



STANDARDS		PAGE REFERENCES
Grade 9		
Standard 1		
Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.		
Benchmark A: Demonstrate combined movement skills and patterns in authentic settings.		
<i>Combined Movement Skills and Patterns</i>		
1.	Design and demonstrate a routine that combines complex movement patterns (e.g., traveling, rolling, balance, weight transfer) into a smooth, flowing sequence individually and with a partner or group in a performance setting.	Student Edition: Chapter 12, Lesson 2 could be extended in classroom discussions and activities to meet this objective.

STANDARDS		PAGE REFERENCES
2.	Demonstrate consistency in performing specialized skills in health-related fitness activities (e.g., resistance training, yoga, kickboxing, fitness walking).	<p>Student Edition: 74-76, 227-232, 245-249, 261-269, 273-295, 296-304, 305-314, 315-321, 339-344, 362-369</p> <p><i>Figure 3.1 77</i> <i>Fitness Check 78-80</i></p> <p>Teacher Annotated Edition: Di 72, 248; MA 340, 368; PF 75</p>
3.	Demonstrate consistency in performing specialized skills in a variety of movement forms (e.g., aquatics, outdoor/recreational activities and track and field).	<p>Student Edition: 74-76, 226, 232, 362-369</p> <p><i>Figure 3.1 77</i> <i>Figure 8.3 224</i> <i>Figure 8.4 225</i> <i>Fitness Check 78-80</i></p> <p>Teacher Annotated Edition: MA 363, 368; TC 225; WT 231</p>
4.	Perform a variety of complex dance routines in small and large groups.	<p>Student Edition: 74-76, 230, 364</p> <p><i>Figure 3.1 77</i> <i>Figure 11.6 335</i></p> <p>Teacher Annotated Edition: CC 352; MA 330; PF 329</p>
Benchmark B: Demonstrate specialized manipulative skills in a variety of settings.		
<i>Specialized Skill Performance</i>		
1.	Demonstrate competent skill performance by maintaining possession, scoring and defending scoring in small-sided and/or full-sided invasion games (e.g., soccer, basketball, hockey, team handball, rugby and lacrosse).	<p>Student Edition: Chapter 12, Lesson 2 could be extended in classroom discussions and activities to meet this objective.</p>
2.	Demonstrate competent skill performance by scoring and defending scoring in small-sided and/or full-sided net games (e.g., badminton, volleyball, tennis, racquetball, pickleball, squash).	<p>Student Edition: Chapter 12, Lesson 2 could be extended in classroom discussions and activities to meet this objective.</p>

STANDARDS		PAGE REFERENCES
3.	Demonstrate competent skill performance by scoring (e.g., base running, batting) and defending scoring (e.g., pitching, fielding) in small-sided and/or full-sided striking and fielding games (e.g., softball, cricket, rounders, baseball).	Student Edition: Chapter 12, Lesson 2 could be extended in classroom discussions and activities to meet this objective.
4.	Demonstrate competent skill performance by scoring and preventing scoring in target games with and without an opponent (e.g., golf, archery, bowling, shuffleboard, croquet, bocce, baggo).	Student Edition: Chapter 12, Lesson 2 could be extended in classroom discussions and activities to meet this objective.
Standard 2		
Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.		
Benchmark A: Apply knowledge of tactical concepts and strategies in authentic settings.		
<i>Strategies and Tactics</i>		
1.	Describe and apply tactics to participate successfully in games across multiple categories of movement forms.	Student Edition: Chapter 12, Lesson 2 could be extended in classroom discussions and activities to meet this objective.
2.	Describe effective strategies for successful performance in multiple categories of movement forms.	Student Edition: Chapter 12, Lesson 2 could be extended in classroom discussions and activities to meet this objective.
3.	Transfer knowledge of previously learned tactics and strategies to participate in similar but different movement forms.	Student Edition: Chapter 12, Lesson 2 could be extended in classroom discussions and activities to meet this objective.
Benchmark B: Apply biomechanical principles to performance in authentic settings.		
<i>Principles and Critical Elements</i>		
1.	Apply critical elements and biomechanical principles (e.g., stability, rotation, linear and angular motion) to perform increasingly complex movement forms.	Student Edition: 49, 54-55 <i>Fitness Check</i> 56 Teacher Annotated Edition: Ho 228; QD 55; TC 230; TF 55

