

# **SOUTH CAROLINA ACADEMIC STANDARDS FOR PHYSICAL EDUCATION**



**South Carolina Department of Education  
Columbia, South Carolina**

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## **Introduction**

At the beginning of the twenty-first century, Dr. David Satcher, the nation's Surgeon General, stated that the total costs of diseases associated with obesity were estimated at almost \$100 billion per year, or approximately 8 percent of the national health care budget. "I am alarmed," he asserted, "by the steady trend we have seen over the last two decades toward decreasing physical education requirements in public schools across the country." The Surgeon General continued:

As a nation, we are becoming increasingly more sedentary in our lifestyles—at home, at school and at work. Televisions and computers promote sedentary habits at home; fewer and fewer schools require students to take physical activity at school, and new convenient labor-saving devices require expending less energy at work.

We have no national data to assess activity levels among children. But we do know that, currently, no state mandates daily physical education in grades K–12, and participation by adolescents in grades 9–12 in daily physical education has declined dramatically—by about one-third, from 42 percent to 27 percent between 1991 and 1997. (Satcher 2000)

Having recognized the serious public health threat posed by childhood obesity, in 2005 the South Carolina General Assembly signed into law Act 105, known as the Students Health and Fitness Act (S.C. Code Ann. §§ 59-10-10 through 59-10-380). In passing this groundbreaking comprehensive legislation, South Carolina mandated that all children in kindergarten through grade five receive 90 minutes of physical education and 60 minutes of physical activity per week. The Act also stipulates the following requirements for the state's public schools that service any combination of kindergarten through grade five:

- a licensed nurse and a physical education activity director;
- a certified physical education teacher as the instructor for every physical education class;
- an average student-teacher ratio of 28:1 in every physical education class and, when the Act is fully implemented, an overall student-teacher ratio of 500:1 for physical education teachers;
- professional development for all teachers and volunteers regarding physical activity for young children; and
- nutrition standards for food service meals based on the recommendations of the State Department of Education Task Force on Student Nutrition and Physical Activity Report, the National School Lunch Act, and the most recent applicable Dietary Guidelines for Americans.

The Students Health and Fitness Act of 2005 also calls for the South Carolina Physical Education Assessment to be administered by all public schools to all students in grades two, five, and eight and in high school. Further, each of the state's school districts must establish and maintain a coordinated school health advisory council to assess, plan, implement, and monitor district and school health policies and programs, including the development of a district wellness policy. The individual fitness status of every student in grades five and eight and every student currently enrolled in the required physical education course in high school must be reported to the parent or legal guardian.

One key belief of the South Carolina Legislature, as well as the South Carolina Department of Education (SCDE) and the National Association for Sport and Physical Education (NASPE), is that every student in the public schools, from kindergarten through grade twelve, should have the opportunity to participate in a quality physical education program. It is the unique role of such a program to help all students develop health-related physical fitness, physical skill competence, cognitive understanding, and positive attitudes about physical activity so that they can lead physically active, healthy lifestyles throughout the years to come. Well-designed and well-run physical education programs are also vitally important because they provide learning experiences that meet students' developmental needs, in turn helping to improve their mental alertness, academic performance, and readiness and enthusiasm for learning (NASPE 2004).

# The 2008 South Carolina Physical Education Academic Standards

In addition to the Students Health and Fitness Act of 2005, three key documents provide the basis for the 2008 *South Carolina Academic Standards for Physical Education* document: the SCDE's *South Carolina Physical Education Curriculum Standards*, published in 2000, and NASPE's *Moving into the Future: National Standards for Physical Education*, published in 1995 in its first edition and 2004 in its second.

South Carolina's six standards statements for physical education are based, in closely adapted form, on the current national physical education standards, which are set forth in the 2004 NASPE publication. The descriptive paragraph that follows each of the standards statements is taken directly from that publication and is documented as such.

## Standard 1

***The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities***

The intent of this standard is development of the physical skills needed to enjoy participation in physical activities. Mastering movement fundamentals establishes a foundation to facilitate continued motor skill acquisition and gives students the capacity for successful and advanced levels of performance to further the likelihood of participation on a daily basis. In the primary years, students develop maturity and versatility in the use of fundamental motor skills (e.g., running, skipping, throwing, striking) that are further refined, combined, and varied during the middle school years. These motor skills, now having evolved into specialized skills (e.g., a specific dance step, chest pass, catching with a glove, or the use of a specific tactic), are used in increasingly complex movement environments through the middle school years. On the basis of interest and ability, high school students select a few activities for regular participation within which more advanced skills are mastered. In preparation for adulthood, students acquire the skills to participate in a wide variety of leisure and work-related physical activities. (NASPE 2004, 15)

## Standard 2

***The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities.***

The intent of this standard is facilitation of learners' ability to use cognitive information to understand and enhance motor skill acquisition and performance. It enhances the ability to use the mind to control or direct one's performance. This includes the application of concepts from disciplines such as motor learning and development, sport psychology and sociology, and biomechanics and exercise physiology. It includes, for example, increasing force production through the summation of forces, knowing the effects of anxiety on performance, and understanding the principle of specificity of training. Knowledge of these concepts and principles and of how to apply them enhances the likelihood of independent learning and therefore more regular and effective participation in physical activity. In the lower elementary grades, emphasis is placed on establishing a movement vocabulary and applying introductory concepts. Through the upper elementary and middle school years, an emphasis is placed on applying and generalizing these concepts to real-life physical activity situations. In high school, emphasis is placed on students' independently and routinely using a wide variety of increasingly complex concepts. By graduation, the student has developed sufficient knowledge and ability to independently use his/her knowledge to acquire new skills while continuing to refine existing ones. (NASPE 2004, 21)

## Standard 3

***The student will participate regularly in physical activity.***

The intent of this standard is establishment of patterns of regular participation in meaningful physical activity. This standard connects what is done in the physical education class with the lives of students outside of the classroom. Although participation within the physical education class is important, what the student does outside the physical education class is critical to developing an active, healthy lifestyle that has the potential to help prevent a variety of health problems among future generations of adults. Students make use of the skills and knowledge learned in physical education class as they engage in regular physical activity outside of the physical education class. They demonstrate effective self-management skills that enable them to participate in physical activity on a regular basis. Voluntary participation often develops from the initial enjoyment that is derived from the activity coupled with the requisite skills needed for participation. As students develop an awareness of the relationships between activity and its immediate and identifiable effects on the body, regular participation in physical activity enhances the physical and psychological health of the body, social opportunities and relationships, and quality of life. Students are more likely to participate if they have opportunities to develop interests that are personally meaningful to them. Young children learn to enjoy physical activity yet also learn that a certain level of personal commitment and earnest work is required to reap the benefits from their participation. They partake in developmentally appropriate activities that help them develop movement competence and should be encouraged to participate in moderate to vigorous

physical activity and unstructured play. As students get older, the structure of activity tends to increase and the opportunities for participation in different types of activity increase outside of the physical education class. Attainment of this standard encourages participation commensurate with contemporary recommendations regarding the type of activity as well as the frequency, duration, and intensity of participation believed to support and sustain good health. (NASPE 2004, 27)

#### **Standard 4**

***The student will achieve and maintain a health-enhancing level of physical fitness.***

The intent of this standard is development of students' knowledge, skills, and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Students develop higher levels of basic fitness and physical competence as needed for many work situations and active leisure participation. Health-related fitness components include cardiorespiratory endurance [i.e., aerobic capacity], muscular strength and endurance, flexibility, and body composition. Expectations for improvement of students' fitness levels should be established on a personal basis, taking into account variation in entry levels and the long-term goal of achieving health-related levels of fitness based on criterion-referenced standards. For elementary children, the emphasis is on an awareness of fitness components and having fun while participating in health-enhancing activities that promote physical fitness. Middle school students gradually acquire a greater understanding of the fitness components, the ways each is developed and maintained, and the importance of each in overall fitness. Secondary students are able to design and develop an appropriate personal fitness program that enables them to achieve health-related levels of fitness. (NASPE 2004, 33)

#### **Standard 5**

***The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings.***

The intent of this standard is achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction. Key to this standard is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, age, race, and socioeconomic status. Achievement of this standard in the lower elementary grades begins with recognition of classroom rules, procedures, and safety. In the upper elementary levels, children learn to work independently, with a partner, and in small groups. Throughout elementary school, students begin to recognize individual similarities and differences and participate cooperatively in physical activity. In middle school, adolescents identify the purpose of rules and procedures and become involved in decision-making processes to establish the rules and procedures that guide specific activity situations. They participate cooperatively in physical activity with persons of diverse characteristics and backgrounds. High school students initiate responsible behavior, function independently and responsibly, and positively influence the behavior of others in physical activity settings. They participate with all people, avoid and resolve conflicts, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. High school students begin to understand how adult work and family roles and responsibilities affect their decisions about physical activity and how physical activity, preferences, and opportunities change over time. (NASPE 2004, 39)

#### **Standard 6**

***The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction.***

The intent of this standard is development of an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity provides opportunities for self-expression and social interaction and can be enjoyable, challenging, and fun. These benefits develop self-confidence and promote a positive self-image, thereby enticing people to continue participation in activity throughout the life span. Elementary children derive pleasure from movement sensations and experience challenge and joy as they sense a growing competence in movement ability. At the middle school level, participation in physical activity provides important opportunities for challenge, social interaction, and group membership, as well as opportunities for continued personal growth in physical skills and their applied settings. Participation at the high school level continues to provide enjoyment and challenge as well as opportunities for self-expression and social interaction. As a result of these intrinsic benefits of participation, students will begin to actively pursue life-long physical activities that meet their own needs. (NASPE 2004, 45)

Standard 1	Psychomotor
Standard 2	Cognitive
Standard 3	Psychomotor
Standard 4	Psychomotor
Standard 5	Affective
Standard 6	Affective

### **The Purpose and Intent of This Document**

The 2008 *South Carolina Academic Standards for Physical Education* is not a curriculum. The six academic standards set forth here are not sequenced for instruction; do not prescribe classroom activities or materials; and do not dictate instructional strategies, approaches, or practices. Instead, this document—in presenting a framework for the development of realistic and achievable expectations for student performance in kindergarten; grades one through two, three through five, and six through eight; and high school—is intended to serve as a resource for the state’s school districts in designing their own physical education curricula. A district may expand and organize its course content on the basis of these standards and indicators to fit the needs of its particular student populations.

