

Physical Education Benchmark Learning Progressions

Examples across Grade Levels

Standard	Focus Area	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1 Demonstrate competency in a variety of motor skills and movement patterns.	1 Locomotor	0.1.1.4 Perform locomotor skills in educational dance while maintaining balance	1.1.1.4 Combine locomotor and non-locomotor skills in educational dance while maintaining balance.	2.1.1.4 Combine locomotor and non-locomotor skills in educational dance with correct response to simple rhythms.	3.1.1.4 Combine and sequence locomotor and non-locomotor skills in educational dance transitioning from one skill to another smoothly without hesitation.	4.1.1.4 Combine and sequence locomotor and non-locomotor skills transitioning from one skill to another smoothly and with correct response to various rhythms.	5.1.1.4 Combine and sequence locomotor and non-locomotor skills transitioning from one skill to another smoothly without hesitation, while maintaining rhythm in culturally relevant and creative dances.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	0.1.3.1 Roll and throw underhand with opposite foot forward.	1.1.3.1 Roll and throw underhand demonstrating two of the five critical elements of a maturing pattern.	2.1.3.1 Roll and throw underhand using a maturing pattern.	3.1.3.1 Roll and throw underhand using a maturing pattern to a stationary partner or target.	4.1.3.1 Roll and throw underhand with accuracy in practice tasks.	5.1.3.1 Roll and throw underhand in small-sided games.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	0.1.3.2 Throw overhand while maintaining balance.	1.1.3.2 Throw overhand with opposite foot forward.	2.1.3.2 Throw overhand with side facing target and opposite foot forward.	3.1.3.2 Throw overhand within a task that requires force for distance, demonstrating three of the five critical elements.	4.1.3.2 Throw overhand within a task that requires force for distance, demonstrating four of the five critical elements of a maturing pattern, in closed environments.	5.1.3.2 Throw overhand within a task that requires force for distance, using a maturing pattern in closed environments.

Standard	Focus Area	Grade 6	Grade 7	Grade 8
1 Demonstrate competency in a variety of motor skills and movement patterns.	4 Games and Sports: Net and Wall Games	6.1.4.4 Forehand volley, with control, using a short-handled implement in small-sided net and wall game practice tasks.	7.1.4.4 Forehand and backhand volley, with control, using a short-handled implement in small-sided net and wall game practice tasks.	8.1.4.4 Forehand and backhand volley, with control, using a short-handled implement during small-sided net and wall games.
2 Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	1 Games and Sports: Invasion Games	6.2.1.1 Execute at least one of the following offensive tactics in invasion game practice tasks to create open space: move to open space without the ball; use a variety of passes, pivots, and fakes; and give and go.	7.2.1.1 Execute at least two of the following offensive tactics in invasion game practice tasks to create open space: use a variety of passes, pivots and fakes; and give and go.	8.2.1.1 Execute at least three of the following offensive tactics in invasion game practice tasks to create open space: move to create open space on and off the ball; use a variety of passes, fakes, and pathways; and give and go.
3 Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	3 Fitness Knowledge	6.3.3.2 Identify correct techniques and methods of stretching.	7.3.3.2 Differentiate between dynamic and static stretches.	8.3.3.2 Apply appropriate stretching techniques for all major muscle groups.
4 Exhibit responsible personal and social behavior that respects self and others.	5 Safety	6.4.5.2 Make appropriate decisions regarding physical activity based on the weather, level of difficulty due to the conditions, or ability to ensure the safety of self and others.	7.4.5.2 Analyze a physical activity situation and make adjustments to ensure the safety of self and others.	8.4.5.2 Develop safety protocols for two or more outdoor activities.
5 Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.	1 Health	6.5.1.2 Identify the relationship between participation in physical activity and stress reduction.	7.5.1.2 Explain the positive impact participation in physical activity has on one's physical, emotional, social and mental health.	8.5.1.2 Analyze participation in physical activity and determine the personal impact it has on one's physical, emotional, social and mental health.

Learning Progressions Across Building Levels

Elementary to Middle School

Manipulative	2.1.3.13 Strike using a short-handled implement, while controlling direction.	3.1.3.13 Strike using a short-handled implement, while controlling direction, and demonstrating correct body alignment relative to the target and striking skill.	4.1.3.13 Strike using a short-handled implement in practice tasks.	5.1.3.13 Strike using a short-handled implement in small-sided games.
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Net and Wall Games	6.1.4.4 Forehand volley, with control, using a short-handled implement in small-sided net and wall game practice tasks.	7.1.4.4 Forehand and backhand volley, with control, using a short-handled implement in small-sided net and wall game practice tasks.	8.1.4.4 Forehand and backhand volley, with control, using a short-handled implement during small-sided net and wall games.
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4 Manipulative	3.1.3.3 Throw overhand with accuracy to a stationary target.	4.1.3.3 Throw overhand with accuracy to a moving target.	5.1.3.3 Throw overhand with accuracy in small-sided games.
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4 Invasion Games	6.1.3.2 Throw, while stationary, a leading pass to a moving receiver in invasion game practice tasks.	7.1.3.2 Throw, while moving, a leading pass to a moving receiver in invasion game practice tasks.	8.1.3.2 Throw a lead pass to a moving partner off a dribble or pass in small-sided invasion games.
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Learning Progressions Across Building Levels

Middle School to High School

1 Dance and Rhythms	6.1.1.1 Demonstrate correct rhythm and pattern for one of the following dance forms: folk, social, creative, line, or world dance.	7.1.1.1 Demonstrate correct rhythm and pattern for two of the following dance forms: folk, social, creative, line or world dance.	8.1.1.1 Demonstrate a movement sequence using correct rhythm and timing as an individual or in a group.
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2 Dance and Rhythms	9.1.2.1 Demonstrate competency in one or more forms of dance. For example: ballroom, ballet, cultural dances, hip hop, modern, social dances, tap.
1 Movement Concepts, Principles and Knowledge	9.2.1.4 Analyze similarities and differences between various dance forms.

3 Fitness Knowledge	6.3.3.5 Identify and explain heart rate zones. For example: resting heart rate, moderate heart rate, vigorous heart rate, and maximum heart rate.	7.3.3.5 Monitor physical activity intensity by comparing and contrasting heart rate responses through a variety of physical activities.	8.3.3.5 Predict and modify activities which influence the target heart rate to meet desired goal and outcomes.
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3 Fitness Knowledge	9.3.3.4 Calculate target heart rate and apply that information to a personal fitness plan.
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