

Content Standard 3: A physically educated person participates regularly in lifelong physical activity

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6-8 Student expectations (by the end of grade 8)

Adolescents are able to independently set physical activity goals and participate in individualized programs of physical activity and exercise based on personal goals and interests, as well as on the results of fitness assessments. They select and utilize practice procedures and training principles appropriate for the activity goals they set. Students have an increasing awareness of the opportunities for participation in a broad range of activities that may meet their needs and interests. They participate regularly in moderate to vigorous physical activities in both school and non-school settings.

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Benchmarks:

Accumulates time in physical activities that are moderate to vigorous in intensity while:

- A. Exploring a wide variety of target, net/wall, invasion, striking/fielding/running games; rhythmic activities; outdoor pursuits; and fitness-related activities in and outside of physical education.
- B. Participating primarily in physical activities that focus on combining locomotor and manipulative skills and applying strategies in modified game play.
- C. Participating most days of the week in a variety of health-enhancing physical activities outside of physical education.

Content Standard 3: A physically educated person participates regularly in lifelong physical activity

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9-12 Student expectations (by the end of grade 12)

High school students fully recognize and understand the significance of physical activity in the maintenance of a healthy lifestyle and possess the skills, knowledge, interest, and desire to maintain an active lifestyle. They willingly participate in physical activities on a regular basis that contribute to the attainment of and maintenance of personal physical activity goals. Students at this age make conscious decisions regarding their physical activity participation and assume a mature role in managing their participation based on needs, personal interests, capabilities and resources. They possess adequate movement capabilities and behavioral skills that provide a basis for continued learning and regular physical activity participation. They can independently apply appropriate training principles to their own physical activity and can utilize pertinent scientific principles to enhance their participation in a specific activity or sport. In addition, students demonstrate an understanding of how and why adult patterns of physical activity participation change throughout life and are capable of implementing meaningful strategies to deal with those changes.

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Benchmarks:

Self-regulates participation in physical activities that are moderate to vigorous in intensity while:

- A. Participating in self-selected lifespan activities that may include target, net/wall, invasion, striking/fielding/running games; rhythmic activities; outdoor pursuits; and fitness-related activities in and outside of physical education.
- B. Participating in physical activities that focus on applying skills and strategies in mature game play.
- C. Participating most days of the week in a variety of health-enhancing physical activities outside of physical education.
- D. Choosing physical activities to meet lifestyle needs.

Content Standard 4: A physically educated person achieves and maintains a health-enhancing level of physical fitness

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K-2 Student expectations (by the end of grade 2)

Young children engage in a variety of activities that serve to promote health-related physical fitness. They enjoy physical activities for the pleasure experienced from simply moving and may not associate the activity with the development of physical fitness. They participate in physical activity intermittently for short periods of time, will accumulate a relatively high volume of total activity, and have fun while doing so. They recognize physiological signs associated with participation in moderate to vigorous physical activity (e.g., sweating, fast heart rate, and heavy breathing). Students at this level possess basic knowledge of the components of health-related fitness (e.g., cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition).

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Benchmarks:

- A. Recognizes that there are five components of health-related fitness.
- B. Sustains moderate to vigorous levels of physical activity that cause increased heart rate, breathing rate, perspiration, etc., (e.g., running, galloping, skipping, and hopping).
- C. Supports own body weight in selected activities to develop muscular strength and endurance (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts).
- D. Demonstrates flexibility through a full range of motion of the major joints.
- E. Identifies that the body is made up of lean body mass and body fat.
- F. Meets criterion-referenced age- and gender-specific, health-related fitness standards (e.g., Fitnessgram, President's Challenge, and Brockport Physical Fitness Test).

Content Standard 4: A physically educated person achieves and maintains a health-enhancing level of physical fitness

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3-5 Student expectations (by the end of grade 5)

Older children regularly participate in physical activity for the purpose of improving physical fitness. Students participate in moderate to vigorous physical activity for longer periods of time without tiring. They begin to engage in physical activities specifically related to each component of physical fitness, are capable of monitoring the physiological indicators that accompany moderate to vigorous physical activity, and adjust their own activity accordingly. Students complete standardized fitness testing and achieve desired levels consistent with contemporary health-related recommendations. With teacher assistance, students interpret the results and understand the significance of information provided by formal measure of physical fitness.

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Benchmarks:

- A. Meets criterion-referenced age- and gender-specific, health-related fitness standards for cardiorespiratory, muscular strength and endurance, flexibility, and body composition (e.g., Fitnessgram, President's Challenge, and Brockport Physical Fitness Test).
- B. Describe the effects of physical activity and nutrition on the body.
- C. Measure the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers and/or heart rate monitors).
- D. Support one's own body weight while participating in activities that improve physical fitness.
- E. Participates in activities that promote healthy joint flexibility.

