

## PHYSICAL EDUCATION STANDARDS



# Grade Band Overview by Standard and Organizers

# PHYSICAL EDUCATION STANDARDS

## **Standard 1**

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

## **Standard 2**

Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

## **Standard 3**

Participates regularly in physical activity.

## **Standard 4**

Achieves and maintains a health-enhancing level of physical fitness.

## **Standard 5**

Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

## **Standard 6**

Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

# PHYSICAL EDUCATION STANDARDS

**Content Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Organizers:** *Non-locomotor and Locomotor Skills; Manipulative Skills*

<b>Kindergarten</b>	<b>Grade One</b>	<b>Grade Two</b>	<b>By end of K-2 program, students will:</b>
<p>1. Use locomotor skills in exploratory and controlled settings.</p> <p>2. Use non-locomotor skills (e.g., bend, twist, turn, sway, stretch) in exploratory and controlled settings.</p> <p>3. Balance using a variety of body parts (e.g., 1/2/3/4 point balances) and body shapes (e.g., wide, narrow, twisted).</p> <p>4. Transfer weight by rocking and rolling.</p> <p>5. Move in time with a changing beat (e.g., music, drum, clap, stomp).</p>	<p>1. Demonstrate the ability to perform locomotor skills (e.g., walk, run, gallop, slide, skip, hop, jump, leap) while changing pathway, direction and/or speed.</p> <p>2. Use non-locomotor skills in exploratory and controlled settings and in response to verbal and non-verbal (e.g., mirroring or matching a partner) stimuli.</p> <p>3. Balance in a variety of ways using equipment (e.g., balance ball or board) and/or apparatus (e.g., beam or box).</p> <p>4. Perform a variety of different rocking (e.g., forward/backward, side/side) and rolling skills (e.g., log, egg, parachute, circle, shoulder).</p> <p>5. Move to a rhythmic beat or pattern.</p>	<p>1. Perform combinations of locomotor, weight transfer and balance skills.</p> <p>2. Perform locomotor skills using critical elements correctly.</p> <p>3. Combine non-locomotor and locomotor skills in a movement pattern.</p> <p>4. Move on, over, under and around equipment/apparatus with purpose, control and balance.</p> <p>5. Perform combinations of rolling and balance skills.</p> <p>6. Perform rhythmic dance steps and sequences.</p>	<p>A. Demonstrate locomotor and non-locomotor skills in a variety of ways.</p>
<p>1. Throw objects in a variety of ways in self and general space.</p> <p>2. Catch a bounced ball.</p> <p>3. Use different body parts to strike a lightweight object (such as a balloon) and keep it in the air.</p> <p>4. Kick a stationary ball.</p> <p>5. Dribble objects in a variety of ways in self and general space.</p> <p>6. Roll a ball underhand.</p>	<p>1. Throw using variations in time/force.</p> <p>2. Catch a self-tossed object with hands or an implement.</p> <p>3. Strike a ball using different body parts.</p> <p>4. Kick a ball while running, without hesitating or stopping prior to kick.</p> <p>5. Dribble an object with hands and feet throughout self and general space.</p> <p>6. Roll the ball to a specified target.</p>	<p>1. Throw a variety of objects demonstrating a side orientation.</p> <p>2. Catch objects coming from different directions, heights, speed, etc.</p> <p>3. Strike a variety of objects with the hand or an implement attempting to control force/direction.</p> <p>4. Kick a rolled or moving ball.</p> <p>5. Dribble a ball with hands and feet using variations in time/force.</p> <p>6. Roll the ball or object to a moving target.</p>	<p>B. Demonstrate developing control of fundamental manipulative skills.</p>

# PHYSICAL EDUCATION STANDARDS

**Content Standard 2:** Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

**Organizers: Movement Concepts; Knowledge of Critical Elements**

<b>Kindergarten</b>	<b>Grade One</b>	<b>Grade Two</b>	<b>By end of K-2 program, students will:</b>
<ul style="list-style-type: none"> <li>1. Establish a movement vocabulary through exploration of body, space, effort and relationships.</li> <li>2. Distinguish between different degrees of effort (e.g., strong, weak, fast, slow, bound, free).</li> <li>3. Identify body parts and move them in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>1. Demonstrate knowledge of movement vocabulary related to space (e.g., self, general, directions, levels and pathways).</li> <li>2. Demonstrate an understanding of relationships (lead, follow, over, under) in a variety of physical activities.</li> <li>3. Identify personal effort that varies the quality of movement (e.g., speed up, slow down).</li> </ul>	<ul style="list-style-type: none"> <li>1. Use movement vocabulary to describe a pattern (e.g., levels: high, medium, low).</li> <li>2. Apply movement concepts to modify performance (e.g., use more body parts, keep the object closer).</li> <li>3. Apply different degrees of effort to accomplish a task (e.g., adjust speed).</li> </ul>	<ul style="list-style-type: none"> <li>A. Demonstrate knowledge of movement concepts related to body, space, effort and relationships.</li> </ul>
<ul style="list-style-type: none"> <li>1. Differentiate among locomotor skills.</li> <li>2. Differentiate among non-locomotor skills.</li> </ul>	<ul style="list-style-type: none"> <li>1. Differentiate among manipulative skills.</li> <li>2. Repeat “cue words” for fundamental motor skills and apply them to improve performance.</li> </ul>	<ul style="list-style-type: none"> <li>1. Differentiate among manipulative skills.</li> <li>2. Identify critical elements which lead to successful performance of locomotor, non-locomotor and manipulative skills.</li> </ul>	<ul style="list-style-type: none"> <li>B. Demonstrate knowledge of critical elements of fundamental motor skills.</li> </ul>

# PHYSICAL EDUCATION STANDARDS

**Content Standard 3:** Participates regularly in physical activity.

**Organizers:** *Participate; Monitor*

Kindergarten	Grade One	Grade Two	By end of K-2 program, students will:
<ol style="list-style-type: none"> <li>Identify interests connected with participation in physical activity.</li> <li>Identify opportunities for increased physical activity outside of school (e.g., taking the stairs, walking the dog, riding a bike).</li> <li>Identify a playground activity that could be performed during leisure time.</li> <li>Participate in a variety of locomotor and non-locomotor skills inside and outside of school on a regular basis.</li> <li>Exhibit satisfaction from regular participation in physical activity inside and outside of school.</li> </ol>	<ol style="list-style-type: none"> <li>Identify opportunities for increased physical activity (e.g., taking the stairs, walking the dog, riding a bike).</li> <li>Identify several playground activities that could be performed during leisure time.</li> <li>Participate in a variety of moderate to vigorous play activities on a regular basis.</li> <li>Explore enjoyable activities which require moderate to vigorous physical activity.</li> <li>Understand that physical activity has both temporary and lasting effects on the body.</li> </ol>	<ol style="list-style-type: none"> <li>Identify several moderate to vigorous playground activities.</li> <li>Choose to participate in a variety of physical activities on a regular basis inside and outside of school to improve health.</li> <li>Recognize that participation in physical activity is a conscious choice.</li> <li>Discuss positive feelings that are associated with physical activity.</li> </ol>	<p>A. Engage in regular physical activity inside and outside of school to meet national recommendations for daily physical activity.</p>
<ol style="list-style-type: none"> <li>Explores activities of daily participation inside and outside of school.</li> <li>Describe two favorite activities.</li> </ol>	<ol style="list-style-type: none"> <li>Identify activities of daily participation inside and outside of school.</li> <li>Distinguish between active and inactive physical activity.</li> </ol>	<ol style="list-style-type: none"> <li>Compare and contrast activities of daily participation inside and outside of school.</li> <li>Share physical activities done in and out of school.</li> </ol>	<p>B. Recall participation and physical activities both in and outside of school.</p>