The indicators that support each of the standards are concrete statements of what a student should know and be able to do in each of the successive grade-level ranges as the result of having participated in a well-designed and well-run physical education program. Students should be led to strive toward the achievement of these expectations, and their progression across the grade ranges is critical. However, it is the responsibility of the school district to determine the specific grades within each range during which its students will be working on a particular expectation, or indicator, and thus to design its instruction and assessment in developmentally appropriate forms.

# **Grade-Level Physical Education Academic Standards**



## KINDERGARTEN

**Standard 1:** The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

The student should develop fundamental movement patterns (for example, throwing, receiving, jumping, striking) to a level of mature form in simple conditions and gain control of the varied use of these patterns.

### Indicators

- K-1.1 Travel with control forward and sideways using a variety of locomotor skills (including run, jump, hop, gallop, and slide) and change directions in response to a signal or obstacle.
- K-1.2 Move in general space in a controlled manner to avoid contact with people and objects and be able to stop in control on command.
- K-1.3 Demonstrate beat awareness by moving to even and uneven rhythms (for example, galloping or sliding to the uneven rhythm of a drum beat or music).
- K-1.4 Support body weight on a variety of body parts while maintaining stillness (for example, balancing on two hands and a foot).
- K-1.5 Demonstrate controlled traveling, rolling, and balancing actions with or without equipment.
- K-1.6 Throw, catch, kick, and strike objects under simple conditions (for example, tossing and catching in personal space, kicking and striking a stationary ball).

## KINDERGARTEN

**Standard 2:** The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities. (Cognitive Domain)

The student should develop an awareness of basic cognitive concepts associated with movement and learn how to use them to guide his or her performance in game skills, body management, dance, and locomotion. The student should begin to recognize and apply some characteristics of mature fundamental motor patterns.

### Indicators

- K-2.1 Identify fundamental movement skills (for example, hop, jump, gallop, slide, catch, throw, strike).
- K-2.2 Identify basic body and space awareness movement concepts (for example, body parts, body shapes, nonlocomotor movements such as bend and twist, personal and general space, high and low levels, directions, and pathways).
- K-2.3 Identify a variety of spatial relationships with objects (for example, over, under, behind, beside, through).
- K-2.4 Identify the physiological effects of moderate physical activity (for example, fast heart rate, rapid

breathing).

## KINDERGARTEN

**Standard 3:** The student will participate regularly in physical activity. (Psychomotor Domain)

The student should develop a positive attitude toward participating in physical activity and act on the general awareness that physical activity is both fun and good for him or her.

### Indicator

K-3.1 Engage in a variety of physical activities during leisure time (for example, t-ball, riding a bicycle, tag, hide-and-seek).

## KINDERGARTEN

**Standard 4:** The student will achieve and maintain a health-enhancing level of physical fitness. (Psychomotor Domain)

The student should develop the ability to sustain physical activity intermittently for short periods of time, to enjoy being physically active, and to recognize the physiological signs associated with engagement in vigorous physical activity.

### Indicators

- K-4.1 Sustain moderate-to-vigorous physical activity for short periods of time.
- K-4.2 Engage in sustained physical activity that causes an increased heart rate and rapid breathing.
- K-4.3 Demonstrate muscular strength by supporting body weight for climbing, hanging, and momentarily supporting weight on hands (for example, maintaining a push-up position).

## KINDERGARTEN

**Standard 5:** The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings. (Affective Domain)

The student should learn acceptable physical-activity behaviors and safe practices and develop the ability to apply them in a variety of settings. The student should begin to learn the concept of cooperation by participating in physical activities that require him or her to share space and equipment with others.

### Indicators

- K-5.1 Share physical-activity space and equipment willingly with others.
- K-5.2 Interact positively with others in physical-activity settings (for example, treating others with respect during physical activity regardless of personal differences, including gender, skill level, or ethnicity).
- K-5.3 Work independently and with others on physical-activity tasks.
- K-5.4 Participate appropriately as a member of the class by following directions and classroom rules and using safe physical-activity practices.

## KINDERGARTEN

**Standard 6:** The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction. (Affective Domain)



The student should learn to enjoy the challenge of experiencing new movements and learning new skills. The student should come to associate positive feelings with participation in physical activity and should acquire a growing sense of confidence in his or her movement abilities.

## Indicators

- K-6.1 Participate willingly in individual and group physical activities.
- K-6.2 Identify feelings resulting from participation in physical activities (for example, sense of excitement after running a 25 meter dash or completing the fun run).
- K-6.3 Demonstrate a willingness to learn new fundamental movement skills and try new games.
- K-6.4 Continue to participate in physical activities after being unsuccessful in initial attempts.
- K-6.5 Identify his or her likes and dislikes with regard to participating in physical activities.

## GRADES 1–2

**Standard 1:** The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

The student should learn to vary the ways in which he or she applies motor skills and begin to develop the ability to use motor skills in combination with one another. The student should gain the ability to adapt and adjust movement skills to uncomplicated yet changing environmental conditions and expectations and should learn to use mature forms of basic locomotor patterns. The student should begin to acquire abilities that demonstrate aesthetic performance in weight-bearing, balance, and dance activities.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the first grade through the end of the second grade. These indicators specify what students should know and be able to do by the end of grade two.

## Indicators

- 2-1.1 Demonstrate mature form in locomotor skills (including walking, running, jumping, hopping, galloping, sliding, skipping, and leaping).
- 2-1.2 Use smooth transitions between combinations of locomotor skills and combinations of manipulative patterns (for example, from walking to running, galloping to skipping, catching to throwing).
- 2-1.3 Jump and land in various combinations (for example, one-foot takeoff to two-foot landing, two-foot takeoff to two-foot landing).
- 2-1.4 Perform simple dances and/or movement sequences to music.
- 2-1.5 Combine balance, weight transfer, and rolling movements into a sequence with a clear beginning and ending (for example, stork-stand balance, to a forward roll, to a donkey kick, to a knee scale balance finish).
- 2-1.6 Adapt kicking and striking to simple, changing environments (for example, kicking a moving ball, striking a friendly toss).
- 2-1.7 Toss a ball underhand using mature form (including places feet together and shoulders square to target, swings throwing arm straight back, shifts weight forward by stepping forward onto opposite foot, ball rolls off fingers, and finishes with throwing arm outstretched toward target).
- 2-1.8 Throw a hand-sized ball overhand with force to hit a wall 30 feet away.
- 2-1.9 Catch a self-tossed and partner-tossed object.
- 2-1.10 Use movement concepts to move in expressive ways (for example, traveling in a curved or zigzag pathway, moving body parts from one level to another, contrasting the speed or force of movement).

## GRADES 1–2

**Standard 2:** The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities. (Cognitive Domain)

The student should develop the ability to identify and use critical elements/learning cues in applying fundamental movement skills. The student should gain the ability to identify and perform the movement concepts of space, effort, and relationships.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the first grade through the end of the second grade. These indicators specify what students should know and be able to do by the end of grade two.

### **Indicators**

- 2-2.1 Identify the critical elements/learning cues of fundamental locomotor and manipulative skills (for example, bend knees when landing, steps with opposition when throwing, reach and give when catching).
- 2-2.2 Identify movement concepts and principles of movement to a variety of fundamental movement skills (for example, catching at different levels, skipping in different pathways, "giving" to receive force).
- 2-2.3 Use feedback to improve performance (for example, changing the hand position after recognizing an error).
- 2-2.4 Identify dominant hand and lead foot for performing fundamental movement skills.
- 2-2.5 Attribute differences in improved physical performance to appropriate practice and experience (for example, student recognizes that he or she is improving in the skill of throwing and catching a ball as a result of practicing in physical education class and playing on a t-ball team).
- 2-2.6 Identify physiological responses as a result of moderate-to-vigorous physical activity (for example, breathing rate, heart rate, amount of perspiration).

## **GRADES 1–2**

**Standard 3:** The student will participate regularly in physical activity. (Psychomotor Domain)

The student should develop a positive attitude toward regular physical activity and its effect on health. The student should acquire the ability to identify the social and psychological benefits of physical activity.

The indicator that supports this standard is intended to be taught in a developmentally appropriate manner from the beginning of the first grade through the end of the second grade. This indicator specifies what students should know and be able to do by the end of grade two.

### **Indicator**

- 2-3.1 Participate regularly in moderate-to-vigorous physical activity in and outside of physical education class (for example, climbing on the rock wall or playground equipment during recess, riding a bicycle, playing little league baseball, playing in the park).

## **GRADES 1–2**

**Standard 4:** The student will achieve and maintain a health-enhancing level of physical fitness. (Psychomotor Domain)

The student should learn to perform a variety of activities that promote cardiovascular, musculoskeletal, and body-composition fitness. The student should develop the ability to sustain moderate-to-vigorous physical activity for progressively longer periods of time and should learn to recognize the physiological effects of physical activity.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the first grade through the end of the second grade. These indicators specify what students should know and be able to do by the end of grade two.

## Indicators

- 2-4.1 Engage in warm-up to prepare the body for physical activity.
- 2-4.2 Participate in physical activity to increase aerobic capacity for example, engages in a series of timed segments of locomotor activities without tiring easily or plays in a variety of games that increase breathing and heart rate).
- 2-4.3 Participate in physical activity to increase muscular strength and endurance (for example, moves transversely along a rock wall with little teacher assistance or travels hand-over-hand along horizontal ladder as in the monkey bars).
- 2-4.4 Participate in physical activity to improve and/or maintain flexibility.

