

ISPS Physical Education Pre-K – 12 Standards and Benchmarks

Kindergarten

Standard 1 - Demonstrate competency in many movement forms and proficiency in a few movement forms

Benchmarks - By the end of Kindergarten, students will:

- 1 – 1 Travel in forward and sideways directions using a variety of locomotor (non-locomotor) patterns and changes direction quickly in response to a signal
- 1 – 2 Demonstrate clear contrast between slow and fast movement while traveling
- 1 – 3 Run and walk using mature form
- 1 – 4 Roll sideways without hesitating or stopping
- 1 – 5 Toss a ball and catch it before it bounces twice
- 1 – 6 Kick a station ball using a smooth continuous running step
- 1 – 7 Maintain momentary stillness bearing weight on a variety of body parts

Standard 2 - Apply movement concepts and principles to the learning and development of motor skills.

Benchmarks - By the end of Kindergarten, students will:

- 2 – 1 Walk, run, hop, and skip in forward and sideways direction, and change direction quickly in response to signal
- 2 – 2 Identify and use a variety of relationships with objects (e.g., over/under, behind, alongside, through)
- 2 – 3 Identify and begin to utilize the technique employed (leg flexion) to soften the landing in jumping

Standard 3 - Exhibit a physically active lifestyle.

Benchmarks - By the end of Kindergarten, students will:

- 3 – 1 Participate regularly in vigorous physical activity
- 3 – 2 Recognize that physical activity is good for personal well-being
- 3 – 3 Identify feelings that result from participation in physical activities

Standard 4 - Achieve and maintain a health-enhancing level of physical fitness.

Benchmarks - By the end of Kindergarten, students will:

- 4 – 1 Sustain moderate to vigorous physical activity
- 4 – 2 Be aware of his or her heart beating fast during physical activity

Standard 5 - Demonstrate responsible personal and social behavior in physical activity settings.

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Benchmarks - By the end of Kindergarten, students will:

- 5 – 1 Know the rules for participating in the gymnasium and on the playground
- 5 – 2 Work in a group setting without interfering with others
- 5 – 3 Respond to teacher signals for attention
- 5 – 4 Respond to rule infractions when reminded once

Standard 6 - Demonstrate understanding and respect for difference among people in physical activity settings.

Benchmarks - By the end of Kindergarten, students will:

- 6 – 1 Enjoy participation alone and with others
- 6 – 2 Choose playmates without regard to personal differences (e.g., race, gender, disability)

Standard 7 - Understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

Benchmarks - By the end of Kindergarten, students will:

- 7 – 1 Enjoy participation alone and with others
- 7 – 2 Identify feelings that result from participation in physical activities
- 7 – 3 Look forward to physical education class

**ISPS Physical Education Pre-K – 12
Standards and Benchmarks**

Grade 1

Standard 1 - Demonstrate competency in many movement forms and proficiency in a few movement forms

Benchmarks - By the end of Grade 1, students will:

- 1 – 1 Travel in forward and sideways directions using a variety of locomotor (non-locomotor) patterns and changes direction quickly in response to a signal
- 1 – 2 Demonstrate clear contrast between slow and fast movement while traveling
- 1 – 3 Run and walk using mature form
- 1 – 4 Roll sideways without hesitating or stopping
- 1 – 5 Toss a ball and catch it before it bounces twice
- 1 – 6 Kick a station ball using a smooth continuous running step
- 1 – 7 Maintain momentary stillness bearing weight on a variety of body parts

Standard 2 - Apply movement concepts and principles to the learning and development of motor skills.

Benchmarks - By the end of Grade 1, students will:

- 2 – 1 Walk, run, hop, and skip in forward and sideways direction, and change direction quickly in response to signal
- 2 – 2 Identify and use a variety of relationships with objects (e.g., over/under, behind, alongside, through)
- 2 – 3 Identify and begin to utilize the technique employed (leg flexion) to soften the landing in jumping

Standard 3 - Exhibit a physically active lifestyle.

Benchmarks - By the end of Grade 1, students will:

- 3 – 1 Participate regularly in vigorous physical activity
- 3 – 2 Recognize that physical activity is good for personal well-being
- 3 – 3 Identify feelings that result from participation in physical activities

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Standard 4 - Achieve and maintain a health-enhancing level of physical fitness.

Benchmarks - By the end of Grade 1, students will:

- 4 – 1 Sustain moderate to vigorous physical activity
- 4 – 2 Be aware of his or her heart beating fast during physical activity

Standard 5 - Demonstrate responsible personal and social behavior in physical activity settings.

Benchmarks - By the end of Grade 1, students will:

- 5 – 1 Know the rules for participating in the gymnasium and on the playground
- 5 – 2 Work in a group setting without interfering with others
- 5 – 3 Respond to teacher signals for attention
- 5 – 4 Respond to rule infractions when reminded once

Standard 6 - Demonstrate understanding and respect for difference among people in physical activity settings.