STANDARDS		PAGE REFERENCES	
2.	Analyze and evaluate performance of self and others across multiple movement forms.	Student Edition: 159-163, 219-226, 332-338 <i>Fitness Check</i> 8-9, 78-80, 162, 197, 221, 267, 308-309 Teacher Annotated Edition: Ac 222	
3.	Use information from a variety of sources to design a plan to improve performance.	Student Edition: 25-31, 91, 222-226, 233-236, 273-295, 296-304, 305-314, 315-321, 339-344, 360-361, 362-369 <i>Critical Thinking #31</i> 111 <i>Personal Fitness Planning</i> 338 Teacher Annotated Edition: Ac 84	
Standard 3			
Participates regularly in physical activity.			
Benchmark A: Identify and engage in regular physical activities inside and outside of school to meet daily national recommendations for daily physical activity.			
<i>Identify and Participate</i>			
1.	Participate in moderate to vigorous physical activities.	Student Edition: 28-29, 71-76, 245-249, 273-295, 296-304, 315-321, 325-331, 339-344, 357-361, 362-369 <i>Active Mind Active Body</i> 30 <i>Figure 1.15</i> Teacher Annotated Edition: Ac 84	
2.	Participate in a variety of physical activities outside of school (exergaming, rock climbing, dance, martial arts) for maintaining or enhancing a healthy, active lifestyle.	Student Edition: 227-232, 245-249, 273-295, 296-304, 305-314, 315-321, 362-369 Teacher Annotated Edition: Ac 84, 263; CL 240; PC 312	
3.	Participate in and report on at least two available fitness and/or recreational opportunities in the community.	Student Edition: 362-369, 376-378 <i>Active Mind Active Body</i> 231, 262 <i>Personal Fitness Planning</i> 379 Teacher Annotated Edition: Ac 263; CL 240; GS 378; PF 366	

STANDARDS		PAGE REFERENCES
Benchmark B: Create and monitor a personal plan for physical activity		
<i>Monitor</i>		
1.	Evaluate personal needs and set realistic goals for improving physical activity participation.	<p>Student Edition: 222-226, 233-236, 273-274, 296-304, 305-314, 315-321, 339-344</p> <p><i>Fitness Check</i> 8-9, 78-80, 162, 197, 221, 267, 308-309</p> <p>Teacher Annotated Edition: Ac 84, 222</p>
2.	Develop a schedule that accommodates participation in a variety of moderate to vigorous physical activity most days of the week.	<p>Student Edition: 28, 84, 313-314</p> <p><i>Figure 1.8</i> 10</p> <p><i>Personal Fitness Planning</i> 11, 31, 226</p> <p>Teacher Annotated Edition: En 280</p>
<i>Evaluate</i>		
3.	Monitor physical activity and intensity levels using technology (e.g., pedometer, heart rate monitor and/or physical activity log).	<p>Student Edition: 229</p> <p><i>Active Mind Active Body</i> 86, 92</p> <p>Teacher Annotated Edition: EO 92; PF 229; TF 8, 29, 76, 86, 134, 188, 197, 229, 267</p>
4.	Document participation in a variety of physical activities for one month.	<p>Student Edition: 313-314</p> <p><i>Personal Fitness Planning</i> 314</p> <p>Teacher Annotated Edition: En 280; TF 267</p>