## GRADES 1–2

**Standard 5:** The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings. (Affective Domain)

The student should learn safe physical-activity practices and physical education class rules and procedures and should learn to apply them with little or no reinforcement. Students should gain the ability not only to identify concepts such as cooperating, sharing, and being considerate of others but also to apply these concepts successfully in physical activity environments.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the first grade through the end of the second grade. These indicators specify what students should know and be able to do by the end of grade two.

## Indicators

- 2-5.1 Support and work cooperatively with another to complete an assigned physical education task (for example, tossing easily caught passes to a partner).
- 2-5.2 Treat others with respect during physical activities.
- 2-5.3 Play and cooperate with others during physical activities regardless of personal differences such as gender, skill level, race, or ethnicity (for example, demonstrate a willingness to share equipment with everyone in the group as opposed to a select few).
- 2-5.4 Apply rules, procedures, and safe practices during physical education class with few or no reminders.

## GRADES 1–2

**Standard 6:** The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction. (Affective Domain)

The student should learn that new activities provide challenge and that an individual can express his or her feelings through activity. The student should acquire the ability to work cooperatively with others in physical-activity settings and the ability to identify the particular physical activities that he or she likes and dislikes.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the first grade through the end of the second grade. These indicators specify what students should know and be able to do by the end of grade two.

## Indicators

- 2-6.1 Identify several physical activities that are personally enjoyable.
- 2-6.2 Try new physical activities alone or with peers.
- 2-6.3 Acknowledge the feelings resulting from the challenges, successes, and failures that physical activity can offer.
- 2-6.4 Express personal feelings on progress made while learning a new movement skill (for example,

communicating to the teacher his or her excitement when making the Wall-of-Fame during the physical education class).

2-6.5 Use physical activity as a means of self-expression.

## GRADES 3–5

**Standard 1:** The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

The student should gain the ability to demonstrate refined fundamental patterns, to perform variations and combinations of motor skills, and to apply basic offensive and defensive strategies in increasingly dynamic and complex environments. The student should learn to apply some specialized skills that are basic to particular movement forms (for example, basketball chest pass, soccer dribble) and learn to use those skills with a partner.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the third grade through the end of the fifth grade. These indicators specify what students should know and be able to do by the end of grade five.

### Indicators

- 5-1.1 Demonstrate mature form for all fundamental manipulative skills (for example, catching, striking, kicking).
- 5-1.2 Demonstrate mature form for combinations of fundamental locomotor skills for example, running, walking, skipping, galloping).
- 5-1.3 Use basic motor skills during invasion games, net/wall activities, striking/fielding activities, and target activities in increasingly complex situations (for example, dodging and evading an opponent, traveling at different levels, speeds or directions).
- 5-1.4 Execute basic offensive and defensive strategies for an invasion game or net/wall activity (for example, travel and maintain control of an object in a two-on-one situation, receive and pass an object with a partner against a defender, place the ball away from an opponent in 4-square).
- 5-1.5 Demonstrate extension and control by supporting body weight on the hands (for example, cartwheels, handstands).
- 5-1.6 Apply movement concepts to sequenced gymnastics actions with smooth transitions both alone and with others (for example, perform a routine that includes balance-roll-balance with a change in direction).
- 5-1.7 Perform age-appropriate dances with given steps and sequences in rhythm to music.
- 5-1.8 Jump rope continuously, without error, for 30 seconds.

## GRADES 3–5

**Standard 2:** The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities. (Cognitive Domain)

The student should learn to use critical elements/learning cues to refine his or her application of fundamental and selected specialized motor skills in increasingly complex environments as well as to provide feedback to others. The student should become aware of basic offensive and defensive strategies.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the third grade through the end of the fifth grade. These indicators specify what students should know and be able to do by the end of grade five.

### Indicators

- 5-2.1 Identify critical elements/learning cues of a skill to improve personal performance and provide feedback to others in fundamental movement skills and specialized game skills (for example, making a triangle to set

the volleyball).

- 5-2.2 Identify basic offensive and defensive strategies in modified game situations (for example, moving to open space while in a three-on-two situation).
- 5-2.3 Recognize movement concepts that have an effect on the quality of complex movement performance (for example, the absorption and production of force, the transfer of weight, the relationship between practice and improvement of performance, the importance of warm-up and cool-down).
- 5-2.4 Identify the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) and describe activities that correspond to each component.
- 5-2.5 Design goals based upon personal strengths and weaknesses as determined by fitness test results.
- 5-2.6 Describe how heart rate is used to monitor exercise intensity.

## GRADES 3–5

**Standard 3:** The student will participate regularly in physical activity. (Psychomotor Domain)

The student should begin to develop an awareness of participation in physical activity as a conscious decision and personal choice for both enjoyment and health-related benefits. The student should acquire the ability to reflect this knowledge in his or her personal decisions regarding physical activities outside of physical education class.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the third grade through the end of the fifth grade. These indicators specify what students should know and be able to do by the end of grade five.

### Indicators

- 5-3.1 Monitor his or her own participation in physical activity (for example, using a pedometer to count number of steps taken/distance traveled, using a heart rate monitor to check his or hers exercising heart rate, maintaining a physical activity log).
- 5-3.2 Identify opportunities available in the school and community for regular participation in physical activity (for example, Fun Runs or schoolwide walks, youth sports, county recreation programs, church leagues).

## GRADES 3–5

**Standard 4:** The student will achieve and maintain a health-enhancing level of physical fitness. (Psychomotor Domain)

The student should develop the ability to match different types of physical activities with their underlying physical fitness components and to participate in moderate-to-vigorous physical activity in a variety of settings. The student should begin to acquire the ability to interpret the information provided by formal measures of physical fitness and to use this information to increase his or her current level of fitness.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the third grade through the end of the fifth grade. These indicators specify what students should know and be able to do by the end of grade five.

### Indicators

- 5-4.1 Achieve the age- and gender-specific health-related physical fitness standards defined by a state-approved fitness assessment (including Fitnessgram).
- 5-4.2 Implement strategies to achieve health-related physical fitness goals (for example, maintains heart rate within the target heart rate zone for a specified length of time during an aerobic activity).
- 5-4.3 Select and participate in physical activities that develop and appropriately maintain each of the five

## GRADES 3–5

**Standard 5:** The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings. (Affective Domain)

The student should learn to identify the purpose for activity-specific rules, safe practices, procedures, and etiquette, and—with few reminders—should acquire the ability to follow these principles. The student should continue to develop cooperation skills to achieve a common goal while working with a partner or a small group. The student should continue to develop a respect for the strength as well as the limitations of others.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the third grade through the end of the fifth grade. These indicators specify what students should know and be able to do by the end of grade five.

### Indicators

- 5-5.1 Work cooperatively and productively in a small group to accomplish a set goal in both cooperative and competitive physical activities.
- 5-5.2 Identify and demonstrate the characteristics of good sportsmanship (for example, accept the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others).
- 5-5.3 Recognize the positive attributes that individuals of varying gender, race, ethnicity, and/or skill levels bring to physical activity in a group setting.
- 5-5.4 Participate in the establishment of rules, procedures, and standards of etiquette that are safe and effective for specific activity situations.
- 5-5.5 Take responsibility for his or her own actions without blaming others.
- 5-5.6 Participate willingly in physical activities with others who may be different in gender, race, ethnicity, and/or skill level.

## GRADES 3–5

**Standard 6:** The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction. (Affective Domain)

The student should develop the ability to choose an appropriate level of challenge for him- or herself in physical activities and to realize that improvement in skills is achieved by effort and practice. The student should learn to enjoy participating in physical activities with peers whose skill levels are both different from and similar to his or her own and thereby to recognize that physical activity is an important avenue to many personal rewards.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the third grade through the end of the fifth grade. These indicators specify what students should know and be able to do by the end of grade five.

### Indicators

- 5-6.1 Seek to engage in physical activities that are personally enjoyable.
- 5-6.2 Recognize that effort and practice contribute to improvement and success.
- 5-6.3 Seek to engage in physical activities that are personally challenging.
- 5-6.4 Celebrate personal physical-activity successes and achievements along with those of others.
- 5-6.5 Recognize that physical activity is an opportunity for positive social interaction.
- 5-6.6 Explain why individuals are attracted to certain physical activities.
- 5-6.7 Recognize that skill competency leads to enjoyment of movement and physical activity.

## GRADES 6–8

**Standard 1:** The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

The student should develop mature form for all basic manipulative, locomotor, and nonlocomotor skills and should gain an increased ability to use these skills in varying and complex situations. The student should demonstrate basic skills in modified versions of aquatics, dance, individual activities, dual activities, team sports, and outdoor pursuits.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the sixth grade through the end of the eighth grade. These indicators specify what students should know and be able to do by the end of grade eight.

### Indicators

- 8-1.1 Demonstrate basic skills and tactics during a three-on-two modified team sport (for example, passing to open space during a three-on-two soccer game).
- 8-1.2 Use good technique in performing two different types of dances (for example, demonstrating correct steps with balance and control when performing a line dance and a folk dance).
- 8-1.3 Demonstrate in a modified situation the basic skills and tactics used for an individual activity and a dual activity (for example, demonstrate the four-step delivery skill without the bowling ball, demonstrate the tennis forehand from a tossed ball).
- 8-1.4 Demonstrate the basic skills that one uses in an outdoor pursuit (for example, reading a compass for orienteering, adjusting the seat height for biking, launching a canoe).
- 8-1.5 Demonstrate basic skills in aquatics (if access to facilities permits) (for example, bobbing, treading water, extension rescues).

## GRADES 6–8

**Standard 2:** The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities. (Cognitive Domain)

The student should come to understand and be able to apply more advanced movement and game strategies, to understand the critical elements/learning cues of advanced movement skills, and to identify characteristics representative of highly skilled performance. The student should develop the ability to identify and use basic offensive and defensive strategies.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the sixth grade through the end of the eighth grade. These indicators specify what students should know and be able to do by the end of grade eight.