# PHYSICAL EDUCATION STANDARDS

**Content Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

**Organizers: Fitness; Effects of Physical Activity**

<b>Kindergarten</b>	<b>Grade One</b>	<b>Grade Two</b>	<b>By end of K-2 program, students will:</b>
<p>1. Perform fitness-related activities using appropriate principles and practices.</p> <p>2. Demonstrate sufficient fitness to sustain moderate to vigorous physical activity.</p>	<p>1. Perform fitness-related activities using appropriate principles and practices.</p> <p>2. Demonstrate sufficient fitness to sustain moderate to vigorous physical activity.</p>	<p>1. Perform fitness-related activities using appropriate principles and practices.</p> <p>2. Demonstrate sufficient fitness to sustain moderate to vigorous physical activity.</p>	<p>A. Demonstrate and develop health-related fitness.</p>
<p>1. Explore activities that contribute to a healthy lifestyle.</p> <p>2. Name activities that increase heart rate.</p> <p>3. Recognize changes in the body that result from participation in moderate and vigorous physical activity (e.g., faster heart rate, perspiration, changes in breathing).</p>	<p>1. Recognize activities that affect heart rate, flexibility and muscle strength.</p> <p>2. Identify ways to stretch muscles in various parts of the body.</p> <p>3. Identify how different physical activities (running, stretching, balancing) affect the body (e.g., increased heart rate, increased respiration and perspiration, fatigued muscles).</p>	<p>1. Distinguish between exercises that improve endurance, flexibility and muscle strength.</p> <p>2. Identify the importance of pacing to sustain moderate to vigorous activity for longer periods of time.</p> <p>3. Recognize the importance of muscular strength to support body weight.</p> <p>4. Recognize that health-related fitness consists of several different components (e.g., strength, flexibility, endurance).</p>	<p>B. Understand the principles, components and practices of health-related physical fitness.</p>

# PHYSICAL EDUCATION STANDARDS

**Content Standard 5:** Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

**Organizers:** *Safety; Cooperation*

Kindergarten	Grade One	Grade Two	By end of K-2 program, students will:
<ol style="list-style-type: none"><li>1. Respond positively to reminders of appropriate safety procedures.</li><li>2. Follow directions and handle equipment safely.</li><li>3. Work independently and safely in self and shared space.</li><li>4. Explain rules related to safety and activity-specific procedures.</li></ol>	<ol style="list-style-type: none"><li>1. Respond positively to reminders of appropriate safety procedures.</li><li>2. Follow directions and handle equipment safely.</li><li>3. Mount, move on and dismount large apparatus safely.</li><li>4. Explain rules related to safety and activity-specific procedures.</li></ol>	<ol style="list-style-type: none"><li>1. Respond positively to reminders of appropriate safety procedures.</li><li>2. Follow directions and handle equipment safely.</li><li>3. Mount, move on and dismount large apparatus safely.</li><li>4. Explain rules related to safety and activity-specific procedures.</li></ol>	A. Know and follow procedures and safe practices.
<ol style="list-style-type: none"><li>1. Follow instructions and class procedures while participating in physical education activities.</li><li>2. Demonstrate cooperation and consideration of others in partner and group physical activities.</li><li>3. Demonstrate willingness to work with a variety of partners in physical education activities.</li></ol>	<ol style="list-style-type: none"><li>1. Follow instructions and class procedures while participating in physical education activities.</li><li>2. Describe examples of cooperation and sharing in a variety of physical activities.</li><li>3. Demonstrate consideration of others with varying skill or fitness levels while participating in physical education activities.</li></ol>	<ol style="list-style-type: none"><li>1. Follow instructions and class procedures while participating in physical activities.</li><li>2. Demonstrate cooperation with others when resolving conflicts.</li><li>3. Take turns using equipment or performing a task.</li><li>4. Interact positively with others in partner and small group activities without regard to individual differences.</li></ol>	B. Demonstrate responsible behavior in physical activity settings.

# PHYSICAL EDUCATION STANDARDS

**Content Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**Organizers:** *Exploration; Effort; Enjoyment; Self-Challenge; Self-Expression; Social Interaction*

<b>Kindergarten</b>	<b>Grade One</b>	<b>Grade Two</b>	<b>By end of K-2 program, students will:</b>
<ul style="list-style-type: none"> <li>1. Try new movement tasks willingly.</li> <li>2. Attempt to accomplish a movement task in a variety of ways.</li> <li>3. Identify several physical activities that are enjoyable.</li> <li>4. Enjoy the opportunity to be creative and express oneself through movement.</li> </ul>	<ul style="list-style-type: none"> <li>1. Try new movement tasks, skills and activities without hesitation.</li> <li>2. Sustain effort to complete tasks.</li> <li>3. Express pleasure from trying a new activity or learning a new skill.</li> <li>4. Invite someone to participate in a favorite physical activity.</li> <li>5. Identify positive feelings that result from participation in physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>1. Continue to participate when not successful on the first try.</li> <li>2. Practice to refine the performance of a movement pattern.</li> <li>3. Encourage someone to try to perform a movement task, skill or sequence.</li> <li>4. Enjoy participating with others to accomplish a movement challenge.</li> <li>5. Identify positive feelings that result from participation in physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>A. Enjoy participation in a variety of physical activities.</li> </ul>
<ul style="list-style-type: none"> <li>1. Identify a new way to complete a movement task.</li> <li>2. Use movement to express a feeling, tell a story or show effort.</li> <li>3. Describe feelings that result from participation in physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>1. Explore different ways to accomplish a movement task.</li> <li>2. Devise a plan to accomplish a movement challenge.</li> <li>3. Express personal feelings about progress in learning a new skill.</li> <li>4. Identify feelings that result from participation in physical activity, alone and with others.</li> </ul>	<ul style="list-style-type: none"> <li>1. Demonstrate and describe a new way to accomplish a movement task.</li> <li>2. Express an idea, concept or emotion through movement.</li> <li>3. Express personal feelings about progress made learning a new skill or improving a previously learned skill.</li> <li>4. Enjoy participating with others to accomplish a movement challenge or achieve a physical activity goal.</li> </ul>	<ul style="list-style-type: none"> <li>B. Discover that physical activities promote self-expression and positive social interaction.</li> </ul>

# PHYSICAL EDUCATION STANDARDS

**Content Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Organizers:** *Combined Skills*

Grade Three	Grade Four	Grade Five	By end of 3-5 program, students will:
<ol style="list-style-type: none"><li>1. Perform a sequence of movements (e.g., dance, gymnastics, jump rope) with a beginning, middle and end.</li><li>2. Balance on a variety of objects that are either static or dynamic.</li></ol>	<ol style="list-style-type: none"><li>1. Perform a sequence of 5-7 movements (e.g., dance, gymnastics, jump rope) with smooth transitions between those movements.</li><li>2. Balance on a variety of objects that are either static or dynamic.</li></ol>	<ol style="list-style-type: none"><li>1. Design and perform a sequence of 5-7 movements (e.g., dance, gymnastics, jump rope) with smooth transitions between those movements.</li><li>2. Balance on a variety of objects that are either static or dynamic.</li></ol>	A. Combine locomotor and non-locomotor skills into movement patterns.

# PHYSICAL EDUCATION STANDARDS

**Content Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

## *Organizers: Application of Skills*

Grade Three	Grade Four	Grade Five	By end of 3-5 program, students will:
<p>1. Throw overhand with force using appropriate critical elements (e.g., side to target, step with opposite foot, rotate trunk, elbow bend, extension and follow through).</p> <p>2. Catch a variety of objects in dynamic conditions using the critical elements (e.g., eyes on object, move into line, hands ready, hands catch, absorb force or “give”).</p> <p>3. Strike an object with a short-handled implement using the critical elements (e.g., sideways to target, eyes on object, bat or racket, back and up or down, step with opposite foot, trunk and hip rotation, swing through the ball).</p> <p>4. Kick the ball to a target using the critical elements (e.g., long stride to the ball, support foot next to the ball or toe to the target, contact the center of the ball or bottom if the goal is height, use the inside of the foot for accuracy or laces if the goal is power, follow through to the target).</p> <p>5. Dribble and maintain control while moving through space using the critical elements (e.g., hand dribble cues – use the finger pads, elbow extends and retracts, contact at waist level or below, eyes up).</p> <p>6. Roll a ball (one-handed underhand) to hit various targets using the critical elements (e.g., eyes on the target, arm back, step with opposition, release at front foot, roll through to target).</p>	<p>1. Throw overhand with varying degrees of force using appropriate critical elements to reach different distances.</p> <p>2. Catch (two-handed) during a game or game-like situation using the critical elements.</p> <p>3. Strike an object with a long-handled implement using the critical elements.</p> <p>4. Kick the ball to a moving target using the critical elements.</p> <p>5. Punt a ball using the critical elements (e.g., hold ball in two hands at waist level, take a long stride, drop the ball onto the foot, point the toe, contact with the laces, kick through the ball).</p> <p>6. Dribble with control while moving through space to avoid stationary objects using the critical elements (e.g., hand dribble cues; use the finger pads, elbow extends and retracts, contact at waist level or below, eyes up – foot dribble cues: push the ball ahead with force depending on space available, use inside and/or outside of the foot – stick dribble cues: hands apart on the stick for control, push the ball ahead with force depending on space available).</p> <p>7. Roll a ball to strike targets at different directions and locations using the critical elements.</p>	<p>1. Throw overhand to reach a medium-sized target with sufficient force using appropriate critical elements.</p> <p>2. Catch with an implement (e.g., glove, scoop) using the critical elements.</p> <p>3. Strike an object with an implement in a game or game-like situation using the critical elements.</p> <p>4. Receive a kick, dribble and then kick a ball to a target using the critical elements (e.g., move into line with the ball, receiving foot to the ball, move the ball in the direction of the dribble, keep the ball close in the dribble, pass to your target).</p> <p>5. Punt using the critical elements to reach a sufficient distance.</p> <p>6. Dribble under control during a game or game-like situation using the critical elements.</p> <p>7. Send (e.g., pass, roll) an object to strike a moving target at different directions and locations.</p>	<p>B. Apply the critical elements of fundamental manipulative skills in a variety of physical activities.</p>

