

Grades 6-12 Minnesota Physical Education Standards

[6th Grade](#)

[7th Grade](#)

[8th Grade](#)

[9th Grade](#)

[10th Grade](#)

6th Grade

	Essential Benchmarks
6.1.8.1	Demonstrate correct technique for basic skills in one individual performance activity. <i>(Focus Area: Individual Performance)</i>
6.3.4.1	Use SMART goals to design, implement, and modify, a maintenance or remediation program for one health-related fitness area, based on the results of a health-related fitness assessment. For example: SMART goals are specific and strategic, measurable, attainable, results based and time-based. <i>(Focus Area: Assessment and Program Planning)</i>
6.4.3.1	Cooperate with a small group of classmates during game play, or team- building activities. <i>(Focus Area: Working with Others)</i>
6.5.2.1	Recognize individual challenges in physical activity and implement methods of coping with them in a positive way. For example: extending effort, asking for help or feedback, or modifying the tasks. <i>(Focus Area: Challenge)</i>
	Important/Supporting Benchmarks
6.1.1.1	Demonstrate correct rhythm and pattern for one of the following dance forms: folk, social, creative, line, or world dance. <i>(Focus Area: Dance and Rhythms)</i>
6.1.2.1	Throw for distance appropriate to the invasion or field game practice task. For example: outfield to home plate; outfield to 3rd base. <i>(Focus Area: Games and Sports: Invasion and Field Games)</i>
6.1.2.2	Catch from a variety of trajectories using different objects in varying invasion or field game practice tasks. <i>(Focus Area: Games and Sports: Invasion and Field Games)</i>

6.1.3.1	Pass and receive with competency, using hands in combination with locomotor patterns of running and change of direction and speed in invasion game practice tasks. For example: basketball, flag football, speedball, team handball. <i>(Focus Area: Games and Sports: Invasion Games)</i>
6.1.3.2	Throw, while stationary, a leading pass to a moving receiver in invasion game practice tasks. <i>(Focus Area: Games and Sports: Invasion Games)</i>
6.1.3.3	Execute pivots, fakes, jab steps, and give and go designed to create open space during invasion game practice tasks. <i>(Focus Area: Games and Sports: Invasion Games)</i>
6.1.3.4	Dribble with preferred hand using a change of speed and direction in a variety of invasion game practice tasks. <i>(Focus Area: Games and Sports: Invasion Games)</i>
6.1.3.5	Foot-dribble or dribble using an implement with control, changing speed and direction in a variety of invasion games. <i>(Focus Area: Games and Sports: Invasion Games)</i>
6.1.3.6	Shoot on goal with accuracy in invasion game practice tasks. <i>(Focus Area: Games and Sports: Invasion Games)</i>
6.1.3.7	Maintain defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the body of the offensive player in invasion game practice tasks. <i>(Focus Area: Games and Sports: Invasion Games)</i>
6.1.4.1	Execute a legal underhand serve with control in net and wall practice tasks. For example: badminton, pickleball, volleyball. <i>(Focus Area: Net and Wall Games)</i>
6.1.4.2	Strike with an overhand pattern, in a closed environment, in varying net and wall game practice tasks. For example: badminton, handball, tennis. <i>(Focus Area: Net and Wall Games)</i>
6.1.4.3	Demonstrate the forehand and backhand strokes using a short-handled implement in net games. For example: paddleball, pickleball, short-handled racket tennis. <i>(Focus Area: Net and Wall Games)</i>
6.1.4.4	Forehand volley, with control, using a short-handled implement in net and wall game practice tasks. <i>(Focus Area: Net and Wall Games)</i>
6.1.4.5	Two-hand volley (underhand and overhand) with control in a variety of net and wall practice tasks. <i>(Focus Area: Net and Wall Games)</i>
6.1.5.1	Execute an underhand roll or toss for a target game practice task. For example: bowling, bocce, horseshoes. <i>(Focus Area: Target Games)</i>
6.1.5.2	Strike, using an implement, a stationary object for accuracy in target game practice tasks. For example: croquet, shuffleboard, golf. <i>(Focus Area: Target Games)</i>
6.1.6.1	Strike a pitched ball, using an implement, with force, in a variety of fielding and striking game practice tasks. <i>(Focus Area: Fielding and Striking Games)</i>

