SOUTH CAROLINA ACADEMIC STANDARDS FOR PHYSICAL EDUCATION

South Carolina Department of Education
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2014

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Introduction

The goal of physical education is to develop **physically literate** individuals who have the knowledge, skills, and confidence to enjoy a lifetime of **physical activity**.

To develop a physically active lifestyle, a **physically literate** individual

- has learned the skills necessary to perform a variety of physical activities,
- is physically fit,
- participates regularly in **physical activity**,
- knows the implications of and the benefits from involvement in physical activities, and
- values **physical activity** and its contribution to a healthy lifestyle.

This definition of a **physically literate** individual parallels the definition of a **physically educated person** (NASPE, 1992). A **physically literate** individual moves with **competence** in a wide variety of **physical activities** that benefit the development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2009). **Physical literacy** further encompasses principles of learning across the life span. Individuals who are **physically literate** not only move with **competence** using a variety of motor skills and **movement patterns**, but are also able to make healthy, active choices that are both beneficial to and respectful of their whole self, others, and their environment.

The *South Carolina Academic Standards for Physical Education 2014* contained in this document and their accompanying grade-level **indicators** (Kindergarten, 1 – 2, 3 – 5, 6 – 8, and High School) give physical educators a framework for producing **physically literate** individuals and setting students on a path to enjoy a lifetime of **physical activity**. The five standards statements included in the standards are based, in closely adapted form, on the current National Standards for K-12 Physical Education, which were published in 2013 by SHAPE America – Society of Health and Physical Educators (formerly AAHPERD). These standards and **indicators** are written in a manner that is measurable and observable in order to facilitate the **assessment** and tracking of student learning.

Purpose and Intent of This Document

South Carolina Academic Standards for Physical Education 2014 presents a framework for the development of realistic and achievable expectations for student performance for students in kindergarten through high school. This document is intended to serve as a resource for South Carolina's school districts to use as they design their local physical education curricula. A district may expand and organize course content based on these standards and **indicators** to meet the needs of particular student populations.

The **indicators** that support each of the five 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 quality physical education program. A quality physical education program is comprehensive, instructive, and age-appropriate. Comprehensive programs teach the skills, attitudes, and facts needed for the student to develop and maintain a **physically active** lifestyle. Comprehensive programs have clear expectations for students to acquire the skills and knowledge of **physically literate** individuals. Comprehensive programs develop students who can meet the standards set forth in *South Carolina Academic Standards for Physical Education 2014*. Students should be led toward the achievement of these standards. The progression across the grade ranges is critical. However, it is the responsibility of the school district to determine the specific grades within each range when students will be working on a particular standard or **indicator** and to design instruction and **assessment** in **developmentally appropriate** forms.

The Students Health and Fitness Act of 2005 supports programmatic **assessment** at grades 2, 5, 8, and high school. The South Carolina **assessment** materials for physical education provide school districts with **developmentally appropriate assessments** for evaluating student achievement.

This document is organized by grade level bands, kindergarten through high school. There are five standards supported by **indicators** for each standard. Bold terms are defined in the Glossary.

South Carolina Academic Standards for Physical Education

Learning Domains

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

Standard 1

The **physically literate** individual demonstrates competency in a variety of motor skills and movement patterns. (**Psychomotor Domain**)

> The intent of this standard is the development of the motor skills needed to enjoy participation in a variety of physical activities. Fundamental motor skills and **movement concepts** provide a foundation for continued motor skill acquisition. This movement foundation gives students the capacity for successful and advanced levels of performance which furthers the likelihood of daily participation in **physical activity**. In the primary years, students develop maturity and versatility in the use of fundamental motor skills (e.g., jumping, 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., chest pass, penalty kick, jump shot, lob, clear) are used in increasingly complex and dynamic environments throughout the middle school years. As high school students develop **competence** and confidence, activities are selected for regular participation within which more advanced skills are mastered. While moving into adulthood, students acquire the skills to enjoy a lifetime of **physical activity**.

Standard 2

The **physically literate** individual demonstrates knowledge of concepts, principles, **strategies** and **tactics** related to movement and performance. (Cognitive Domain)

> The intent of this standard is for students to gain knowledge related to motor skill-acquisition and performance. This knowledge enhances students' ability to apply concepts from disciplines such as motor learning and development, biomechanics and exercise physiology, and sport psychology and sociology. For example, this includes increasing force production through the summation of forces, understanding the principle of specificity of training, and knowing the effects of anxiety on performance. Knowledge of these concepts and principles, and how to apply them, enhances the likelihood of independent learning. In the elementary grades, emphasis is placed on establishing a movement vocabulary and applying introductory concepts. In the middle school years, students apply motor skills and concepts in varying and dynamic environments. Students are able to become more sophisticated game players, due to the emphasis on **tactics** and

strategies. In high school, students analyze motor skill performance and apply previously learned information to the acquisition of new motor skills. Students can also design and implement a personal fitness plan based on collected **health-related fitness data**.