Benchmarks - By the end of Grade 1, students will:

- 6 – 1 Enjoy participation alone and with others
- 6 – 2 Choose playmates without regard to personal differences (e.g., race, gender, disability)

Standard 7 - Understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

Benchmarks - By the end of Grade 1, students will:

- 7 – 1 Enjoy participation alone and with others
- 7 – 2 Identify feelings that result from participation in physical activities
- 7 – 3 Look forward to physical education class

ISPS Physical Education Pre-K – 12 Standards and Benchmarks

Grade 2

Standard 1 - Demonstrates competency in many movement forms and proficiency in a few movement forms.

Benchmarks - By the end of Grade 2, students will:

- 1 – 1 Demonstrate skills of chasing, fleeing, and dodging to avoid others
- 1 – 2 Combine locomotor patterns in time to music
- 1 – 3 Balance, demonstrating momentary stillness, in symmetrical and nonsymmetrical shapes on a variety of body parts
- 1 – 4 Receive and send an object in a continuous motion
- 1 – 5 Strike a ball repeatedly with a paddle

Standard 2 - Apply movement concepts and principles to the learning and development of motor skills.

Benchmarks - By the end of Grade 2, students will:

- 2 – 1 Identify four characteristics of mature throw
- 2 – 2 Use concepts of space awareness and movement control to run, hop, and skip in different ways in a large group without bumping into others or falling
- 2 – 3 Identify and demonstrate the major characteristics of mature walking, running, hopping, and skipping

Standard 3 - Exhibit a physically active lifestyle.

Benchmarks - By the end of Grade 2, students will:

- 3 – 1 Seek participation in gross motor activity of a moderate to vigorous nature\
- 3 – 2 Participate in a wide variety of activities that involve locomotion, non-locomotion, and manipulation of objects outside of physical education class
- 3 – 3 Willingly complete physical education activity “homework” assignments

Standard 4 - Achieve and maintain a health-enhancing level of physical fitness.

Benchmarks - By the end of Grade 2, students will:

- 4 – 1 Sustain activity for longer periods of time while participating in chasing or fleeing
- 4 – 2 Identify changes in the body during vigorous activity
- 4 – 3 Support body weight for climbing, hanging, and momentarily taking weight on hands
- 4 – 4 Move each joint through a full range of motion

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Standard 5 - Demonstrate responsible personal and social behavior in physical activity settings.

Benchmarks - By the end of Grade 2, students will:

- 5 – 1 Use equipment and space safely and properly
- 5 – 2 Respond positively to an occasional reminder about a rule infraction
- 5 – 3 Practice specific skills as assigned until the teacher signals the end of practice
- 5 – 4 Stop activity immediately at the signal to do so
- 5 – 5 Honestly report the results of work
- 5 – 6 Invite a peer to take his or her turn at a piece of apparatus before repeating a turn
- 5 – 7 Assist partner by sharing observations about performance during practice

Standard 6 - Demonstrate understanding and respect for differences among people in physical activity settings.

Benchmarks - By the end of Grade 2, students will:

- 6 – 1 Appreciate the benefits that accompany cooperation and sharing
- 6 – 2 Display consideration of others in physical activity settings
- 6 – 3 Demonstrate the elements of socially acceptable conflict resolution

Standard 7 - Understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

Benchmarks - By the end of Grade 2, students will:

- 7 – 1 Appreciate the benefits that accompany cooperation and sharing
- 7 – 2 Accept the feelings resulting from challenges, successes, and failures in physical activity
- 7 – 3 Willingly try new activities

ISPS Physical Education Pre-K – 12 Standards and Benchmarks

Grade 3

Standard 1 - Demonstrates competency in many movement forms and proficiency in a few movement forms.

Benchmarks - By the end of Grade 3, students will:

- 1 – 1 Demonstrate skills of chasing, fleeing, and dodging to avoid others
- 1 – 2 Combine locomotor patterns in time to music
- 1 – 3 Balance, demonstrating momentary stillness, in symmetrical and nonsymmetrical shapes on a variety of body parts
- 1 – 4 Receive and send an object in a continuous motion
- 1 – 5 Strike a ball repeatedly with a paddle

Standard 2 - Apply movement concepts and principles to the learning and development of motor skills.

Benchmarks - By the end of Grade 3, students will:

- 2 – 1 Identify four characteristics of mature throw
- 2 – 2 Use concepts of space awareness and movement control to run, hop, and skip in different ways in a large group without bumping into others or falling
- 2 – 3 Identify and demonstrate the major characteristics of mature walking, running, hopping, and skipping

Standard 3 - Exhibit a physically active lifestyle.

Benchmarks - By the end of Grade 3, students will:

- 3 – 1 Seek participation in gross motor activity of a moderate to vigorous nature\
- 3 – 2 Participate in a wide variety of activities that involve locomotion, non-locomotion, and manipulation of objects outside of physical education class
- 3 – 3 Willingly complete physical education activity “homework” assignments

Standard 4 - Achieve and maintain a health-enhancing level of physical fitness.

Benchmarks - By the end of Grade 3, students will:

- 4 – 1 Sustain activity for longer periods of time while participating in chasing or fleeing
- 4 – 2 Identify changes in the body during vigorous activity
- 4 – 3 Support body weight for climbing, hanging, and momentarily taking weight on hands
- 4 – 4 Move each joint through a full range of motion

ISPS Physical Education Pre-K – 12 Standards and Benchmarks

Standard 5 - Demonstrate responsible personal and social behavior in physical activity settings.

