put away and in its proper place.	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Always use equipment and space safely and properly	Frequently use equipment and space safely and properly	Occasionally use equipment and space safely and properly	Rarely use equipment and space safely and properly

PHYSICAL EDUCATION STANDARDS AND BENCHMARKS

Grades 7-8

Standard 7: Students demonstrate an understanding that physical activity provides opportunities for enjoyment, challenges, self-expression, and social interaction.				
TOPIC	BENCHMARK		PERFORMANCE INDICATOR	
SPORT, SOCIETY, AND CULTURE	7–8.7.1 Describe how physical activities promote positive social interactions (e.g., sense of team play)		The student: Explains how sympathy (i.e., seeing an issue from another person’s point of view) during physical activity is helpful in promoting positive social interactions with those who may have disabilities.	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Describe, with thorough support, how physical activities promote social interactions	Describe, with support, how physical activities promote social interactions	Describe, with partial support, how physical activities promote social interactions	Describe, with very little support, how physical activities promote social interactions
OPPORTUNITIES FOR PHYSICAL ACTIVITY	7–8.7.2 Explain how physical activities provide opportunities for enjoyment (e.g., dribbling a basketball to relieve stress)		The student: Explains specific aspects of a physical activity that made it enjoyable to participate in (e.g., interacting with others, non-competitive game, experiencing a new challenge).	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Explain, with well supported detail, how physical activities provide opportunities for enjoyment	Explain, with supported detail, how physical activities provide opportunities for enjoyment	Explain, with weakly associated details, how physical activities provide opportunities for enjoyment	Explain, with unrelated detail, how physical activities provide opportunities for enjoyment

PHYSICAL EDUCATION STANDARDS AND BENCHMARKS

Grades 7-8

Standard 7: Students demonstrate an understanding that physical activity provides opportunities for enjoyment, challenges, self-expression, and social interaction.			
TOPIC	BENCHMARK	PERFORMANCE INDICATOR	
OPPORTUNITIES FOR PHYSICAL ACTIVITY	7–8.7.3 Explain how physical activity is a means for self-expression (e.g., dancing to release emotions)	The student: Explains how the speed of the dance movements may be used to express emotion (e.g., a slower dance combination may express sadness; a faster dance combination may express anger).	
RUBRIC			
	Advanced	Proficient	Developing
	Explain, with well supported detail, how physical activity is a means for self-expression	Explain, with supported detail, how physical activity is a means for self-expression	Explain, with weakly associated details, how physical activity is a means for self-expression
			Beginning
			Explain, with unrelated detail, how physical activity is a means for self-expression

PHYSICAL EDUCATION STANDARDS AND BENCHMARKS

Grades 9–12

Standard 1: Students demonstrate movement forms to perform a variety of physical activities.				
TOPIC	BENCHMARK		PERFORMANCE INDICATOR	
MOTOR SKILLS	9–12.1.1 Demonstrate movement forms in a variety of sports, games, dance and exercise		The student: Demonstrates proper movement forms in tennis (e.g., serving, ground stroke, split step).	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Demonstrate movement forms, with accuracy, in a variety of sports, games, dance, and exercise	Demonstrate movement forms, with no significant errors, in a variety of sports, games, dance, and exercise	Demonstrate movement forms, with a few significant and/or many minor errors, in a variety of sports, games, dance, and exercise	Demonstrate movement forms, with many significant errors, prohibiting performance in a variety of sports, games, dance, and exercise

Standard 2: Students apply movement concepts and principles to the learning and development of motor skills.				
TOPIC	BENCHMARK		PERFORMANCE INDICATOR	
SCIENCE OF MOVEMENT AND FITNESS	9–12.2.1 Revise complexity of movement skills based on self-assessment		The student: Evaluates a videotaped performance of a particular sport, activity, or exercise in terms of proper movement skill and complexity.	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Revise complexity of movement skills based on self-assessment, with ease	Revise complexity of movement skills based on self-assessment, with minimal difficulty	Revise complexity of movement skills based on self-assessment, with difficulty	Revise complexity of movement skills based on self-assessment, with great difficulty