Standard 3

The **physically literate** individual achieves and maintains a health-enhancing level of **physical activity** and fitness. (**Psychomotor Domain**)

The intent of this standard is for students to develop the ability to sustain moderate to vigorous activity levels through regular participation in meaningful **physical activity**. In the elementary grades, the emphasis is on an awareness of fitness components and having fun while participating in health-enhancing activities that promote physical fitness. In middle school, students develop an interest in a variety of physical activities, choose to participate in activities of interest, and achieve and maintain a health-enhancing level of fitness. High school students achieve and maintain health-related fitness standards as a result of implementing long–term fitness plans based on frequency, intensity, time and type (**FITT**) training principles.

Standard 4

The **physically literate** individual exhibits responsible personal and social behavior that respects self and others in **physical activity** settings. (Affective Domain)

The intent of this standard is the achievement of self-regulated behaviors that promote personal and group success in a physically active environment. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction. Students develop respect for individual similarities and differences through positive interaction among participants in **physical activity** settings. In the elementary grades, students learn to work independently and cooperatively with others, apply classroom and activity specific rules, and take responsibility and participate willingly in physical activities. In middle school, the focus is on the ability to cooperate and work with others to accomplish group goals in both cooperative and competitive settings. High school students demonstrate leadership by initiating responsible behavior that has a positive influence on others. Students begin to become more self-directed and recognize the value of making **physical activity** a part of their lifestyle.

Standard 5

The **physically literate** individual demonstrates awareness that **physical activity** provides the opportunity for health, enjoyment, challenge, self-expression and/or social interaction. (Affective Domain)

The intent of this standard is the development of an awareness of the benefits that result from being physically active. **Physical activity** provides opportunities for self-expression and social interaction. Participation in physical activities can be fun, enjoyable, challenging, and health-enhancing. These benefits develop self-confidence and promote a positive self-image. Elementary students learn that regular participation and practice contribute to successful performance which leads to increased enjoyment. In middle school, students gain an awareness of the benefits provided from specific activities. Students seek and explore physical activities that facilitate personal growth, challenge, enjoyment and/or interaction with peers. Participation at the high school level continues to provide personal growth, challenge, enjoyment and opportunities for social interaction. Benefits gained from participation in physical activities promote the pursuit of life-long activities that meet an individual's needs.

Grade-Level Indicators

Kindergarten

Standard 1: The **physically literate** individual demonstrates competency in a variety of motor skills and movement patterns. (**Psychomotor Domain**)

The student should develop **fundamental movement patterns** 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 in simple conditions (for example, tossing and catching in **personal space**, kicking and striking a stationary ball).

Kindergarten

Standard 2: The **physically literate** individual demonstrates knowledge of concepts, principles, **strategies** and **tactics** related to movement and performance. (**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, **non-locomotor** 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, increase body temperature).

Kindergarten

Standard 3: The **physically literate** individual achieves and maintains a health-enhancing level of **physical activity** and 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 act on the general awareness that **physical activity** is good for him or her.

Indicators

K-3.1	Sustain moderate-to-vigorous **physical activity** for short periods of time.
K-3.2	Engage in sustained **physical activity** that causes an increased heart rate, and rapid breathing.
K-3.3	Demonstrate muscular strength by supporting body weight for climbing, hanging, and momentarily supporting weight on hands (for example, maintaining a push-up position).
K-3.4	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 **physically literate** individual exhibits 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-4.1 Share physical-activity **space** and equipment willingly with others.

K-4.2 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-4.3 Work independently and with others on physical education tasks.

K-4.4 Participate appropriately as a member of the class by following directions and classroom rules and using safe physical-activity practices.

Kindergarten

Standard 5: The **physically literate** individual demonstrates awareness that **physical activity** provides the opportunity for health, enjoyment, challenge, self-expression and/or 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-5.1	Participate willingly in individual and group physical activities.
K-5.2	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-5.3	Demonstrate a willingness to learn new **fundamental movement skills** and try new games.
K-5.4	Continue to participate/practice in physical activities after being unsuccessful in initial attempts.
K-5.5	Identify his or her likes and dislikes with regard to participating in physical activities.