### Indicators

- 8-2.1 Identify critical elements/learning cues of movement forms that characterize a skilled performance in a particular physical activity or sport (for example, recognize “balance, eyes, elbows and follow through” as learning cues for performing a free throw).
- 8-2.2 Design a sequence of progressive rhythmic movement patterns (for example, create a repeatable aerobic sequence of four, eight count steps, with coordinated arm movements).
- 8-2.3 Identify the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) and, with limited teacher assistance, use them to design a personal health-related physical fitness plan based on FITT (frequency, intensity, type, and time) training principles.
- 8-2.4 Integrate prior knowledge of movement concepts into new learning experiences in the physical-activity setting (for example, state the similarities between the overhand throwing pattern and the overhand

volleyball serve).

- 8-2.5 Identify selected physical-activity experiences for social, emotional, and health benefits (for example, jogging to reduce stress, walking with a friend for social interaction).
- 8-2.6 Identify tactics within movement forms and explain how to use them effectively in modified situations (for example, explain why hitting the ball away from the opponent when playing tennis is an offensive strategy).

## GRADES 6–8

**Standard 3:** The student will participate regularly in physical activity. (Psychomotor Domain)

The student should develop an interest in a broad range of physical-activity experiences and increase his or her ability to find opportunities for participating in these activities. The student should learn to set and pursue physical-activity goals for him- or herself, understanding and appreciating the long-term health benefits.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the sixth grade through the end of the eighth grade. These indicators specify what students should know and be able to do by the end of grade eight.

### Indicators

- 8-3.1 Monitor his or her own participation in physical activity (for example, maintains an activity log for a seven-day period, documenting progress toward achievement of personal goals).
- 8-3.2 Identify community resources to support varied opportunities for participation in physical activity outside of physical education class (for example, YMCA programs, city recreation programs, biking paths, walking trails).

## GRADES 6–8

**Standard 4:** The student will achieve and maintain a health-enhancing level of physical fitness. (Psychomotor Domain)

The student should begin to develop knowledge of physical fitness training principles and the ways these principles can be utilized to improve health. The student should develop the ability to interpret the results of physical fitness assessments and, with little assistance from the teacher, to use this information to pursue his or her individual fitness goals.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the sixth grade through the end of the eighth grade. These indicators specify what students should know and be able to do by the end of grade eight.

### Indicators

- 8-4.1 Achieve the age- and gender-specific health-related physical fitness standards defined by a state-approved fitness assessment (for example, scoring within the healthy fitness zone on Fitnessgram).
- 8-4.2 Implement a plan, with limited teacher assistance, to improve or maintain desired levels of health-related physical fitness (for example, when flexibility criteria is not achieved, select and perform appropriate exercises until the goal is achieved).
- 8-4.3 Participate in health-related physical fitness activities outside of the physical education class (for example, rollerblading after school, taking swim lessons, playing in a softball league).

## GRADES 6–8

**Standard 5:** The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings. (Affective Domain)



The student should practice appropriate problem-solving techniques to resolve conflicts. The student should cooperate with others to accomplish group goals in both cooperative and competitive settings. The student should respect the contributions of others, in physical activity settings made by those whose skill levels are dissimilar to their own. The student should understand the concept of physical activity as a microcosm of modern culture and society and should recognize the role of physical activity in understanding the diversity in modern culture.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the sixth grade through the end of the eighth grade. These indicators specify what students should know and be able to do by the end of grade eight.

### **Indicators**

- 8-5.1 Work cooperatively within a group to establish and achieve group goals in competitive as well as cooperative physical-activity settings (for example, consider ideas from all group members when creating an aerobic dance routine).
- 8-5.2 Recognize and resolve potential conflicts in physical-activity settings (for example, shows self-control by accepting a controversial decision of an official).
- 8-5.3 Accept differences among people and make an effort to include a diversity of participants in physical-activity events (for example, seeks out, participates with, and shows respect for peers with different ability levels).
- 8-5.4 Accept responsibility for behaving in a safe and productive manner in physical-activity settings (for example, without teacher prompting, use equipment as intended).

## **GRADES 6–8**

**Standard 6:** The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction. (Affective Domain)

The student should learn that risk-taking, adventure, and competitive physical activities provide the opportunity for challenge, enjoyment, and positive social interaction. The student should gain a greater awareness of the aesthetic values, feelings, and avenues for self-expression that dance, gymnastics, and various sports activities can offer an individual.

The indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning of the sixth grade through the end of the eighth grade. These indicators specify what students should know and be able to do by the end of grade eight.

### **Indicators**

- 8-6.1 Seek and explore physical-activity opportunities that provide personal meaning and enjoyment (for example, participate in organized sports for the joy of competition, ride a mountain bike to enjoy nature trails).
- 8-6.2 Seek and explore health-enhancing physical activities that provide challenge and offer opportunities for problem solving, decision making, and appropriate risk-taking (for example, participate in physically challenging team building games).
- 8-6.3 Use movement to express personal feelings (for example, use appropriate movement qualities to express emotion such as demonstrating anger through forceful and strong bodily movements).

# **High School**

# Physical Education Academic Standards



## HIGH SCHOOL

**Standard 1:** The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Psychomotor Domain)

The student should develop competence in at least two different movement forms. The student should come to recognize the movement form competencies as establishing a foundation for continued motor skill acquisition and maintaining a physically active lifestyle.

### Indicator

HS-1.1 Use basic and advanced skills and tactics to participate competently in two of the following movement forms: aquatics, dance, individual activities, dual activities, team sports, and outdoor pursuits.

## HIGH SCHOOL

**Standard 2:** The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities. (Cognitive Domain)

The student should learn to analyze motor performance and to use that information to improve his or her own performance. The student should use cognitive information to understand and enhance his or her motor skill acquisition and performance and to design a personal fitness program.

### Indicators

- HS-2.1 Analyze and evaluate his or her movement skills as well as those of others in selected activities (for example, using video analysis, personal inventory, survey data).
- HS-2.2 Design a long-term plan for self-improvement in a movement form to achieve a desired level of skill (for example, develops an appropriate conditioning program for a self-selected movement form to engage in for life).
- HS-2.3 Collect, analyze, and assess his or her own health-related physical fitness data as well as those of others (for example, collects data using Fitnessgram, explains the impact of participation in tennis on various components of fitness).
- HS-2.4 Design a long-term personal fitness plan based on FITT (frequency, intensity, type, and time) training principles to improve or maintain health-related physical fitness (plans a summer personal conditioning program).

## HIGH SCHOOL

**Standard 3:** The student will participate regularly in physical activity. (Psychomotor Domain)

The student should come to recognize and understand the significance of physical activity with regard to the quality of life and should develop skills, interests, and desires to maintain an active, healthy lifestyle. The student should develop the ability to connect what is done in the physical education class with his or her life outside of that class. The student should come to feel empowered to assume an active role in managing his or her participation in physical activity now and throughout the future years.

### Indicators

- HS-3.1 Monitor his or her own participation in physical activity (for example, measures through the use of a pedometer, heart-rate monitor, and physical activity log).
- HS-3.2 Identify community resources to support varied opportunities for participating in physical activity outside of physical education class (for example, researching community resources and presenting the information to class).

## HIGH SCHOOL

**Standard 4:** The student will achieve and maintain a health-enhancing level of physical fitness. (Psychomotor Domain)

The student should learn to choose—and, on a regular basis, to participate in—physical activities that enable him or her to achieve and maintain a health-enhancing level of physical fitness.

### Indicators

- HS-4.1 Achieve the age- and gender-specific health-related physical fitness standards defined by a state-approved fitness assessment (including Fitnessgram).
- HS-4.2 Implement a long-term personal fitness plan to improve or maintain health-related physical fitness based on FITT (frequency, intensity, type, and time) training principles.

## HIGH SCHOOL

**Standard 5:** The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings. (Affective Domain)

The student should learn to demonstrate leadership by holding him- or herself as well as others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings. The student should gain the ability to synthesize and evaluate his or her knowledge regarding the role of physical activity

in a culturally diverse society.

## Indicators

- HS-5.1 Apply leadership skills by holding him- or herself as well as others responsible for resolving conflicts in a positive way; modeling proper etiquette; and following safe practices, rules, and procedures in all physical-activity settings (for example, shows leadership by diffusing conflict during competition).
- HS-5.2 Evaluate his or her own ability to work cooperatively within a group to establish and achieve group goals in competitive and cooperative settings (for example, a student rates themselves according to Hellison's model of Teaching Responsibility through Physical Activity levels).
- HS-5.3 Design and apply strategies for including persons of diverse backgrounds and abilities in group physical-activity settings (for example, invites less-skilled students to participate in a warm-up activity prior to class).

## HIGH SCHOOL

**Standard 6:** The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction. (Affective Domain)

The student should acquire the ability to experience satisfaction and enjoyment while pursuing personal physical activity goals and to recognize that physical activity can provide a positive environment for social interaction.

## Indicators

- HS-6.1 Identify the potential benefits of various physical activities (for example, creates a pamphlet on the health benefits of pickleball).
- HS-6.2 Identify physical activities that provide personal meaning and explain why they provide such meaning (for example, class presentations on working with others in a sport to achieve a common goal).
- HS-6.3 Extrapolate how personal meanings derived from various physical activities may change and influence an individual's choices across the life span (for example, reflects on possible reasons for choosing to participate in a lifetime sport after high school).

## Works Cited

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Satcher, David. 2000. "Getting Physical: Exercising Our Demons: Sedentary Lifestyles and Fatty Foods Leave Americans Overweight and Unhealthy." *Atlanta Journal Constitution*, March 15, editorial page. Available online at <http://www.pelinks4u.org/news/satcher.htm>.