# PHYSICAL EDUCATION STANDARDS

**Content Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Organizers:** *Movement Concepts; Strategies and Tactics; Principles and Critical Elements*

<b>Grade Three</b>	<b>Grade Four</b>	<b>Grade Five</b>	<b>By end of 3-5 program, students will:</b>
<ol style="list-style-type: none"> <li>1. Modify movement to meet the demands of a task (e.g., throw with more or less force to reach a target or teammate).</li> <li>2. Explain how the characteristics of an object (e.g., size, material, weight) affect performance of manipulative skills.</li> <li>3. Identify the most stable and unstable positions from 2-, 3-, 4-point balance positions.</li> <li>4. Demonstrate understanding of boundaries.</li> <li>5. Recognize offensive and defensive situations.</li> <li>6. Start and restart activity in appropriate ways.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the importance of weight transfer in object propulsion skills (throw, strike).</li> <li>2. Describe and demonstrate the correct movement or movement qualities based on the characteristics of the task (e.g., size of object, distance to target, goal, speed or time to complete movement) and/or environment (space, number of players).</li> <li>3. Explain the importance of balance in effective movement performance.</li> <li>4. Demonstrate basic understanding of spacing in a dynamic environment (e.g., partner or small group dance spacing, proximity to the ball or teammate in small-sided games).</li> <li>5. Demonstrate understanding of tactics needed to score (e.g., ball possession, attack, moving an opponent).</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify similar patterns/concepts across related activities (e.g., striking with a bat and tennis forehand).</li> <li>2. Analyze and modify a movement based on the characteristics of the task (e.g., size of object, distance to target, goal, speed, or time to complete movement) and/or environment (space, number of players) in a dynamic or changing environment.</li> <li>3. Use knowledge of balance to impact movement performance.</li> <li>4. Demonstrate basic understanding of positioning in simple game settings (e.g., maintain or return to base position, positioning relative to a goal or opponent).</li> <li>5. Demonstrate basic decision-making capabilities in simple performance settings (e.g., what skill should I use?)</li> </ol>	<p>A. Demonstrate and apply basic tactics and principles of movement.</p>
<ol style="list-style-type: none"> <li>1. Describe the critical elements of the manipulative skills (e.g., throw, catch, kick, strike).</li> <li>2. Explain how appropriate practice improves performance.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use the knowledge of critical elements to analyze skill performance to determine strengths and weaknesses of motor skills.</li> <li>2. Explain how appropriate practice can improve performance of a movement or skill.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use knowledge of critical elements to analyze and provide feedback on motor-skill performance of others.</li> <li>2. Use the principles of practice (e.g., part-practice, variable practice, simplifying the environment, identify key cues) to develop a plan to improve performance for a movement skill.</li> </ol>	<p>B. Demonstrate knowledge of critical elements for more complex motor skills.</p>

# PHYSICAL EDUCATION STANDARDS

**Content Standard 3:** Participates regularly in physical activity.

**Organizers:** *Participate; Monitor and Plan*

<b>Grade Three</b>	<b>Grade Four</b>	<b>Grade Five</b>	<b>By end of 3-5 program, students will:</b>
<ul style="list-style-type: none"> <li>1. Meet the minimum daily expectations for physical activity inside and outside of school.</li> <li>2. Identify activities within school that contribute to a physically active lifestyle.</li> <li>3. Meet/exceed recommendations for physical activity time each week.</li> </ul>	<ul style="list-style-type: none"> <li>1. Participate in self-selected activities to meet the minimum daily expectations for physical activity.</li> <li>2. Identify activities outside of school that could contribute to a physically active lifestyle.</li> <li>3. Meet/exceed recommendations for physical activity time each week.</li> </ul>	<ul style="list-style-type: none"> <li>1. Participate in self-selected activities to meet the minimum daily expectations for physical activity.</li> <li>2. Identify local resources for participation in physical activity (e.g., parks, recreational facilities, playing fields, walking trails, cycling routes).</li> <li>3. Meet/exceed recommendations for physical activity time each week.</li> </ul>	<ul style="list-style-type: none"> <li>A. Engage in regular physical activity inside and outside of school to meet national recommendations for daily physical activity.</li> </ul>
<ul style="list-style-type: none"> <li>1. Track amount of daily physical activity using a log or calendar.</li> <li>2. Meet/exceed recommendations for physical activity time each week.</li> <li>3. Plan to increase activity time inside and outside of school.</li> <li>4. Plan to use local resources in the community to increase physical activity time.</li> </ul>	<ul style="list-style-type: none"> <li>1. Track amount of weekly physical activity using assessment tools (e.g., journal, log, pedometer, stopwatch)</li> <li>2. Meet/exceed recommendations for physical activity time each week.</li> <li>3. Plan to increase activity time inside and outside of school.</li> <li>4. Plan to use local resources in the community to increase physical activity time.</li> </ul>	<ul style="list-style-type: none"> <li>1. Track amount of weekly physical activity using assessment tools (e.g., journal, log, pedometer, stopwatch)</li> <li>2. Plan to increase activity time inside and outside of school.</li> <li>3. Plan to use local resources in the community to increase physical activity time.</li> </ul>	<ul style="list-style-type: none"> <li>B. Self-monitor levels of physical activity using information from different sources.</li> </ul>

# PHYSICAL EDUCATION STANDARDS

**Content Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

**Organizers: Fitness; Components and Principles**

Grade Three	Grade Four	Grade Five	By end of 3-5 program, students will:
<p>1. Perform fitness activities using appropriate principles and practices.</p> <p>2. Meet criterion-referenced standards for the components of health-related fitness.</p>	<p>1. Perform fitness activities using appropriate principles and practices.</p> <p>2. Meet criterion-referenced standards for the components of health-related fitness.</p>	<p>1. Perform fitness activities using appropriate principles and practices.</p> <p>2. Meet criterion-referenced standards for the components of health-related fitness.</p>	<p>A. Meet or exceed criterion-referenced health-related physical fitness standards.</p>
<p>1. Identify the healthy fitness level (e.g., zone, criteria) for a fitness assessment.</p> <p>2. Recognize when to increase or decrease intensity during an activity based on internal or external feedback.</p> <p>3. Understand the overall benefits of a healthy, active lifestyle.</p> <p>4. Define the components of health-related fitness (e.g., body composition, cardiovascular endurance, flexibility, muscular endurance, muscular strength).</p> <p>5. Know parts of a physical activity session/workout (e.g., warm-up, main activity, cool-down).</p> <p>6. Monitor heart rate at rest, during physical activity and during cool down.</p>	<p>1. Relate performance on fitness assessment with criteria for health-related fitness.</p> <p>2. Identify activities or exercises that might improve or maintain a component of health-related fitness.</p> <p>3. Define and describe the role of each health-related fitness component (e.g., body composition, cardiovascular endurance, flexibility, muscular endurance, muscular strength) in a healthy lifestyle (e.g., why be flexible, why have muscular strength).</p> <p>4. Recognize and recall the components of the Frequency, Intensity, Time and Type (FITT) principle.</p> <p>5. Compare and contrast the difference between resting, active and cool-down heart rates.</p>	<p>1. Relate performance on fitness assessment with criteria for health-related fitness.</p> <p>2. Identify activities or exercises that might improve or maintain a component of health-related fitness.</p> <p>3. Understand the components of the FITT principle.</p> <p>4. Describe feelings in the body that result from varying frequency, intensity, time and type of physical activity.</p> <p>5. Understand the components of health-related fitness and identify activities that have potential to develop each component.</p> <p>6. Identify and perform activities to complete each part (e.g., warm-up, main activity, cool-down) of a physical activity or workout.</p> <p>7. Recognize the principles of target heart rate.</p>	<p>B. Understand the principles, components and practices of health-related physical fitness.</p>