Grades 1 – 2

Standard 1: The **physically literate** individual demonstrates competency in a variety of motor skills and movement patterns. (**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 changing environmental conditions and 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.

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-feet landing, two-feet takeoff to two-feet 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 **physically literate** individual demonstrates knowledge of concepts, principles, **strategies**, **tactics** related to movement and performance. (**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**.

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 dominate 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 **physically literate** individual achieves and maintains a health enhancing level of **physical activity** and 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.

Indicators

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).
2-3.2	Engage in warm-up to prepare the body for **physical activity**.
2-3.3	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.
2-3.4	Participate in 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).
2.3.5	Participate in **physical activity** to improve and/or maintain flexibility.

Grades 1 – 2

Standard 4: The **physically literate** individual exhibits 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 teacher 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.

Indicators

2-4.1	Works independently and safely during physical education tasks.
2-4.2	Support and work cooperatively with others to complete an assigned physical education task (for example, tossing easily caught passes to a partner).
2-4.3	Treat others with respect during physical activities.
2-4.4	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).
2-4.5	Apply rules, procedures, and safe practices during physical education class with few or no reminders.

Grades 1 – 2

Standard 5: The **physically literate** individual demonstrates awareness that **physical activity** provides the opportunity for health, enjoyment, challenge, self-expression and/or 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.

Indicators

2-5.1	Identify several physical activities that are personally enjoyable.
2-5.2	Try new physical activities individually and/or with peers.
2-5.3	Acknowledge the feelings resulting from the challenges, successes, and failures that **physical activity** can offer.
2-5.4	Express personal feelings appropriately 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).
2-5.5	Use **physical activity** as a means of self-expression.

Grades 3 – 5

Standard 1: The **physically literate** individual demonstrates competency in a variety of motor skills and movement patterns. (**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 **specialized skills** that are basic to particular **movement forms**.

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 **physically literate** individual demonstrates knowledge of concepts, principles, **strategies** and **tactics** related to movement and performance. (**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 apply basic offensive and defensive **strategies**.

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.
5-2.7	Recognize pacing is critical to sustain participation in cardiorespiratory endurance activities.

Grades 3 – 5

Standard 3: The **physically literate** individual achieves and maintains a health-enhancing level of **physical activity** 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.

Indicators

5-3.1 Identify opportunities available in the school and community for regular participation in **physical activity** (for example, before and after school **physical activity** programs, Fun Runs/5Ks or school wide walks, youth sports, county recreation programs, church leagues, technology based exercise).

5-3.2 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).

5-3.3 Monitor his or her own participation in **physical activity** (for example, using a GPS device and/or 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).

5-3.4 Achieve the age- and gender-specific **health-related physical fitness** standards defined by a state-approved fitness **assessment** (including Fitnessgram).

5-3.5 Implement **strategies** to achieve and maintain **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).

Grades 3 – 5

Standard 4: The **physically literate** individual exhibits responsible personal and social behavior that respects self and others in **physical activity** settings. (**Affective Domain**)

The student should learn the purpose and apply activity-specific rules, safe practices, procedures, and etiquette. The student should acquire the ability to follow these principles with few teacher reminders. 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 strengths as well as the limitations of others.

Indicators

5-4.1	Work cooperatively and productively in a small group to accomplish a set goal in both cooperative and competitive physical activities.
5-4.2	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).
5-4.3	Recognize the positive attributes that individuals of varying gender, race, ethnicity, and/or skill levels bring to **physical activity** in a group setting.
5-4.4	Participate in the establishment of rules, procedures, and standards of etiquette that are safe and effective for specific activity situations.
5-4.5	Take responsibility for his or her own actions without blaming others.
5-4.6	Participate willingly in physical activities with others who may be different in gender, race, ethnicity, and/or skill level.

Grades 3 – 5

Standard 5: The **physically literate** individual demonstrates awareness that **physical activity** provides the opportunity for health, enjoyment, challenge, self-expression and/or 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.

Indicators

5-5.1	Seek to engage in physical activities that are personally enjoyable.
5-5.2	Recognize that **effort** and practice contribute to improvement and success.
5-5.3	Seek to engage in physical activities that are personally challenging.
5-5.4	Celebrate personal physical-activity successes and achievements along with those of others.
5-5.5	Recognize that **physical activity** is an opportunity for positive social interaction.
5-5.6	Explain why individuals are attracted to certain physical activities.
5-5.7	Recognize that skill competency leads to enjoyment of movement and **physical activity**.