STANDARDS		PAGE REFERENCES
Standard 4		
Achieves and maintains a health-enhancing level of physical fitness.		
Benchmark A: Meet or exceed criterion-referenced health-related physical fitness standards.		
<i>Fitness</i>		
1.	Perform fitness activities using appropriate principles and practices.	<p>Student Edition: 10-11, 28-29, 82-89, 90-94, 95-100, 101-109, 233-236, 305-314, 339-344</p> <p><i>Critical Thinking #31 111</i></p> <p><i>Figure 3.18 107</i></p> <p><i>Fitness Check 56</i></p> <p>Teacher Annotated Edition: Ac 88; Ex 83; UV 97; WT 88</p>
2.	Meet criterion-referenced standards for the components of health-related fitness.	<p>Student Edition: 159-163, 219-220, 222-226</p> <p><i>Fitness Check 8-9, 78-80, 162, 197, 221, 267, 308-309</i></p> <p>Teacher Annotated Edition: Ac 222</p>
Benchmark B: Understand the principles, components and practices of health-related physical fitness.		
<i>Components, Principles and Practices</i>		
1.	Evaluate a fitness self-assessment and develop and implement a one-month personal physical fitness plan.	<p>Student Edition: 25-31, 91, 222-226, 233-236, 273-274, 315-321</p> <p><i>Critical Thinking #31 111</i></p> <p><i>Figure 3.18 107</i></p> <p><i>Personal Fitness Planning 167, 260</i></p> <p>Teacher Annotated Edition: Ac 26; Ex 91</p>
2.	Demonstrate and report the components of health-related fitness within a personal physical activity program.	<p>Student Edition: 25-31, 71-74, 212-215, 227-232, 245-249, 273-274, 296-304, 305-314, 315-321, 339-344, 345-353, 357-361</p> <p>Teacher Annotated Edition: Di 248</p>

STANDARDS		PAGE REFERENCES
3.	Construct a timeline for improvement to accompany personal fitness plan.	<p>Student Edition: 25-31, 273-274, 315-321, 339-345 <i>Personal Fitness Planning</i> 167, 175, 260, 269, 295</p> <p>Teacher Annotated Edition: Ac 26; Ex 91</p>
4.	Define and determine target training zone and apply it to fitness and physical activities.	<p>Student Edition: 82-89, 90-94, 95-100, 222-226, 229, 234, 248-249, 305-314, 315-321, 339-344 <i>Active Mind Active Body</i> 92</p> <p>Teacher Annotated Edition: RC 234; TF 229; UV 97; WT 85</p>
5.	Apply principles of training to monitor and adjust activity levels to meet personal fitness needs.	<p>Student Edition: 28-29, 82-89, 90-94, 95-100, 233-236, 248-249, 305-314, 315-321, 339-344 <i>Figure 3.18</i> 107</p> <p>Teacher Annotated Edition: Ac 93; Ex 83; UV 97</p>
<p>Standard 5 Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.</p> <p>Benchmark A: Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures and etiquette in physical activity settings.</p> <p><i>Safety</i></p>		
1.	Contribute to the development and maintenance of rules that provide for safe participation in physical activities.	<p>Student Edition: 46, 51-52, 275-277 <i>Lifeline</i> 93</p> <p>Teacher Annotated Edition: En 46; EO 44; MA 310-311; PF 366; WT 316</p>

STANDARDS		PAGE REFERENCES
<i>Etiquette</i>		
2.	Exhibit appropriate etiquette in a variety of cooperative and competitive physical activities.	<p>Student Edition: 278 <i>Lifeline</i> 93, 363 <i>Mind Over Matter</i> 51 <i>Stress Break</i> 76 <i>Thinking Critically #4</i> 31</p> <p>Teacher Annotated Edition: Ac 76; CL 73; MA 278; PC 312</p>
Benchmark B: Initiate responsible personal social behavior and positively influence the behavior of others in physical activity settings.		
<i>Communication</i>		
1.	Communicate effectively with others to promote respect and conflict resolution in cooperative and competitive physical activities.	<p>Student Edition: 7, 278 <i>Lifeline</i> 81, 93, 363 <i>Mind Over Matter</i> 22 <i>Stress Break</i> 76</p> <p>Teacher Annotated Edition: Ac 76, 367; CI 200</p>
2.	Modify group activities or game expectations to accommodate individuals with lesser or greater skills or special needs.	<p>Student Edition: 236, 360, 362-369 <i>Personal Fitness Plan</i> 232</p> <p>Teacher Annotated Edition: IS 14, 49, 84, 102, 204, 234, 248, 258-259</p>
<i>Social Responsibility</i>		
3.	Encourage appropriate etiquette and socially responsible behavior of participants and audience.	<p>Student Edition: 278 <i>Lifeline</i> 93, 363 <i>Mind Over Matter</i> 51 <i>Stress Break</i> 76, 81</p> <p>Teacher Annotated Edition: Ac 76; MA 278</p>

