



# Grades 6-8 Phy-Ed Standards & Student Learning Targets

## Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grade:	Standard:	Student Learning Targets: Grade 6	Student Learning Targets: Grade 7	Student Learning Targets: Grade 8
<b>A. Achieves skill development in modified sport, dance, gymnastics, and outdoor activities.</b>				
1:3:A1	Serves a ball underhand in net/wall sports (e.g., volleyball, pickle ball) using mature form (e.g., stands with feet apart, eyes on ball, pulls arm and shifts weight backward, swings arm and shifts weight forward, contacts ball, and follows through).	<ul style="list-style-type: none"> <li>I can underhand serve a volleyball over the net from the baseline with proper form 4 out of 5 times.</li> </ul>	<ul style="list-style-type: none"> <li>I can underhand serve a birdie used in badminton with proper form 4 out of 5 times</li> </ul>	<ul style="list-style-type: none"> <li>I can use the underhand serve in game situations using proper form</li> </ul>
1:3:A2	Dribbles a ball while preventing an opponent from stealing the ball in invasion sports (e.g., basketball, soccer).	<ul style="list-style-type: none"> <li>I can keep control of a ball while dribbling towards my goal in a game situation.</li> </ul>	<ul style="list-style-type: none"> <li>I can keep control of a ball while dribbling in a game situation in soccer</li> </ul>	<ul style="list-style-type: none"> <li>I can keep control of a ball in team handball while dribbling towards my target</li> </ul>
1:3:A3	Demonstrates correct alignment in form in a target sport (e.g., archery, golf, curling, etc.) to control direction..	<ul style="list-style-type: none"> <li>I can demonstrate roll a ball to a target</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate correct form when driving a disc in shuffleboard</li> </ul>	<ul style="list-style-type: none"> <li>I can accurately throw a frisbee towards a target</li> </ul>
1:3:A4	Designs and performs dance (or gymnastic) sequences that combine traveling, rolling, balancing, and weight transfer into a smooth, flowing	<ul style="list-style-type: none"> <li>I can demonstrate a sequence of dance moves while moving in a square dance</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate a sequence of dance moves while moving in a designated area.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate a sequence of dance moves while moving in a designated area.</li> </ul>

	sequence with intentional changes in direction, speed, and flow.			
<b>1:3:A5</b>	Demonstrates the ability to do a one-foot glide and controlled stop while rollerblading.	<ul style="list-style-type: none"> <li>•</li> </ul>		
<b>1:3:A6</b>	Demonstrates correct balance techniques (e.g., static and dynamic) in a variety of activities (yoga, Pilates, gymnastics, cooperative activities, etc.).	<ul style="list-style-type: none"> <li>• I can demonstrate balance techniques while doing cooperative activities</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate balance techniques when doing functional warm up activities</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate balance techniques while doing partner gymnastic activities</li> </ul>
<b>1:3:A7</b>	Demonstrates use of technology (e.g., compass and GPS) in outdoor pursuits such as hiking, backpacking, and snowshoeing.	<ul style="list-style-type: none"> <li>• I can use a pedometer during class to keep track of my steps</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a heart rate monitor to understand difficulty of outdoor activities</li> </ul>	<ul style="list-style-type: none"> <li>• I can participate using a GPS while snowshoeing or walking.</li> </ul>
<b>B. Applies skill application to successful use of skills and sports tactics.</b>				
<b>1:3:B1</b>	Demonstrates a return to base position in net/wall sports (e.g., tennis, badminton, etc.).	<ul style="list-style-type: none"> <li>• I can return to a base position while in a game situation while playing volleyball</li> </ul>	<ul style="list-style-type: none"> <li>• I can return to a base position while in a game situation while playing badminton</li> </ul>	<ul style="list-style-type: none"> <li>• I can return to a base position while in a game situation while playing pickleball</li> </ul>
<b>1:3:B2</b>	Demonstrates correct application of force to control distance of object in a target sport (e.g., golf putt, curling, etc.).	<ul style="list-style-type: none"> <li>• I can demonstrate control application in football throwing at a target.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate control application in shuffleboard.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate control application in shuffleboard.</li> </ul>
<b>1:3:B3</b>	Demonstrates technique to place the ball away from an opponent in net/wall sports (e.g., volleyball, tennis, etc.).	<ul style="list-style-type: none"> <li>• I can demonstrate ball placement in games situations such as volleyball serving or matt ball kicking</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate ball placement in games situations such as volleyball serving or matt ball kicking</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate ball placement in games situations such as volleyball serving or matt ball kicking</li> </ul>
<b>1:3:B4</b>	Demonstrates correct position in both net/wall and invasion	<ul style="list-style-type: none"> <li>• I can move my position in game situations for</li> </ul>	<ul style="list-style-type: none"> <li>• I can move my position in new game situations for</li> </ul>	<ul style="list-style-type: none"> <li>• I can move my position in new game situations for</li> </ul>