Content Standard 4: A physically educated person achieves and maintains a health-enhancing level of physical fitness

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6-8 Student expectations (by the end of grade 8)

Adolescents participate in moderate to vigorous physical activities on a regular basis without undue fatigue. They participate in physical activities that address each component of health-related fitness, including cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. Students know the components of fitness and how these relate to their overall fitness status. Students monitor their own heart rate, breathing rate, perceived exertion, and recovery rate during and following strenuous physical activity. They assess their personal fitness status for each component and use this information to assist in development of individualized physical fitness goals, with little help from the teacher. Students show progress towards knowing the various principles of training (e.g., threshold, overload, specificity) and how these principles can be utilized in improving one's level of physical fitness.

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Benchmarks:

- A. Meets criterion-referenced age- and gender-specific, health-related fitness standards for cardiorespiratory, muscular strength and endurance, flexibility, and body composition (e.g., Fitnessgram, President's Challenge, and Brockport Physical Fitness Test).
- B. Self-assesses health-related fitness status.
- C. Recognizes the principles of training (e.g., Frequency, Intensity, Type, Time (F.I.T.T.), overload, specificity).
- D. Applies the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers and/or heart rate monitors to train in target heart rate zones).
- E. Develops and implements a plan for improving or maintaining their health-related fitness status, with assistance from the teacher.
- F. Monitors the effects of physical activity and nutrition on the body.

Content Standard 4: A physically educated person achieves and maintains a health-enhancing level of physical fitness

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9-12 Student expectations (by the end of grade 12)

Young adults assume greater self-responsibility in their lives and display greater autonomy in their personal behaviors. They demonstrate responsibility for their own health-related fitness status by participating in appropriate physical activities on a regular basis. They engage in activities in a variety of settings (e.g., school, home, workplace, and community) for the purpose of achieving and maintaining health-related fitness. They are largely independent in assessing their personal fitness status, and they can interpret information from fitness tests and use this information to plan and design their own programs to achieve and maintain personal fitness goals that encompass all components of fitness.

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Benchmarks:

- A. Meets criterion-referenced age- and gender-specific, health-related fitness standards for cardiorespiratory, muscular strength and endurance, flexibility, and body composition (e.g., Fitnessgram, President's Challenge, and Brockport Physical Fitness Test).
- B. Self-assesses health-related fitness status for the purpose of developing individual goals.
- C. Uses training principles when participating in physical activities (e.g., Frequency, Intensity, Type, Time (F.I.T.T.), overload, specificity).
- D. Analyzes the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers and/or heart rate monitors to train in target heart rate zones).
- E. Independently develops and implements a plan for improving or maintaining their health-related fitness status.
- F. Demonstrates responsibility for achieving personal fitness goals.
- G. Participates in activities in a variety of settings (e.g., school, home, workplace, and community) in order to meet fitness needs.

Content Standard 5: A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings

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K-2 Student expectations (by the end of grade 2)

Young children discover the joy of playing with friends and experience how social interaction can make activities more fun. They know safe practices and physical education class rules and procedures, and they are able to apply them with little or no reinforcement. Children know how to utilize acceptable behaviors for physical activity settings and are building a foundation for successful interpersonal communication during group activity. By improving motor skills, children have gained a basis and appreciation for working with others in cooperative movement, sharing, working together to solve a problem, and/or tackling a challenge.

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Benchmarks:

Demonstrates Level 2 performance in the following:

- A. Identifies key behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.
- B. Exhibits behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.

Demonstrates Level 1 performance in the following:

- C. Recognizes the benefits of possessing each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.
- D. Exhibits behaviors which exemplify each of the following personal/social character traits: constructive competition and initiative.

Standard 5 Benchmarks by the end of 2nd grade:

See Appendix A for explanations of affective levels of developmental performance.

<p>Level 1 (Exhibited incomplete and inconsistent behaviors.)</p>	<p>Level 2 (Behaviors exhibited in isolation.)</p>	<p>Level 3 (Behaviors exhibited in controlled/supervised settings.)</p>	<p>Level 4 (Behaviors exhibited in dynamic/unsupervised settings.)</p>
<p>Recognizes the benefits of possessing each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.</p>	<p>Identifies key behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.</p>		
<p>Exhibits behaviors which exemplify each of the following personal/social character traits: constructive competition and initiative.</p>	<p>Exhibits behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.</p>		

Content Standard 5: A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings

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3-5 Student expectations (by the end of grade 5)

Older children are active participants and learn to work independently and with small groups, enjoying the diversity of those around them. Students identify the purposes for and follow activity-specific safe practices, rules, procedures, and etiquette. They continue to develop cooperation and communication skills to facilitate completion of a common goal while working with a partner and/or small diverse groups. Older children work independently and productively for short as well as progressively longer periods of time. Building on the foundation laid in the early grades, students continue to develop cultural/ethnic self-awareness, appreciate their own heritage, and appreciate the differences in others.

