

## **THEME: UNDERSTANDING OUR BODIES**

**STANDARD 1: Learners understand motor skills and movement patterns needed to perform a variety of physical activities.**

### BENCHMARKS

#### **Level I (K-Gr.2):**

1. Apply movement concepts such as body and space awareness, relationships, and qualities of movement to a variety of locomotor and body management skills.
2. Move using a variety of locomotor skills.
3. Combine loco motor and non-locomotor skills into movement themes.
4. Perform basic body management skills on the floor and on apparatus.
5. Use a variety of manipulative eye-hand and eye-foot skills.
6. Move rhythmically in a variety of settings.
7. Use a variety of locomotor skills in low-organized games settings.
8. Perform simple gymnastic skills.
9. Move with some large-muscle control.
10. Move with increased large-muscle control and coordination.
11. Coordinate several movements.
12. Coordinate more complex movements with increasing control, balance and accuracy.
13. Use fingers to take apart and put together small objects.
14. Use eye-hand coordination to manipulate objects with increasing precision.
15. Use eye-hand coordination to manipulate smaller objects with refined precision.
16. Use opposing hand movements to manipulate materials.

#### **Level II (Gr.3-Gr.5):**

1. Perform specialized sport skills with mature form.
2. Perform a wide variety of gymnastic skills.
3. Perform basic body management skills on the floor and on apparatus.
4. Apply a wide variety of locomotor and manipulative game skills in low organized game settings.
5. Move rhythmically in a variety of settings.
6. Incorporate specialized sport skills in a variety of sport lead-up games.

#### **Level III (Gr.6-Gr.8):**

1. Use space awareness and perform specialized skills with correct technique.
2. Incorporate sports skills in a variety of activities.
3. Move rhythmically in a variety of settings.
4. Use basic defensive and offensive strategies in a modified version of team and individual sports.

#### **Level IV (Gr.9-Gr.12):**

1. Perform specialized skills with effective and correct technique.
2. Incorporate sports skills in a variety of activities.
3. Move rhythmically in a variety of settings.
4. Use mid-level defensive and offensive strategies in a modified version of team and individual sports.

**STANDARD 2: Learners understand the movement concepts, principles, strategies, and tactics, as they apply to the learning and performance of physical activities.**

### BENCHMARKS

**Level I (K-Gr.2):**

1. Use a vocabulary of basic movement concepts.
2. Use words that describe relationships with objects.
3. Implement space awareness concepts and control of movements.
4. Demonstrate basic mechanics of skill performance when performing specialized skills.
5. Appreciate the value of practice in learning motor skills.

**Level II (Gr.3 - Gr.5):**

1. Recognize the importance of repetition and refinement for learning specialized motor skills.
2. Perform warm-up and cool-down activities to prevent injuries.
3. Incorporate the mechanics of skill performance in a variety of settings.
4. Use simple strategies when participating in a variety of lead-up games.

**Level III (Gr.6 - Gr.8):**

1. Find information regarding skill performance improvement.
2. Explain the relationship between repetition and refinement for learning specialized motor skills.
3. Perform warm-up and cool-down activities to prevent injuries and improve performance.
4. Incorporate the mechanics of skill performance in a variety of settings.
5. Use simple strategies when participating in a variety of lead-up games.

**Level IV (Gr.9-Gr.12):**

1. Participate daily in moderate physical activity.
2. Analyze the elements of participation in physical activity and the principles of training.
3. Perform a variety of flexibility and muscular endurance exercises.
4. Engage in rhythmic aerobic activities.
5. Identify lifetime fitness opportunities in the local environment.
6. Analyze the role of fitness maintenance in weight loss.

**STANDARD 3: Learners understand how to participate regularly in physical activity.****BENCHMARKS****Level I (K-Gr.2):**

1. Participate daily in physical activity.
2. Identify the basic physiological changes that occur when involved in active participation.
3. Participate in activities that develop muscular strength and endurance.
4. Perform a variety of flexibility activities.
5. Identify how personal body composition and body type impact physical performance.

**Level II (Gr.3-Gr.5):**

1. Participate daily in physical activity.
2. Engage in a variety of activities that develop muscular strength.
3. Perform a variety of flexibility activities.
4. Identify the basic elements of safe participation in activity and basic principles of training.