	sports for effective defense and offensive coverage.	effective defense and offensive coverage.	effective defense and offensive coverage.	effective defense and offensive coverage.
<b>Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</b>				
<b>A. Applies cognitive understanding and application to skill development: Principles of practice, critical elements of skills, and error correction.</b>				
<b>2:3:A1</b>	Selects appropriate practice procedures to learn and master skills and movement patterns.	<ul style="list-style-type: none"> <li>I can work through a check off sheet provided by my teacher to practice my skills.</li> </ul>	<ul style="list-style-type: none"> <li>I can practice my skills using teacher lead activities and self guided instruction.</li> </ul>	<ul style="list-style-type: none"> <li>I can practice my skills with minimal guidance from the teacher.</li> </ul>
<b>2:3:A2</b>	Describes basic principles of conditioning (e.g., overload, progression, specificity, regularity, etc.) and how they improve fitness and performance.	<ul style="list-style-type: none"> <li>I can explain the basic principles of improving my fitness test results.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the basic principles of improving my fitness and create a plan to improve my fitness scores.</li> </ul>	<ul style="list-style-type: none"> <li>I can create a weight lifting plan and complete plan individually during class.</li> </ul>
<b>2:3:A3</b>	Identifies proper warmup and cool down procedures as they affect performance and injury prevention.	<ul style="list-style-type: none"> <li>I can participate in teacher lead warm-ups and understand the significance of a proper warm up.</li> </ul>	<ul style="list-style-type: none"> <li>I can participate the teacher lead warm up, and complete my personal warmup that helps my physical fitness.</li> </ul>	<ul style="list-style-type: none"> <li>I can pick warm ups and cool down activities that are important for the activity I will be doing.</li> </ul>
<b>2:3:A4</b>	Describes the critical elements of a sport-specific skill (e.g., basketball free throw, forearm pass, etc.).	<ul style="list-style-type: none"> <li>I can explain the critical elements in shooting a basketball taught in class.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the critical elements in shooting a basketball taught in class.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the critical elements in shooting a basketball taught in class.</li> </ul>
<b>2:3:A5</b>	Detects and corrects errors in alignment in target sports (e.g., archery, golf) based on knowledge of results.	<ul style="list-style-type: none"> <li>I can explain what went wrong when tossing a deck tennis ring.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain what went wrong when striking a birdie with a paddle.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain what went wrong when serving a volleyball if it doesn't go to the proper place.</li> </ul>
<b>2:3:A6</b>	Explains force application and how it affects flight path of object.	<ul style="list-style-type: none"> <li>I can explain the difference of how hard I strike my birdie determines its flight.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the flight path of my volleyball and how it is determined by my force.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the difference between a lob and a drive and how they are both produced.</li> </ul>
<b>2:3:A7</b>	Devises and performs a skill after explaining the significance of a	<ul style="list-style-type: none"> <li>I can explain how the strength I use on an object changes its path.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how the strength I use on an object changes its path.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how the strength I use on an object changes its path.</li> </ul>