Benchmarks - By the end of Grade 3, students will:

- 5 – 1 Use equipment and space safely and properly
- 5 – 2 Respond positively to an occasional reminder about a rule infraction
- 5 – 3 Practice specific skills as assigned until the teacher signals the end of practice
- 5 – 4 Stop activity immediately at the signal to do so
- 5 – 5 Honestly report the results of work
- 5 – 6 Invite a peer to take his or her turn at a piece of apparatus before repeating a turn
- 5 – 7 Assist partner by sharing observations about performance during practice

Standard 6 - Demonstrate understanding and respect for differences among people in physical activity settings.

Benchmarks - By the end of Grade 3, students will:

- 6 – 1 Appreciate the benefits that accompany cooperation and sharing
- 6 – 2 Display consideration of others in physical activity settings
- 6 – 3 Demonstrate the elements of socially acceptable conflict resolution

Standard 7 - Understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

Benchmarks - By the end of Grade 3, students will:

- 7 – 1 Appreciate the benefits that accompany cooperation and sharing
- 7 – 2 Accept the feelings resulting from challenges, successes, and failures in physical activity
- 7 – 3 Willingly try new activities

ISPS Physical Education Pre-K – 12 Standards and Benchmarks

Grade 4

Standard 1 - Demonstrate competency in many movement forms and proficiency in a few movement forms.

Benchmarks – By the end of Grade 4, students will:

- 1 – 1 Throw, catch, and kick using mature form
- 1 – 2 Dribble and pass a basketball to a moving receiver
- 1 – 3 Balance with control on a variety of objects (balance board, large apparatus, skates)
- 1 – 4 Develop and refine a gymnastics sequence demonstrating smooth transitions
- 1 – 5 Develop and refine a creative dance sequence into a repeatable pattern
- 1 – 6 Jump and land for height/distance using mature form

Standard 2 - Apply movement concepts and principles to the learning and development of motor skills.

Benchmarks – By the end of Grade 4, students will:

- 2 – 1 Transfer weight from feet to hands at fast and slow speeds using large extensions (e.g., mule kick, handstand, cartwheel)
- 2 – 2 Accurately recognize the critical elements of a throw made by a fellow student and provide feedback to that student
- 2 – 3 Consistently strike a softly thrown ball with a bat or paddle demonstrating an appropriate grip
- 2 – 4 Understand that appropriate practice improves performance

Standard 3 - Exhibit a physically active lifestyle.

Benchmarks – By the end of Grade 4, students will:

- 3 – 1 Regularly participate in physical activity for the purpose of developing a healthy lifestyle
- 3 – 2 Describe healthful benefits that result from regular and appropriate participation in physical activity
- 3 – 3 Identify at least one activity that they participate in on a regular basis (formal or informal)
- 3 – 4 Begin to be aware of opportunities for more participation in physical activities in the community

Standard 4 - Achieve and maintain a health-enhancing level of physical fitness.

Benchmarks – By the end of Grade 4, students will:

- 4 – 1 Engage in appropriate activity that results in the development of muscular strength

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- 4 – 2 Maintain continuous aerobic activity for a specified time and/or activity
- 4 – 3 Support, lift, and control body weight in a variety of activities
- 4 – 4 Regularly participate in physical activity for the purpose of improving physical fitness

Standard 5 - Demonstrate responsible personal and social behavior in physical activity settings.

Benchmarks – By the end of Grade 4, students will:

- 5 – 1 When given the opportunity, arrange gymnastics equipment safely in a manner appropriate to the task
- 5 – 2 Take seriously their role to teach an activity or skill to two other classmates
- 5 – 3 Work productively with a partner to improve the overhand throw pattern for distance by using the critical element of the process
- 5 – 4 Accept the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others
- 5 – 5 Assess their own performance problems without blaming others

Standard 6 - Demonstrate understanding and respect for differences among people in physical activity settings.

Benchmarks – By the end of Grade 4, students will:

- 6 – 1 Recognize differences and similarities in others' physical activity
- 6 – 2 Indicate respect for persons from different backgrounds and the cultural significance they attribute to various games, dances, and physical activities
- 6 – 3 Demonstrate acceptance of skills and abilities of others through verbal and nonverbal behavior

Standard 7 - Understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

Benchmarks – By the end of Grade 4, students will:

- 7 – 1 Experience positive feelings as a result of involvement in physical activity
- 7 – 2 Design games, gymnastics, and dance sequences that are personally interesting
- 7 – 3 Celebrate personal successes and achievements as well as those others

ISPS Physical Education Pre-K – 12 Standards and Benchmarks

Grade 5

Standard 1 - Demonstrate competency in many movement forms and proficiency in a few movement forms.

Benchmarks – By the end of Grade 5, students will:

- 1 – 1 Throw, catch, and kick using mature form
- 1 – 2 Dribble and pass a basketball to a moving receiver
- 1 – 3 Balance with control on a variety of objects (balance board, large apparatus, skates)
- 1 – 4 Develop and refine a gymnastics sequence demonstrating smooth transitions
- 1 – 5 Develop and refine a creative dance sequence into a repeatable pattern
- 1 – 6 Jump and land for height/distance using mature form

Standard 2 - Apply movement concepts and principles to the learning and development of motor skills.