# PHYSICAL EDUCATION STANDARDS

**Content Standard 5:** Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

**Organizers:** *Safety; Personal Responsibility; Cooperation; Respect*

<b>Grade Three</b>	<b>Grade Four</b>	<b>Grade Five</b>	<b>By end of 3-5 program, students will:</b>
<ol style="list-style-type: none"> <li>1. Follow rules and safe practices in class activities.</li> <li>2. Identify equipment-specific safety rules and follow them.</li> <li>3. Recognize characteristics of the equipment and environment that affect safe play.</li> </ol>	<ol style="list-style-type: none"> <li>1. Follow rules and safe practices in class activities.</li> <li>2. Adjust performance to characteristics of the environment to ensure safe play (e.g., space, equipment, others).</li> </ol>	<ol style="list-style-type: none"> <li>1. Adhere to class and activity-specific rules and safe practices.</li> <li>2. Adjust performance to characteristics of the environment to ensure safe play (e.g., space, equipment, others).</li> </ol>	<p>A. Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity settings.</p>
<ol style="list-style-type: none"> <li>1. Work cooperatively with a partner in the development of an activity, dance sequence or game.</li> <li>2. Cooperate with a partner or small group by taking turns and sharing equipment.</li> <li>3. Demonstrate acceptance of skill and ability of others through verbal and non-verbal behavior.</li> <li>4. Demonstrate cooperation with others when resolving conflict.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listen, discuss options and develop a plan to accomplish a partner or group task or to improve play.</li> <li>2. Participate with a group in cooperative problem-solving activities.</li> <li>3. Demonstrate cooperation with and respect for peers different from oneself.</li> <li>4. Demonstrate cooperation with others when resolving conflict.</li> </ol>	<ol style="list-style-type: none"> <li>1. Lead, follow and support group members to improve play in cooperative and competitive settings.</li> <li>2. Evaluate personal behavior to ensure positive effects on others.</li> <li>3. Demonstrate respectful and responsible behavior toward peers different from oneself.</li> <li>4. Demonstrate cooperation with others when resolving conflict.</li> </ol>	<p>B. Interact and communicate positively with others.</p>

# PHYSICAL EDUCATION STANDARDS

**Content Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Organizers:** *Self-Challenge; Social Interaction; Self-Expression*

Grade Three	Grade Four	Grade Five	By end of 3-5 program, students will:
<p>1. Identify positive feelings associated with participation in physical activity.</p> <p>2. Select and practice physically challenging activities to improve a skill and/or to experience success.</p> <p>3. Explain reasons for selecting a particular physical activity as a favorite.</p> <p>4. Demonstrate enjoyment (e.g., smiling, positive reinforcement, high five) while participating with others during activity.</p>	<p>1. Select and practice physically challenging activities to improve a skill and/or to experience success.</p> <p>2. Explain reasons for choosing to participate in selected physical activity.</p> <p>3. Celebrate personal success and achievement, and that of others due to effort and practice.</p> <p>4. Determine aspects of an activity that contribute to enjoyment in physical activity.</p> <p>5. Describe physical activities that provide personal enjoyment.</p>	<p>1. Explain reasons for choosing to participate in a selected physical activity.</p> <p>2. Select and practice physically challenging activities to improve a skill and/or to experience success.</p> <p>3. Share feelings with others in class about personal success, challenges or failure during an activity.</p> <p>4. Explain how practice increases the level of personal success that leads to increased enjoyment.</p> <p>5. Celebrate personal success and achievement, and that of others, due to effort and practice.</p>	<p>A. Appreciate physical activities that promote self challenge and enjoyment.</p>
<p>1. Discuss personal feelings, thoughts or ideas that result from participation in physical activities with others (e.g., dance sequence, game).</p> <p>2. Recognize that physical activity provides opportunities for social interaction.</p> <p>3. Interact positively with partners or small groups in a variety of physical activity settings.</p>	<p>1. Participate in physical activities that allow for self-expression (e.g., create a dance sequence, a routine or game that reflects personal feelings, thoughts and ideas).</p> <p>2. Identify multiple physical activities that provide opportunities for social interactions.</p> <p>3. Interact positively with partners or small groups in a variety of physical activity settings.</p>	<p>1. Participate in physical activities that allow for self-expression (e.g., create a dance sequence, a routine or game that reflects personal feelings, thoughts and ideas).</p> <p>2. Participate in a variety of physical activities that provide opportunities for social and group interaction.</p> <p>3. Interact positively with partners or small groups through physical activities.</p>	<p>B. Appreciate physical activities that promote self-expression and social and group interaction.</p>

# PHYSICAL EDUCATION STANDARDS

**Content Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Organizers:** *Specialized Skills and Movement Patterns; Application of Specialized Manipulative Skills*

<b>Grade Six</b>	<b>Grade Seven</b>	<b>Grade Eight</b>	<b>By end of 6-8 program, students will:</b>
<ol style="list-style-type: none"> <li>1. Design and demonstrate a routine that includes variety of movement patterns (e.g., dance, gymnastics) with smooth transitions between movement patterns.</li> <li>2. Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of physical activities (e.g., fitness, track and field, martial arts, outdoor activities, aquatics, cycling, and rollerblading).</li> <li>3. Perform simple dance sequences.</li> </ol>	<ol style="list-style-type: none"> <li>1. Design and demonstrate a routine that includes a variety of movement patterns individually and with a partner or small group (e.g., dance, gymnastics).</li> <li>2. Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of physical activities (e.g., fitness, track and field, martial arts) in a controlled setting.</li> <li>3. Perform basic folk/square/line-dance sequences to music.</li> </ol>	<ol style="list-style-type: none"> <li>1. Design and demonstrate a routine that combines complex movement patterns (e.g., traveling, rolling, balance, weight transfer) into a smooth, flowing sequence individually and with a partner or group.</li> <li>2. Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of physical activities (e.g., fitness, track and field, martial arts).</li> <li>3. Perform a variety of simple dance sequences individually and with a partner or small group.</li> </ol>	<p>A. Demonstrate movement skills and patterns in a variety of activities.</p>
<ol style="list-style-type: none"> <li>1. Send, receive, dribble, and shoot in game-like practice using appropriate critical elements.</li> <li>2. Strike an object (with hand or implement) in game-like practice using appropriate critical elements.</li> <li>3. Strike and field an object (with foot, hand or implement) in game-like practice.</li> <li>4. Send an object to a target in game-like practice using appropriate critical elements.</li> </ol>	<ol style="list-style-type: none"> <li>1. Send, receive, dribble, and shoot using appropriate critical elements in practice and small-sided invasion game settings.</li> <li>2. Strike an object (with hand or implement) using appropriate critical elements in controlled practice and singles/small-sided net/wall games.</li> <li>3. Strike and field an object (with foot, hand or implement) using appropriate critical elements in controlled practice and small-sided striking/fielding games.</li> <li>4. Send an object to a target in controlled practice and individual small-sided games.</li> </ol>	<ol style="list-style-type: none"> <li>1. Send, receive, dribble and shoot in practice and apply these skills to invasion games to achieve successful game-related outcomes.</li> <li>2. Strike an object (with hand or implement) in controlled practice and apply these skills to net/wall games to achieve successful game-related outcomes.</li> <li>3. Strike and field an object (with foot, hand or implement) in controlled practice and apply these skills to striking/fielding games to achieve successful game-related outcomes.</li> <li>4. Send an object to a target in controlled practice and apply these skills to target games to achieve successful game-related outcomes.</li> </ol>	<p>B. Demonstrate critical elements of specialized manipulative skills in a variety of settings.</p>