	biomechanical principle that enhances performance			
<b>B. Applies cognitive understanding and application to game play as it relates to strategies and tactics.</b>				
<b>2:3:B1</b>	Explains at least two game tactics involved in playing net/wall sports (e.g., tennis, badminton, volleyball, etc.).	<ul style="list-style-type: none"> <li>I can describe two different shots in a net sport. .</li> </ul>	<ul style="list-style-type: none"> <li>I can three different shots in a net sport.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe two different shots in a net sport and when the appropriate time is to use these shots. .</li> </ul>
<b>2:3:B2</b>	Explains at least two game tactics involved in invasion sports (e.g., soccer, basketball, handball, etc.).	<ul style="list-style-type: none"> <li>I can explain two strategies used the invasion sports such as soccer.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain two strategies used the invasion sports such as soccer.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain two strategies used the invasion sports such as soccer.</li> </ul>
<b>2:3:B3</b>	Identifies similarities in body position when receiving a serve (e.g., volleyball, badminton, tennis, etc.) and when defending a player (e.g., basketball, soccer, ultimate, etc.) and reasons why they are similar.	<ul style="list-style-type: none"> <li>I can explain proper body position when participating in physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain proper body position when participating in physical activities and how they are similar.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain proper body position when participating in physical activities and how these positions differ between activities and situations.</li> </ul>
<b>2:3:B4</b>	Demonstrates an understanding of team play in invasion sports (e.g., basketball, soccer, handball, etc.) by proper positioning, team communication, and team support.	<ul style="list-style-type: none"> <li>I can demonstrate teamwork in physical activity by playing an assigned position.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate teamwork in a physical activity by playing multiple positions when asked.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate teamwork by participating in physical activity in a position of my choosing.</li> </ul>
<b>Standard 3: Participates regularly in physical activity.</b>				
<b>A. Plans for physical activity based on personal goals and interests.</b>				
<b>3:3:A1</b>	Completes a survey to determine personal interests and increase awareness of a broad range of opportunities existing within the community.	<ul style="list-style-type: none"> <li>I can complete a interest survey and become aware of what is offered in my community.</li> </ul>	<ul style="list-style-type: none"> <li>I can complete a interest survey and become aware of what is offered in my community.</li> </ul>	<ul style="list-style-type: none"> <li>I can complete a interest survey and become aware of what is offered in my community.</li> </ul>

<b>3:3:A2</b>	Sets realistic activity goals of his or her choosing based on interests as well as fitness assessment results.	<ul style="list-style-type: none"> <li>I can make a fitness goal based on my fitness test results.</li> </ul>	<ul style="list-style-type: none"> <li>I can make a fitness goal based on my fitness test results and personal interests</li> </ul>	<ul style="list-style-type: none"> <li>I can make a fitness goal based on my fitness test results and personal interests</li> </ul>
<b>3:3:A3</b>	Develops a physical activity plan using practice procedures and training principles appropriate to their personal goals, as well as the physical activity pyramid guidelines.	<ul style="list-style-type: none"> <li>.I can write a activity plan that would involve the lifestyle area of the fitness pyramid</li> </ul>	<ul style="list-style-type: none"> <li>.I can write a activity plan that would involve the aerobic and recreational areas of the fitness pyramid</li> </ul>	<ul style="list-style-type: none"> <li>.I can write a activity plan that would involve all the areas of the fitness pyramid</li> </ul>

**B. Participates regularly in moderate to vigorous physical activity in and out of school.**

<b>3:3:B1</b>	Maintains a pedometer log for a minimum of two weekdays and one weekend day.	<ul style="list-style-type: none"> <li>I can record pedometer steps in class recording my activity as well.</li> </ul>	<ul style="list-style-type: none"> <li>I can record pedometer steps in class recording my activity as well.</li> </ul>	<ul style="list-style-type: none"> <li>I can record pedometer steps in class recording my activity as well.</li> </ul>
<b>3:3:B2</b>	Maintains a physical activity log documenting progress toward attaining their personal goals.	<ul style="list-style-type: none"> <li>I can keep a activity log to record my daily activity</li> </ul>	<ul style="list-style-type: none"> <li>I can keep a log of my progress in the functional wall exercises</li> </ul>	<ul style="list-style-type: none"> <li>I can keep a weight lifting log based of training principles</li> </ul>
<b>3:3:B3</b>	Documents practice time as specified by their physical education teacher.			<ul style="list-style-type: none"> <li>I can record my fitbit activity in a way designed by my teacher.</li> </ul>
<b>3:3:B4</b>	Regulates physical activity behavior by using appropriate practice procedures and training principles.	<ul style="list-style-type: none"> <li>I can increase my pedometer steps in a class period</li> </ul>	<ul style="list-style-type: none"> <li>I can increase my activity after learning the fitness pyramid</li> </ul>	<ul style="list-style-type: none"> <li>I can increase my strength by applying weight lifting principles</li> </ul>