Benchmarks – By the end of Grade 5, students will:

- 2 – 1 Transfer weight from feet to hands at fast and slow speeds using large extensions (e.g., mule kick, handstand, cartwheel)
- 2 – 2 Accurately recognize the critical elements of a throw made by a fellow student and provide feedback to that student
- 2 – 3 Consistently strike a softly thrown ball with a bat or paddle demonstrating an appropriate grip
- 2 – 4 Understand that appropriate practice improves performance

Standard 3 - Exhibit a physically active lifestyle.

Benchmarks – By the end of Grade 5, students will:

- 3 – 1 Regularly participate in physical activity for the purpose of developing a healthy lifestyle
- 3 – 2 Describe healthful benefits that result from regular and appropriate participation in physical activity
- 3 – 3 Identify at least one activity that they participate in on a regular basis (formal or informal)
- 3 – 4 Begin to be aware of opportunities for more participation in physical activities in the community

Standard 4 - Achieve and maintain a health-enhancing level of physical fitness.

Benchmarks – By the end of Grade 5, students will:

- 4 – 1 Engage in appropriate activity that results in the development of muscular strength

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- 4 – 2 Maintain continuous aerobic activity for a specified time and/or activity
- 4 – 3 Support, lift, and control body weight in a variety of activities
- 4 – 4 Regularly participate in physical activity for the purpose of improving physical fitness

Standard 5 - Demonstrate responsible personal and social behavior in physical activity settings.

Benchmarks – By the end of Grade 5, students will:

- 5 – 1 When given the opportunity, arrange gymnastics equipment safely in a manner appropriate to the task
- 5 – 2 Take seriously their role to teach an activity or skill to two other classmates
- 5 – 3 Work productively with a partner to improve the overhand throw pattern for distance by using the critical element of the process
- 5 – 4 Accept the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others
- 5 – 5 Assess their own performance problems without blaming others

Standard 6 - Demonstrate understanding and respect for differences among people in physical activity settings.

Benchmarks – By the end of Grade 5, students will:

- 6 – 1 Recognize differences and similarities in others' physical activity
- 6 – 2 Indicate respect for persons from different backgrounds and the cultural significance they attribute to various games, dances, and physical activities
- 6 – 3 Demonstrate acceptance of skills and abilities of others through verbal and nonverbal behavior

Standard 7 - Understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

Benchmarks – By the end of Grade 5, students will:

- 7 – 1 Experience positive feelings as a result of involvement in physical activity
- 7 – 2 Design games, gymnastics, and dance sequences that are personally interesting
- 7 – 3 Celebrate personal successes and achievements as well as those others

ISPS Physical Education Pre-K – 12 Standards and Benchmarks

Grade 6

Standard 1 - Demonstrate competency in many movement forms and proficiency in a few movement forms.

Benchmarks – By the end of Grade 6, students will:

- 1 – 1 Throw a variety of objects demonstrating both accuracy and force (e.g., basketball, football, Frisbees)
- 1 – 2 Hand dribble and foot dribble while preventing an opponent from stealing the ball
- 1 – 3 Design and perform gymnastics and dance sequences that combine traveling, rolling, balancing, and weight transfer into smooth flowing sequences with intentional changes in directions, speed, and flow
- 1 – 4 Keep objects going continuously with a partner using a striking pattern
- 1 – 5 Place the ball away from an opponent in a racket sport activity

Standard 2 - Apply movement concepts and principles to the learning and development of motor skills.

Benchmarks – By the end of Grade 6, students will:

- 2 – 1 Detect, analyze, and correct errors in personal movement patterns
- 2 – 2 Identify proper warm-up and cool-down techniques and the reasons for using them
- 2 – 3 Identify basic practice and conditioning principles that enhance performance

Standard 3 - Exhibit a physically active lifestyle.

Benchmarks – By the end of Grade 6, students will:

- 3 – 1 Choose to exercise at home for personal enjoyment and benefits
- 3 – 2 Participate in games, sports, dance, and outdoor pursuits both in and out of school based on individual interests and capabilities
- 3 – 3 Identify opportunities close to home for participation in different kinds of activities

Standard 4 - Achieve and maintain a health-enhancing level of physical fitness.

Benchmarks – By the end of Grade 6, students will:

- 4 – 1 Keep a record of heart rate before, during, and after vigorous physical activity
- 4 – 2 Participate in fitness-enhancing organized physical activities outside of school (e.g., gymnastic clubs, community sponsored youth sports)
- 4 – 3 Engage in physical activity at the target heart rate for a minimum of 20 minutes

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- 4 – 4 Correctly demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, cardiovascular functioning, and proper body composition

Standard 5 - Demonstrate responsible personal and social behavior in physical activity settings.