**Level III (Gr.6-Gr.8):**

1. Participate daily in of physical activity.
2. Engage in a variety of activities that develop muscular strength.
3. Perform activities that increase and maintain flexibility
4. Identify the basic elements of safe participation in activity and basic principles of training.
5. Evaluate personal health related fitness indicators.
6. Identify all health related fitness components needed for total physical fitness.
7. Apply the basic principles of training.

**Level IV (Gr.9-Gr.12):**

1. Find information regarding skill performance improvement.
2. Analyze importance of repetition and refinement for learning specialized motor skills.
3. Perform warm-up and cool-down activities to prevent injuries and improve performance.
4. Incorporate specific mechanics of skill performance in many settings.

**STANDARD 4: Learners understand how to achieve and maintain a health-enhancing level of physical fitness.**

BENCHMAKRS

**Level I (K-Gr.2):**

1. Explain why physical activity is important for good health.
2. Know that everyone should be active every day.
3. Relate nutrition to performance.

**Level II (Gr.3-Gr.5):**

1. Make meaningful decisions about personal wellness.
2. Explain what types of physical activity are important for feeling good.
3. Make a connection between physical activity and nutrition for weight control.
4. Demonstrate the importance of safety.

**Level III (Gr. 6- Gr.8):**

1. Make meaningful decisions about personal wellness and understand the consequences that accompany such choices.
2. Show what types of physical activities are important for feeling good.
3. Make a connection between physical activity and nutrition for weight control.
4. Demonstrate the importance of safety.
5. Demonstrate how proper nutrition is important for physical performance.

**Level IV (Gr.9-Gr.12):**

1. Analyze and apply principles of wellness.
2. Articulate the basic principles of physiology.
3. Develop and implement a personal wellness plan.
4. Demonstrate how proper nutrition is important for physical performance.

**STANDARD 5: Learners understand how to exhibit responsible personal and social behavior that respects self and others in physical activity settings.**

BENCHMARKS

**Level I (K-Gr.2):**

1. Participate in multi-cultural activities.
2. Demonstrate empathy for the limitations of peers.
3. Know how to resolve conflict in an acceptable, non-violent manner.
4. Follow rules and procedures in physical activity settings with special concern for safety and control.
5. Cooperate in a group setting and be willing to take turns and help others.
6. Play willingly with all students, regardless of race, gender, or disability.

**Level II (Gr.3-Gr.5):**

1. Participate in multi-cultural activities.
2. Recognize that different individuals make a variety of contributions.

3. Demonstrate empathy for the limitations of peers.
4. Know how to resolve conflict in an acceptable, non-violent manner.
5. Reveal the ability to create and modify rules to better meet the needs of the group.
6. Cooperate in a group setting and be willing to take turns and help others.
7. Follow rules, procedures, and safety guidelines.
8. Recognize the benefits derived from participation in groups and other activities.

**Level III (Gr.6-Gr.8):**

1. Enjoy and interact with peers.
2. Resolve conflicts in an acceptable nonviolent manner.
3. Reveal the ability to create and modify rules.
4. Develop cooperation, technical, tactical and athletic skills for a sense of individual fulfillment and team accomplishment.
5. Explain how sports and games impact issues of gender and diversity.
6. Recognize the benefits derived from participation in group games and activities.
7. Apply rules, procedures, and safety guidelines in all settings.
8. Behave in a caring and helping manner toward all peers.

**Level IV (Gr.9-Gr.12):**

1. Demonstrate acceptable and appropriate social behaviors.
2. Recognize that different individuals make a variety of contributions.
3. Show gender awareness during both social and physical interactions.
4. Participate in a manner that allows others to participate.
5. Behave in a caring and helping manner toward all peers.
6. Apply rules, procedures and safety guidelines.

**STANDARD 6: Learners understand and value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

**BENCHMARKS**

**Level I (K-Gr.2):**

1. Show willingness to try different physical activities.
2. Exhibit the importance of fun in physical activity.
3. Monitor time spent on physical activity.
4. Set aside time for play each day.

**Level II (Gr.3-Gr.5):**

1. Show a willingness to try many different activities.
2. Discover physical activities best suited for participation.
3. Demonstrate the ability to set physical activity goals in terms of time and type of activity.
4. Find opportunities available for physical activity.