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Benchmarks:

Demonstrates Level 3 performance in the following:

- A. Identifies key behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.
- B. Exhibits behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.

Demonstrates Level 2 performance in the following:

- C. Recognizes the benefits of possessing each of the following personal/social character traits: responsibility, best effort, cooperation, compassion, and leadership.
- D. Exhibits behaviors which exemplify each of the following personal/social character traits: constructive competition, initiative, and leadership.
- E. Identifies key behaviors which exemplify the personal/social character traits of leadership.

Standard 5 Benchmarks by the end of 5th grade:

See Appendix A for explanations of affective levels of developmental performance.

<p>Level 1 (Exhibited incomplete and inconsistent behaviors.)</p>	<p>Level 2 (Behaviors exhibited in isolation.)</p>	<p>Level 3 (Behaviors exhibited in controlled/ supervised settings.)</p>	<p>Level 4 (Behaviors exhibited in dynamic/ unsupervised settings.)</p>
	<p>Recognizes the benefits of possessing each of the following personal/social character traits: responsibility, best effort, cooperation, compassion, and leadership.</p>	<p>Identifies key behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.</p>	
	<p>Exhibits behaviors which exemplify each of the following personal/social character traits: constructive competition, initiative, and leadership.</p>	<p>Exhibits behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.</p>	
	<p>Identifies key behaviors which exemplify the personal/social character traits of leadership.</p>		

Content Standard 5: A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings

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6-8 Student expectations (by the end of grade 8)

Adolescents begin to understand the concept of physical activity as a microcosm of modern culture and society. They recognize the role of physical activity in understanding diversity and continue to include and support each other, respecting the limitations and strengths of group members. Students move from merely identifying and following rules, procedures, safe practices, ethical behavior, and positive forms of social interaction to reflecting upon their role in physical activity settings and the benefits of physical activity. They have well-developed cooperation skills and are able to accomplish group/team goals in both cooperative and competitive activities. Adolescents seek greater independence from adults and effectively work independently and in groups to complete assigned tasks. They make appropriate decisions to resolve conflicts arising from the powerful influence of peers, and they practice appropriate problem-solving techniques to resolve conflicts, when necessary, in competitive activities.

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Benchmarks:

Demonstrates Level 4 performance in the following:

- A. Identifies key behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.
- B. Exhibits behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.

Demonstrates Level 3 performance in the following:

- C. Analyzes the benefits of possessing each of the following personal/social character traits: responsibility, best effort, cooperation, compassion, and leadership.
- D. Exhibits behaviors which exemplify each of the following personal/social character traits: constructive competition, initiative, and leadership.
- E. Identifies key behaviors which exemplify the personal/social character traits of leadership.

Standard 5 Benchmarks by the end of 8th grade:

See Appendix A for explanations of affective levels of developmental performance.

<p>Level 1 (Exhibited incomplete and inconsistent behaviors.)</p>	<p>Level 2 (Behaviors exhibited in isolation.)</p>	<p>Level 3 (Behaviors exhibited in controlled/ supervised settings.)</p>	<p>Level 4 (Behaviors exhibited in dynamic/ unsupervised settings.)</p>
		<p>Analyzes the benefits of possessing each of the following personal/social character traits: responsibility, best effort, cooperation, compassion, and leadership.</p>	<p>Identifies key behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.</p>
		<p>Exhibits behaviors which exemplify each of the following personal/social character traits: constructive competition, initiative, and leadership.</p>	<p>Exhibits behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.</p>
		<p>Identifies key behaviors which exemplify the personal/social character traits of leadership.</p>	

Content Standard 5: A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings

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9-12 Student expectations (by the end of grade 12)

Young adults demonstrate the ability to initiate responsible personal and social behavior, function independently, and positively influence the behavior of others in a physical activity setting. They demonstrate leadership by holding themselves and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings. They are able to respond to potentially explosive interactions with others by mediating and settling conflicts. Students synthesize and evaluate knowledge regarding the role of physical activity in a culturally diverse society. They make enlightened personal choices for engaging in physical activity over the life span, recognizing the influence of age, disability, gender, race, ethnicity, socioeconomic status, and culture. They develop a personal philosophy of participation, reflecting inclusive practices in physical activity settings.