STANDARDS	PAGE REFERENCES
4. Accept decisions made by the designated official and respond to winning or losing with dignity and respect.	Student Edition: <i>Lifeline</i> 93 <i>Stress Break</i> 76, 81 Teacher Annotated Edition: Ac 76
Standard 6 Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction. Benchmark A: Use physical activity to promote personal growth, goal setting and enjoyment.. <i>Self-Challenge</i>	
1. Choose an appropriate level of challenge to experience success and desire to participate in physical activity for a lifetime.	Student Edition: 25-31, 91, 233-236, 273-274, 315-321, 360-361, 362-369 <i>Critical Thinking #31</i> 111
2. Reflect on motivations and goals that determine physical activity participation.	Student Edition: 362-369 <i>Mind Over Matter</i> 369 <i>Personal Fitness Plan</i> 295, 321 <i>Thinking Critically #4</i> 31 Teacher Annotated Edition: PC 312; TC 317
<i>Personal Growth</i>	
3. Appreciate enjoyment, satisfaction and benefits of regular physical activity.	Student Edition: 7, 15-17, 22-24, 362 <i>Figure 7.5</i> 210 <i>Figure 9.1</i> 246 <i>Fitness Facts</i> 6 <i>Mind Over Matter</i> 369 Teacher Annotated Edition: Ac 20; MA 340

STANDARDS		PAGE REFERENCES
4.	Participate in activities that provide enjoyment and challenge.	<p>Student Edition: 222, 227-232, 233-236, 245-249, 273-274, 305-314, 339-344, 362-369</p> <p><i>Fitness Facts</i> 6</p> <p><i>Mind Over Matter</i> 369</p> <p>Teacher Annotated Edition: PC 312</p>
<p>Benchmark B: Select physical activities that promote self-expression and provide opportunities for social and group interaction.</p>		
<p><i>Social Interaction</i></p>		
1.	Describe participation factors that contribute to enjoyment and self-expression.	<p>Student Edition: 362-369</p> <p><i>Fitness Facts</i> 6</p> <p><i>Mind Over Matter</i> 369</p> <p>Teacher Annotated Edition: Ac 20; Ex 364</p>
2.	Participate in physical activities that allow for self-expression and enjoyment.	<p>Student Edition: 362-369</p> <p><i>Fitness Facts</i> 6</p> <p><i>Mind Over Matter</i> 369</p> <p>Teacher Annotated Edition: Ac 20; Ex 364</p>
<p><i>Self-Expression</i></p>		
3.	Understand that physical activity provides an opportunity for positive social interaction.	<p>Student Edition: <i>Lifeline</i> 81</p> <p><i>Mind Over Matter</i> 22</p> <p><i>Thinking Critically #4</i> 31</p> <p>Teacher Annotated Edition: Ex 364; MA 268</p>

STANDARDS		PAGE REFERENCES
Grade 10		
Standard 1		
Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.		
Benchmark A: Demonstrate combined movement skills and patterns in authentic settings.		
<i>Combined Movement Skills and Patterns</i>		
1.	Design and demonstrate a routine that combines complex movement patterns into a smooth, flowing sequence individually and with a partner or group in a performance setting.	Student Edition: Chapter 12, Lesson 1 could be extended in classroom discussions and activities to meet this objective.
2.	Demonstrate consistency in performing specialized skills in a variety of movement forms.	Student Edition: Chapter 12, Lesson 1 could be extended in classroom discussions and activities to meet this objective.
3.	Perform a variety of complex dance routines in small and large groups.	Student Edition: Chapter 12, Lesson 1 could be extended in classroom discussions and activities to meet this objective.
Benchmark B: Demonstrate specialized manipulative skills in a variety of settings.		
<i>Specialized Skill Performance</i>		
1.	Demonstrate competent skill performance by maintaining possession, scoring and defending scoring in small-sided and full-sided invasion games.	Student Edition: Chapter 12, Lesson 1 could be extended in classroom discussions and activities to meet this objective.
2.	Demonstrate competent skill performance by scoring and defending scoring in small-sided and/or full-sided net games.	Student Edition: Chapter 12, Lesson 1 could be extended in classroom discussions and activities to meet this objective.
3.	Demonstrate competent skill performance by scoring (e.g., base running, batting) and defending scoring in small-sided and/or full-sided striking and fielding games.	Student Edition: Chapter 12, Lesson 1 could be extended in classroom discussions and activities to meet this objective.
4.	Demonstrate competent skill performance by scoring and preventing scoring in target games with and without an opponent.	Student Edition: Chapter 12, Lesson 1 could be extended in classroom discussions and activities to meet this objective.

