

## Monticello Physical Education Standards

Standard	Benchmark K-2	Benchmark 3-5	Benchmark 6-8	Benchmark 9-12
<b>Standard 1</b> <b>Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</b>				
	Demonstrate control in spatial awareness and balance skills	Demonstrate control in spatial awareness and balance skills	Demonstrate control in spatial awareness and balance skills	
	Skips (or hops, gallops, slides, etc.) using mature form (e.g., step-hops, swings arms, swinging knee, shows smooth and continuous motion, shows rhythmical weight transfer and use of arms).	Demonstrates good posture while lifting and caring an object.	Serves a volleyball underhand using mature form (e.g., stands with feet apart, watches ball, pulls arm and shifts weight backward, swings arm and shifts weight forward, contacts ball and follows through).	Demonstrates a variety of swimming strokes.
	Performs a simple dance step in keeping with a specific tempo (e.g., slow-slow fast-fast-fast).	Balances with control on a variety of objects (e.g., balance board, large apparatus, skates).	Performs a variety of simple folk and square dances.	Passes volleyball to a teammate using correct form for the forearm pass (i.e., bends knees, has steady platform, makes forearm contact,

				straightens legs).
	Travels forward and sideways, changing directions quickly in response to a signal or obstacle using a variety of locomotor skills.	Catches a fly ball using mature form (e.g., has eyes on ball, moves to position, reaches with hands, catches with hands only rather than trapping the ball, bends elbows to pull ball into chest to absorb force).	Dribbles a ball while preventing an opponent from stealing the ball.	Uses a variety of groundstrokes placements to keep the opponent moving during a tennis match.
	Demonstrates a smooth transition between locomotor skills in time to music.	Performs a basic tinkling step of $\frac{3}{4}$ time (close, tap, tap).	Places the ball away from an opponent during a tennis rally.	Selects and uses the correct club for an approach shot in golf.
	Taps the ball from foot to foot, shifting weight and balancing the body on the non-dribbling foot, while in one location) i.e., not moving). (Developmentally, this is more difficult than tapping the soccer ball forwards using the big toe area of the inside of the foot. This describes what is called a “juggle” back and forth between the feet basically a very small side-to-side leap while “pushing” the ball back and forth; it is a	Jumps vertically to a height of 9 inches and lands using mature form (e.g., stands crouches with arms back and weight on toes, lifts off with hands high, lands on both feet).	Designs and performs gymnastics (or dance) sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences with intentional changes in direction, speed, and flow.	Dribbles a soccer ball at moderate to fast speeds, while maintaining control of the ball, evading opponents, and shielding the ball.

	coordination talk and serves to develop footwork in soccer.)			
	Drops a ball and catches it at the peak of the bounce.	Throws a ball overhand and hits a target on the wall (6-foot square centered 4 feet above the ground) from a distance of 40 feet.	Returns to base position on badminton court following a drop shot.	Positions self correctly in a 2-1-2 defense during a game of basketball.
	Throws a ball underhand using mature form) e.g., places feet together and shoulders square to target, swings throwing arm straight back shifts weight forward by stepping forward onto opposite foot, rolls ball off fingers, and finishes with a throwing arm outstretched toward target).	Develops and refines a gymnastics sequence (or creative dance sequence) demonstrating smooth transitions.	Uses Fisherman's and Figure 8 knots appropriately for belaying while rock climbing.	Navigates a kayak skillfully and safely in calm water using a variety of paddle strokes (touring, sweep, power forward, reverse, and draw).
	Discovers how to balance on different body parts, at different levels, becoming "like" a statue while making symmetrical and nonsymmetrical shapes.	Dribbles then passes a basketball to a moving receiver		Provides appropriate support for a teammate with the disc in an ultimate game by being position to receive a pass.
		Throws a ball overhand to a partner 15 yards away using mature form (e.g., turns side to target, uses		

		T-position [ball held close to and behind ear], rotates hips and chest toward target, twists, releases, follows through across body) after fielding a ball.		
		Demonstrates correct pattern for the polka step (hop-step-together-step).		
<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>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
	Identified correctly body parts (i.e., front, back, side).	Describes how heart rate is used to monitor exercise intensity.	Detects and corrects errors in personal performance when shooting a free throw based on knowledge of results.	Develops an appropriate conditioning program for a self-selected game/activity to encourage in for life.
	Identifies correctly various body parts (e.g., knee, foot, arm, palm).	Identifies and demonstrates key elements of a proper grip when holding a racket to	Identifies similarities in body position when waiting to receive a serve in volleyball and defending a	Develops realistic short-term and long-term personal fitness goals.