## Physical Education Glossary

**Aesthetic qualities:** Expression and artistic nature of movement.

**Aerobic capacity:** The ability to persist in a physical activity that requires oxygen.

**Affective Domain:** An educational outcome specified for the development of feelings, attitudes, values, and social skills.

**Assessment:** The process of gathering evidence about a student's level of achievement and making inferences based on that evidence for a variety of purposes.

**Authentic assessment:** Evaluates learning as demonstrated through a holistic performance of a skill or knowledge in a real-life setting.

**Body composition:** The percentage of body fat relative to the nonfat components of the body. This can be measured in several ways (i.e., skin fold test with fat calipers, bio-electrical impedance [BEI] test with body fat

analyzer; the latter being the least intrusive).

**Body management:** Fundamental skills taught in early years focusing on abilities to control the body/body parts in actions such as those involving traveling, balancing, rolling, and supporting body weight.

**BSER framework:** A description of movement actions used to analyze, describe, and plan instruction of movement skills.

**Body awareness:** What the body does.

**Space:** Where the body moves.

**Effort:** How the body performs the movement.

**Relationship:** Relationships that occur in movement.

**Cognitive Domain:** An educational outcome specified for the development of knowledge and thinking-related processes.

**Competence:** The ability of an individual to participate independently and safely in a physical activity and to maintain a level of continuity in the physical activity that makes his or her participation enjoyable.

**Critical elements (critical features):** The key factors that define a movement.

**Developmentally appropriate:** Taking into account the fact that developmental change is qualitative, sequential, directional, cumulative, multifactorial, and individual.

**Game categories:**

**Invasion games:** Basketball, team handball, flag football, floor hockey, soccer, ultimate

**Net/wall activities:** Badminton, racquetball, table tennis, volleyball, pickleball

**Striking/fielding activities:** Baseball, softball, whiffleball

**Target activities:** Archery, bowling, golf, horseshoes, disc golf

**General space:** All the space that is available for the movement.

**Indicator:** Examples of student behavior at each grade-level range that demonstrates progress toward achieving the standards.

**Instructional alignment:** Congruence of student outcomes, learning experiences, and assessment.

**FITT (frequency, intensity, time & type):** A training principle describing an increase in the frequency, intensity, amount of time, and type of exercise as these factors correlate to an increase in proficiency and stamina.

**Fundamental movement skills**

**Locomotor skills:** walk, run, hop, skip, jump, leap, roll, slide, crawl, cartwheel, and dive.

**Non-locomotor/axial skills:** stretch, bend, twist, circle or rotate, rise, fall, swing, sway, shake, suspend, collapse, tip, spin, turn in place, and rock.

**Manipulative skills:** catch, kick, strike, and throw.

**Health-related physical fitness:** A person's ability to meet age and gender criteria on five designated physical fitness components: Aerobic capacity, body composition, muscular strength, muscular endurance and flexibility.

**Health-related physical fitness components:** Aerobic capacity, body composition, muscular strength, muscular endurance and flexibility.

**Learning cues:** Teaching prompts/guides that serve as reminders of the critical elements for student performance.

**Mature form/mature movement pattern:** The critical elements of a skill performed in a smooth and continuous motion; usually associated with skilled performances.

**Movement concepts:** The language that describes how the body moves, where the body moves, the qualitative characteristics of the movement, and the content involved in the movement.

**Movement forms**

**Aquatics:** Swimming, diving, synchronized swimming, water aerobics

**Dance:** Creative, modern, social, folk, square, aerobic dance, line, step, jazz, tap, African dance, country western, contra, ballroom

**Dual activities:** Badminton, racquetball, table tennis, judo, squash, fencing, handball, pickleball, tennis

**Individual activities:** Gymnastics, archery, bowling, disc golf, self-defense, weight training, golf, horseshoes, track & field, yoga, wrestling, tumbling

**Outdoor pursuits:** Adventure education, ropes course, backpacking, canoeing, orienteering, fishing, rock/wall climbing, hiking, kayaking

**Team activities:** Basketball, flag football, soccer, softball, team handball, volleyball, ultimate

**Movement pattern:** An organized series of related movements.

**Personal space:** The immediate space surrounding an individual's reach at all levels, no matter what his or her location.

**Physical activity:** Movement of the body produced by skeletal muscles resulting in energy expenditure.

**Physical education:** An instructional program delivered by a certified physical education teacher, designed to teach national and state standards and to develop physically educated individuals.

**Physically educated person:** has learned skills necessary to perform a variety of physical activities, is physically fit, does participate regularly in physical activity, knows the implications of, and, benefits from, involvement in physical activity and values physical activity and its contribution to a healthful lifestyle (NASPE, 1992).

**Principles of movement:** Summation of forces, center of gravity, force/speed, relations, and torque.

**Psychomotor Domain:** An educational outcome specified for the development of physical abilities or neuromuscular skills of the learner.

**Push-Up position:** Prone position with hands placed under or slightly wider than the shoulders, fingers stretched out, arms are straight, back straight, legs straight and slightly apart, and toes tucked under.

**Specialized movement/sports skills:** Structured sport and game actions (e.g., basketball lay-up shot, volleyball spike, golf drive, tennis forehand), as opposed to skills basic to many sports (e.g., ready position).

**Strategies:** Competitive decisions made by individuals and/or team about the overall play of the game in order to defeat the opponent (e.g., how to handle a particular player, what kind of defense will be used in a game); overall plan of attack.

**Tactics:** Offensive and defensive movements of players or teams to accomplish an immediate goal or accommodate the specific situations. Tactics take place within the game as an ongoing art of the game play and include decisions an individual makes about when, why, and how to respond to a particular situation.

**Standard 1**

***The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities***

Students should develop skills sufficient to enjoy participation in a variety of activities and become proficient in a few movement forms sufficient to successfully participate in advanced levels of performance. In primary years, students develop maturity and versatility in the use of a range of fundamental skills. During middle school years, these skills are further refined, combined and varied so that they evolve into specialized skills and are used in increasingly more complex movement environments. On the basis of interest and ability, high school students select a few activities for regular participation within which proficiency will be developed.

<b>Kindergarten</b>	<b>Grades 1–2</b>	<b>Grades 3–5</b>	<b>Grades 6–8</b>	<b>High School</b>
<p>K-1.1 Travel with control forward and sideways using a variety of locomotor skills (including run, jump, hop, gallop, and slide) and change directions in response to a signal or obstacle.</p> <p>K-1.2 Move in general space in a controlled manner to avoid contact with people and objects and be able to stop in control on command.</p> <p>K-1.3 Demonstrate beat awareness by moving to even and uneven rhythms (for example, galloping or sliding to the uneven rhythm of a drum beat or music).</p> <p>K-1.4 Support body weight on a variety of body parts while maintaining stillness for example, balancing on two hands and a foot).</p> <p>K-1.5 Demonstrate controlled traveling, rolling, and balancing actions with or without equipment.</p> <p>K-1.6 Throw, catch, kick, and strike objects under simple conditions (for example, tossing and catching in personal space, kicking and striking a stationary ball).</p>	<p>2-1.1 Demonstrate mature form in locomotor skills (including walking, running, jumping, hopping, galloping, sliding, skipping, and leaping).</p> <p>2-1.2 Use smooth transitions between combinations of locomotor skills and combinations of manipulative patterns (for example, from walking to running, galloping to skipping, catching to throwing).</p> <p>2-1.3 Jump and land in various combinations (for example, one-foot takeoff to two-foot landing, two-foot takeoff to two-foot landing).</p> <p>2-1.4 Perform simple dances and/or movement sequences to music.</p> <p>2-1.5 Combine balance, weight transfer, and rolling movements into a sequence with a clear beginning and ending (for example, stork-stand balance, to a forward roll, to a donkey kick, to a knee scale balance finish).</p> <p>2-1.6 Adapt kicking and striking to simple, changing environments (for example, kicking a moving ball, striking a friendly toss).</p> <p>2-1.7 Toss a ball underhand using mature form (including places feet together and shoulders square to target, swings throwing arm straight back, shifts weight forward by stepping forward onto opposite foot, ball rolls off fingers, and finishes with throwing arm outstretched toward target) .</p> <p>2-1.8 Throw a hand-sized ball overhand with force to hit a wall 30 feet away.</p> <p>2-1.9 Catch a self-tossed and partner-tossed object.</p> <p>2-1.10 Use movement</p>	<p>5-1.1 Demonstrate mature form for all fundamental manipulative skills (for example, catching, striking, kicking).</p> <p>5-1.2 Demonstrate mature form for combinations of fundamental locomotor skills (for example, running, walking, skipping, galloping).</p> <p>5-1.3 Use basic motor skills during invasion games, net/wall activities, striking/fielding activities, and target activities in increasingly complex situations (for example dodging and evading an opponent, traveling at different levels, speeds, directions).</p> <p>5-1.4 Execute basic offensive and defensive strategies for an invasion game or net/wall activity (for example, travel and maintain control of an object in a two-on-one situation, receive and pass an object with a partner against a defender, place the ball away from an opponent in 4-square).</p> <p>5-1.5 Demonstrate extension and control by supporting body weight on the hands (for example, cartwheels, handstands).</p> <p>5-1.6 Apply movement concepts to sequenced gymnastics actions with smooth transitions both alone and with others (for example, perform a routine that includes balance-roll-balance with a change in direction).</p> <p>5-1.7 Perform age-appropriate dances with given steps and sequences in rhythm to music.</p> <p>5-1.8 Jump rope continuously, without error, for 30 seconds.</p>	<p>8-1.1 Demonstrate basic skills and tactics during a three-on-two modified team sport (for example, passing to open space during a three-on-two soccer game).</p> <p>8-1.2 Use good technique in performing two different types of dances (for example, demonstrating correct steps with balance and control when performing a line dance and a folk dance).</p> <p>8-1.3 Demonstrate in a modified situation the basic skills and tactics used for an individual activity and a dual activity (for example, demonstrate the four-step delivery skill without the bowling ball, demonstrate the tennis forehand from a tossed ball).</p> <p>8-1.4 Demonstrate the basic skills that one uses in an outdoor pursuit (for example, reading a compass for orienteering, adjusting the seat height for biking, launching a canoe).</p> <p>8-1.5 Demonstrate basic skills in aquatics (if access to facilities permits) (for example, bobbing, treading water, extension rescues).</p>	<p>HS-1.1 Use basic and advanced skills and tactics to participate competently in two of the following movement forms: aquatics, dance, individual activities, dual activities, team sports, and outdoor pursuits.</p>

concepts to move in expressive ways (for example, traveling in a curved or zigzag pathway, moving body parts from one level to another, contrasting the speed or force of movement).