Benchmarks – By the end of Grade 6, students will:

- 5 – 1 Make responsible decisions about using time, applying rules, and following through with the decisions made
- 5 – 2 Use time wisely when given the opportunity to practice and improve performance
- 5 – 3 Make suggestions for modifications in a game or activity that can improve the game
- 5 – 4 Remain on-task in a group activity without close teacher monitoring
- 5 – 5 Choose a partner that he or she can work with productively
- 5 – 6 Distinguish between acts of “courage” and reckless acts
- 5 – 7 Include concerns for safety in self-designed activities

Standard 6 - Demonstrate understanding and respect for differences among people in physical activity settings.

Benchmarks – By the end of Grade 6, students will:

- 6 – 1 Recognize the role of games, sports, and dance in getting to know and understand other of like and difference backgrounds
- 6 – 2 Through verbal and nonverbal behavior demonstrate cooperation with peers of different gender, race, and ethnicity in a physical activity setting
- 6 – 3 Seek out, participate with and show respect for persons of like and different skills levels
- 6 – 4 Recognize the importance of one’s personal heritage

Standard 7 - Understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

Benchmarks – By the end of Grade 6, students will:

- 7 – 1 Recognize the roles of games, sports, and dance in getting to know and understand self and others
- 7 – 2 Identify benefits resulting from participation in different forms of physical activities
- 7 – 3 Describe ways to use the body and movement activities to communicate ideas and feelings
- 7 – 4 Seek physical activities in informal settings that utilize skills and knowledge gained in physical education classes

ISPS Physical Education Pre-K – 12 Standards and Benchmarks

Grade 7

Standard 1 - Demonstrate competency in many movement forms and proficiency in a few movement forms.

Benchmarks – By the end of Grade 7, students will:

- 1 – 1 Throw a variety of objects demonstrating both accuracy and force (e.g., basketball, football, Frisbees)
- 1 – 2 Hand dribble and foot dribble while preventing an opponent from stealing the ball
- 1 – 3 Design and perform gymnastics and dance sequences that combine traveling, rolling, balancing, and weight transfer into smooth flowing sequences with intentional changes in directions, speed, and flow
- 1 – 4 Keep objects going continuously with a partner using a striking pattern
- 1 – 5 Place the ball away from an opponent in a racket sport activity

Standard 2 - Apply movement concepts and principles to the learning and development of motor skills.

Benchmarks – By the end of Grade 7, students will:

- 2 – 1 Detect, analyze, and correct errors in personal movement patterns
- 2 – 2 Identify proper warm-up and cool-down techniques and the reasons for using them
- 2 – 3 Identify basic practice and conditioning principles that enhance performance

Standard 3 - Exhibit a physically active lifestyle.

Benchmarks – By the end of Grade 7, students will:

- 3 – 1 Choose to exercise at home for personal enjoyment and benefits
- 3 – 2 Participate in games, sports, dance, and outdoor pursuits both in and out of school based on individual interests and capabilities
- 3 – 3 Identify opportunities close to home for participation in different kinds of activities

Standard 4 - Achieve and maintain a health-enhancing level of physical fitness.

Benchmarks – By the end of Grade 7, students will:

- 4 – 1 Keep a record of heart rate before, during, and after vigorous physical activity
- 4 – 2 Participate in fitness-enhancing organized physical activities outside of school (e.g., gymnastic clubs, community sponsored youth sports)
- 4 – 3 Engage in physical activity at the target heart rate for a minimum of 20 minutes

ISPS Physical Education Pre-K – 12 Standards and Benchmarks

- 4 – 4 Correctly demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, cardiovascular functioning, and proper body composition

Standard 5 - Demonstrate responsible personal and social behavior in physical activity settings.

Benchmarks – By the end of Grade 7, students will:

- 5 – 1 Make responsible decisions about using time, applying rules, and following through with the decisions made
- 5 – 2 Use time wisely when given the opportunity to practice and improve performance
- 5 – 3 Make suggestions for modifications in a game or activity that can improve the game
- 5 – 4 Remain on-task in a group activity without close teacher monitoring
- 5 – 5 Choose a partner that he or she can work with productively
- 5 – 6 Distinguish between acts of “courage” and reckless acts
- 5 – 7 Include concerns for safety in self-designed activities

Standard 6 - Demonstrate understanding and respect for differences among people in physical activity settings.

Benchmarks – By the end of Grade 7, students will:

- 6 – 1 Recognize the role of games, sports, and dance in getting to know and understand other of like and difference backgrounds
- 6 – 2 Through verbal and nonverbal behavior demonstrate cooperation with peers of different gender, race, and ethnicity in a physical activity setting
- 6 – 3 Seek out, participate with and show respect for persons of like and different skills levels
- 6 – 4 Recognize the importance of one’s personal heritage

Standard 7 - Understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

Benchmarks – By the end of Grade 7, students will:

- 7 – 1 Recognize the roles of games, sports, and dance in getting to know and understand self and others
- 7 – 2 Identify benefits resulting from participation in different forms of physical activities
- 7 – 3 Describe ways to use the body and movement activities to communicate ideas and feelings
- 7 – 4 Seek physical activities in informal settings that utilize skills and knowledge gained in physical education classes

ISPS Physical Education Pre-K – 12 Standards and Benchmarks

Grade 8

Standard 1 - Demonstrate competency in many movement forms and proficiency in a few movement forms.