		perform the forehand strike.	player in soccer and the reasons why they are similar,	
	Explains that war-up prepares the body for physical activity.	Explains the necessity of transferring weight from the back leg to the front leg during any action that propels an object forward.	Selects appropriate practice procedures to learn and master skills and movement patterns.	Correctly identifies the psychologically factors that govern successful movement performance (e.g., concentration in free throw shooting) of a given activity.
	Recognizes appropriate safety practices in general space by throwing balls only when others are not in the direct line of the throw.	Accurately recognizes the critical elements of a catch made by a fellow student and provides feedback to the student.	Devises and performs a gymnastics routine after explaining the significance of a biomechanical principle o some of the skills involved.	Correctly identifies biomechanical principles related to propelling an object far.
	States that best effort is shown by trying new or hard tasks.	Describes the difference in foot placement when kicking a stationary ball, a ball moving away, and a ball moving forward.	Explains at least two game tactics involved in playing tennis doubles.	Performs a skill while blindfolded (e.g., putting) and uses personal experience to develop a strategy to teach people with visual impairments how to perform the skill.
	Repeats cue words for jumping vertically (crouch, straighten, land on both feet and bend knees) and demonstrates/explains what is meant by each.	Explains how appropriate practice improves performance.	Designs a new game that incorporates basketball skills and tactics that can be played fairly by all students, including those in wheelchairs.	Identifies a new skill to be learned and list one principle to be followed from each of the following areas: motor learning, sport psychology/sociology, biomechanics, and exercise physiology.

	Correct movement errors in response to corrective feedback (e.g., remember to twist your tummy when throwing the ball).	Designs a new game incorporating a least two motor skills, rules, and strategies.	Describes basic principles of training and how they improve fitness.	Explains appropriate tactical decisions in a game of softball (“what” to do “when,” including both on-the-ball skills and off-the-ball movements).
	States the short-term effects of physical activity on the heart and lungs.	Identifies physical and psychological benefits that result from long-term participation in physical activity.	After observing a team of elite volleyball players, describes the characteristics that enable success in serving, passing, and spiking.	Plans a summer personal conditioning program.
	Explains that appropriate practice improves performance.		States the biomechanical reason to extend the elbow in striking skills (i.e., increase radius of rotation to increase the force imparted to the ball).	Explains the impact of participation in selected sports/activities on various components of fitness.
<b>Standard 3 Participates regularly in physical activity</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
	Engages in activities that develop and maintain cardiovascular endurance	Engages in activities that develop and maintain cardiovascular endurance	Engages in activities that develop and maintain cardiovascular endurance	Engages in activities that develop and maintain cardiovascular endurance
	Participates in a variety of gross motor activities (locomotion, non locomotion, manipulation of objects)	Participates in a variety of gross motor activities (locomotion, non locomotion, manipulation of objects)	Participates in a variety of gross motor activities (locomotion, non locomotion, manipulation of objects)	Participates in a variety of gross motor activities (locomotion, non locomotion, manipulation of objects)

	Engages in moderate to vigorous physical activity on an intermittent basis.	Consciously chooses to participate in moderate to vigorous physical activity outside of physical education class on a regular basis.	Demonstrates the ability to monitor and adjust activity to meet personal physical activity needs.	Demonstrates the ability to monitor and adjust activity to meet personal physical activity needs.
	Engages in a variety of locomotore activities (e.g., hopping, walking, jumping, galloping, and running) during leisure time.	Participates in organized sport activities provided through local community programs.	Willingly participates in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle.	Willingly participates in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle.
	Participates in a variety of activities that involve manipulation of objects in and outside of physical education class (e.g., tag, hide-and-seek).	Participate in structured and purposeful activity.	Accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education class on five or more days during the week.	Accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education class on five or more days during the week.
		Monitors his or her physical activity by using a pedometer to count the number of steps taken or the distance traveled.	Participates in health-enhancing physical activities both during and outside of school.	Demonstrates the ability to monitor and adjust activity to meet personal physical activity needs.
		Maintains a physical activity log (e.g., Acticitygram) for a two- or three-day period documenting activity data (e.g., step count, time).	Sets realistic physical activity goals and strives to attain them through participation in activities of his or her choosing.	Monitor physical activity through the use of a pedometer, heart-rate monitor, and/or physical activity log.