6.1.6.2	Catch from different trajectories, using a variety of objects, in varying fielding and striking game practice tasks. <i>(Focus Area: Fielding and Striking Games)</i>
6.1.7.1	Demonstrate correct technique for basic skills in an outdoor activity. <i>(Focus Area: Outdoor Pursuits)</i>
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. <i>(Focus Area: Games and Sports: Invasion Games)</i>
6.2.1.2	Reduce open space on defense, in an invasion game practice task, by making the body larger and reducing passing angles. <i>(Focus Area: Games and Sports: Invasion Games)</i>
6.2.1.3	Reduce open space, in an invasion game practice task, by not allowing the catch (denial) or by allowing the catch but not the return pass. <i>(Focus Area: Games and Sports: Invasion Games)</i>
6.2.1.4	Transition from offense to defense, or defense to offense, in an invasion game practice task, by recovering quickly. <i>(Focus Area: Games and Sports: Invasion Games)</i>
6.2.2.1	Create open space in net and wall game practice tasks, with a short-handled implement, by varying force and direction. <i>(Focus Area: Net and Wall Games)</i>
6.2.2.2	Reduce offensive options for opponents, in net and wall game practice tasks, by returning to base or home position. <i>(Focus Area: Net and Wall Games)</i>
6.2.3.1	Select an appropriate shot and implement based on the location of the object in relation to the target in target game practice tasks. <i>(Focus Area: Target Games)</i>
6.2.4.1	Identify open space, and attempt to strike an object into that space in fielding and striking game practice tasks. <i>(Focus Area: Fielding and Striking Games)</i>
6.2.4.2	Identify the correct defensive play based on the situation in fielding and striking practice tasks. For example: number of outs, positions of runners. <i>(Focus Area: Fielding and Striking Games)</i>
6.2.5.1	Vary the application of force during an individual performance activity. <i>(Focus Area: Individual Performance)</i>
6.2.6.1	Describe the basic skills and tactics needed for participation in an outdoor activity. <i>(Focus Area: Outdoor Pursuits)</i>
6.3.1.1	Identify barriers related to maintaining a physically active lifestyle. <i>(Focus Area: Physical Activity Knowledge)</i>
6.3.2.1	Participate in a variety of aerobic-fitness activities using technology or media. For example: cardio-kick, step aerobics and aerobic dance. <i>(Focus Area: Engages in Physical Activity)</i>

6.3.2.2	Participate in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity for at least sixty minutes per day. <i>(Focus Area: Engages in Physical Activity)</i>
6.3.3.1	Identify the components of skill related fitness. <i>(Focus Area: Fitness Knowledge)</i>
6.3.3.2	Identify correct techniques and methods of stretching. <i>(Focus Area: Fitness Knowledge)</i>
6.3.3.3	Describe the overload training principle and how it affects fitness. <i>(Focus Area: Fitness Knowledge)</i>
6.3.3.4	Describe the role of warm-ups and cool-downs before and after physical activity. <i>(Focus Area: Fitness Knowledge)</i>
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. <i>(Focus Area: Fitness Knowledge)</i>
6.3.3.6	Identify major muscles and bones used in selected physical activities. <i>(Focus Area: Fitness Knowledge)</i>
6.3.4.2	Maintain a physical activity log for at least two weeks and reflect on activity levels as documented in the log. <i>(Focus Area: Assessment and Program Planning)</i>
6.3.5.1	Identify foods within each of the basic food groups and select appropriate servings and portions for one's age and physical activity levels. <i>(Focus Area: Nutrition)</i>
6.3.6.1	Identify possible causes of stress and the negative effects of stress on health. <i>(Focus Area: Stress Management)</i>
6.4.1.1	Play in the spirit of the game or activity and ask for help when needed. <i>(Focus Area: Personal and Social Responsibility)</i>
6.4.1.2	Identify and use appropriate strategies to self-reinforce positive fitness behaviors. <i>(Focus Area: Personal and Social Responsibility)</i>
6.4.2.1	Implement specific corrective feedback to improve performance. <i>(Focus Area: Feedback)</i>
6.4.4.1	Follow the rules and etiquette for physical activities. <i>(Focus Area: Rules and Etiquette)</i>
6.4.5.1	Use equipment and facilities appropriately and safely, with the teacher's guidance, in a physical activity setting. For example: fitness equipment, pedometers, sport equipment. <i>(Focus Area: Safety)</i>
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. <i>(Focus Area: Safety)</i>
6.5.1.1	Describe the impact of screen time on levels of health. <i>(Focus Area: Health)</i>