# PHYSICAL EDUCATION STANDARDS

**Content Standard 2:** Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

**Organizers: *Tactics and Principles; Principles and Critical Elements***

<b>Grade Six</b>	<b>Grade Seven</b>	<b>Grade Eight</b>	<b>By end of 6-8 program, students will:</b>
<ol style="list-style-type: none"> <li>1. Demonstrate understanding of basic tactics related to off-the-ball movements while participating in game-like settings (e.g., when and where should I move?).</li> <li>2. Demonstrate basic decision-making capabilities in a variety of physical activities (e.g., when and where do I execute?).</li> <li>3. Describe and explain elements of performance principles as they relate to movement (e.g., the effects of different body positions on rotation in gymnastics).</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate transfer of performance principles across activities to aid learning (e.g., sending principles: throw/tennis serve/volley serve).</li> <li>2. Demonstrate understanding of basic tactics related to defending space while participating in game and sport activities (e.g., when, where and how do I move?).</li> <li>3. Explain similarities of skill application and movement patterns across activities (e.g., sending, receiving and movement).</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate developing understanding of tactics related to decision-making (e.g., shoot, pass, dribble hierarchy) in game and sport activities.</li> <li>2. Demonstrate developing understanding of tactics related to creating space (e.g., moving opponents and/or the ball) in game and sport activities.</li> </ol>	<p>A. Apply tactical concepts and performance principles in physical activities.</p>
<ol style="list-style-type: none"> <li>1. Demonstrate understanding of movement principles through knowledge of critical elements (key points) of specialized locomotor and non-locomotor skills/movements.</li> <li>2. Describe and explain critical elements of specific sport skills (e.g., shooting hand under the ball) and movement skills (e.g., tuck the chin on the chest as you roll).</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate understanding of movement principles through knowledge of critical elements (key points) of specialized manipulative skills and movements.</li> <li>2. Describe and explain critical elements required for the application of specific sport and movement skills in controlled settings (e.g., practice settings).</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate understanding of movement principles through knowledge of critical elements (key points) of combined (locomotor, non-locomotor and manipulative) skills and movements.</li> <li>2. Describe and explain critical elements required for the application of specific sport and movement skills in a dynamic environment (e.g., games).</li> <li>3. Detect and correct errors in personal performance based on knowledge of results (e.g., analysis of contact and release point in sport skill execution).</li> <li>4. Detect and correct errors based on knowledge of results and biomechanical principles (e.g., analysis of contact and release point in sport skill execution).</li> </ol>	<p>B. Demonstrate knowledge of critical elements and biomechanical principles for specialized skills.</p>

# PHYSICAL EDUCATION STANDARDS

**Content Standard 3:** Participates regularly in physical activity.

**Organizers:** *Participate; Plan; Monitor*

<b>Grade Six</b>	<b>Grade Seven</b>	<b>Grade Eight</b>	<b>By end of 6-8 program, students will:</b>
<ol style="list-style-type: none"> <li>1. Participate in moderate to vigorous self-selected activities to meet the minimum daily expectations for physical activity.</li> <li>2. Develop awareness of the opportunities inside and outside of school for participation in a broad range of activities that may meet personal needs and interests.</li> <li>3. Develop a list of available school and community activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Spend a portion of each day participating in physical activity inside or outside of class.</li> <li>2. Identify community resources for physical activity to meet personal needs.</li> <li>3. Participate in various physical activities that are part of the school or community.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participate in a variety of moderate or vigorous physical activities to meet national recommendations for physical activity.</li> <li>2. Spend a portion of each day participating in physical activity inside or outside of school.</li> <li>3. Develop and refine physical activity choices inside and outside of school.</li> <li>4. Select areas of interest from school and community resources that can fulfill physical activity needs.</li> </ol>	<p>A. Engage in regular physical activity inside and outside of school to meet national recommendations for daily physical activity.</p>
<ol style="list-style-type: none"> <li>1. Establish personal physical activity goals to meet the minimum daily expectations for physical activity inside and outside of school.</li> <li>2. Organize time to meet/exceed national recommendations for physical activity at least five days during the week.</li> <li>3. Track progress toward daily physical activity goals using assessment tools (e.g., log, planner, pedometer, stopwatch).</li> </ol>	<ol style="list-style-type: none"> <li>1. Establish personal physical activity goals to meet the minimum daily expectations for physical activity.</li> <li>2. Organize time to meet/exceed national recommendations for physical activity at least five days during the week.</li> <li>3. Monitor physical activity to assess achievement of national daily recommendations for physical activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Set realistic goals utilizing assessment tools (e.g., log, pedometer, heart rate monitor).</li> <li>2. Develop a time-management schedule that emphasizes physical activity and active recreational activities.</li> <li>3. Monitor progress towards physical activity goals and plan for continuous physical activity.</li> </ol>	<p>B. Create and monitor a personal plan for physical activity</p>

# PHYSICAL EDUCATION STANDARDS

**Content Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

**Organizers: Fitness; Components, Principles and Practices**

<b>Grade Six</b>	<b>Grade Seven</b>	<b>Grade Eight</b>	<b>By end of 6-8 program, students will:</b>
<ol style="list-style-type: none"> <li>1. Perform fitness activities using appropriate principles and practices.</li> <li>2. Meet criterion-referenced standards for the components of health-related fitness.</li> </ol>	<ol style="list-style-type: none"> <li>1. Perform fitness activities using appropriate principles and practices.</li> <li>2. Meet criterion-referenced standards for the components of health-related fitness.</li> </ol>	<ol style="list-style-type: none"> <li>1. Perform fitness activities using appropriate principles and practices.</li> <li>2. Meet criterion-referenced standards for the components of health-related fitness.</li> </ol>	<p>A. Meet or exceed criterion-referenced health-related physical fitness standards.</p>
<ol style="list-style-type: none"> <li>1. Identify areas of improvement from fitness test results and identify and develop a plan to improve areas of deficit.</li> <li>2. Use various forms of technology tools to monitor physical activity (e.g., heart monitor, pedometer).</li> <li>3. Understand the components of health-related fitness (body composition, cardiovascular endurance, flexibility, muscular endurance, muscular strength) and participate in specific fitness activities to benefit these components.</li> <li>4. Give multiple examples of physical activities that meet basic requirements for each health-related component.</li> <li>5. Recognize the principles of target heart rate.</li> <li>6. Describe feelings in the body that result from varying frequency, intensity, time and type of physical activity.</li> <li>7. Apply FITT principle when participating in a physical activity.</li> <li>8. Identify principles of training such as specificity, overload and progression.</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluate results of fitness test and develop a plan to improve a fitness component.</li> <li>2. Determine health-related fitness activities designed to improve or maintain body composition, cardiovascular endurance, flexibility, muscular endurance, and muscular strength both inside and outside of school.</li> <li>3. Understand principles of training (i.e., specificity, overload, progression).</li> <li>4. Apply FITT principle when participating in a physical activity.</li> <li>5. Apply principles of target heart rate to physical activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluate results of fitness test and develop a comprehensive program to improve fitness.</li> <li>2. Apply health-related fitness activities designed to improve or maintain body composition, cardiovascular endurance, flexibility, muscular endurance, muscular strength both inside and outside of school.</li> <li>3. Apply principles of training (e.g., specificity, overload, progression) to maintain or improve health-related fitness.</li> <li>4. Apply FITT principle when participating in a physical activity.</li> <li>5. Apply principles of target heart rate to physical activity.</li> </ol>	<p>B. Understand the principles, components, and practices of health-related physical fitness.</p>