STANDARDS		PAGE REFERENCES
Standard 2		
Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.		
Benchmark A: Apply knowledge of tactical concepts and strategies in authentic settings.		
<i>Strategies and Tactics</i>		
1.	Describe and apply tactics to participate successfully in games across multiple categories of movement forms.	Student Edition: Chapter 12, Lesson 1 could be extended in classroom discussions and activities to meet this objective.
2.	Describe effective strategies for successful performance in multiple categories of movement forms.	Student Edition: Chapter 12, Lesson 1 could be extended in classroom discussions and activities to meet this objective.
3.	Transfer knowledge of previously learned tactics and strategies to participate in similar but different movement forms.	Student Edition: Chapter 12, Lesson 1 could be extended in classroom discussions and activities to meet this objective.
Benchmark B: Apply biomechanical principles to performance in authentic settings.		
<i>Principles and Critical Elements</i>		
1.	Apply critical elements and biomechanical principles (e.g., stability, rotation, linear and angular motion) to perform increasingly complex movement forms.	Student Edition: 49, 54-55 <i>Fitness Check</i> 56 Teacher Annotated Edition: Ho 228; QD 55; TC 230; TF 55
2.	Analyze and evaluate performance of self and others across multiple movement forms.	Student Edition: 159-163, 219-226, 332-338 <i>Fitness Check</i> 8-9, 78-80, 162, 197, 221, 267, 308-309 Teacher Annotated Edition: Ac 222
3.	Use information from a variety of sources to design a plan to improve performance.	Student Edition: 25-31, 91, 222-226, 233-236, 273-295, 296-304, 305-314, 315-321, 339-344, 360-361, 362-369 <i>Critical Thinking #31</i> 111 <i>Personal Fitness Planning</i> 338 Teacher Annotated Edition: Ac 84

STANDARDS		PAGE REFERENCES
Standard 3		
Participates regularly in physical activity.		
Benchmark A: Identify and engage in regular physical activities inside and outside of school to meet daily national recommendations for daily physical activity.		
<i>Identify and Participate</i>		
1.	Participate in moderate to vigorous physical activities.	<p>Student Edition: 28-29, 71-76, 245-249, 273-295, 296-304, 315-321, 325-331, 339-344, 357-361, 362-369</p> <p><i>Active Mind Active Body</i> 30</p> <p><i>Figure 1.15</i></p> <p>Teacher Annotated Edition: Ac 84</p>
2.	Participate in a variety of alternative physical activities (e.g., yoga, orienteering, cycling, skating, hiking, kayaking) for maintaining or enhancing a healthy, active lifestyle.	<p>Student Edition: 230-232, 339-344, 362-369</p> <p><i>Critical Thinking #29</i> 381</p> <p>Teacher Annotated Edition: CC 352; CL 240; MA 340, 366</p>
3.	Participate in and report on at least two available fitness and/or recreational organizations in the community that meet personal needs and interests.	<p>Student Edition: 362-369</p> <p><i>Active Mind Active Body</i> 231, 262</p> <p><i>Personal Fitness Planning</i> 236</p> <p>Teacher Annotated Edition: Ac 263; CL 240; PC 214, 312</p>
4.	Report on at least two available fitness and/or recreational opportunities in the community focusing on access, affordability, quality of facility, staffing, etc.	<p>Student Edition: 362-369</p> <p><i>Active Mind Active Body</i> 231, 262</p> <p><i>Personal Fitness Planning</i> 236</p> <p>Teacher Annotated Edition: Ac 263; CL 240; PC 214, 312</p>