7.5.1.2	Identify components of physical activity that provide opportunities for reducing stress and social interaction. <i>(Focus Area: Health)</i>
6.5.3.1	Describe how moving competently in a physical activity setting creates enjoyment. <i>(Focus Area: Self-Expression and Enjoyment)</i>
6.5.3.2	Describe how physical activity provides opportunities for self expression. <i>(Self-Expression and Enjoyment)</i>

7th Grade

	Essential Benchmarks
7.1.2.2	Catch from a variety of trajectories using different objects in invasion or field small-sided games <i>(Focus Area: Games and Sports: Invasion and Field Games)</i>
7.1.8.1	Demonstrate correct technique for a variety of skills in one individual-performance activity. <i>(Focus Area: Individual Performance)</i>
7.2.1.4	Transition from offense to defense, or defense to offense, in an invasion game practice task, by recovering quickly and communicating with teammates. <i>(Focus Area: Games and Sports: Invasion Games)</i>
7.3.4.1	Use SMART goals to design, implement, and modify, a maintenance or remediation program for two health-related fitness area, based on the results of a health-related fitness assessment. For example: SMART goals are specific and strategic, measurable, attainable, results based and time-based. <i>(Focus Area: Assessment and Program Planning)</i>
7.4.1.1	Accept differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and avoiding insulting or boastful speech. <i>(Focus Area: Personal and Social Responsibility)</i>
7.4.4.1	Apply rules and etiquette while self-monitoring personal behavior during physical activities. <i>(Focus Area: Rules and Etiquette)</i>
	Important/Supporting Benchmarks

7.1.1.1	Demonstrate correct rhythm and pattern for two of the following dance forms: folk, social, creative, line, or world dance. <i>(Focus Area: Dance and Rhythms)</i>
7.1.2.1	Throw for distance and accuracy appropriate to the invasion or field game practice task. <i>(Focus Area: Games and Sports: Invasion and Field Games)</i>
7.1.3.1	Pass and receive with competency, using feet in combination with locomotor patterns of running and change of direction and speed in invasion small-sided games. For example: soccer or speedball. <i>(Focus Area: Games and Sports: Invasion Games)</i>
7.1.3.2	Throw, while moving, a leading pass to a moving receiver in invasion game practice tasks. <i>(Focus Area: Games and Sports: Invasion Games)</i>
7.1.3.3	Execute at least one of the following skills designed to create open space during smallsided invasion games, with varying levels of defense: pivots, fakes, jab steps, and give and go. <i>(Focus Area: Games and Sports: Invasion Games)</i>
7.1.3.4	Dribble with preferred and non-preferred hands using a change of speed and direction in a variety of invasion game practice tasks. <i>(Focus Area: Games and Sports: Invasion Games)</i>
7.1.3.5	Foot-dribble or dribble using an implement combined with passing in a variety of invasion games. <i>(Focus Area: Games and Sports: Invasion Games)</i>
7.1.3.6	Shoot on goal with accuracy in small sided invasion games. <i>(Focus Area: Games and Sports: Invasion Games)</i>
7.1.3.7	Slide in all directions while on defense without crossing feet in invasion game practice tasks. <i>(Focus Area: Games and Sports: Invasion Games)</i>
7.1.4.1	Execute a legal underhand serve to a predetermined target in net and wall small-sided games. For example: badminton, pickleball, volleyball. <i>(Focus Area: Net and Wall Games)</i>
7.1.4.2	Strike consistently using an overhand pattern small-sided in net and wall games. For example: badminton, handball, tennis. <i>(Focus Area: Net and Wall Games)</i>
7.1.4.3	Demonstrate forehand and backhand strokes using a long-handled implement in net games. For example: badminton, tennis. <i>(Focus Area: Net and Wall Games)</i>
7.1.4.4	Forehand and backhand volley, with control, using a short-handled implement in net and wall game practice tasks. <i>(Focus Area: Net and Wall Games)</i>
7.1.4.5	Two-hand volley (underhand and overhand) with control in a small-sided net and wall game. <i>(Focus Area: Net and Wall Games)</i>
7.1.5.1	Execute an underhand roll or toss in a small-sided target game. For example: bowling, bocce, horseshoes. <i>(Focus Area: Target Games)</i>
7.1.5.2	Strike, using an implement, a stationary object for accuracy and distance in small-sided target games. For example: croquet, shuffleboard, golf. <i>(Focus Area: Target Games)</i>