**Standard 4: Achieves and maintains a health enhancing level of physical fitness.**

**A. Acquires and applies fitness knowledge.**

<b>4:3:A1</b>	Knows the various principles of training (threshold, overload, progression, etc.) and how these principles are applied.	<ul style="list-style-type: none"> <li>I can explain training principles and give examples.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain training principles and give examples.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain training principles and give examples.</li> </ul>
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<b>4:3:A2</b>	Explains the FITT guidelines as they apply to a training program (e.g., frequency, intensity, time, and type of exercise).	<ul style="list-style-type: none"> <li>I can explain the FITT formula as it applies to the bottom area of the fitness pyramid.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the FITT formula as it applies to the bottom two areas of the fitness pyramid.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the FITT formula as it applies to the fitness pyramid.</li> </ul>
<b>4:3:A3</b>	Defines health-related fitness terminology (e.g., physical fitness, aerobic fitness, body composition, muscle strength, muscle endurance, flexibility).	<ul style="list-style-type: none"> <li>I can explain why we take the fitness test that we do and what each test means.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand the reasons the health related fitness area are important to me</li> </ul>	<ul style="list-style-type: none"> <li>I can explain my results in the fitness tests and make a goal based on my results</li> </ul>
<b>4:3:A4</b>	Performs physical fitness test with correct form and/or technique.	<ul style="list-style-type: none"> <li>I can take the fitness tests in class.</li> </ul>	<ul style="list-style-type: none"> <li>I can take the fitness tests in class.</li> </ul>	<ul style="list-style-type: none"> <li>I can take the fitness tests in class.</li> </ul>
<b>4:3:A5</b>	Formulates meaningful personal fitness goals based on fitness test results.	<ul style="list-style-type: none"> <li>I can write a goal addressing my weakest area after taking the tests.</li> </ul>	<ul style="list-style-type: none"> <li>I can write a goal addressing my weakest area after taking the tests.</li> </ul>	<ul style="list-style-type: none"> <li>I can write a goal addressing my weakest area after taking the tests.</li> </ul>
<b>4:3:A6</b>	Develops, with teacher assistance, an individual plan for improving fitness levels.	<ul style="list-style-type: none"> <li>I can explain how to develop a fitness plan.</li> </ul>	<ul style="list-style-type: none"> <li>I can develop a fitness plan to improve a weak area of my fitness</li> </ul>	<ul style="list-style-type: none"> <li>I can develop a fitness plan to improve a weak area of my fitness</li> </ul>
<b>4:3:A7</b>	States the differences between moderate and vigorous physical activity as it relates to perceived exertion.	<ul style="list-style-type: none"> <li>I can understand how the heart rate is affected between moderate and vigorous activities.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand how the heart rate is affected between moderate and vigorous activities</li> </ul>	<ul style="list-style-type: none"> <li>I can identify moderate and vigorous activities.</li> </ul>
<b>4:3:A8</b>	Demonstrates knowledge of current guidelines for physical activity (60 minutes daily).	<ul style="list-style-type: none"> <li>I can fill out a fitness pyramid and explain what lifetime activities are.</li> </ul>	<ul style="list-style-type: none"> <li>I can fill out a fitness pyramid and explain what lifetime activities are.</li> </ul>	<ul style="list-style-type: none"> <li>I can fill out a fitness pyramid and explain The FITT principle in lifetime activities</li> </ul>
<b>4:3:A9</b>	Demonstrates knowledge of all major muscle groups	<ul style="list-style-type: none"> <li>I can fill out a sheet labeling some the major muscle groups.</li> </ul>	I can label more of the areas of the major muscle groups	<ul style="list-style-type: none"> <li>I can fill out a sheet labeling the major muscle groups.</li> </ul>