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Benchmarks

Demonstrates Level 4 performance in the following:

- A. Identifies key behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.
- B. Exhibits behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation and compassion.
- C. Evaluates the benefits of possessing each of the following personal/social character traits: responsibility, best effort, cooperation, compassion, and leadership.
- D. Exhibits behaviors which exemplify each of the following personal/social character traits: constructive competition, initiative, and leadership.
- E. Identifies key behaviors which exemplify the personal/social character traits of leadership.

Standard 5 Benchmarks by the end of 12th grade:

See Appendix A for explanations of affective levels of developmental performance.

Level 1 (Exhibited incomplete and inconsistent behaviors.)	Level 2 (Behaviors exhibited in isolation.)	Level 3 (Behaviors exhibited in controlled/supervised settings.)	Level 4 (Behaviors exhibited in dynamic/unsupervised settings.)
			Identifies key behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.
			Exhibits behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.
			Evaluates the benefits of possessing each of the following personal/social character traits: responsibility, best effort, cooperation, compassion, and leadership.
			Exhibits behaviors which exemplify each of the following personal/social character traits: constructive competition, initiative, and leadership.
			Identifies key behaviors which exemplify the personal/social character traits of leadership.

Content Standard 6: A physically educated person values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

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K-2 Student expectations (by the end of grade 2)

Young children are the most active segment of our population. They are physically active because they enjoy merely participating. Students like the challenge of experiencing new movements and learning new skills. They feel joy as they gain competence in them. They begin to function as members of a group and to work cooperatively for brief periods of time.

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Benchmarks:

Demonstrates Level 2 performance in the following:

- A. Expresses verbal and nonverbal indicators of enjoyment while participating in physical activities.
- B. Chooses to participate in physical activities alone and with others.
- C. Chooses to participate in a physical activity for enjoyment.
- D. Chooses to participate in a physical activity for novelty and challenge.

Demonstrates Level 1 performance in the following:

- E. Identifies the emotions they are feeling while participating in a variety of physical activities.
- F. Identifies the differences between idealized body images and elite performance levels portrayed by the media and their own personal characteristics and skills.

Standard 6 Benchmarks by the end of 2nd grade:

See Appendix A for explanations of affective levels of developmental performance.

Level 1 (Exhibited incomplete and inconsistent behaviors.)	Level 2 (Behaviors exhibited in isolation.)	Level 3 (Behaviors exhibited in controlled/supervised settings.)	Level 4 (Behaviors exhibited in dynamic/unsupervised settings.)
Identifies the emotions they are feeling while participating in a variety of physical activities.	Expresses verbal and nonverbal indicators of enjoyment while participating in physical activities.		
Identifies the differences between idealized body images and elite performance levels portrayed by the media and their own personal characteristics and skills.	Chooses to participate in physical activities alone and with others.		
	Chooses to participate in a physical activity for enjoyment.		
	Chooses to participate in a physical activity for novelty and challenge.		

Content Standard 6: A physically educated person values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction
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3-5 Student expectations (by the end of grade 5)

Older children can identify activities they consider to be fun. Enjoyment is directly related to competence in a particular activity. They are challenged by learning a new skill or activity and enjoy broadening their repertoire of movement skills. Success and improvement are attributed to effort and practice. They choose an appropriate level of challenge in an activity so as to experience success and engage in activity with students of different and similar skill levels.
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Benchmarks:

Demonstrates Level 3 performance in the following:

- A. Identifies positive feelings associated with regular participation in physical activities.
- B. Chooses to practice skills for which improvement is needed.
- C. Identifies benefits of social interaction as part of participation in physical activities.
- D. Participates willingly with students of varied skill and fitness levels.
- E. Identifies the emotions they are feeling while participating in a variety of physical activities.

Demonstrates Level 2 performance in the following:

- F. Identifies the differences between idealized body images and elite performance levels portrayed by the media and their own personal characteristics and skills.

Standard 6 Benchmarks by the end of 5th grade:

See Appendix A for explanations of affective levels of developmental performance.

Level 1 (Exhibited incomplete and inconsistent behaviors.)	Level 2 (Behaviors exhibited in isolation.)	Level 3 (Behaviors exhibited in controlled/ supervised settings.)	Level 4 (Behaviors exhibited in dynamic/ unsupervised settings.)
	Identifies the differences between idealized body images and elite performance levels portrayed by the media and their own personal characteristics and skills.	Identifies positive feelings associated with regular participation in physical activities.	
		Chooses to practice skills for which improvement is needed.	
		Identifies benefits of social interaction as part of participation in physical activities.	
		Participates willingly with students of varied skill and fitness levels.	
		Identifies the emotions they are feeling while participating in a variety of physical activities.	