7.1.6.1	Strike a pitched ball, using an implement, to open space in a variety of fielding and striking game practice tasks. <i>(Focus Area: Fielding and Striking Games)</i>
7.1.6.2	Catch from different trajectories, using a variety of objects, in small-sided fielding and striking games. <i>(Focus Area: Fielding and Striking Games)</i>
7.1.7.1	Demonstrate correct technique for a variety of skills in an outdoor activity. <i>(Focus Area: Outdoor Pursuits)</i>
7.2.1.1	Execute at least two 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. <i>(Focus Area: Games and Sports: Invasion Games)</i>
7.2.1.2	Reduce open space on defense, in an invasion game practice task, by staying close to the opponent as he or she nears the goal. <i>(Focus Area: Games and Sports: Invasion Games)</i>
7.2.1.3	Reduces open space, in an invasion game practice task, by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection. <i>(Focus Area: Games and Sports: Invasion Games)</i>
7.2.2.1	Create open space in net and wall game practice tasks, with a long-handled implement, by varying force and direction, and moving an opponent from side to side. <i>(Focus Area: Net and Wall Games)</i>
7.2.2.2	Select an offensive shot based on an opponent's location in net and wall game practice tasks. For example: Hit where the opponent is not. <i>(Focus Area: Net and Wall Games)</i>
7.2.3.1	Vary the speed and trajectory of a shot based on the location of the object in relation to the target in small-sided target games. <i>(Focus Area: Target Games)</i>
7.2.4.1	Use a variety of shots to hit into open space in fielding and striking game practice tasks. For example: bunt, line- drive, high arc <i>(Focus Area: Fielding and Striking Games)</i>
7.2.4.2	Analyze the correct defensive play based on the situation in fielding and striking practice tasks. For example: number of outs, position of runners. <i>(Focus Area: Fielding and Striking Games)</i>
7.2.5.1	Identify and apply Newton's laws of motion to various individual-performance activities. <i>(Focus Area: Individual Performance)</i>
7.2.6.1	Describe advanced skills and tactics needed for participation in an outdoor activity. <i>(Focus Area: Outdoor Pursuits)</i>
7.3.1.1	Describe solutions for reducing barriers related to maintaining a physically active lifestyle. <i>(Focus Area: Physical Activity Knowledge)</i>
7.3.2.1	Participate in a variety of strength- and endurance-fitness activities using technology or media. For example: Pilates, resistance training, body-weight training and light free-weight training. <i>(Focus Area: Engages in Physical Activity)</i>

7.3.2.2	Participate in moderate to vigorous muscle- and bone strengthening physical activity at least three times a week. <i>(Focus Area: Engages in Physical Activity)</i>
7.3.3.1	Define the components of skill related fitness. <i>(Focus Area: Fitness Knowledge)</i>
7.3.3.2	Describe the difference between dynamic and static stretches. <i>(Focus Area: Fitness Knowledge)</i>
7.3.3.3	Explain the specificity principle. <i>(Focus Area: Fitness Knowledge)</i>
7.3.3.4	Design a warmup and cool-down regimen for a self-selected physical activity. <i>(Focus Area: Fitness Knowledge)</i>
7.3.3.5	Monitor physical activity intensity by comparing and contrasting heart rate responses through a variety of physical activities. <i>(Focus Area: Fitness Knowledge)</i>
7.3.3.6	Describe how muscles (muscular system) pull on bones (skeletal system) to create movement in pairs by relaxing and contracting. <i>(Focus Area: Fitness Knowledge)</i>
7.3.4.2	Maintain a physical activity and nutrition log for at least two weeks and reflect on activity levels as documented in the log. <i>(Focus Area: Assessment and Program Planning)</i>
7.3.5.1	Develop strategies for balancing healthy food, snacks and water intake, along with daily physical activity. <i>(Focus Area: Nutrition)</i>
7.3.6.1	Identify several strategies for dealing with stress. For example: deep breathing, guided visualization, aerobic exercise. <i>(Focus Area: Stress Management)</i>
7.4.1.2	Demonstrate motivation by selecting opportunities to participate in physical activity outside of class. <i>(Focus Area: Personal and Social Responsibility)</i>
7.4.2.1	Provide corrective feedback to a peer using teacher-generated guidelines and incorporating appropriate tone and communication skills. <i>(Focus Area: Feedback)</i>
7.4.3.1	Problem-solve with a small group of classmates during small group initiatives or game play. <i>(Focus Area: Working with Others)</i>
7.4.5.1	Independently use physical activity and fitness equipment appropriately and safely. For example: fitness equipment, sport equipment, heart rate monitors. <i>(Focus Area: Safety)</i>
7.4.5.2	Analyze a physical activity situation and make adjustments to ensure the safety of self and others. <i>(Focus Area: Safety)</i>
7.5.1.1	Chart and analyze personal screen time behaviors. <i>(Focus Area: Health)</i>
7.5.1.2	Identify different types of physical activities and describe how each exerts a positive impact on health. <i>(Focus Area: Health)</i>