# PHYSICAL EDUCATION STANDARDS

**Content Standard 5:** Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

**Organizers:** *Safety; Personal Responsibility; Communication; Respect*

<b>Grade Six</b>	<b>Grade Seven</b>	<b>Grade Eight</b>	<b>By end of 6-8 program, students will:</b>
<ol style="list-style-type: none"> <li>1. Make a conscious decision about playing within the rules, procedures and etiquette of a game or activity.</li>   <li>2. Acknowledge and apply rules to game situations to ensure personal and group safety.</li> </ol>	<ol style="list-style-type: none"> <li>1. Make a conscious decision about playing within the rules, procedures and etiquette of a game or activity.</li>   <li>2. Acknowledge and apply rules to game situations to ensure personal and group safety.</li> </ol>	<ol style="list-style-type: none"> <li>1. Work cooperatively with peers of differing skill to promote a safe school environment.</li>   <li>2. Recognize causes and demonstrate possible solutions to issues related to a safe school environment and physical activity setting.</li> </ol>	<p>A. Develop and apply rules, safe practices and procedures in physical activity settings.</p>
<ol style="list-style-type: none"> <li>1. Offer positive suggestions to facilitate group progress in physical activities.</li>   <li>2. Demonstrate cooperation with peers of different gender, race and ability in physical activity settings.</li>   <li>3. Show consideration of the rights and feelings of others when resolving conflict.</li>   <li>4. Accept decisions made by the designated official and return to activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Offer positive suggestions or constructive feedback to facilitate group progress.</li>   <li>2. Demonstrate cooperation with peers of different gender, race and ability in physical activity settings.</li>   <li>3. Resolve conflict with sensitivity to the rights and feelings of others.</li>   <li>4. Accept and respect decisions made by the designated official.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide support or positive suggestions to facilitate group progress or success.</li>   <li>2. Demonstrate and encourage respect for individual similarities and differences through positive interaction.</li>   <li>3. Resolve conflict with sensitivity to the rights and feelings of others.</li>   <li>4. Accept and respect decisions made by the designated official.</li> </ol>	<p>B. Communicate effectively with others to promote respect and conflict resolution in physical activity settings.</p>

# PHYSICAL EDUCATION STANDARDS

**Content Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**Organizers:** *Self-Challenge; Personal Growth; Social Interaction; Self-Expression*

<b>Grade Six</b>	<b>Grade Seven</b>	<b>Grade Eight</b>	<b>By end of 6-8 program, students will:</b>
<ol style="list-style-type: none"> <li>1. Demonstrate perseverance when challenged by a new physical activity.</li> <li>2. Attempt to improve attained skills through effort and practice.</li> <li>3. Identify the physical, social and psychological benefits of participation in physical activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Seek personally challenging experiences in physical activity opportunities.</li> <li>2. Adhere to a practice plan to become a more skilled performer.</li> <li>3. Investigate and participate in a variety of physical activities to develop personal interest.</li> </ol>	<ol style="list-style-type: none"> <li>1. Assess personal ability and practice to become a more skilled performer.</li> <li>2. Determine appropriate level of challenge for own ability and select tasks to maximize performance.</li> <li>3. Participate regularly in physical activities of personal interest and enjoyment.</li> <li>4. Encourage others to participate in physical activities that one finds enjoyable.</li> </ol>	<p>A. Engage in challenging experiences that develop confidence and independence.</p>
<ol style="list-style-type: none"> <li>1. Participate in activities which allow students to set and achieve individual and team goals.</li> <li>2. Participate in a variety of non-competitive activities of interest (e.g., initiatives, cooperative games, orienteering, rollerblading).</li> <li>3. Describe the role participation in physical activities has in getting to know oneself and others.</li> <li>4. Work positively toward outcomes in small group settings (e.g., solve an initiative, work on a cooperative task, modify a game or an activity though group discussions).</li> <li>5. Resolve conflicts that arise with others without confrontation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe ways to use the body and movement to communicate ideas and feelings (e.g., demonstrate rhythmic activity that conveys a particular feeling).</li> <li>2. Recognize physical activity as a positive opportunity for social and group interaction.</li> <li>3. Praise peer performance showing appreciation of others.</li> <li>4. Resolve conflicts that arise with others without confrontation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe how engaging in physical activity promotes awareness of self and others.</li> <li>2. Identify and describe personal feelings resulting from participating in physical activity (e.g., journals, class discussions, activity calendars).</li> <li>3. Engage in cooperative and competitive physical activities voluntarily and regularly.</li> <li>4. Assume a variety of roles as a team member (e.g., leader, record keeper, equipment manager).</li> <li>5. Invite peers to become group members in physical activities.</li> </ol>	<p>B. Select physical activities that promote self-expression and provide opportunities for social and group interaction.</p>

# PHYSICAL EDUCATION STANDARDS

**Content Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Organizers:** *Combined Movement Skills and Patterns*

<b>Grade Nine</b>	<b>Grade Ten</b>	<b>Grade Eleven</b>	<b>Grade Twelve</b>	<b>By end of 9-12 program, students will:</b>
<p>1. Design and demonstrate a routine that combines complex movement patterns (e.g., traveling, rolling, balance, weight transfer) into a smooth, flowing sequence individually and with a partner or group in a performance setting.</p> <p>2. Demonstrate consistency in performing specialized skills in health-related fitness activities (e.g., resistance training, yoga, kickboxing, fitness walking).</p> <p>3. Demonstrate consistency in performing specialized skills in a variety of movement forms (e.g., aquatics, outdoor/recreational activities and track and field).</p> <p>4. Perform a variety of complex dance routines in small and large groups.</p>	<p>1. Design and demonstrate a routine that combines complex movement patterns into a smooth, flowing sequence individually and with a partner or group in a performance setting.</p> <p>2. Demonstrate consistency in performing specialized skills in a variety of movement forms.</p> <p>3. Perform a variety of complex dance routines in small and large groups.</p>	<p>1. Demonstrate competent performance of specialized skills in health-related fitness activities (e.g., resistance training, yoga, kickboxing, fitness walking).</p> <p>2. Demonstrate competent performance of specialized skills in select movement forms.</p> <p>3. Demonstrate competent performance of basic and advanced skills within current and traditional dance genres.</p>	<p>1. Demonstrate competent performance of specialized skills in health-related fitness activities.</p> <p>2. Demonstrate competent performance of specialized skills in select movement forms.</p> <p>3. Demonstrate competent performance of basic and advanced skills within current and traditional dance genres.</p>	<p>A. Demonstrate combined movement skills and patterns in authentic settings.</p>

# PHYSICAL EDUCATION STANDARDS

**Content Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Organizers: Specialized Skill Performance**

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By end of 9-12 program, students will:
<p>1. Demonstrate competent skill performance by maintaining possession, scoring and defending scoring in small-sided and/or full-sided invasion games (e.g., soccer, basketball, hockey, team handball, rugby and lacrosse).</p> <p>2. Demonstrate competent skill performance by scoring and defending scoring in small-sided and/or full-sided net games (e.g., badminton, volleyball, tennis, racquetball, pickleball, squash).</p> <p>3. Demonstrate competent skill performance by scoring (e.g., base running, batting) and defending scoring (e.g., pitching, fielding) in small-sided and/or full-sided striking and fielding games (e.g., softball, cricket, rounders, baseball).</p> <p>4. Demonstrate competent skill performance by scoring and preventing scoring in target games with and without an opponent (e.g., golf, archery, bowling, shuffleboard, croquet, bocce, baggo).</p>	<p>1. Demonstrate competent skill performance by maintaining possession, scoring and defending scoring in small-sided and full-sided invasion games.</p> <p>2. Demonstrate competent skill performance by scoring and defending scoring in small-sided and/or full-sided net games.</p> <p>3. Demonstrate competent skill performance by scoring (e.g., base running, batting) and defending scoring in small-sided and/or full-sided striking and fielding games.</p> <p>4. Demonstrate competent skill performance by scoring and preventing scoring in target games with and without an opponent.</p>	<p>1. Demonstrate competent performance of basic and advanced skills by maintaining possession, scoring and defending scoring in invasion games within authentic settings.</p> <p>2. Demonstrate competent performance of basic and advanced skills by scoring and defending scoring in net/wall games within authentic settings.</p> <p>3. Demonstrate competent performance of basic and advanced skills by scoring and defending scoring in striking and fielding games within authentic settings.</p> <p>4. Demonstrate competent performance of basic and advanced skills by scoring and preventing scoring in target games within authentic settings.</p>	<p>1. Demonstrate competent performance of basic and advanced skills by maintaining possession, scoring and defending scoring in invasion games within authentic settings.</p> <p>2. Demonstrate competent performance of basic and advanced skills by scoring and defending scoring in net/wall games within authentic settings.</p> <p>3. Demonstrate competent performance of basic and advanced skills by scoring and defending scoring in striking and fielding games within authentic settings.</p> <p>4. Demonstrate competent performance of basic and advanced skills by scoring and preventing scoring in target games within authentic settings.</p>	<p>B. Demonstrate specialized manipulative skills in a variety of settings.</p>