Grades 6 – 8

Standard 1: The **physically literate** individual demonstrates competency in a variety of motor skills and movement patterns. (**Psychomotor Domain**)

The student will apply **tactics** and **strategies** to **modified game** play; demonstrate basic manipulative, **locomotor and non-locomotor skills** and should gain an increased ability to use these skills in varying and complex situations. The student demonstrate basic skills in **modified** versions of **invasion games**, **dance** and rhythmic activities, target and net/wall games, striking/fielding games, **outdoor pursuits**, and **aquatics**.

Indicators

8-1.1	Demonstrate basic skills and **tactics** during a three-on-two **modified invasion** game (for example, passing to open **space** during a three-on-two soccer game).
8-1.2	Use good technique in performing two different **dance** and rhythmic activities (for example, demonstrating correct steps with balance and control when performing a line **dance** and a folk **dance**).
8-1.3	Exhibits command of rhythm and patterns by creating a movement sequence to music as an individual or in a group.
8-1.4	Demonstrate in a **modified** situation the basic skills and **tactics** used for target games and net/wall games (for example, the four-step delivery without the bowling ball, or the tennis forehand from a tossed ball).
8-1.5	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).
8-1.6	Demonstrate basic skills and **tactics** during **modified** fielding/striking games (for example, striking a pitched ball with an implement).
8-1.7	Demonstrate basic skills in **aquatics** (if access to facilities permits) (for example, bobbing, treading water, front crawl stroke).

Grades 6 – 8

Standard 2: The **physically literate** individual demonstrates knowledge of concepts, principles, **strategies** and **tactics** related to movement and performance. (**Cognitive Domain**)

The student demonstrates and applies advanced movement and game **strategies**, to identify the **critical elements**/**learning cues** of advanced movement skills, and to identify characteristics representative of highly skilled performance. The student develops the ability to identify and use basic offensive and defensive **strategies**.

Indicators

8-2.1 Identify **critical elements**/**learning cues** of skills performed in **invasion games**, target and net/wall games, striking/fielding games.(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 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 Describe **tactics** within **invasion games**, target and net/wall games, striking/fielding games 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 **physically literate** individual achieves and maintains a health-enhancing level of **physical activity** and fitness. (**Psychomotor Domain**)

The student develops an interest in a variety of physical activities and increases his or her ability to find opportunities for participation in these activities. The student achieves and maintains a health-enhancing level of fitness by setting and pursuing **physical activity** goals and by applying training principles in creating a personal fitness plan to achieve personal fitness goals. The student develops the ability to interpret the results of physical fitness **assessments** and to use this information to pursue his or her individual fitness goals.

Indicators

8-3.1 Monitor his or her own participation in **physical activity** (for example, maintain 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).

8.3.3 Achieve and maintain the age- and gender-specific health-related fitness standards as defined by a state-approved fitness **assessment** (for example, scoring within the healthy fitness zone on Fitnessgram).

8-3.4 Identify personal health-related fitness goals and implement a plan to achieve and/or maintain personal fitness (for example, when flexibility criteria is not achieved, select and perform appropriate exercises until the goal is achieved).

8-3.5 Participate in health-related 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 4: The **physically literate** individual exhibits responsible personal and social behavior that respects self and others in **physical activity** settings. (**Affective Domain**)

The student uses effective self-monitoring skills and applies appropriate problem-solving techniques to resolve conflict in **physical activity** settings. The student works with others to accomplish group goals in both cooperative and competitive settings. The student respects the contributions made by others whose skill levels are dissimilar to their own.

Indicators

8-4.1	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).
8-4.2	Recognize and resolve potential conflicts in **physical activity** settings (for example, shows self-control by accepting a controversial decision of an official).
8-4.3	Accept differences among people and make an **effort** to include a diversity of participants in physical activities (for example, seeks out, participates with, and shows respect for peers with different ability levels).
8-4.4	Uses equipment appropriately in **physical activity** settings and identifies safety concerns associated with specific activities.

Grades 6 – 8

Standard 5: The **physically literate** individual demonstrates awareness that **physical activity** provides the opportunity for health, enjoyment, challenge, self-expression and/or social interaction. (**Affective Domain**)

The student learns that physical activities provide the opportunity for challenge, enjoyment, and positive social interaction. The student gains an awareness of the health benefits, opportunities for enjoyment, and social interaction provided through participation in a variety of physical activities.