STANDARDS		PAGE REFERENCES
Benchmark B: Create and monitor a personal plan for physical activity		
<i>Monitor</i>		
1.	Monitor physical activity and intensity levels using technology (e.g., pedometer, heart rate monitor, physical activity log).	<p>Student Edition: 85, 228-229 <i>Active Mind Active Body</i> 86, 92</p> <p>Teacher Annotated Edition: CL 209; TF 8, 29, 86, 197, 267, 229</p>
2.	Develop a schedule that accommodates participation in a variety of moderate to vigorous physical activity most days of the week.	<p>Student Edition: 28, 84, 313-314 <i>Figure 1.8 10</i> <i>Personal Fitness Planning</i> 11, 31, 226</p> <p>Teacher Annotated Edition: En 280</p>
<i>Evaluate</i>		
3.	Keep a daily record of physical activity participation to evaluate progress in achieving personal goals.	<p>Student Edition: 94, 313-314 <i>Critical Thinking #30 323</i> <i>Personal Fitness Planning</i> 314</p> <p>Teacher Annotated Edition: En 280, 314; TF 267</p>
4.	Document participation in a variety of physical activities for one month.	<p>Student Edition: 94, 313-314 <i>Critical Thinking #30 323</i> <i>Personal Fitness Planning</i> 314</p> <p>Teacher Annotated Edition: En 280, 314; TF 267</p>

STANDARDS		PAGE REFERENCES
Standard 4		
Achieves and maintains a health-enhancing level of physical fitness.		
Benchmark A: Meet or exceed criterion-referenced health-related physical fitness standards.		
<i>Fitness</i>		
1.	Perform fitness activities using appropriate principles and practices.	<p>Student Edition: 10-11, 28-29, 82-89, 90-94, 95-100, 101-109, 233-236, 305-314, 339-344</p> <p><i>Critical Thinking #31 111</i></p> <p><i>Figure 3.18 107</i></p> <p><i>Fitness Check 56</i></p> <p>Teacher Annotated Edition: Ac 88; Ex 83; UV 97; WT 88</p>
2.	Meet criterion-referenced standards for the components of health-related fitness.	<p>Student Edition: 159-163, 219-220, 222-226</p> <p><i>Fitness Check 8-9, 78-80, 162, 197, 221, 267, 308-309</i></p> <p>Teacher Annotated Edition: Ac 222</p>
Benchmark B: Understand the principles, components and practices of health-related physical fitness.		
<i>Components, Principles and Practices</i>		
1.	Evaluate a fitness self-assessment and develop an appropriate conditioning program for lifetime participation.	<p>Student Edition: 25-31, 222-226, 233-236, 273-295, 296-304, 305-314, 315-321, 339-344, 362-369</p> <p><i>Critical Thinking #31 111</i></p> <p>Teacher Annotated Edition: Ac 84</p>
2.	Refine and report the components of health-related fitness within a personal physical activity program.	<p>Student Edition: 71-74, 212-215, 222-226, 227-232, 245-249, 273-295, 296-304, 305-314, 315-321, 339-344, 345-353, 357-361, 362-369</p> <p>Teacher Annotated Edition: Di 248</p>

STANDARDS		PAGE REFERENCES
3.	Construct a timeline for improvement to accompany personal fitness plan.	<p>Student Edition: 25-31, 273-274, 315-321, 339-345 <i>Personal Fitness Planning</i> 167, 175, 260, 269, 295</p> <p>Teacher Annotated Edition: Ac 26; Ex 91</p>
4.	Define and determine target training zone within a personal physical activity program and work to improve.	<p>Student Edition: 82-89, 90-94, 95-100, 222-226, 229, 234, 248-249, 305-314, 315-321, 339-344 <i>Active Mind Active Body</i> 92 <i>Fitness Check</i> 221</p> <p>Teacher Annotated Edition: RC 234; TF 229; UV 97; WT 85</p>
5.	Analyze and apply the components of fitness to a personal physical activity program (e.g., body composition, cardiovascular endurance, flexibility, muscular endurance, muscular strength).	<p>Student Edition: 25-31, 71-74, 212-215, 227-232, 245-249, 273-274, 296-304, 305-314, 315-321, 339-344, 345-353, 357-361</p> <p>Teacher Annotated Edition: Di 248</p>
<p>Standard 5 Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.</p> <p>Benchmark A: Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures and etiquette in physical activity settings.</p> <p><i>Safety</i></p>		
1.	Contribute to the development and maintenance of rules that provide for safe participation in physical activities.	<p>Student Edition: 46, 51-52, 275-277 <i>Lifeline</i> 93</p> <p>Teacher Annotated Edition: En 46; EO 44; MA 310-311; PF 366; WT 316</p>