**B. Develops fitness as it relates to aerobic fitness/body composition, muscular fitness, and flexibility.**

<b>4:3:B1</b>	Participates in activities designed to improve or maintain all health-related fitness components both during and outside of school.	<ul style="list-style-type: none"> <li>I can participate in warm up activities in class that target the fitness components.</li> </ul>	<ul style="list-style-type: none"> <li>I can participate in warm up activities in class that target the fitness components.</li> </ul>	<ul style="list-style-type: none"> <li>I can participate in warm up activities in class that target the fitness components.</li> </ul>
<b>4:3:B2</b>	Documents individual physical activity in relation to all the health-related components of fitness.	<ul style="list-style-type: none"> <li>I can match fitness activities to the health related component it affects.</li> </ul>	<ul style="list-style-type: none"> <li>I can match fitness activities to the health related component it affects.</li> </ul>	<ul style="list-style-type: none"> <li>I can match fitness activities to the health related component it affects.</li> </ul>
<b>4:3:B3</b>	Assesses (manually or mechanically with heart rate monitors) and maintains their heart rate in a target heart rate zone for the recommended time while participating in aerobic physical activity.	<ul style="list-style-type: none"> <li>I can keep my heart rate in my target zone while participating in class activities.</li> </ul>	<ul style="list-style-type: none"> <li>I can keep my heart rate in my target zone while participating in class activities.</li> </ul>	<ul style="list-style-type: none"> <li>I can keep my heart rate in my target zone while participating in class activities.</li> </ul>
<b>4:3:B4</b>	Demonstrates appropriate training principles and exercise techniques during participation in activities designed to improve physical fitness.	<ul style="list-style-type: none"> <li>I can do proper exercises when working on my personal physical fitness in class.</li> </ul>	<ul style="list-style-type: none"> <li>I can do proper exercises when working on my personal physical fitness in class.</li> </ul>	<ul style="list-style-type: none"> <li>I can do proper exercises when working on my personal physical fitness in class.</li> </ul>
<b>4:3:B5</b>	Completes a total body resistance training workout with safe lifting procedures (e.g., large muscles first, proper form and balance, correct amount of resistance, rest day, etc.).	<ul style="list-style-type: none"> <li>I can show proper form when performing exercises and the resistant bands on the wall.</li> </ul>	<ul style="list-style-type: none"> <li>I can show proper form when performing exercises and the resistant bands on the wall.</li> </ul>	<ul style="list-style-type: none"> <li>I can show proper form when performing weight lifting exercises!</li> </ul>
<b>4:3:B6</b>	Completes a total body stretching routine with safe stretching techniques.	<ul style="list-style-type: none"> <li>I can show a flexibility activity that works my total body.</li> </ul>	<ul style="list-style-type: none"> <li>I can show a flexibility activity that works my total body.</li> </ul>	<ul style="list-style-type: none"> <li>I can show a flexibility activity that works my total body.</li> </ul>