7.5.2.1	Generate positive statements such as offering suggestions or assistance, leading or following others, and providing possible solutions when faced with a group challenge. <i>(Focus Area: Challenge)</i>
7.5.3.1	Describe how self-selected physical activities create enjoyment. <i>(Focus Area: Self-Expression and Enjoyment)</i>
7.5.3.2	Explain how the relationship between physical activity and self-expression can lead to lifelong enjoyment of physical activity. <i>(Self-Expression and Enjoyment)</i>

8th Grade

Essential Benchmarks	
8.1.7.1	Demonstrate correct technique for basic skills in at least two outdoor activities. <i>(Focus Area: Outdoor Pursuits)</i>
8.2.1.2	Reduce open space on defense, in an invasion game practice task, by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective). <i>(Focus Area: Games and Sports: Invasion Games)</i>
8.2.2.2	Vary placement, force and timing of a return, in net and wall game practice tasks to prevent anticipation by opponent. <i>(Focus Area: Net and Wall Games)</i>
8.4.5.1	Independently use physical activity and fitness equipment appropriately, and identify specific safety concerns associated with the activity. For example: weight room equipment, cardiorespiratory equipment, sport equipment, fitness apps. <i>(Focus Area: Safety) (Swimming Unit/Pool Safety)</i>
8.5.2.1	Develop a plan of action and make appropriate decisions based on that plan when faced with an individual or group challenge. <i>(Focus Area: Challenge)</i>
8.3.4.1	Use SMART goals to design, implement, and modify a maintenance or remediation program for three health related fitness areas, based on the results of a health-related fitness assessment. For example: SMART goals are specific and strategic, measurable, attainable, results based and time-based. <i>(Focus Area: Assessment and Program Planning)</i>
Important/Supporting Benchmarks	
8.1.1.1	Demonstrate a movement sequence using correct rhythm and timing as an individual or in a group. <i>(Focus Area: Dance and Rhythms)</i>
8.1.2.1	Throw for distance, accuracy and speed appropriate to the activity during invasion or field small-sided games. <i>(Focus Area: Games and Sports: Invasion)</i>

	<i>and Field Games)</i>
8.1.2.2	Catch using an implement during invasion or field small-sided games. <i>(Focus Area: Games and Sports: Invasion and Field Games)</i>
8.1.3.1	Pass and receive with competency using an implement in combination with locomotor patterns of running and change of direction and speed in small-sided invasion games. For example: floor hockey, field hockey, ice hockey, lacrosse (traditional or American). <i>(Focus Area: Games and Sports: Invasion Games)</i>
8.1.3.2	Throw a lead pass to a moving partner off a dribble or pass in small-sided invasion games. <i>(Focus Area: Games and Sports: Invasion Games)</i>
8.1.3.3	Execute at least two of the following skills to create open space during small-sided invasion games: pivots, fakes, jab step, give and go, and screens. <i>(Focus Area: Games and Sports: Invasion Games)</i>
8.1.3.4	Dribble with preferred and nonpreferred hands using a change of speed and direction in small-sided invasion games. <i>(Focus Area: Games and Sports: Invasion Games)</i>
8.1.3.5	Foot-dribble or dribble using an implement with control, changing speed and direction in small-sided invasion games. <i>(Focus Area: Games and Sports: Invasion Games)</i>
8.1.3.6	Shoot on goal for accuracy, using a long-handled implement, in small-sided invasion games. For example: floor hockey, field hockey, ice hockey, lacrosse (traditional or American). <i>(Focus Area: Games and Sports: Invasion Games)</i>
8.1.3.7	Drop-step in the direction of the pass during player-to-player defense in small-sided invasion games. <i>(Focus Area: Games and Sports: Invasion Games)</i>
8.1.4.1	Execute a legal underhand serve for distance and accuracy in net and wall games. For example: badminton, pickleball, volleyball. <i>(Focus Area: Net and Wall Games)</i>
8.1.4.2	Strike consistently using an overhand pattern for distance or accuracy in small-sided net and wall games. For example: badminton, handball, tennis. <i>(Focus Area: Net and Wall Games)</i>
8.1.4.3	Demonstrate forehand and backhand strokes using a short or long-handled implement with power and accuracy in net games. For example: pickleball, tennis, badminton, paddleball. <i>(Focus Area: Net and Wall Games)</i>
8.1.4.4	Forehand and backhand volley, with control, using a short-handled implement during small-sided net and wall games <i>(Focus Area: Net and Wall Games)</i>
8.1.4.5	Two-hand volley (underhand and overhand) with control in a variety of small-sided net and wall game. <i>(Focus Area: Net and Wall Games)</i>
8.1.5.1	Execute consistently an underhand roll or toss with control in a small-sided target game. For example: bowling, bocce. <i>(Focus Area: Target Games)</i>
8.1.5.2	Strike, using an implement, a stationary object for accuracy and distance in a target game. For example: croquet, shuffleboard, golf. <i>(Focus Area: Target</i>