# PHYSICAL EDUCATION STANDARDS

**Content Standard 2:** Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

**Organizers: Strategies and Tactics; Principles and Critical Elements**

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By end of 9-12 program, students will:
<ol style="list-style-type: none"> <li>1. Describe and apply tactics to participate successfully in games across multiple categories of movement forms.</li> <li>2. Describe effective strategies for successful performance in multiple categories of movement forms.</li> <li>3. Transfer knowledge of previously learned tactics and strategies to participate in similar but different movement forms.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe and apply tactics to participate successfully in games across multiple categories of movement forms.</li> <li>2. Describe effective strategies for successful performance in multiple categories of movement forms.</li> <li>3. Transfer knowledge of previously learned tactics and strategies to participate in similar but different movement forms.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe and apply tactics to participate successfully in games across multiple categories of movement forms.</li> <li>2. Describe effective strategies for successful performance in multiple categories of movement forms.</li> <li>3. Transfer knowledge of previously learned tactics and strategies to participate in similar but different movement forms.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe and apply tactics to participate successfully in games across multiple categories of movement forms.</li> <li>2. Describe effective strategies for successful performance in multiple categories of movement forms.</li> <li>3. Transfer knowledge of previously learned tactics and strategies to participate in similar but different movement forms.</li> </ol>	<p>A. Apply knowledge of tactical concepts and strategies in authentic settings.</p>
<ol style="list-style-type: none"> <li>1. Apply critical elements and biomechanical principles (e.g., stability, rotation, linear and angular motion) to perform increasingly complex movement forms.</li> <li>2. Analyze and evaluate performance of self and others across multiple movement forms.</li> <li>3. Use information from a variety of sources to design a plan to improve performance.</li> </ol>	<ol style="list-style-type: none"> <li>1. Apply critical elements and biomechanical principles (e.g., stability, rotation, linear and angular motion) to perform increasingly complex movement forms.</li> <li>2. Analyze and evaluate performance of self and others across multiple movement forms.</li> <li>3. Use information from a variety of sources to design a plan to improve performance.</li> </ol>	<ol style="list-style-type: none"> <li>1. Apply critical elements and biomechanical principles (e.g., stability, rotation, linear and angular motion) to perform increasingly complex movement forms.</li> <li>2. Analyze and evaluate performance of self and others across multiple movement forms.</li> <li>3. Use information from a variety of sources to design a plan to improve performance.</li> </ol>	<ol style="list-style-type: none"> <li>1. Apply critical elements and biomechanical principles (e.g., stability, rotation, linear and angular motion) to perform increasingly complex movement forms.</li> <li>2. Analyze and evaluate performance of self and others across multiple movement forms.</li> <li>3. Use information from a variety of sources to design a plan to improve performance.</li> </ol>	<p>B. Apply biomechanical principles to performance in authentic settings.</p>

# PHYSICAL EDUCATION STANDARDS

**Content Standard 3:** Participates regularly in physical activity.

**Organizers: Identify and Participate**

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By end of 9-12 program, students will:
<p>1. Participate in moderate to vigorous physical activities.</p> <p>2. Participate in a variety of physical activities outside of school (exergaming, rock climbing, dance, martial arts) for maintaining or enhancing a healthy, active lifestyle.</p> <p>3. Participate in and report on at least two available fitness and/or recreational opportunities in the community.</p>	<p>1. Participate in moderate to vigorous physical activities.</p> <p>2. Participate in a variety of alternative physical activities (e.g., yoga, orienteering, cycling, skating, hiking, kayaking) for maintaining or enhancing a healthy, active lifestyle.</p> <p>3. Participate in and report on at least two available fitness and/or recreational organizations in the community that meet personal needs and interests.</p> <p>4. Report on at least two available fitness and/or recreational opportunities in the community focusing on access, affordability, quality of facility, staffing, etc.</p>	<p>1. Participate in self-selected activity and keep logs of factors that influence ability to participate (e.g., time, cost, facilities used, equipment required, personnel involved).</p> <p>2. Research and report on local, state and national resources for participation in physical activity outside of physical education class (e.g., recreational/fitness facilities, dance studios, martial arts clubs, walking or cycling paths).</p> <p>3. Analyze and compare health and fitness benefits for participation in physical activity at two or more local, state and national resources (e.g., parks/wilderness areas, natural resources, fitness/recreational facilities).</p> <p>4. Analyze and compare at least two physical activity resources for participation focusing on personal needs/interests, access and affordability (e.g., exergames, media).</p>	<p>1. Participate in one or more local, state, national or international fitness or recreational resources (e.g., recreational/fitness facilities, dance studios, martial arts clubs, parks/wilderness areas, natural resources).</p> <p>2. Participate in self-selected activity and keep logs of factors that influence ability to participate (e.g., time, cost, facilities used, equipment required, personnel involved).</p> <p>3. Research and visit at least two different available physical activity and/or recreational opportunities in the state or region.</p> <p>4. Analyze and compare health and fitness benefits for participation in physical activity at two or more of the physical activity and/or recreational opportunities in the state or region that were visited.</p> <p>5. Analyze and compare at least two physical activity resources for participation, focusing on personal needs/interests, access and affordability (e.g., exergames, media).</p>	<p>A. Identify and engage in regular physical activities inside and outside of school to meet daily national recommendations for daily physical activity.</p>

# PHYSICAL EDUCATION STANDARDS

**Content Standard 3:** Participates regularly in physical activity.

**Organizers: Monitor; Evaluate**

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By end of 9-12 program, students will:
<ol style="list-style-type: none"> <li>1. Evaluate personal needs and set realistic goals for improving physical activity participation.</li> <li>2. Develop a schedule that accommodates participation in a variety of moderate to vigorous physical activity most days of the week.</li> <li>3. Monitor physical activity and intensity levels using technology (e.g., pedometer, heart rate monitor and/or physical activity log).</li> <li>4. Document participation in a variety of physical activities for one month.</li> </ol>	<ol style="list-style-type: none"> <li>1. Monitor physical activity and intensity levels using technology (e.g., pedometer, heart rate monitor, physical activity log).</li> <li>2. Develop a schedule that accommodates participation in a variety of moderate to vigorous physical activity most days of the week.</li> <li>3. Keep a daily record of physical activity participation to evaluate progress in achieving personal goals.</li> <li>4. Document participation in a variety of physical activities for one month.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use technology (e.g., heart rate monitor, stopwatch, fitness software) to determine appropriate levels of intensity and progressively adjust level of intensity as fitness level improves.</li> <li>2. Document participation in physical activity in addition to physical education class to achieve personal goals.</li> <li>3. Develop a schedule that accommodates participation in moderate to vigorous activity most days of the week.</li> <li>4. Document and evaluate participation in physical activity for one month.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use technology (e.g., heart rate monitor, stopwatch, fitness software) to determine appropriate levels of intensity and progressively adjust level of intensity as fitness level improves.</li> <li>2. Document participation in physical activity in addition to physical education class to achieve personal goals.</li> <li>3. Develop a schedule that accommodates participation in moderate to vigorous activity most days of the week.</li> <li>4. Document and evaluate participation in physical activity for one month.</li> </ol>	<p>B. Create and monitor a personal plan for physical activity.</p>