STANDARDS		PAGE REFERENCES
<i>Etiquette</i>		
2.	Exhibit appropriate etiquette in a variety of cooperative and competitive physical activities.	<p>Student Edition: 278 <i>Lifeline</i> 93, 363 <i>Mind Over Matter</i> 51 <i>Stress Break</i> 76 <i>Thinking Critically #4</i> 31</p> <p>Teacher Annotated Edition: Ac 76; CL 73; MA 278; PC 312</p>
3.	Identify unsafe practices and offer appropriate alternatives.	<p>Student Edition: 40-46, 47-52, 275-278, 350-353</p> <p>Teacher Annotated Edition: Di 45; EN 46; EO 44; MA 308-309, 310-311; PC 214; WT 316</p>
Benchmark B: Initiate responsible personal social behavior and positively influence the behavior of others in physical activity settings.		
<i>Communication</i>		
1.	Communicate effectively with others to promote respect and conflict resolution in cooperative and competitive physical activities.	<p>Student Edition: 7, 278 <i>Lifeline</i> 81, 93, 363 <i>Mind Over Matter</i> 22 <i>Stress Break</i> 76</p> <p>Teacher Annotated Edition: Ac 76, 367; CI 200</p>
2.	Modify group activities or game expectations to accommodate individuals with lesser or greater skills or special needs.	<p>Student Edition: 236, 360, 362-369 <i>Personal Fitness Plan</i> 232</p> <p>Teacher Annotated Edition: IS 14, 49, 84, 102, 204, 234, 248, 258-259</p>

STANDARDS		PAGE REFERENCES
<i>Social Responsibility</i>		
3.	Encourage appropriate etiquette and socially responsible behavior of participants and audience.	<p>Student Edition: 278 <i>Lifeline</i> 93, 363 <i>Mind Over Matter</i> 51 <i>Stress Break</i> 76, 81</p> <p>Teacher Annotated Edition: Ac 76; MA 278</p>
4.	Accept decisions made by the designated official and respond to winning or losing with dignity and respect.	<p>Student Edition: <i>Lifeline</i> 93 <i>Stress Break</i> 76, 81</p> <p>Teacher Annotated Edition: Ac 76</p>
Standard 6		
Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.		
Benchmark A: Use physical activity to promote personal growth, goal setting and enjoyment..		
<i>Self-Challenge</i>		
1.	Choose an appropriate level of challenge to experience success and desire to participate in physical activity for a lifetime.	<p>Student Edition: 25-31, 91, 233-236, 273-274, 315-321, 360-361, 362-369 <i>Critical Thinking #31</i> 111</p>
2.	Reflect on motivations and goals that determine physical activity participation.	<p>Student Edition: 362-369 <i>Mind Over Matter</i> 369 <i>Personal Fitness Plan</i> 295, 321 <i>Thinking Critically #4</i> 31</p> <p>Teacher Annotated Edition: PC 312; TC 317</p>

STANDARDS		PAGE REFERENCES
<i>Personal Growth</i>		
3.	Articulate reasons one activity is more enjoyable than others.	<p>Student Edition: 227-232 <i>Critical Thinking</i> #29 381 <i>Fitness Facts</i> 6 <i>Mind Over Matter</i> 369</p> <p>Teacher Annotated Edition: Ac 20; Ex 364; WT 231</p>
Benchmark B: Select physical activities that promote self-expression and provide opportunities for social and group interaction.		
<i>Social Interaction</i>		
1.	Describe participation factors that contribute to enjoyment and self-expression	<p>Student Edition: 362-369 <i>Fitness Facts</i> 6 <i>Mind Over Matter</i> 369</p> <p>Teacher Annotated Edition: Ac 20; Ex 364</p>
2.	Participate in physical activities that allow for self-expression and enjoyment.	<p>Student Edition: 362-369 <i>Fitness Facts</i> 6 <i>Mind Over Matter</i> 369</p> <p>Teacher Annotated Edition: Ac 20; Ex 364</p>
<i>Self-Expression</i>		
3.	Understand that physical activity provides an opportunity for positive social interaction.	<p>Student Edition: <i>Lifeline</i> 81 <i>Mind Over Matter</i> 22 <i>Thinking Critically</i> #4 31</p> <p>Teacher Annotated Edition: Ex 364; MA 268</p>