Benchmarks – By the end of Grade 8, students will:

- 1 – 1 Use basic offensive and defensive strategies in a modified version of a team sport and individual sport
- 1 – 2 Perform a variety of simple folk and square dances
- 1 – 3 Display the basic skills and safety procedures to participate in an outdoor pursuit

Standard 2 - Apply movement concepts and principles to the learning and development of motor skills.

Benchmarks – By the end of Grade 8, students will:

- 2 – 1 Explain and demonstrate some game strategies involved in playing tennis doubles
- 2 – 2 Describe the critical elements of racing start in freestyle swimming
- 2 – 3 Having observed a team of elite volleyball players, describe the characteristics that enable success in serving, passing and skipping
- 2 – 4 Describe the principles of training and conditioning for specific physical activities

Standard 3 - Exhibit a physically active lifestyle.

Benchmarks – By the end of Grade 8, students will:

- 3 – 1 Participate in an individualized physical activity program designed with the help of the teacher
- 3 – 2 List long-term physiological and cultural benefits that may result from regular participation in physical activity

Standard 4 - Achieve and maintain a health-enhancing level of physical fitness.

Benchmarks – By the end of Grade 8, students will:

- 4 – 1 Maintain a record of moderate to vigorous physical activity
- 4 – 2 Correctly demonstrate various weight-training techniques
- 4 – 3 Plan circuit weight training program design to meet physical fitness goals
- 4 – 4 Participate in fitness-enhancing physical activities outside school (e.g., gymnastics club, community sponsored youth sports)
- 4 – 5 Engage in physical activity at the target heart rate for a minimum of 20 minutes

ISPS Physical Education Pre-K – 12 Standards and Benchmarks

Standard 5 - Demonstrate responsible personal and social behavior in physical activity settings.

Benchmarks – By the end of Grade 8, students will:

- 5 – 1 Identify positive and negative peer influence
- 5 – 2 Play within the rules of the game or activity
- 5 – 3 Consider consequences when confronted with a behavior choice
- 5 – 4 Resolve interpersonal conflicts with a sensitivity to rights and feelings of others
- 5 – 5 Handle conflict that arises with others without confrontation
- 5 – 6 Find positive ways to exert independence
- 5 – 7 Temper to desire to belong to a peer group with a growing awareness of independent thought
- 5 – 8 Make choices based on the safety of self and others
- 5 – 9 Accept a controversial decision of an official

Standard 6 - Demonstrate understanding and respect for differences among people in physical activity settings.

Benchmarks – By the end of Grade 8, students will:

- 6 – 1 Demonstrate an understanding of the ways sport and dance influence various culture
- 6 – 2 Display sensitivity to the feelings of other during interpersonal interaction
- 6 – 3 Respect the physical and performance limitations of self and others

Standard 7 - Understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

Benchmarks – By the end of Grade 8, students will:

- 7 – 1 Feel satisfaction when engaging in physical activity
- 7 – 2 Enjoy the aesthetic and creative aspects of performance
- 7 – 3 Enjoy learning new activities
- 7 – 4 Become more skilled (e.g., learning strategy, additional skills) in a favorite activity

ISPS Physical Education Pre-K – 12 Standards and Benchmarks

Grade 9

Standard 1 - Demonstrate competency in many movement forms and proficiency in a few movement forms.

Benchmarks – By the end of Grade 9, students will:

- 1 – 1 Use basic offensive and defensive strategies in a modified version of a team sport and individual sport
- 1 – 2 Perform a variety of simple folk and square dances
- 1 – 3 Display the basic skills and safety procedures to participate in an outdoor pursuit

Standard 2 - Apply movement concepts and principles to the learning and development of motor skills.

Benchmarks – By the end of Grade 9, students will:

- 2 – 1 Explain and demonstrate some game strategies involved in playing tennis doubles
- 2 – 2 Describe the critical elements of racing start in freestyle swimming
- 2 – 3 Having observed a team of elite volleyball players, describe the characteristics that enable success in serving, passing and skipping
- 2 – 4 Describe the principles of training and conditioning for specific physical activities

Standard 3 - Exhibit a physically active lifestyle.

Benchmarks – By the end of Grade 9, students will:

- 3 – 1 Participate in an individualized physical activity program designed with the help of the teacher
- 3 – 2 List long-term physiological and cultural benefits that may result from regular participation in physical activity

Standard 4 - Achieve and maintain a health-enhancing level of physical fitness.

Benchmarks – By the end of Grade 9, students will:

- 4 – 1 Maintain a record of moderate to vigorous physical activity
- 4 – 2 Correctly demonstrate various weight-training techniques
- 4 – 3 Plan circuit weight training program design to meet physical fitness goals
- 4 – 4 Participate in fitness-enhancing physical activities outside school (e.g., gymnastics club, community sponsored youth sports)
- 4 – 5 Engage in physical activity at the target heart rate for a minimum of 20 minutes

ISPS Physical Education Pre-K – 12 Standards and Benchmarks

Standard 5 - Demonstrate responsible personal and social behavior in physical activity settings.