			Regulates physical activity behavior by using appropriate cues and movement principles.	Accumulates a specified number of steps during the day to meet personal goals.
			Maintains a physical activity log (e.g., Activitygram) for a seven-day period, documenting progress toward achievement of personal goals.	Demonstrates the use of appropriate strategies for effecting behavior change regarding physical activity among adults.
			Accumulates a specified number of steps during the day (e.g., 10,00 steps).	Demonstrates effective time management skills that allow opportunities for physical activities to be created or found during a busy day.
<b>Standard 4 Achieves and maintains a health-enhancing level of physical fitness</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
	Participate in physical activities in a variety of settings (in and out of school)	Participate in physical activities in a variety of settings (in and out of school)	Participate in physical activities in a variety of settings (in and out of school)	Participate in physical activities in a variety of settings (in and out of school)
	Demonstrates sufficient muscular strength to be able to bear body weight	Participates in selected activities that result in the development of	Participates in activities designed to improve or maintain muscular strength	Maintains appropriate levels of cardiorespiratory endurance, muscular



	for climbing, hanging, and momentary body support on the hands.	cardiorespiratory endurance.	and endurance, flexibility, cardiorespiratory endurance, and body composition both during and outside of school.	strength and endurance, flexibility, and body composition necessary for a health and productive life.
	Engages in a series of locomotor activities (e.g., times segments of hopping, walking, jumping, galloping, and running) without tiring easily.	Recognizes that physiological responses to exercise are associated with their own levels of fitness.	Self-assesses heart rate before, during, and after vigorous physical activity.	Assesses physical fitness status in terms of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.
	Participates in a variety of games that increase breathing and heart rate. Increases arm and shoulder strength by traveling hand-over-hand along a horizontal ladder (i.e., monkey bars).	Runs the equivalent of two laps around a regulation track without stopping.	Demonstrates appropriate training principles and exercise techniques during participation in activities designed to improve physical fitness.	Develops a personal fitness profile on the basis of fitness assessment results.
	Sustains activity for increasingly longer periods of time while participating in various activities in physical education.	Chooses to participate in sport activities that require high levels of muscular strength.	Maintains heart rate in target heart rate zone for a minimum of 20 minutes while participating in a physical activity of his or her choice.	Designs and implements a personal fitness program based on information obtained from the fitness assessment and in accordance with appropriate training principles.
	Moves transversely along a rock wall with little teacher assistance.	Explains the personal consequences of poor flexibility on ability to	Develops, with teacher assistance, a plan of improving cardiorespiratory	Achieves personal fitness goals after a period of training.

		perform various activities.	endurance in preparation for a long hike.	
	Recognizes that health-related physical fitness consists of several different components.	Maintains heart rate within the target heart rate zone for a specified length of time during an aerobic activity.	Meets the age- and gender-specific health-related fitness standards defined by Fitnessgram.	Demonstrates ability to monitor and adjust a personal fitness program to meet needs and goals.
		Meets the age- and gender-specific health-related fitness standards defined by Fitnessgram.	Formulates meaningful personal fitness goals based on the results of Fitnessgram testing.	Meets the age- and gender-specific health-related fitness standards defined by Fitnessgram.
		Identified his or her strengths and weaknesses based upon the results of Fitnessgram testing.		
<b>Standard 5 Exhibits responsible personal and social behavior that respects self and others in physical settings</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
	Follows rules and procedures	Follows rules and procedures	Follows rules and procedures to safely participate in all physical activities	Follows rules and procedures to safely participate in all physical activities
	Willingness to try new activities	Willingness to try new activities	Willingness to try new activities	Willingness to try new activities
	Use appropriate personal	Use appropriate personal	Use appropriate personal	Use appropriate personal