## Standard 2

***The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities.***

Students should be able to use cognitive information to understand and enhance motor skill acquisition and performance. Understanding of such concepts as increasing force production through the summation of forces, and the effects of anxiety on performance increases the likelihood of independent learning. During the elementary years, emphasis is placed on establishing a movement vocabulary and the early application of concepts. Through the years, the concepts introduced become more complex and the application more generalized to real life physical activity situations. During the high school years, the students should possess sufficient knowledge of concepts.

Kindergarten	Grades 1–2	Grades 3–5	Grades 6–8	High School
<p>K-2.1 Identify fundamental movement skills (for example, hop, jump, gallop, slide, catch, throw, strike).</p> <p>K-2.2 Identify basic body and space awareness movement concepts (for example, body parts, body shapes, nonlocomotor movements such as bend and twist, personal and general space, high and low levels, directions, and pathways).</p> <p>K-2.3 Identify a variety of spatial relationships with objects (for example, over, under, behind, beside, through).</p> <p>K-2.4 Identify the physiological effects of moderate-to-vigorous physical activity (for example, fast heart rate, rapid breathing).</p>	<p>2-2.1 Identify the critical elements/learning cues of fundamental locomotor and manipulative skills (for example, bend knees when landing, steps with opposition when throwing, reach and give when catching).</p> <p>2-2.2 Identify movement concepts and principles of movement to a variety of fundamental movement skills (for example, catching at different levels, skipping in different pathways, "giving" to receive force).</p> <p>2-2.3 Use feedback to improve performance (for example, changing the hand position after recognizing an error).</p> <p>2-2.4 Identify dominant hand and lead foot for performing fundamental movement skills.</p> <p>2-2.5 Attribute differences in improved physical performance to appropriate practice and experience (for example, student recognizes that he or she is improving in the skill of throwing and catching a ball as a result of practicing in physical education class and playing on a t-ball team).</p> <p>2-2.6 Identify</p>	<p>5-2.1 Identify critical elements/learning cues of a skill to improve personal performance and provide feedback to others in fundamental movement skills and specialized game skills (for example, making a triangle to set the volleyball).</p> <p>5-2.2 Identify basic offensive and defensive strategies in modified game situations (for example, moving to open space while in a three-on-two situation).</p> <p>5-2.3 Recognize movement concepts that have an effect on the quality of complex movement performance (for example, the absorption and production of force, the transfer of weight, the relationship between practice and improvement of performance, the importance of warm-up and cool-down).</p> <p>5-2.4 Identify the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) and describe activities that correspond to each component.</p> <p>5-2.5 Design goals based upon personal</p>	<p>8-2.1 Identify critical elements/learning cues of movement forms that characterize a skilled performance in a particular physical activity or sport (for example, recognize "balance, eyes, elbows and follow through" as learning cues for performing a free throw).</p> <p>8-2.2 Design a sequence of progressive rhythmic movement patterns (for example, create a repeatable aerobic sequence of four, eight count steps, with coordinated arm movements).</p> <p>8-2.3 Identify the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) and, with limited teacher assistance, use them to design a personal health-related physical fitness plan based on FITT (frequency, intensity, type, and time) training principles.</p> <p>8-2.4 Integrate prior knowledge of movement concepts into new learning experiences in the physical-activity setting (for example, state the similarities between the overhand throwing pattern and the overhand volleyball serve).</p> <p>8-2.5 Identify selected physical-activity experiences for social, emotional, and health</p>	<p>HS-2.1 Analyze and evaluate his or her movement skills as well as those of others in selected activities (for example, using video analysis, personal inventory, survey data).</p> <p>HS-2.2 Design a long-term plan for self-improvement in a movement form to achieve a desired level of skill (for example, develops an appropriate conditioning program for a self-selected movement form to engage in for life).</p> <p>HS-2.3 Collect, analyze, and assess his or her own health-related physical fitness data as well as those of others (for example, collects data using Fitnessgram, explains the impact of participation in tennis on various components of fitness).</p> <p>HS-2.4 Design a long-term personal fitness plan based on FITT (frequency, intensity, type, and time) training principles to improve or maintain health-related physical fitness (plans a summer personal conditioning program).</p>



	physiological responses as a result of moderate-to-vigorous physical activity (for example, rapid breathing, perspiration).	strengths and weaknesses as determined by fitness test results. 5-2.6 Describe how heart rate is used to monitor exercise intensity.	benefits (for example, jogging to reduce stress, walking with a friend for social interaction). 8-2.6 Identify tactics within movement forms and explain how to use them effectively in modified situations (for example, explain why hitting the ball away from the opponent when playing tennis is an offensive strategy).
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**Standard 3**

***The student will participate regularly in physical activity.***

Students should establish patterns of regular participation in meaningful physical activity. The emphasis at the early years is for the students to enjoy physical activity by participating in developmentally appropriate activities that help them develop movement competence. As students get older, the structure of activity tends to increase and the opportunities for participation in different types of activity increase outside of the physical education class. Attainment of the standard should develop an awareness of those opportunities and encourage a broad level of participation.

<b>Kindergarten</b>	<b>Grades 1–2</b>	<b>Grades 3–5</b>	<b>Grades 6–8</b>	<b>High School</b>
K-3.1 Engage in a variety of physical activities during leisure time (for example, t-ball, riding a bicycle, tag, hide-and-seek).	2-3.1 Participate regularly in moderate-to-vigorous physical activity in and outside of physical education class (for example, climbing on the rock wall or playground equipment during recess, riding a bicycle, playing little league baseball, playing in the park).	5-3.1 Monitor his or her own participation in physical activity (for example, using a pedometer to count number of steps taken/distance traveled, using a heart rate monitor to check his or hers exercising heart rate, maintaining a physical activity log). 5-3.2 Identify opportunities available in the school and community for regular participation in physical activity (for example, Fun Runs or schoolwide walks, youth sports, county recreation programs, church leagues).	8-3.1 Monitor his or her own participation in physical activity (for example, maintains an activity log for a seven-day period, documenting progress toward achievement of personal goals). 8-3.2 Identify community resources to support varied opportunities for participation in physical activity outside of physical education class (for example, YMCA programs, city recreation programs, biking paths, walking trails).	HS-3.1 Monitor his or her own participation in physical activity (for example, measures through the use of a pedometer, heart-rate monitor, and physical activity log). HS-3.2 Identify community resources to support varied opportunities for participating in physical activity outside of physical education class (for example, researching community resources and presenting the information to class).

**Standard 4**

***The student will achieve and maintain a health-enhancing level of physical fitness.***

Students should achieve a health-enhancing level of physical fitness. For elementary children, the emphasis is on an awareness of fitness components and having fun while participating. Middle school students acquire a greater understanding of the fitness components and how each is developed and maintained. While high school students are able to design and develop an appropriate personal fitness program that enables them to achieve desired levels of fitness.

<b>Kindergarten</b>	<b>Grades 1–2</b>	<b>Grades 3–5</b>	<b>Grades 6–8</b>	<b>High School</b>
K-4.1 Sustain moderate-to-vigorous physical activity for	2-4.1 Engage in warm-up to prepare the body for physical activity.	5-4.1 Achieve the age- and gender-specific health-related physical fitness	8-4.1 Achieve the age- and gender-specific health-related physical fitness	HS-4.1 Achieve the age- and gender-specific health-

<p>short periods of time. K-4.2 Engage in sustained physical activity that causes an increased heart rate and rapid breathing. K-4.3 Demonstrate muscular strength by supporting body weight for climbing, hanging, and momentarily supporting weight on hands (for example, maintaining a push-up position).</p>	<p>2-4.2 Participate in physical activity to increase aerobic capacity (for example, engages in a series of timed segments of locomotor activities without tiring easily or plays in a variety of games that increase breathing and heart rate). 2-4.3 Participate in physical activity to increase muscular strength and endurance (for example, moves transversely along a rock wall with little teacher assistance or travels hand-over-hand along horizontal ladder as in the monkey bars). 2-4.4 Participate in physical activity to improve and/or maintain flexibility.</p>	<p>standards defined by a state-approved fitness assessment including Fitnessgram). 5-4.2 Implement strategies to achieve health-related physical fitness goals (for example, maintains heart rate within the target heart rate zone for a specified length of time during an aerobic activity). 5-4.3 Select and participate in physical activities that develop and appropriately maintain each of the five components of health-related physical fitness (for example, jogging to increase aerobic capacity).</p>	<p>standards defined by a state-approved fitness assessment (for example, scoring within the healthy fitness zone on Fitnessgram). 8-4.2 Implement a plan, with limited teacher assistance, to improve or maintain desired levels of health-related physical fitness (for example, when flexibility criteria is not achieved, select and perform appropriate exercises until the goal is achieved). 8-4.3 Participate in health-related physical fitness activities outside of the physical education class (for example, rollerblading after school, taking swim lessons, playing in a softball league).</p>	<p>related physical fitness standards defined by a state-approved fitness assessment (including Fitnessgram). HS-4.2 Implement a long-term personal fitness plan to improve or maintain health-related physical fitness based on FITT (frequency, intensity, type, and time) training principles.</p>
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**Standard 5**

***The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings.***

Students should achieve the self-initiated behaviors that promote personal and group success in activity settings, such as safe practices and adherence to rules. Students should also be able to demonstrate respect for individual similarities and differences in relation to such characteristics as ethnicity, motor performance, disabilities, gender, and race among participants in physical activity. At the elementary level, students start with recognition of classroom rules and procedures and move to working independently, with a partner, and in small groups. They also begin to recognize similarities and differences and participate cooperatively in physical activity. In the middle school, the students become involved in decision-making processes to establish rules and procedures for specific activity settings and participate cooperatively in activity with persons of diverse characteristics and backgrounds. High school students are able to initiate responsible behavior and positively influence the behavior of others in physical activity settings and should not only recognize the value of diversity in physical activity, but should be able to develop strategies for inclusion of others.