Benchmarks – By the end of Grade 9, students will:

- 5 – 1 Identify positive and negative peer influence
- 5 – 2 Play within the rules of the game or activity
- 5 – 3 Consider consequences when confronted with a behavior choice
- 5 – 4 Resolve interpersonal conflicts with a sensitivity to rights and feelings of others
- 5 – 5 Handle conflict that arises with others without confrontation
- 5 – 6 Find positive ways to exert independence
- 5 – 7 Temper to desire to belong to a peer group with a growing awareness of independent thought
- 5 – 8 Make choices based on the safety of self and others
- 5 – 9 Accept a controversial decision of an official

Standard 6 - Demonstrate understanding and respect for differences among people in physical activity settings.

Benchmarks – By the end of Grade 9, students will:

- 6 – 1 Demonstrate an understanding of the ways sport and dance influence various culture
- 6 – 2 Display sensitivity to the feelings of other during interpersonal interaction
- 6 – 3 Respect the physical and performance limitations of self and others

Standard 7 - Understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

Benchmarks – By the end of Grade 9, students will:

- 7 – 1 Feel satisfaction when engaging in physical activity
- 7 – 2 Enjoy the aesthetic and creative aspects of performance
- 7 – 3 Enjoy learning new activities
- 7 – 4 Become more skilled (e.g., learning strategy, additional skills) in a favorite activity

ISPS Physical Education Pre-K – 12 Standards and Benchmarks

Grade 10

Standard 1 - Demonstrate competency in many movement forms and proficiency in a few movement forms.

Benchmarks – By the end of Grade 10, students will:

- 1 – 1 Demonstrate a variety of proficient swimming strokes
- 1 – 2 Be competent with a variety of social dance forms
- 1 – 3 Keeps a birdie going with an opponent several times over the net in a game of badminton
- 1 – 4 Play a game of volleyball using all the basic skills and strategies of the sport

Standard 2 - Apply movement concepts and principles to the learning and development of motor skills.

Benchmarks – By the end of Grade 10, students will:

- 2 – 1 Apply biomechanical concepts and principals to analyze and improve performance of self and others
- 2 – 2 Describe and demonstrate the significance of some basic physiological principles to the development of a personal fitness program

Standard 3 - Exhibit a physically active lifestyle.

Benchmarks – By the end of Grade 10, students will:

- 3 – 1 Participate in health-enhancing activities that can be pursued in the community
- 3 – 2 Analyze and evaluate personal fitness profile
- 3 – 3 Identify personal behavior that supports and does not support a healthy lifestyle
- 3 – 4 Analyze and compare health and fitness benefits derived from various physical activities

Standard 4 - Achieve and maintain a health-enhancing level of physical fitness.

Benchmarks – By the end of Grade 10, students will:

- 4 – 1 Assess personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition
- 4 – 2 Design and implement a personal fitness program
- 4 – 3 Participate in a variety of physical activities appropriate for enhancing physical fitness
- 4 – 4 Evaluate personal fitness profile
- 4 – 5 Meet personal fitness goals after a period of training

ISPS Physical Education Pre-K – 12

Standards and Benchmarks

Standard 5 - Demonstrate responsible personal and social behavior in physical activity settings.

Benchmarks – By the end of Grade 10, students will:

- 5 – 1 Avoid injuries to the defensive player
- 5 – 2 Choose an activity because they enjoy it and not because all their friends are in it
- 5 – 3 Volunteer to replay contested shots or points during friendly games
- 5 – 4 Walk away from verbal confrontation
- 5 – 5 Acknowledge good play from an opponent during competition
- 5 – 6 Listen to all sides before taking actions in conflict situations

Standard 6 - Demonstrate understanding and respect for differences among people in physical activity settings.

Benchmarks – By the end of Grade 10, students will:

- 6 – 1 Discuss the historical roles of games, sports, and dance in the cultural life of a population
- 6 – 2 Enjoy the satisfaction of meeting and cooperating with others of diverse backgrounds during physical activity

Standard 7 - Understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

Benchmarks – By the end of Grade 10, students will:

- 7 – 1 Identify participation factors that contribute to enjoyment and self expressions
- 7 – 2 Contribute meaningfully to the achievement of a team

**ISPS Physical Education Pre-K – 12
Standards and Benchmarks**

Grade 11

Standard 1 - Demonstrate competency in many movement forms and proficiency in a few movement forms.

Benchmarks – By the end of Grade 11, students will:

- 1 – 1 Demonstrate a variety of proficient swimming strokes
- 1 – 2 Be competent with a variety of social dance forms
- 1 – 3 Keeps a birdie going with an opponent several times over the net in a game of badminton
- 1 – 4 Play a game of volleyball using all the basic skills and strategies of the sport

Standard 2 - Apply movement concepts and principles to the learning and development of motor skills.

Benchmarks – By the end of Grade 11, students will:

- 2 – 1 Apply biomechanical concepts and principals to analyze and improve performance of self and others
- 2 – 2 Describe and demonstrate the significance of some basic physiological principles to the development of a personal fitness program

Standard 3 - Exhibit a physically active lifestyle.

Benchmarks – By the end of Grade 11, students will:

- 3 – 1 Participate in health-enhancing activities that can be pursued in the community
- 3 – 2 Analyze and evaluate personal fitness profile
- 3 – 3 Identify personal behavior that supports and does not support a healthy lifestyle
- 3 – 4 Analyze and compare health and fitness benefits derived from various physical activities

Standard 4 - Achieve and maintain a health-enhancing level of physical fitness.