Indicators

8-5.1	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).
8-5.2	Seek and explore health-enhancing physical activities that provide challenge enjoyment, and social interaction (for example, participate in local road race or youth recreational league).
8-5.3	Identify and participate in an enjoyable activity that prompts social interaction or self-expression.
8-5.4	Identify the health benefits of a physically active lifestyle.

High School

Standard 1: The **physically literate** individual demonstrates competency in a variety of motor skills and movement patterns. (**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.

Indicators

HS-1.1	Demonstrate competency and/or refines activity-specific movement skills in two or more of the following **movement forms**: **aquatics**, **dance**, **outdoor pursuits**, individual, dual and team sports taught as lifetime activities.
HS 1.2	Demonstrate competency in one or more **specialized skills** in health-related fitness activities (for example, yoga, strength training, or Crossfit).

High School

Standard 2: The **physically literate** individual demonstrates knowledge of concepts, principles, **strategies** and **tactics** related to movement and performance. (**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 Apply the terminology associated with exercise and participation in selected individual, dual and team sports taught as lifetime activities.

HS-2.2 Use movement, concepts, and principles (for example, force, motion, and rotation) to analyze and improve performance of self and/or others).

HS-2.3 Collect, analyze, and assess his or her own **health-related physical fitness** data through a state approved standardized fitness test (for example, Fitnessgram).

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** (for example, plans a summer personal conditioning program).

High School

Standard 3: The **physically literate** individual achieves and maintains a health-enhancing level of **physical activity** and 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. 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/or **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).

HS-3.3 Achieve the age- and gender-specific **health-related physical fitness** standards defined by a state-approved fitness **assessment**.

HS-3.4 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 4: The **physically literate** individual exhibits 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-4.1 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-4.2 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).

HS-4.3 Exhibit proper etiquette, respect for others and teamwork while engaging in **physical activity** and/or social **dance**.

HS-4.4 Apply best practices for participating safely in **physical activity**, exercise and **dance** (for example, injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

High School

Standard 5: The **physically literate** individual demonstrates awareness that **physical activity** provides the opportunity for health, enjoyment, challenge, self-expression, and/or 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-5.1 Analyze the health benefits of various physical activities.

HS-5.2 Examine 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).

HS-5.3 Analyze the health benefit of various physical activities.

HS-5.4 Select and participates in physical activities or **dance** that meet the need for self-expression and enjoyment.

HS-5.5 Identify the opportunity for social support in various physical activities.

Glossary

Aerobic Capacity: The total energy available to meet the demands of a prolonged activity; the ability to persist in a physical activity that requires oxygen

Affective Domain: The learning domain in which focus is on the development of socio-emotional skills, positive attitudes, values, self-concept, good sportsmanship and cooperative skills, particularly towards physical activity

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: A type of an alternative assessment that emphasizes the evaluation of learning demonstrated through a holistic performance of a skill or knowledge in a real-life setting

Body Composition: The ratio of lean tissue to body fat - 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 composition is affected by heredity, nutrition, and lifestyle and is not to be confused with body weight

Body Management: Involves the use of large muscle activities which focus on ability to control the body/body parts such as those involving traveling, balancing, rolling, and supporting body weight

BSER Framework: A framework of human movement originally developed by Rudolf Laban that provides a descriptive movement vocabulary for movement actions used to analyze, describe, and/or plan instruction of movement skills

> **Body Awareness**: What the body does such as actions of the whole body (curling, bending, twisting, swinging), activities of the body (locomotion, non-locomotion, manipulation), and shapes (straight, angular, round, symmetrical/asymmetrical) that the body can assume
>
> **Space**: Where the body moves such as directions, pathways, levels, planes, and extensions
>
> **Effort**: How the body performs the movement which consists of qualities like time, space, weight (or force), and flow
>
> **Relationship**: Relationships that occur in movement which involve the interactions between body parts, between one person and another or a group, or between a person(s) and equipment

Cognitive Domain: The learning domain in which the focus is on the development of acquiring and using knowledge such as thinking, recognizing, memorizing and recalling, applying and analyzing, synthesizing and evaluating

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: Sport activities involving game-specific strategies and tactics which are classified into 4 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: An outcome/expectation 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: The basic skills that children require to function in their environment classified into the following 3 groups:

Locomotor Skills: Walk, run, jump, hop, gallop/slide, skip, leap

Non-Locomotor/Axial Skills: Static and dynamic balances; 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 Cue: A word or phrase that identifies or communicates to a performer the critical elements of a movement skill or task