Content Standard 6: A physically educated person values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

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6-8 Student expectations (by the end of grade 8)

Adolescents seek physical activity experiences for group membership and positive social interaction. They recognize and appreciate skilled performance. Physical activities provide a positive outlet for competition with peers and a means of gaining the respect and recognition of others. Physical activity can increase self-confidence and self-esteem as students discover renewed enjoyment in participation. Physical activity can provide confidence as students start to take steps toward independence. Challenge is found both in experiencing high levels of competition and in learning new and/or different activities. As students experience a greater awareness of feelings, the avenues of self-expression, provided by rhythmic movement, gymnastics, and other sport activities, become increasingly important.

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Benchmarks:

Demonstrates Level 4 performance in the following:

- A. Chooses to exercise regularly outside of physical education for personal enjoyment and benefit.
- B. Chooses to participate in activities that are personally challenging.
- C. Chooses to participate in activities that allow for self-expression.
- D. Recognizes physical activity as a positive opportunity for social interaction.

Demonstrates Level 3 performance in the following:

- E. Exhibits indicators of enjoyment for the aesthetic and creative aspects of skilled performance.
- F. Accepts differences between idealized body images and elite performance levels portrayed by the media and their own personal characteristics and skills.

Standard 6 Benchmarks by the end of 8th grade:

See Appendix A for explanations of affective levels of developmental performance.

Level 1 (Exhibited incomplete and inconsistent behaviors.)	Level 2 (Behaviors exhibited in isolation.)	Level 3 (Behaviors exhibited in controlled/supervised settings.)	Level 4 (Behaviors exhibited in dynamic/unsupervised settings.)
		Exhibits indicators of enjoyment for the aesthetic and creative aspects of skilled performance.	Chooses to exercise regularly outside of physical education for personal enjoyment and benefit.
		Accepts differences between idealized body images and elite performance levels portrayed by the media and their own personal characteristics and skills.	Chooses to participate in activities that are personally challenging.
			Chooses to participate in activities that allow for self-expression.
			Recognizes physical activity as a positive opportunity for social interaction.

Content Standard 6: A physically educated person values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

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9-12 Student expectations (by the end of grade 12)

High school students are more comfortable with their new interests and their physiques, thus, once again, enjoying movement for the sheer pleasure of moving. They enjoy the challenge of working hard to better their skills, and they feel satisfaction when they are successful in improving, especially while pursuing personal goals. They enjoy regular participation in selected activities, either alone or with friends. They can explain why participation in these activities is enjoyable and desirable.

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Benchmarks:

Demonstrates Level 4 performance in the following:

- A. Makes a commitment to include physical activity as an important part of a healthy lifestyle.
- B. Accepts the differences between the idealized body images and elite performance levels portrayed by the media and their own personal characteristics and skills.
- C. Exhibits and indicates enjoyment for aesthetic and creative aspects of skilled performance.

Standard 6 Benchmarks by the end of 12th grade:

See Appendix A for explanations of affective levels of developmental performance.

Level 1 (Exhibited incomplete and inconsistent behaviors.)	Level 2 (Behaviors exhibited in isolation.)	Level 3 (Behaviors exhibited in controlled/ supervised settings.)	Level 4 (Behaviors exhibited in dynamic/ unsupervised settings.)
			Makes a commitment to include physical activity as an important part of a healthy lifestyle.
			Accepts the differences between the idealized body images and elite performance levels portrayed by the media and their own personal characteristics and skills.
			Exhibits and indicates enjoyment for aesthetic and creative aspects of skilled performance.

Appendix A

Levels of Developmental Performance

	Psychomotor	Cognitive	Affective
Level 1	Exhibits incomplete and inconsistent knowledge and performance of mature form criteria.	Exhibits incomplete and inconsistent knowledge. (limited identification)	Exhibits incomplete and inconsistent personal and social behaviors.
Level 2	Exhibits understanding and performance of mature form, in isolation.	Exhibits comprehension of components of mature forms, in isolation. (distinguish among/describe)	Exhibits personal and social behaviors in isolation.
Level 3	Applies specific knowledge and skills with mature form in controlled settings.	Apply the knowledge in controlled settings. (apply/use)	Applies personal and social behaviors in controlled/supervised settings.
Level 4	Independently demonstrates knowledge and skill proficiency in a variety of planned and unplanned situations.	Independently applies knowledge to solve problems in dynamic settings. (apply/use)	Independently applies personal and social behaviors in dynamic and unsupervised settings.

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