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

**A. Demonstrates safe practices and adherence to rules and procedures.**

<b>5:3:A1</b>	Uses time wisely when given the opportunity to work on skill or fitness development without close teacher monitoring.	<ul style="list-style-type: none"> <li>I can come to class on time and safely start the class routine on my own.</li> </ul>	<ul style="list-style-type: none"> <li>I can come to class on time and safely start the class routine on my own.</li> </ul>	<ul style="list-style-type: none"> <li>I can come to class on time and safely start the class routine on my own.</li> </ul>
<b>5:3:A2</b>	Identifies the importance of following class and procedures.	<ul style="list-style-type: none"> <li>I can explain why we have the class expectations that we do.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why we have the class expectations that we do.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why we have the class expectations that we do.</li> </ul>
<b>5:3:A3</b>	Makes responsible decisions for personal safety regarding appropriate dress for weather and/or physical activity, use of equipment, and any health concerns (allergies, asthma, etc.).	<ul style="list-style-type: none"> <li>I can wear proper clothing dependant on the type of activity we are completing that day.</li> </ul>	<ul style="list-style-type: none"> <li>I can wear proper clothing dependant on the type of activity we are completing that day.</li> </ul>	<ul style="list-style-type: none"> <li>I can wear proper clothing dependant on the type of activity we are completing that day.</li> </ul>
<b>5:3:A4</b>	Follows and listens to all directions and asks for help when needed.	<ul style="list-style-type: none"> <li>I can listen to instructions and other student questions to understand the activity.</li> </ul>	<ul style="list-style-type: none"> <li>I can listen to instructions and other student questions to understand the activity.</li> </ul>	<ul style="list-style-type: none"> <li>I can listen to instructions and other student questions to understand the activity.</li> </ul>
<b>5:3:A5</b>	Communicates to teacher and/or peers when problems are observed and uses the problem-solving model to solve or find a solution.	<ul style="list-style-type: none"> <li>I can identify conflict in the class and work with my classmates and teacher to come to a solution.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify conflict in the class and work with my classmates and teacher to come to a solution.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify conflict in the class and work with my classmates and teacher to come to a solution.</li> </ul>
<b>5:3:A6</b>	Demonstrates self-control during conflict (e.g., peer conflicts or an official's decision).	<ul style="list-style-type: none"> <li>I can demonstrate self control in accepting officials calls during play.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate self control in accepting officials calls during play.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate self control in accepting officials calls during play.</li> </ul>
<b>5:3:A7</b>	Identifies and practices ethical behavior.	<ul style="list-style-type: none"> <li>I can explain right from wrong in class.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain right from wrong in class.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain right from wrong in class.</li> </ul>
<b>B. Develops social responsibility</b>				
<b>5:3:B1</b>	Handles situations in an appropriate manner (e.g., calls by officials, boundary lines, etc.) when participating in team sports.	<ul style="list-style-type: none"> <li>I can be responsible participating in classroom activities and follow all rules during physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>I can be responsible participating in classroom activities and follow all rules during physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>I can be responsible participating in classroom activities and follow all rules during physical activity.</li> </ul>

<b>5:3:B2</b>	Demonstrates cooperation and support of students of different gender, race, ethnicity, and ability in a physical activity setting.	<ul style="list-style-type: none"> <li>I can cooperate with all individuals in my class.</li> </ul>	<ul style="list-style-type: none"> <li>I can cooperate with all individuals in my class.</li> </ul>	<ul style="list-style-type: none"> <li>I can cooperate with all individuals in my class.</li> </ul>
<b>5:3:B3</b>	Demonstrates appropriate etiquette in activity settings (e.g., while playing golf the student waits for the ball to be played that is farthest from the hole).	<ul style="list-style-type: none"> <li>I can demonstrate proper classroom etiquette when participating in classroom activities.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate proper classroom etiquette when participating in classroom activities.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate proper classroom etiquette when participating in classroom activities.</li> </ul>
<b>5:3:B4</b>	Demonstrates positive social interaction while in a physical activity setting (e.g., the student gives another student a high five after making a great shot in basketball).	<ul style="list-style-type: none"> <li>I can exhibit positive sportsmanship regardless of the situation.</li> </ul>	<ul style="list-style-type: none"> <li>I can exhibit positive sportsmanship regardless of the situation.</li> </ul>	<ul style="list-style-type: none"> <li>I can exhibit positive sportsmanship regardless of the situation.</li> </ul>
<b>5:3:B5</b>	Demonstrates respect and concern for the safety of others (e.g., physical, emotional, environmental) in word and actions (e.g., using and replacing equipment properly, following safety guidelines/rules of an activity etc.) in adventure and team building activities.	<ul style="list-style-type: none"> <li>I can demonstrate safety when working with individuals of all ability levels in my class.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate safety when working with individuals of all ability levels in my class.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate safety when working with individuals of all ability levels in my class.</li> </ul>
<b>5:3:B6</b>	Demonstrates cooperation skills needed to accomplish group/team goals in both cooperative and competitive activities.	<ul style="list-style-type: none"> <li>I can participate in group activities and help my group accomplish the goal</li> </ul>	<ul style="list-style-type: none"> <li>I can participate in group activities and help my group accomplish the goal</li> </ul>	<ul style="list-style-type: none"> <li>I can participate in group activities and help my group accomplish the goal</li> </ul>