<b>Kindergarten</b>	<b>Grades 1–2</b>	<b>Grades 3–5</b>	<b>Grades 6–8</b>	<b>High School</b>
<p>K-5.1 Share physical-activity space and equipment willingly with others. K-5.2 Interact positively with others in physical-activity settings (for example, treating others with respect during activity regardless of personal difference, including gender, skill level, or ethnicity). K-5.3 Work independently and with others on physical-activity tasks (for example, practices specific skills as assigned until the teacher signals the end of practice). K-5.4 Participate</p>	<p>2-5.1 Support and work cooperatively with another to complete an assigned physical education task (for example, tossing easily caught passes to a partner). 2-5.2 Treat others with respect during physical activities. 2-5.3 Play and cooperate with others during physical activities regardless of personal differences such as gender, skill level, race, or ethnicity (for example, demonstrate a willingness to share equipment with everyone in the group</p>	<p>5-5.1 Work cooperatively and productively in a small group to accomplish a set goal in both cooperative and competitive physical activities. 5-5.2 Identify and demonstrate the characteristics of good sportsmanship (for example, accept the teacher’s decision regarding a personal rule infraction without displaying negative reactions toward others). 5-5.3 Recognize the positive attributes that individuals of varying gender, race, ethnicity,</p>	<p>8-5.1 Work cooperatively within a group to establish and achieve group goals in competitive as well as cooperative physical-activity settings (for example, consider ideas from all group members when creating an aerobic dance routine). 8-5.2 Recognize and resolve potential conflicts in physical-activity settings (for example, shows self-control by accepting a controversial decision of an official). 8-5.3 Accept differences among people and make an effort to include a</p>	<p>HS-5.1 Apply leadership skills by holding him- or herself as well as others responsible for resolving conflicts in a positive way; modeling proper etiquette; and following safe practices, rules, and procedures in all physical-activity settings (for example, shows leadership by diffusing conflict during competition). HS-5.2 Evaluate his or her own ability to work cooperatively within a group to establish and achieve group goals in competitive and cooperative settings (for example, a student rates themselves</p>

appropriately as a member of the class by following directions and classroom rules and using safe physical-activity practices.	as opposed to a select few). 2-5.4 Apply rules, procedures, and safe practices during physical education class with few or no reminders.	and/or skill levels bring to physical activity in a group setting. 5-5.4 Participate in the establishment of rules, procedures, and standards of etiquette that are safe and effective for specific activity situations. 5-5.5 Take responsibility for his or her own actions without blaming others. 5-5.6 Participate willingly in physical activities with others who may be different in gender, race, ethnicity, and/or skill level.	diversity of participants in physical-activity events (for example, seeks out, participates with, and shows respect for peers with different ability levels). 8-5.4 Accept responsibility for behaving in a safe and productive manner in physical-activity settings (for example, without teacher prompting, use equipment as intended).	according to Hellison's model of Teaching Responsibility through Physical Activity levels). HS-5.3 Design and apply strategies for including persons of diverse backgrounds and abilities in group physical-activity settings (for example, invites less-skilled students to participate in a warm-up activity prior to class).
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**Standard 6**

***The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction.***

Students should develop an awareness of intrinsic values and benefits of participation in physical activity that provide personal meaning. These benefits, such as self-expression, social interaction, and personal enjoyment, can entice people to continue participation in activity throughout the life span. Elementary students should derive pleasure from movement sensations and experience challenge and joy as they gain competence in movement skills. At the middle school level, physical activity can provide opportunities for challenge, social interaction, and group membership, as well as continued personal growth in physical skills. Participation at the high school level continues to provide enjoyment and challenge as well as opportunities for self-expression and social interaction.

<b>Kindergarten</b>	<b>Grades 1–2</b>	<b>Grades 3–5</b>	<b>Grades 6–8</b>	<b>High School</b>
<p>K-6.1 Participate willingly in individual and group physical activities.</p> <p>K-6.2 Identify feelings resulting from participation in physical activities (for example, sense of excitement after running a 25 meter dash or completing the fun run).</p> <p>K-6.3 Demonstrate a willingness to learn new fundamental movement skills and try new games.</p> <p>K-6.4 Continue to participate in physical activities after being unsuccessful in initial attempts.</p> <p>K-6.5 Identify his or her likes and dislikes with regard to participating in physical activities.</p>	<p>2-6.1 Identify several physical activities that are personally enjoyable.</p> <p>2-6.2 Try new physical activities alone or with peers.</p> <p>2-6.3 Acknowledge the feelings resulting from the challenges, successes, and failures that physical activity can offer.</p> <p>2-6.4 Express personal feelings on progress made while learning a new movement skill (for example, communicating to the teacher his or her excitement when making the Wall-of-Fame during physical education class).</p> <p>2-6.5 Use physical activity as a means of self-expression.</p>	<p>5-6.1 Seek to engage in physical activities that are personally enjoyable.</p> <p>5-6.2 Recognize that effort and practice contribute to improvement and success.</p> <p>5-6.3 Seek to engage in physical activities that are personally challenging.</p> <p>5-6.4 Celebrate personal physical-activity successes and achievements along with those of others.</p> <p>5-6.5 Recognize that physical activity is an opportunity for positive social interaction.</p> <p>5-6.6 Explain why individuals are attracted to certain physical activities.</p> <p>5-6.7 Recognize that skill competency leads to enjoyment of movement and physical activity.</p>	<p>8-6.1 Seek and explore physical-activity opportunities that provide personal meaning and enjoyment (for example, participate in organized sports for the joy of competition, ride a mountain bike to enjoy nature trails).</p> <p>8-6.2 Seek and explore health-enhancing physical activities that provide challenge and offer opportunities for problem solving, decision making, and appropriate risk-taking (for example, participate in physically challenging team building games).</p> <p>8-6.3 Use movement</p>	<p>HS-6.1 Identify the potential benefits of various physical activities (for example, creates a pamphlet on the health benefits of pickleball).</p> <p>HS-6.2 Identify physical activities that provide personal meaning and explain why they provide such meaning (for example, class presentations on working with others in a sport to achieve a common goal).</p> <p>HS-6.3 Extrapolate how personal meanings derived from various physical activities may change and influence an individual's choices across the life span (for example, reflects on possible reasons for choosing to participate in a lifetime sport after high school).</p>

to express personal feelings (for example, use appropriate movement qualities to express emotion such as demonstrating anger through forceful and strong bodily movements).

## Academic Standards by Grade Level Matrix

### KINDERGARTEN

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6
<p>K-1.1 Travel with control forward and sideways using a variety of locomotor skills (including run, jump, hop, gallop, and slide) and change directions in response to a signal or obstacle.</p> <p>K-1.2 Move in general space in a controlled manner to avoid contact with people and objects and be able to stop in control on command.</p> <p>K-1.3 Demonstrate beat awareness by moving to even and uneven rhythms.</p> <p>K-1.4 Support body weight on a variety of body parts while maintaining stillness.</p> <p>K-1.5 Demonstrate controlled traveling, rolling, and balancing actions with or without</p>	<p>K-2.1 Identify fundamental movement skills (for example, skip, strike).</p> <p>K-2.2 Identify basic body and space awareness movement concepts.</p> <p>K-2.3 Identify a variety of spatial relationships with objects.</p> <p>K-2.4 Identify the physiological effects of moderate-to-vigorous physical activity.</p>	<p>K-3.1 Engage in a variety of physical activities during leisure time.</p>	<p>K-4.1 Sustain moderate-to-vigorous physical activity for short periods of time.</p> <p>K-4.2 Engage in sustained physical activity that causes an increased heart rate and rapid breathing.</p> <p>K-4.3 Demonstrate muscular strength by supporting body weight for climbing, hanging, and momentarily supporting weight on hands.</p>	<p>K-5.1 Share physical-activity space and equipment willingly with others.</p> <p>K-5.2 Interact positively with others in physical-activity settings.</p> <p>K-5.3 Work independently and with others on physical-activity tasks.</p> <p>K-5.4 Participate appropriately as a member of the class by following directions and classroom rules and using safe physical-activity practices.</p>	<p>K-6.1 Participate willingly in individual and group physical activities.</p> <p>K-6.2 Identify feelings resulting from participation in physical activities.</p> <p>K-6.3 Demonstrate a willingness to learn new fundamental movement skills and try new games.</p> <p>K-6.4 Continue to participate in physical activities after being unsuccessful in initial attempts.</p> <p>K-6.5 Identify his or her likes and dislikes with regard to participating in physical activities.</p>

equipment.  
K-1.6 Throw, catch, kick, and strike objects under simple conditions.