# PHYSICAL EDUCATION STANDARDS

**Content Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

**Organizers: Fitness; Components, Principles and Practices**

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By end of 9-12 program, students will:
<ol style="list-style-type: none"> <li>1. Perform fitness activities using appropriate principles and practices.</li> <li>2. Meet criterion-referenced standards for the components of health-related fitness.</li> </ol>	<ol style="list-style-type: none"> <li>1. Perform fitness activities using appropriate principles and practices.</li> <li>2. Meet criterion-referenced standards for the components of health-related fitness.</li> </ol>	<ol style="list-style-type: none"> <li>1. Perform fitness activities using appropriate principles and practices.</li> <li>2. Meet criterion-referenced standards for the components of health-related fitness.</li> </ol>	<ol style="list-style-type: none"> <li>1. Perform fitness activities using appropriate principles and practices.</li> <li>2. Meet criterion-referenced standards for the components of health-related fitness.</li> </ol>	<p>A. Meet or exceed criterion-referenced health-related physical fitness standards.</p>
<ol style="list-style-type: none"> <li>1. Evaluate a fitness self-assessment and develop and implement a one-month personal physical fitness plan.</li> <li>2. Demonstrate and report the components of health-related fitness within a personal physical activity program.</li> <li>3. Construct a timeline for improvement to accompany personal fitness plan.</li> <li>4. Define and determine target training zone and apply it to fitness and physical activities.</li> <li>5. Apply principles of training to monitor and adjust activity levels to meet personal fitness needs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluate a fitness self-assessment and develop an appropriate conditioning program for lifetime participation.</li> <li>2. Refine and report the components of health-related fitness within a personal physical activity program.</li> <li>3. Construct a timeline for improvement to accompany personal fitness plan.</li> <li>4. Define and determine target training zone within a personal physical activity program and work to improve.</li> <li>5. Analyze and apply the components of fitness to a personal physical activity program (e.g., body composition, cardiovascular endurance, flexibility, muscular endurance, muscular strength).</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluate a fitness self-assessment and develop a physical fitness plan that accommodates changes in age, growth and development to enhance personal health and performance in future leisure and workplace activities.</li> <li>2. Create a personal physical activity fitness program recognizing all components utilized in a balanced manner.</li> <li>3. Develop and maintain a personal fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).</li> <li>4. Apply the overload, specificity, progression and FITT principles to a personal fitness program.</li> <li>5. Include scientific principles and concepts as strategies for improvement of personal fitness (methods of stretching, types of muscular contractions).</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluate a fitness self-assessment and develop a physical fitness plan that accommodates changes in age, growth and development to enhance personal health and performance in future leisure and workplace activities.</li> <li>2. Create a personal physical activity fitness program recognizing all components utilized in a balanced manner.</li> <li>3. Develop and maintain a personal fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).</li> <li>4. Apply the overload, specificity, progression and FITT principles to a personal fitness program.</li> <li>5. Include scientific principles and concepts as strategies for improvement of personal fitness (methods of stretching, types of muscular contractions).</li> </ol>	<p>B. Understand the principles, components and practices of health-related physical fitness.</p>

# PHYSICAL EDUCATION STANDARDS

**Content Standard 5:** Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

**Organizers: Safety; Etiquette; Communication; Social Responsibility**

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By end of 9-12 program, students will:
<ol style="list-style-type: none"> <li>1. Contribute to the development and maintenance of rules that provide for safe participation in physical activities.</li> <li>2. Exhibit appropriate etiquette in a variety of cooperative and competitive physical activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Contribute to the development and maintenance of rules that provide for safe participation in physical activities.</li> <li>2. Exhibit appropriate etiquette in a variety of cooperative and competitive physical activities.</li> <li>3. Identify unsafe practices and offer appropriate alternatives.</li> </ol>	<ol style="list-style-type: none"> <li>1. Contribute to the development and maintenance of rules that provide for safe participation in physical activities.</li> <li>2. Encourage others to apply appropriate etiquette in a variety of authentic physical activity settings.</li> <li>3. Recognize unsafe conditions in practice or play and take steps to correct them.</li> </ol>	<ol style="list-style-type: none"> <li>1. Contribute to the development and maintenance of rules that provide for safe participation in physical activities.</li> <li>2. Demonstrate leadership in physical activity settings (e.g., officiate a game, make own calls, resolve conflicts).</li> <li>3. Recognize unsafe conditions in an athletic venue and independently take steps to correct them.</li> </ol>	<p>A. Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures and etiquette in physical activity settings.</p>
<ol style="list-style-type: none"> <li>1. Communicate effectively with others to promote respect and conflict resolution in cooperative and competitive physical activities.</li> <li>2. Modify group activities or game expectations to accommodate individuals with lesser or greater skills or special needs.</li> <li>3. Encourage appropriate etiquette and socially responsible behavior of participants and audience.</li> <li>4. Accept decisions made by the designated official and respond to winning or losing with dignity and respect.</li> </ol>	<ol style="list-style-type: none"> <li>1. Communicate effectively with others to promote respect and conflict resolution in cooperative and competitive physical activities.</li> <li>2. Modify group activities or game expectations to accommodate individuals with lesser or greater skills or special needs.</li> <li>3. Encourage appropriate etiquette and socially responsible behavior of participants and audience.</li> <li>4. Accept decisions made by the designated official and respond to winning or losing with dignity and respect.</li> </ol>	<ol style="list-style-type: none"> <li>1. Communicate effectively with others to promote respect and conflict resolution in cooperative and competitive physical activities.</li> <li>2. Modify group activities or game expectations to accommodate individuals with lesser or greater skills or special needs.</li> <li>3. Encourage appropriate etiquette and socially responsible behavior of participants and audience.</li> <li>4. Accept decisions made by the designated official and respond to winning or losing with dignity and respect.</li> </ol>	<ol style="list-style-type: none"> <li>1. Communicate effectively with others to promote respect and conflict resolution in cooperative and competitive physical activities.</li> <li>2. Modify group activities or game expectations to accommodate individuals with lesser or greater skills or special needs.</li> <li>3. Encourage appropriate etiquette and socially responsible behavior of participants and audience.</li> <li>4. Accept decisions made by the designated official and respond to winning or losing with dignity and respect.</li> </ol>	<p>B. Initiate responsible personal social behavior and positively influence the behavior of others in physical activity settings.</p>

# PHYSICAL EDUCATION STANDARDS

**Content Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**Organizers:** *Self-Challenge; Personal Growth; Advocate for a Physically Active Lifestyle; Social Interaction; Self-Expression*

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By end of 9-12 program, students will:
<ol style="list-style-type: none"> <li>Choose an appropriate level of challenge to experience success and desire to participate in physical activity for a lifetime.</li> <li>Reflect on motivations and goals that determine physical activity participation.</li> <li>Appreciate enjoyment, satisfaction and benefits of regular physical activity.</li> <li>Participate in activities that provide enjoyment and challenge.</li> </ol>	<ol style="list-style-type: none"> <li>Choose an appropriate level of challenge to experience success and desire to participate in physical activity for a lifetime.</li> <li>Reflect on motivations and goals that determine physical activity participation.</li> <li>Articulate reasons one activity is more enjoyable than others.</li> </ol>	<ol style="list-style-type: none"> <li>Reflect on motivations and goals that determine physical activity participation.</li> <li>Choose an appropriate level of challenge to experience success and desire to participate in physical activity for a lifetime.</li> <li>Participate in activities that provide enjoyment and challenge.</li> </ol>	<ol style="list-style-type: none"> <li>Analyze the physical, social, psychological benefits of participation in physical activity.</li> <li>Actively encourage others to pursue physical activities through their actions and positive experience</li> <li>Identify individual movement and health-related skills requiring improvement.</li> <li>Choose an appropriate level of challenge to experience success and desire to participate in physical activity for a lifetime.</li> <li>Participate in and promote physical activity outside the formal educational environment for enjoyment.</li> </ol>	<p>A. Use physical activity to promote personal growth, goal setting and enjoyment.</p>
<ol style="list-style-type: none"> <li>Describe participation factors that contribute to enjoyment and self-expression.</li> <li>Participate in physical activities that allow for self-expression and enjoyment.</li> <li>Understand that physical activity provides an opportunity for positive social interaction.</li> </ol>	<ol style="list-style-type: none"> <li>Describe participation factors that contribute to enjoyment and self-expression</li> <li>Participate in physical activities that allow for self-expression and enjoyment.</li> <li>Understand that physical activity provides an opportunity for positive social interaction.</li> </ol>	<ol style="list-style-type: none"> <li>Reflect on goals and needs related to lifetime participation in physical activity.</li> <li>Actively pursue goals and needs related to lifetime participation in physical activity.</li> <li>Select and pursue physical activities that provide opportunities for self-expression and enjoyment.</li> <li>Recognize and participate in physical activities that provide a positive social atmosphere for interaction with others.</li> </ol>	<ol style="list-style-type: none"> <li>Actively pursue goals and needs related to lifetime participation in physical activity.</li> <li>Identify participation factors in physical activities that contribute to personal enjoyment and self-expression.</li> <li>Recognize that physical activities can provide a positive social atmosphere for interaction with others.</li> </ol>	<p>B. Pursue physical activities that promote self-expression and provide opportunities for social and group interaction.</p>