	<i>Games)</i>
8.1.6.1	Strike a pitched ball, using an implement, for power to open space in a variety of small-sided fielding and striking games. For example: cricket, softball, kickball, wiffle ball. <i>(Focus Area: Fielding and Striking Games)</i>
8.1.6.2	Catch, using an implement, from different trajectories and speeds, in small-sided fielding and striking games. For example: cricket, softball, kickball wiffle ball. <i>(Focus Area: Fielding and Striking Games)</i>
8.1.8.1	Demonstrate correct technique for basic skills in at least two individual-performance activities. <i>(Focus Area: Individual Performance)</i>
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. <i>(Focus Area: Games and Sports: Invasion Games)</i>
8.2.1.3	Reduces open space, in an invasion game practice task, by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection. <i>(Focus Area: Games and Sports: Invasion Games)</i>
8.2.1.4	Transition from offense to defense, or defense to offense, in an invasion game practice task, by recovering quickly, communicating with teammates and capitalizing on the advantage. <i>(Focus Area: Games and Sports: Invasion Games)</i>
8.2.2.1	Create open space in net and wall game practice tasks, with either a long- or short-handled implement, by varying force and direction, and moving an opponent forward and back and from side to side. <i>(Focus Area: Net and Wall Games)</i>
8.2.3.1	Vary the speed, force and trajectory of the shot based on the location of the object in relation to the target in small-sided target games. <i>(Focus Area: Target Games)</i>
8.2.4.1	Identify sacrifice situations and attempts to advance a teammate in small-sided fielding and striking games. <i>(Focus Area: Fielding and Striking Games)</i>
8.2.4.2	Reduce open spaces in the field by working with teammates to maximize coverage in small-sided fielding and striking games. <i>(Focus Area: Fielding and Striking Games)</i>
8.2.5.1	Describe and apply mechanical advantage(s) for a variety of individual-performance activities. <i>(Focus Area: Individual Performance)</i>
8.2.6.1	Describe basic and advanced skills and tactics needed for participation in two outdoor activities. <i>(Focus Area: Outdoor Pursuits)</i>
8.3.1.1	Analyze the impact a physically active lifestyle has on physical and mental health. <i>(Focus Area: Physical Activity Knowledge)</i>
8.3.2.1	Participate in a variety of self selected aerobic-fitness activities using technology. For example: walking, jogging, biking, skating, dancing and swimming. <i>(Focus Area: Engages in Physical Activity)</i>
8.3.2.2	Participate in moderate to vigorous aerobic and/or muscle and bone-strengthening physical activity for at least sixty minutes per day at least five days a