	strategies to resolve conflicts	strategies to resolve conflicts	strategies to resolve conflicts	strategies to resolve conflicts
	Practices specific skills as assigned until the teacher signals the end of practice.	In preparation for a kicking on goal task, arranges soccer equipment safely in a manner appropriate to practice.	Makes responsible decisions about using time, applying rules, and following through with the decisions made.	Chooses to participate in an activity because of personal enjoyment rather than only when friends are participating.
	Follows directions given to the class for an all-class activity.	Takes seriously the role of teaching an activity or skill to his or her team.	Uses time wisely when given opportunity to develop components of a kick boxing routine.	Acknowledges the strong performance of another aerobics team despite a loss to them in the final competition.
	Shows compassion for others by helping them.	Cooperates with all class members by taking turns and sharing equipment.	Makes decisions for modifying a soccer game to allow all members to participate.	While officiating a competition, listens to all sides of an issue before taking action in a conflict.
	Handles equipment safely by putting it away when not in use.	Works productively with a partner to improve performance of a dance sequence by following a detailed diagram of the process.	Remains on-task when given opportunity to develop components of a kick boxing routine.	Participates successfully in a cooperative learning group with a wide range of diverse members.
	Uses equipment safely and properly.	Accepts the teacher's decision regarding personal rule infractions without displaying negative reaction towards others.	Makes decisions for modifying a soccer game to allow all members to participate.	Invited less-skilled students to participate in a warm-up activity prior to class.
	Honestly reports the results of work.	Assesses and takes responsibility for his or	Includes concerns for safety of self and others during an	Takes the initiative to deliver an activity

		her own behavior problems without blaming others.	orienteering activity.	workshop (e.g., pickle ball) to a group of sixth graders after school.
	Works in a diverse group setting without interfering with others.	Recognizes and appreciates similar and different activity choices of peers.	Considers the consequences of carious choices when confronted with negative peer pressure.	Sets up the safety procedures to guide a class hike over treacherous terrain.
	Invites a peer to take his or her turn at a piece of apparatus before repeating a turn.	During class discussion respect and caring for a wheelchair-bond peer through verbal and nonverbal encouragement and assistance.	Plays within the rules of the game or activity.	Show leadership by diffusing conflict during competition.
	Assists a partner by sharing observations about skill performance during practice.	Regularly encourages others and refrains from put-down statements.	Shows self-control by accepting a controversial decision to the rights and feeling of others.	Slides into a base in a manner that avoids injury to a defensive player.
	Enjoys participating alone while exploring movement tasks.		Recognizes the role of games, sports, and dance in getting to know and understand others of like and different backgrounds.	
	Accepts all playmates without regard to personal differences (e.g., ethnicity, gender, disability).		Through verbal and nonverbal behavior, demonstrates cooperation with peers of different gender, race, ethnicity, and ability in a physical activity setting.	
	During class closure,		Seeks out, participates with,	

	identifies sharing with a partner as a way to cooperate.		and shows respect for a peer of lesser skill ability.	
	Displays consideration of others while participating on the playground.			
	Demonstrates the elements of socially acceptable conflict resolution during class activity.			
<b>Standard 6 Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
	Sets realistic goals to increase personal best performance [jumping, dribbling, catching, etc.]	Sets realistic goals for personal fitness and target heart rate zone	Uses goal setting to increase personal health and fitness [BMI, blood pressure, fitness testing, weight]	Uses goal setting to increase personal health and wellness [BMI, blood pressure, weight, resting and target heart rate]
	Exhibits both verbal and nonverbal indicators of enjoyment.	Identifies positive feelings associated with participation in physical activities.	Analyze the role of exercise and it's impact on weight control and body composition	Analyze the role of exercise and it's impact on weight control and body composition
	Willingly tried new movements and skills.	Chooses to participate in group physical activities.	Describes ways to use the body and movement to communicate ideas and feelings.	Yoga, Wii Fit, Dance-Dance Revolution

	Continues to participate when not successful on the first try.	Explains that skill competency leads to enjoyment of movement and physical activity.	Recognizes physical activity as a positive opportunity for social and group interaction.	Identifies reasons to participate in physical activities (e.g., health, enjoyment, challenge, self-expression, and social interaction).
	Identifies several activities that are enjoyable.	Interacts with others by helping with their physical activity challenges.	Appreciates the aesthetic and creative aspects of skilled performance in others and in self.	Enjoys working with others in a sport activity to achieve a common goal.
	Expresses personal feelings on progress made while learning a new skill.	Selects and practices a skill on which improvement is needed.	Sees learning new activities and skills as challenging.	Creates a pamphlet on the health benefits of physical activity.
		Develops a dance sequence (or game) that is personally interesting.	Enjoys becoming more skilled through effort and practice.	Creates and performs a dance routine that expresses a self-generated list of emotions.
		Defends the benefits of physical activity.	Seeks personally challenging experiences in physical activity opportunities.	Creates self-rewards for achieving personal fitness/physical activity goals.
			Invites all students, regardless of ability, to participate in physical activities.	Reflects on reasons for choosing to participate in selected physical activities.
			Analyzes selected physical experiences for social, emotional, and health benefits.	