PHYSICAL EDUCATION STANDARDS AND BENCHMARKS

Grades 9–12

Standard 2: Students apply movement concepts and principles to the learning and development of motor skills.				
TOPIC	BENCHMARK	PERFORMANCE INDICATOR		
IMPROVEMENT AND GOAL SETTING	9–12.2.2 Evaluate personal goals to improve performance in realistic physical activity settings	The student: Assesses goals set at the beginning of the school year to improve performance skills (e.g., balance, form, speed) in physical activity settings (e.g., team games, individual activities and practice).		
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Develop a strategy for personal goals to improve performance in realistic physical activity settings	Evaluate personal goals to improve performance in realistic physical activity settings	Describe personal goals to improve performance in realistic physical activity settings	Recognize personal goals to improve performance in realistic physical activity settings

Standard 3: Students participate in a physically active lifestyle.				
TOPIC	BENCHMARK	PERFORMANCE INDICATOR		
OPPORTUNITIES FOR PHYSICAL ACTIVITY	9–12.3.1 Investigate a variety of physical activities to independently maintain an active lifestyle	The student: Investigates a variety of activities available outside of the classroom to maintain a healthy life style (e.g., walking or biking instead of driving, joining recreational sports leagues, using the stairs when available).		
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Investigate, in great detail, a variety of physical activities to independently maintain an active lifestyle	Investigate, in detail, a variety of physical activities to independently maintain an active lifestyle	Investigate, in some detail, a variety of physical activities to independently maintain an active lifestyle	Investigate, in minimal detail, a variety of physical activities to independently maintain an active lifestyle

PHYSICAL EDUCATION STANDARDS AND BENCHMARKS

Grades 9–12

Standard 3: Students participate in a physically active lifestyle.				
TOPIC	BENCHMARK		PERFORMANCE INDICATOR	
IMPROVEMENT AND GOAL SETTING	9–12.3.2 Evaluate personal performance on health-related fitness components (e.g., flexibility, muscular strength and endurance, cardio-respiratory endurance) to improve physical lifestyle		The student: Evaluates personal fitness profile in terms of flexibility (e.g., touching toes while stretching), cardio-respiratory endurance (e.g., thirty minutes of intense aerobics or running), and/or muscular strength (e.g., weight train with thirty to fifty pound weights).	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Evaluate, with thorough support, personal performance of health-related fitness	Evaluate, with support, personal performance of health-related fitness	Evaluate, with partial support, personal performance of health-related fitness	Evaluate, with very little support, personal performance of health-related fitness

Standard 4: Students demonstrate achievement and maintenance of a health-enhancing level of physical fitness.				
TOPIC	BENCHMARK		PERFORMANCE INDICATOR	
IMPROVEMENT AND GOAL SETTING	9–12.4.1 Assess improvement on a school-designed health-related fitness assessment (e.g., Fitness Gram, Physical Best, skill tests determined by the school)		The student: Evaluates improvement in frequency of exercise (e.g., closer to fitness goal of sixty minutes of physical activity a day) on a physical fitness skill test.	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Assess, in great detail, improvement on a school-designed health-related fitness assessment	Assess, in detail, improvement on a school-designed health-related fitness assessment	Assess, in some detail, improvement on a school-designed health-related fitness assessment	Assess, in minimal detail, improvement on a school-designed health-related fitness assessment

PHYSICAL EDUCATION STANDARDS AND BENCHMARKS

Grades 9–12

Standard 4: Students demonstrate achievement and maintenance of a health-enhancing level of physical fitness.				
TOPIC	BENCHMARK	PERFORMANCE INDICATOR		
IMPROVEMENT AND GOAL SETTING	9–12.4.2 Use strategies to improve personal fitness goals (e.g., select realistic goals, plan ahead, slowly increase goals along with improvement)	The student: Uses endurance conditioning regularly (e.g., drills, sprints) to improve performance on a fitness goal to run for thirty minutes.		
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Use highly effective strategies to improve personal fitness goals	Use effective strategies to improve personal fitness goals	Use limited strategies to improve personal fitness goals	Use ineffective strategies that do not improve personal fitness goals