	week. <i>(Focus Area: Engages in Physical Activity)</i>
8.3.3.1	Analyze a physical activity by identifying its skill-related components. <i>(Focus Area: Fitness Knowledge)</i>
8.3.3.2	Explain appropriate static stretching techniques for all major muscle groups. <i>(Focus Area: Fitness Knowledge)</i>
8.3.3.3	Apply the overload and specificity principles in preparing a personal workout. <i>(Focus Area: Fitness Knowledge)</i>
8.3.3.4	Design and implement a warmup and cool down regimen for a self-selected physical activity. <i>(Focus Area: Fitness Knowledge)</i>
8.3.3.5	Predict and modify activities which influence the target heart rate to meet desired goal and outcomes. <i>(Focus Area: Fitness Knowledge)</i>
8.3.3.6	Explain how body systems interact with one another during physical activity. For example: blood transports nutrients from the digestive system and oxygen from the respiratory system during physical activity. <i>(Focus Area: Fitness Knowledge)</i>
8.3.4.2	Design and implement a program to improve one's physical activity levels and nutrition. <i>(Focus Area: Assessment and Program Planning)</i>
8.3.5.1	Describe the relationship between poor nutrition and health risk factors. <i>(Focus Area: Nutrition)</i>
8.3.6.1	Demonstrate several strategies for dealing with stress. <i>(Focus Area: Stress Management)</i>
8.4.1.1	Establish guidelines for resolving conflict and apply them to respond appropriately to classmates' ethical and unethical behavior during physical activity. <i>(Focus Area: Personal and Social Responsibility)</i>
8.4.1.2	Use effective self-monitoring skills to incorporate opportunities for physical activity in and outside of class. <i>(Focus Area: Personal and Social Responsibility)</i>
8.4.2.1	Provide encouragement and constructive feedback to peers without prompting from the teacher. <i>(Focus Area: Feedback)</i>
8.4.3.1	Cooperate and problem-solve with classmates in large-group initiatives or game play. <i>(Focus Area: Working with Others)</i>
8.4.4.1	Monitor behaviors of self and others aligned to the rules and etiquette of physical activities. <i>(Focus Area: Rules and Etiquette)</i>
8.4.5.2	Develop safety protocols for two or more outdoor activities. <i>(Focus Area: Safety)</i>
8.5.1.1	Explain how the overuse of technology impacts health. <i>(Focus Area: Health)</i>
8.5.1.2	Identify positive mental and emotional aspects of participating in a variety of physical activities. <i>(Focus Area: Health)</i>
8.5.3.1	Analyze how enjoyment could be increased in self-selected physical activities. <i>(Focus Area: Self-Expression and Enjoyment)</i>

8.5.3.2	Identify and participate in a physical activity that provides opportunities for enjoyment and explain how it could lead to lifelong enjoyment. <i>(Self-Expression and Enjoyment)</i>
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9th Grade

Essential Benchmarks	
9.3.2.1	Participate in moderate to vigorous aerobic or muscle- and bone strengthening physical activity several times per week. <i>(Focus Area: Engages in Physical Activity)</i>
9.4.2.1	Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity or social dance. <i>(Focus Area: Rules and Etiquette)</i>
9.5.1.1	Analyze the health benefits of a self-selected physical activity. <i>(Focus Area: Health)</i>
Important/Supporting Benchmarks	
9.1.1.1	Demonstrate competency and refine activity-specific movement skills in two of the following lifetime activities: individual performance activities, outdoor pursuits. <i>(Focus Area: Lifetime Activities)</i>
9.1.1.2	Demonstrate competency and refine activity-specific movement skills in two of the following lifetime activities: net and wall games, target games, aquatics. <i>(Focus Area: Lifetime Activities)</i>
9.1.3.1	Demonstrate competency in each of the following specialized skills in health-related fitness: muscular strength, muscular endurance, flexibility, Cardio-respiratory fitness. <i>(Focus Area: Fitness Activities)</i>
9.2.1.1	Apply terminology associated with exercise and participation in selected individual performance activities. <i>(Focus Area: Movement, Concepts, Principles, and Knowledge)</i>
9.3.1.4	Identify issues associated with exercising in heat, humidity and cold and provide strategies for addressing the issues. <i>(Focus Area: Physical Activity Knowledge)</i>
9.3.1.6	Evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle. <i>(Focus Area: Physical Activity Knowledge)</i>

9.4.3.1	Apply positive communication skills and strategies to the completion of a group task in a physical activity setting. <i>(Focus Area: Working With Others)</i>
9.4.3.2	Solve problems and think critically in physical activity or dance settings both as an individual and in groups. <i>(Focus Area: Working With Others)</i>
9.4.4.1	Apply best practices for safe participation in physical activity, exercise or dance. For example: injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection. <i>(Focus Area: Safety)</i>
9.5.3.1	Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. <i>(Focus Area: Challenge)</i>
9.5.3.1	Select and participate in physical activities that meet the need for self expression and enjoyment. <i>(Focus Area: Self Expression and Enjoyment)</i>
9.5.4.1	Identify the opportunity for social support in a self-selected physical activity or dance. <i>(Focus Area: Social Interaction)</i>