Benchmarks – By the end of Grade 11, students will:

- 4 – 1 Assess personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition
- 4 – 2 Design and implement a personal fitness program
- 4 – 3 Participate in a variety of physical activities appropriate for enhancing physical fitness
- 4 – 4 Evaluate personal fitness profile
- 4 – 5 Meet personal fitness goals after a period of training

ISPS Physical Education Pre-K – 12

Standards and Benchmarks

Standard 5 - Demonstrate responsible personal and social behavior in physical activity settings.

Benchmarks – By the end of Grade 11, students will:

- 5 – 1 Avoid injuries to the defensive player
- 5 – 2 Choose an activity because they enjoy it and not because all their friends are in it
- 5 – 3 Volunteer to replay contested shots or points during friendly games
- 5 – 4 Walk away from verbal confrontation
- 5 – 5 Acknowledge good play from an opponent during competition
- 5 – 6 Listen to all sides before taking actions in conflict situations

Standard 6 - Demonstrate understanding and respect for differences among people in physical activity settings.

Benchmarks – By the end of Grade 11, students will:

- 6 – 1 Discuss the historical roles of games, sports, and dance in the cultural life of a population
- 6 – 2 Enjoy the satisfaction of meeting and cooperating with others of diverse backgrounds during physical activity

Standard 7 - Understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

Benchmarks – By the end of grade 11, students will:

- 7 – 1 Identify participation factors that contribute to enjoyment and self expressions
- 7 – 2 Contribute meaningfully to the achievement of a team

ISPS Physical Education Pre-K – 12 Standards and Benchmarks

Grade 12

Standard 1 - Demonstrate competency in many movement forms and proficiency in a few movement forms.

Benchmarks - By the end of Grade 12, students will:

- 1 – 1 Participate in a tennis match using all of the basic skills, rules, and strategies with some consistency
- 1 – 2 Pass the Red Cross intermediate swimming requirement
- 1 – 3 Navigate a kayak skillfully and safely through water
- 1 – 4 Use advance offensive and defensive shots successfully in a tennis game against an opponent of similar skill

Standard 2 - Apply movement concepts and principles to the learning and development of motor skills.

Benchmarks – By the end of Grade 12, students will:

- 2 – 1 Explain the overload principle and designs a personal fitness program where this principle is in operation
- 2 – 2 Demonstrate several skills in gymnastics before explaining some biomechanical principles that govern the movement
- 2 – 3 Design a long-term plan for self-improvement in a movement activity and explain the relationship of physical, emotional and cognitive factors that influence the rate of improvement
- 2 – 4 Use internal and external information and to modify movement during performance

Standard 3 - Exhibit a physically active lifestyle.

Benchmarks – By the end of Grade 12, students will:

- 3 – 1 Participate in health-enhancing activities that can be pursued in the community
- 3 – 2 Willingly participate in games, sports, dance outdoor pursuits, and other physical activities that contribute to the attainment of personal goals and the maintenance of wellness
- 3 – 3 Identify the effects of age, gender, race ethnicity, socioeconomic status, and activity preference and participation
- 3 – 4 Understand the way in which personal characteristics, performance styles, and activity preferences will change over the life span
- 3 – 5 Feel empowered to maintain and improve physical fitness, motor skills, and knowledge about physical activity

Standard 4 - Achieve and maintain a health-enhancing level of physical fitness.

ISPS Physical Education Pre-K – 12 Standards and Benchmarks

Benchmarks – By the end of Grade 12, students will:

- 4 – 1 Monitor exercise and other behavior related to health- related fitness
- 4 – 2 Maintain appropriate levels of cardiovascular and respiratory efficiency, muscular strength and endurance, flexibility, and body composition necessary for a healthful lifestyle
- 4 – 3 Use the result of fitness assessment to guide changes in his or her personal program of physical activity

Standard 5 - Demonstrate responsible personal and social behavior in physical activity settings.

Benchmarks – By the end of Grade 12, students will:

- 5 – 1 Set personal goals for activity and work towards their achievement
- 5 – 2 Encourage other to apply appropriate etiquette in all physical activity settings
- 5 – 3 Response to inflammatory situations with mature personal control
- 5 – 4 Diffuse potential conflicts by communicating with other participants
- 5 – 5 Create a safe environment for their skill practice
- 5 – 6 Take a supportive role in an activity
- 5 – 7 Cheer outstanding performances of opponents as well as the “favored” team

Standard 6 - Demonstrate understanding and respect for differences among people in physical activity settings.

Benchmarks – By the end of Grade 12, students will:

- 6 – 1 Identify the effects of age, gender race, ethnicity, socioeconomic status and culture upon physical activity preferences and participation
- 6 – 2 Display a willingness to experiment with the sport and activity of other cultures
- 6 – 3 Develop strategies for including persons of diverse background and abilities in physical activity

Standard 7 - Understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

Benchmarks – By the end of Grade 12, students will:

- 7 – 1 Derive genuine pleasure from participating in physical activity
- 7 – 2 Enter competition or activity voluntarily