Standard 5: Students demonstrate responsible personal and social behavior in physically active settings.				
TOPIC	BENCHMARK	PERFORMANCE INDICATOR		
COOPERATION AND RESPECT	9–12.5.1 Demonstrate leadership roles and cooperation to achieve individual and group goals	The student: Demonstrates leadership abilities (e.g., setting a tone for the game, contribute to a game plan) to achieve group goals (e.g., winning the game, beating the record time).		
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Consistently demonstrate leadership roles and cooperation to achieve individual and group goals	Usually demonstrate leadership roles and cooperation to achieve individual and group goals	Sometimes demonstrate leadership roles and cooperation to achieve individual and group goals	Seldom demonstrate leadership roles and cooperation to achieve individual and group goals

PHYSICAL EDUCATION STANDARDS AND BENCHMARKS

Grades 9–12

Standard 5: Students demonstrate responsible personal and social behavior in physically active settings.				
TOPIC	BENCHMARK		PERFORMANCE INDICATOR	
BEHAVIOR AND ATTITUDE	9–12.5.2 Evaluate responsible and safe personal behavior during physical activity settings		The student: Evaluates self and classmates for one class period in terms of responsible behavior during physical activities (e.g. fair play, proper use of equipment, cooperation).	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Develop strategies for responsible and safe personal behavior during physical activity settings	Evaluate responsible and safe personal behavior during physical activity settings	Describe responsible and safe personal behavior during physical activity settings	Recognize responsible and safe personal behavior during physical activity settings
BEHAVIOR AND ATTITUDE	9–12.5.3 Apply fair play (e.g., responsible and safe play, respect for individuals, property and equipment)		The student: Applies given safety procedures when using unfamiliar equipment.	
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Consistently apply fair play	Usually apply fair play	Sometimes apply fair play	Seldom apply fair play

PHYSICAL EDUCATION STANDARDS AND BENCHMARKS

Grades 9–12

Standard 6: Students demonstrate an understanding and respect for difference among people in physically active settings.				
TOPIC	BENCHMARK	PERFORMANCE INDICATOR		
DIVERSITY	9–12.6.1 Advocate for the respect of differences (e.g., gender, ethnicity; disabilities among people and activities from a variety of national, cultural, and ethnic origins)	The student: Develops a strategy for inclusive behavior by suggesting and using adaptations to games or activities for a wide variety of players.		
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Advocate for the respect of differences, in a highly effective way	Advocate for the respect of differences, in an effective way	Advocate for the respect of differences, in a limited way	Advocate for the respect of differences, in an ineffective way

Standard 7: Students demonstrate an understanding that physical activity provides opportunities for enjoyment, challenges, self-expression, and social interaction.				
TOPIC	BENCHMARK	PERFORMANCE INDICATOR		
SPORT, SOCIETY, AND CULTURE	9–12.7.1 Evaluate how physical activities promote opportunities for positive social interaction	The student: Evaluates how team sports (e.g., soccer, basketball, volleyball) promote team building (e.g., encouragement, cooperation, dependability).		
	RUBRIC			
	Advanced	Proficient	Developing	Beginning
	Investigate how physical activities promote opportunities for positive social interaction	Evaluate how physical activities promote opportunities for positive social interaction	Describe how physical activities promote opportunities for positive social interaction	Recognize that physical activities promote opportunities for positive social interaction

PHYSICAL EDUCATION STANDARDS AND BENCHMARKS

Grades 9–12

Standard 7: Students demonstrate an understanding that physical activity provides opportunities for enjoyment, challenges, self-expression, and social interaction.			
TOPIC	BENCHMARK	PERFORMANCE INDICATOR	
BENEFITS OF FITNESS	9–12.7.2 Form opinions, based on evidence, about the benefits that result from participation in physical activities	The student: Investigates the benefits that result from daily exercise (e.g., increased overall energy, increased muscle strength, elevated moods) and reports the results of his or her research.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Form opinions, based on thorough strong evidence, about the positive benefits that result from participation in physical activities	Form opinions, based on supporting evidence, about the positive benefits that result from participation in physical activities	Form opinions, based on unclear weak supporting evidence, about the positive benefits that result from participation in physical activities	Form opinions, based on very little evidence, about the positive benefits that result from participation in physical activities