**GRADES 1-2**

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6
<p>2-1.1 Demonstrate mature form in locomotor skills (including walking, running, jumping, hopping, galloping, sliding, skipping, and leaping).</p> <p>2-1.2 Use smooth transitions between combinations of locomotor skills and combinations of manipulative patterns.</p> <p>2-1.3 Jump and land in various combinations.</p> <p>2-1.4 Perform simple dances and/or movement sequences to music.</p> <p>2-1.5 Combine balance, weight transfer, and rolling movements into a sequence with a clear beginning and ending.</p> <p>2-1.6 Adapt kicking and striking to simple, changing environments.</p> <p>2-1.7 Toss a ball underhand using mature form.</p> <p>2-1.8 Throw a hand-sized ball overhand with force to hit a wall 30 feet away.</p> <p>2-1.9 Catch a self-tossed and partner-tossed object.</p> <p>2-1.10 Use movement concepts to move in expressive ways.</p>	<p>2-2.1 Identify the critical elements/learning cues of fundamental locomotor and manipulative skills.</p> <p>2-2.2 Identify movement concepts and principles of movement to a variety of fundamental movement skills.</p> <p>2-2.3 Use feedback to improve performance.</p> <p>2-2.4 Identify dominant hand and lead foot for performing fundamental movement skills.</p> <p>2-2.5 Attribute differences in improved physical performance to appropriate practice and experience.</p> <p>2-2.6 Identify physiological responses as a result of moderate-to-vigorous physical activity.</p>	<p>2-3.1 Participate regularly in moderate-to-vigorous physical activity in and outside of physical education class.</p>	<p>2-4.1 Engage in warm-up to prepare the body for physical activity.</p> <p>2-4.2 Participate in physical activity to increase aerobic capacity.</p> <p>2-4.3 Participate in physical activity to increase muscular strength and endurance.</p> <p>2-4.4 Participate in physical activity to improve and/or maintain flexibility</p>	<p>2-5.1 Support and work cooperatively with another to complete an assigned physical education task.</p> <p>2-5.2 Treat others with respect during physical activities.</p> <p>2-5.3 Play and cooperate with others during physical activities regardless of personal differences such as gender, skill level, race, or ethnicity.</p> <p>2-5.4 Apply rules, procedures, and safe practices during physical education class with few or no reminders.</p>	<p>2-6.1 Identify several physical activities that are personally enjoyable.</p> <p>2-6.2 Try new physical activities alone or with peers.</p> <p>2-6.3 Acknowledge the feelings resulting from the challenges, successes, and failures that physical activity can offer.</p> <p>2-6.4 Express personal feelings on progress made while learning a new movement skill.</p> <p>2-6.5 Use physical activity as a means of self-expression.</p>

**GRADES 3-5**

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6
<p>5-1.1 Demonstrate mature form for all fundamental manipulative skills.</p> <p>5-1.2 Demonstrate mature form for combinations of fundamental locomotor skills.</p> <p>5-1.3 Use basic motor skills during invasion games, net/wall activities, striking/fielding activities, and target activities in increasingly complex situations.</p> <p>5-1.4 Execute basic offensive and defensive strategies for an invasion game or net/wall activity.</p>	<p>5-2.1 Identify critical elements/learning cues of a skill to improve personal performance and provide feedback to others in fundamental movement skills and specialized game skills.</p> <p>5-2.2 Identify basic offensive and defensive strategies in modified game situations.</p> <p>5-2.3 Recognize movement concepts that have an effect on the quality of complex movement performance.</p> <p>5-2.4 Identify the five components of health-related physical fitness (muscle strength, muscle endurance,</p>	<p>5-3.1 Monitor his or her own participation in physical activity.</p> <p>5-3.2 Identify opportunities available in the school and community for regular participation in physical activity.</p>	<p>5-4.1 Achieve the age- and gender-specific health-related physical fitness standards defined by a state-approved fitness assessment.</p> <p>5-4.2 Implement strategies to achieve health-related physical fitness goals.</p> <p>5-4.3 Select and participate in physical activities that develop and appropriately maintain each of the five</p>	<p>5-5.1 Work cooperatively and productively in a small group to accomplish a set goal in both cooperative and competitive physical activities.</p> <p>5-5.2 Identify and demonstrate the characteristics of good sportsmanship.</p> <p>5-5.3 Recognize the positive attributes that individuals of varying gender, race, ethnicity, and/or skill levels bring to physical activity in a group setting.</p> <p>5-5.4 Participate in the establishment of rules, procedures, and</p>	<p>5-6.1 Seek to engage in physical activities that are personally enjoyable.</p> <p>5-6.2 Recognize that effort and practice contribute to improvement and success.</p> <p>5-6.3 Seek to engage in physical activities that are personally challenging.</p> <p>5-6.4 Celebrate personal physical-activity successes and achievements along with those of others.</p> <p>5-6.5 Recognize</p>

<p>5-1.5 Demonstrate extension and control by supporting body weight on the hands.</p> <p>5-1.6 Apply movement concepts to sequenced gymnastics actions with smooth transitions both alone and with others.</p> <p>5-1.7 Perform age-appropriate dances with given steps and sequences in rhythm to music.</p> <p>5-1.8 Jump rope continuously, without error, for 30 seconds.</p>	<p>aerobic capacity, flexibility, and body composition) and describe activities that correspond to each component.</p> <p>5-2.5 Design goals based upon personal strengths and weaknesses as determined by fitness test results.</p> <p>5-2.6 Describe how heart rate is used to monitor exercise intensity.</p>		<p>components of health-related physical fitness.</p>	<p>standards of etiquette that are safe and effective for specific activity situations.</p> <p>5-5.5 Take responsibility for his or her own actions without blaming others.</p> <p>5-5.6 Participate willingly in physical activities with others who may be different in gender, race, ethnicity, and/or skill level.</p>	<p>that physical activity is an opportunity for positive social interaction.</p> <p>5-6.6 Explain why individuals are attracted to certain physical activities.</p> <p>5-6.7 Recognize that skill competency leads to enjoyment of movement and physical activity.</p>
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## GRADES 6-8

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6
<p>8-1.1 Demonstrate basic skills and tactics during a three-on-two modified team sport.</p> <p>8-1.2 Use good technique in performing two different types of dances.</p> <p>8-1.3 Demonstrate in a modified situation the basic skills and tactics used for an individual activity and a dual activity.</p> <p>8-1.4 Demonstrate the basic skills that one uses in an outdoor pursuit.</p> <p>8-1.5 Demonstrate basic skills in aquatics (if access to facilities permits).</p>	<p>8-2.1 Identify critical elements/learning cues of movement forms that characterize a skilled performance in a particular physical activity or sport.</p> <p>8-2.2 Design a sequence of progressive rhythmic movement patterns.</p> <p>8-2.3 Identify the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) and, with limited teacher assistance, use them to design a personal health-related physical fitness plan based on FITT (frequency, intensity, type, and time) training principles.</p> <p>8-2.4 Integrate prior knowledge of movement concepts into new learning experiences in the physical-activity setting.</p> <p>8-2.5 Identify selected physical-activity experiences for social, emotional, and health benefits.</p> <p>8-2.6 Identify tactics within movement forms and explain how to use them effectively in modified situations.</p>	<p>8-3.1 Monitor his or her own participation in physical activity.</p> <p>8-3.2 Identify community resources to support varied opportunities for participation in physical activity outside of physical education class.</p>	<p>8-4.1 Achieve the age- and gender-specific health-related physical fitness standards defined by a state-approved fitness assessment.</p> <p>8-4.2 Implement a plan, with limited teacher assistance, to improve or maintain desired levels of health-related physical fitness.</p> <p>8-4.3 Participate in health-related physical fitness activities outside of the physical education class.</p>	<p>8-5.1 Work cooperatively within a group to establish and achieve group goals in competitive as well as cooperative physical-activity settings.</p> <p>8-5.2 Recognize and resolve potential conflicts in physical-activity settings.</p> <p>8-5.3 Accept differences among people and make an effort to include a diversity of participants in physical-activity events.</p> <p>8-5.4 Accept responsibility for behaving in a safe and productive manner in physical-activity settings.</p>	<p>8-6.1 Seek and explore physical-activity opportunities that provide personal meaning and enjoyment.</p> <p>8-6.2 Seek and explore health-enhancing physical activities that provide challenge and offer opportunities for problem solving, decision making, and appropriate risk-taking.</p> <p>8-6.3 Use movement to express personal feelings.</p>

## HIGH SCHOOL

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6
<p>HS-1.1 Use basic and advanced skills and tactics to participate competently in two of the following movement forms: aquatics, dance, individual activities, dual activities, team</p>	<p>HS-2.1 Analyze and evaluate his or her movement skills as well as those of others in selected activities.</p> <p>HS-2.2 Design a long-term plan for self-improvement in a movement form to achieve a</p>	<p>HS-3.1 Monitor his or her own participation in physical activity.</p> <p>HS-3.2 Identify community resources to support varied opportunities for participating in physical activity</p>	<p>HS-4.1 Achieve the age- and gender-specific health-related physical fitness standards defined by a state-approved fitness assessment.</p> <p>HS-4.2 Implement a long-term</p>	<p>HS-5.1 Apply leadership skills by holding him- or herself as well as others responsible for resolving conflicts in a positive way; modeling proper etiquette; and following safe practices, rules, and</p>	<p>HS-6.1 Identify the potential benefits of various physical activities.</p> <p>HS-6.2 Identify physical activities that provide personal meaning and explain why they provide such meaning (for</p>

<p>sports, and outdoor pursuits</p>	<p>desired level of skill.          HS-2.3 Collect, analyze, and assess his or her own health-related physical fitness data as well as those of others.          HS-2.4 Design a long-term personal fitness plan based on FITT (frequency, intensity, type, and time) training principles to improve or maintain health-related physical fitness.</p>	<p>outside of physical education class.</p>	<p>personal fitness plan to improve or maintain health-related physical fitness based on FITT (frequency, intensity, type, and time) training principles.</p>	<p>procedures in all physical-activity settings.          HS-5.2 Evaluate his or her own ability to work cooperatively within a group to establish and achieve group goals in competitive and cooperative settings.          HS-5.3 Design and apply strategies for including persons of diverse backgrounds and abilities in group physical-activity settings.</p>	<p>example, class presentations on working with others in a sport to achieve a common goal).          HS-6.3 Extrapolate how personal meanings derived from various physical activities may change and influence an individual's choices across the life span.</p>
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