**Level III (Gr.6-Gr.8):**

1. Participate in many different activities and identify those activities best suited to participants.
2. Demonstrate the ability to set physical activity goals.
3. Identify activities that can be performed outside and inside the school environment.
4. Participate in activities in a variety of settings.
5. Include and share sports, games, and dance as central roles in modern day cultures.

**Level IV (Gr.9-Gr.12):**

1. Be open minded and engaged when exposed to a variety of physical activities.
2. Demonstrate that effort and focus can translate to enjoyment.
3. Lead an active lifestyle.

**STANDARD 7: Learners understand how humans function and develop.**

BENCHMARKS

**Level I (K - Gr. 2):**

1. Identify the senses and their function.
2. Recognize early stages in the human development.

**Level II (Gr. 3 – Gr. 5):**

1. Recognize basic changes in growth and development.
2. Describe physical, emotional and interpersonal changes associated with childhood.

**Level III (Gr. 6 – Gr. 8):**

1. Identify the physical, interpersonal and emotional changes appropriate to adolescents.
2. Describe age-appropriate matters related to sexuality.
3. Identify the systems of the human body and their functions.

**Level IV (Gr. 9 – Gr. 12):**

1. Describe the physical, mental, emotional and social aspects of sexuality in older adolescents.

**STANDARD 8: Learners understand the importance of healthy behavior and reducing health risks.**

BENCHMARKS

**Level I (K - Gr. 2):**

1. Recognize common health problems of children.
2. Recognize responsible health behaviors.
3. Recognize personal health needs.
4. Recognize healthy eating habits.

**Level II (Gr. 3 – Gr. 5):**

1. Compare behaviors that are healthy to those that could be harmful.
2. Describe strategies to improve or maintain personal health.
3. Describe how childhood injuries and illnesses can be prevented or treated.
4. Recognize information that has an impact on healthy eating practices.

**Level III (Gr. 6 – Gr. 8):**

1. Recognize the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.
2. Describe how family and peers influence the health of adolescents.
3. Recognize how environment and personal health are interrelated.
4. Express ways to reduce risks related to adolescent health conditions.
5. Relate healthy eating practices and active living to body image and self-esteem.

**Level IV (Gr. 9 – Gr. 12):**

1. Describe how to delay the onset or reduce risk of potential health problems during adulthood.

**STANDARD 9: Learners understand and demonstrate how health knowledge, responsibility and decision-making impact wellbeing.**

BENCHMARKS

**Level I (K - Gr. 2):**

1. Demonstrate the ability to apply a decision-making process to health issues and problems.
2. Recognize when to ask for assistance in making health-related decisions.
3. Set personal health goals and track progress towards their achievement.

**Level II (Gr. 3 - Gr. 5):**

1. Make health-related decisions and set health goals.
2. Predict outcomes of health-related decisions and set health goals.

**Level III (Gr. 6 - Gr. 8):**

1. Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.
2. Predict how decisions regarding health behaviors have consequences for self and others.
3. Apply strategies and skills needed to attain personal health goals.

**Level IV (Gr. 9 - Gr. 12):**

1. Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.
2. Analyze health concerns that require collaborative decision-making.
3. Predict immediate and long-term impact of health decisions on the individual, family and community.
4. Evaluate progress in achieving personal health goals.

**STANDARD 10: Learners understand the influence of culture, media, technology and other factors on health.**

**BENCHMARKS**

**Level I (K - Gr. 2):**

1. Recognize ways technology can influence personal health.
2. Recognize how information from school and family influences health.

**Level II (Gr. 3 - Gr. 5):**

1. Describe how culture influences personal health behaviors.
2. Recognize how media influences thoughts, feelings and health behaviors.

**Level III (Gr. 6 - Gr. 8):**

1. Describe how health-related decisions are influenced by individuals, family and community values.
2. Recognize how messages from media and other sources influence health behaviors.
3. Recognize the influence of technology on personal and family health.
4. Analyze how information from peers influences health.

**Level IV (Gr. 9 - Gr. 12):**

1. Analyze how cultural diversity enriches and challenges health behaviors.
2. Evaluate the effects of media and other factors on personal, family and community health.
3. Evaluate the impact of technology on personal, family and community health.
4. Analyze how information from the community influences health.