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

**A. Values the benefits of physical activity physically, mentally, emotionally, and socially.**

<b>6:3:A1</b>	Recognizes that regular physical activity improves the student's fitness level in both	<ul style="list-style-type: none"> <li>I can tell that physical education class helps me</li> </ul>	<ul style="list-style-type: none"> <li>I can tell that physical education class helps me</li> </ul>	<ul style="list-style-type: none"> <li>I can tell that physical education class helps me</li> </ul>
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	skill-related and health-related fitness components.	improve my health in multiple areas.	improve my health in multiple areas.	improve my health in multiple areas.
<b>6:3:A2</b>	Analyzes selected physical experiences for social, emotional, mental, and physical health benefits.	<ul style="list-style-type: none"> <li>I can explain why I enjoy certain physical activities and how that helps my health.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why I enjoy certain physical activities and how that helps my health.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why I enjoy certain physical activities and how that helps my health.</li> </ul>
<b>6:3:A3</b>	Recognizes that participation in regular physical activity reduces the risk of disease (e.g., heart disease, osteoporosis, diabetes, etc.) and injury.	<ul style="list-style-type: none"> <li>I can understand that activity reduces risk as explained on a handout</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate my understanding of activity and the benefit by writing a short paper.</li> </ul>	<ul style="list-style-type: none"> <li>i can demonstrate the benefits of physical fitness by making a short video presentation</li> </ul>
<b>6:3:A4</b>	Recognizes the value of physical activity to reduce stress and improve mood.	<ul style="list-style-type: none"> <li>I can see a difference in how I feel after gym class vs. the days I don't have class.</li> </ul>	<ul style="list-style-type: none"> <li>I can see a difference in how I feel after gym class vs. the days I don't have class.</li> </ul>	<ul style="list-style-type: none"> <li>I can see a difference in how I feel after gym class vs. the days I don't have class.</li> </ul>
<b>6:3:A5</b>	Recognizes the importance of physical activity to keep body systems working together efficiently.	<ul style="list-style-type: none"> <li>I can understand that activity affects many body systems working together.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand that activity affects many body systems working together.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand that activity affects many body systems working together.</li> </ul>
<b>6:3:A6</b>	Seeks personally-challenging experiences in physical activity settings.	<ul style="list-style-type: none"> <li>I can work through a difficult skill and not give up.</li> </ul>	<ul style="list-style-type: none"> <li>I can work through a difficult skill and not give up.</li> </ul>	<ul style="list-style-type: none"> <li>I can work through a difficult skill and not give up.</li> </ul>
<b>6:3:A7</b>	Appreciates the aesthetic and creative aspects of skilled performance.	<ul style="list-style-type: none"> <li>I can watch a skilled performance and appreciate it.</li> </ul>	<ul style="list-style-type: none"> <li>I can watch a skilled performance and appreciate it.</li> </ul>	<ul style="list-style-type: none"> <li>I can watch a skilled performance and appreciate it.</li> </ul>
<b>6:3:A8</b>	Describes the ways to use body and movement to communicate ideas and feelings in creative dance.	<ul style="list-style-type: none"> <li>I can create my own dance using my own music to demonstrate how I feel.</li> </ul>	<ul style="list-style-type: none"> <li>I can create my own dance using my own music to demonstrate how I feel.</li> </ul>	<ul style="list-style-type: none"> <li>I can create my own dance using my own music to demonstrate how I feel.</li> </ul>
<b>6:3:A9</b>	Describes the mental benefits of physical activity (e.g., improved concentration, creativity, alertness, etc.).	<ul style="list-style-type: none"> <li>I can tell a difference in myself before I participate in physical activity and after.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognize that physical activity makes it easier for me to concentrate in core classroom activities</li> </ul>	<ul style="list-style-type: none"> <li>I can recognize that physical activity makes it easier for me to concentrate in core classroom activities</li> </ul>

<b>6:3:A10</b>	Recognizes physical activity as an opportunity for social and group interaction and to form new relationships.	<ul style="list-style-type: none"> <li>I can work with different students during lunch.</li> </ul>	<ul style="list-style-type: none"> <li>I can work with different students when dancing</li> </ul>	<ul style="list-style-type: none"> <li>I can help other students who are struggling with a skill</li> </ul>
<b>6:3:A11</b>	Describes the impact of physical activity and the result of improved fitness and performance on self-confidence and self-esteem..	<ul style="list-style-type: none"> <li>I can describe how I feel when I make a good hit or play in class.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe how I feel when I make a good hit or play in class.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe how I feel when I make a good hit or play in class.</li> </ul>