10th Grade

Essential Benchmarks	
9.3.2.1	Participate in moderate to vigorous aerobic or muscle- and bone strengthening physical activity several times per week. <i>(Focus Area: Engages in Physical Activity)</i>
9.3.3.2	Analyze short and long term physiological responses to regular physical activity. <i>(Focus Area: Fitness Knowledge)</i>
9.3.4.2	Design a fitness program, including all components of health-related fitness, for a college student or an employee in the learner's chosen field of work. <i>(Focus Area: Assessment and Program Knowledge)</i>
Important/Supporting Benchmarks	
9.1.1.1	Demonstrate competency and refine activity-specific movement skills in two of the following lifetime activities: individual performance activities, outdoor pursuits. <i>(Focus Area: Lifetime Activities)</i>
9.1.1.2	Demonstrate competency and refine activity-specific movement skills in two of the following lifetime activities: net and wall games, target games, aquatics. <i>(Focus Area: Lifetime Activities)</i>

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. <i>(Focus Area: Dance and Rhythms)</i>
9.1.3.1	Demonstrate competency in each of the following specialized skills in health-related fitness: muscular strength, muscular endurance, flexibility, Cardio-respiratory fitness. <i>(Focus Area: Fitness Activities)</i>
9.2.1.2	Use movement concepts and principles (force, motion, rotation) to analyze and improve performance for a self-selected skill. <i>(Focus Area: Movement, Concepts, Principles, and Knowledge)</i>
9.2.1.3	Design a practice plan to improve performance for a self-selected skill and justify how the components of the plan will address the areas of concern. <i>(Focus Area: Movement, Concepts, Principles, and Knowledge)</i>
9.2.1.4	Analyze similarities and differences between various dance forms. <i>(Focus Area: Movement, Concepts, Principles, and Knowledge)</i>
9.3.1.1	Explain the benefits of a physically active lifestyle as it relates to college or career productivity. <i>(Focus Area: Physical Activity Knowledge)</i>
9.3.1.2	Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle. <i>(Focus Area: Physical Activity Knowledge)</i>
9.3.1.3	Apply technology and social media as tools to support a healthy, active lifestyle. <i>(Focus Area: Physical Activity Knowledge)</i>
9.3.1.5	Evaluate physical activities that can be pursued in the local environment for their benefits, social support network, and participation requirements. <i>(Focus Area: Physical Activity Knowledge)</i>
9.3.2.2	Participate several times per week in a self-selected lifetime activity, dance, or fitness activity outside of the school day. <i>(Focus Area: Engages in Physical Activity)</i>
9.3.3.1	Explain appropriate techniques for resistance training machines, free weights, or bodyweight exercises. <i>(Focus Area: Fitness Knowledge)</i>
9.3.3.3	Differentiate among types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, dynamic) for personal fitness development. <i>(Focus Area: Fitness Knowledge)</i>
9.3.3.4	Calculate target heart rate and apply that information to a personal fitness plan. <i>(Focus Area: Fitness Knowledge)</i>
9.3.3.5	Adjust pacing to keep one's heart rate in the target zone using available technology to self-monitor aerobic intensity. <i>(Focus Area: Fitness Knowledge)</i>
9.3.4.1	Create a behavior modification plan that enhances a healthy active lifestyle in a college or career setting. <i>(Focus Area: Assessment and Program Knowledge)</i>
9.3.5.1	Design a nutritional plan to maintain an appropriate energy balance that supports a healthy active lifestyle for a college student or an employee in the

	learner's chosen field of work. <i>(Focus Area: Nutrition)</i>
9.3.6.1	Explain how stress-management strategies in physical activity settings can reduce stress and effect health. For example: physical activities such as aerobic exercise, deep breathing, meditation, mental imagery, relaxation techniques. <i>(Focus Area: Stress Management)</i>
9.4.1.1	Employ effective self-management skills to analyze barriers and appropriately modify physical activity patterns as needed. <i>(Focus Area: Personal Responsibility)</i>
9.5.1.1	Analyze the health benefits of a self-selected physical activity. <i>(Focus Area: Health)</i>
9.5.3.1	Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. <i>(Focus Area: Challenge)</i>
9.5.3.1	Select and participate in physical activities that meet the need for self expression and enjoyment. <i>(Focus Area: Self Expression and Enjoyment)</i>
9.5.4.1	Identify the opportunity for social support in a self-selected physical activity or dance. <i>(Focus Area: Social Interaction)</i>