Mature Form/Mature Movement Pattern: Efficient execution of the critical elements of a skill performed in an authentic environment; usually associated with skilled performances

Modified Games: Games in which the number of players involved is reduced, space and rules modified, to allow emphasis and increased practice of particular skills

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, hip-hop
>
> **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 Principles: Concepts related to skillful performance of movement, such as body and spatial awareness, effort, relationships, tactics, strategies and principles related to movement efficiency

Personal Space: All the space the body or its parts can reach without traveling

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: A person who 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)

Physically Literate Individual: A person who moves with competence in a wide variety of physical activities that benefit the development of the whole person and make healthy active choices that are both beneficial to and respectful of their whole self, others, and their environment (Mandigo, Francis, Lodewyk & Lopez, 2009)

Principles of Movement: A broad category of concepts that include principles governing the efficiency and effectiveness of movement (e.g., weight transfer to produce force, the effect of spin on the flight of a projectile)

Psychomotor Domain: The learning domain in which focus is on the development of physical abilities, such as motor skills and fitness

Skill-Related Physical Fitness: Components of physical fitness that are related to enhanced performance in sports and motors skills such as agility, balance, coordination, power, speed, and reaction time

Small-Sided Games: Games in which the number of players is reduced from the conventional or regulation version of the sport (e.g., 2v2 soccer, 3v3 basketball)

Specialized Skills: Skills that are specific to a sport (e.g., basketball lay-up, forearm pass, spike, golf drive, tennis forehand), as opposed to fundamental motor skills (e.g., throwing and catching, striking with body parts or implements)

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

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Academic Standards by Grade Level Matrix

Kindergarten

Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns	Standard 2 The physically literate individual demonstrates knowledge of concepts, principles, strategies and tactics related to movement and performance	Standard 3 The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness	Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings	Standard 5 The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression and/or social interaction
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. K1.2 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-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, non-locomotor movements such as bend and twist, personal and general space, high and low levels, directions, and pathways).	K-3.1 Sustain moderate-to-vigorous physical activity for short periods of time. K-3.2 Engage in sustained physical activity that causes an increased heart rate, and rapid breathing. K-3.3 Demonstrate muscular strength by supporting body weight for climbing, hanging, and momentarily supporting weight on hands (for example, maintaining a push-up position).	K-4.1 Share physical-activity space and equipment willingly with others. K-4.2 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-5.1 Participate willingly in individual and group physical activities. K-5.2 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-5.3 Demonstrate a willingness to learn new fundamental movement skills and try new games.

Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns	Standard 2 The physically literate individual demonstrates knowledge of concepts, principles, strategies and tactics related to movement and performance	Standard 3 The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness	Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings	Standard 5 The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression and/or social interaction
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-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, increase body temperature).	K-3.4 Engage in a variety of physical activities during leisure time (for example, t-ball, riding a bicycle, tag, hide-and-seek).	K-4.3 Work independently and with others on physical education tasks. K-4.4 Participate appropriately as a member of the class by following directions and classroom rules and using safe physical-activity practices.	K-5.4 Continue to participate/practice in physical activities after being unsuccessful in initial attempts. K-5.5 Identify his or her likes and dislikes with regard to participating in physical activities.

Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns	Standard 2 The physically literate individual demonstrates knowledge of concepts, principles, strategies and tactics related to movement and performance	Standard 3 The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness	Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings	Standard 5 The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression and/or social interaction
K-1.6 Throw, catch, kick, and strike objects in simple conditions (for example, tossing and catching in personal space, kicking and striking a stationary ball).				

Academic Standards by Grade Level Matrix

Grades 1 – 2

Standard 1 **The physically literate individual demonstrates competency in a variety of motor skills and movement patterns**	Standard 2 **The physically literate individual demonstrates knowledge of concepts, principles, strategies and tactics related to movement and performance**	Standard 3 **The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness**	Standard 4 **The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings**	Standard 5 **The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression and/or social interaction**
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).	2-2.1 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).	2-3.1 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). 2-3.2 Engage in warm-up to prepare the body for physical activity.	2-4.1 Works independently and safely during physical education tasks. 2-4.2 Support and work cooperatively with others to complete an assigned physical education task (for example, tossing easily caught pastes to a partner).	2-5.1 Identify several physical activities that are personally enjoyable. 2-5.2 Try new physical activities individually and/or with peers. 2-5.3 Acknowledge the feelings resulting from the challenges, successes, and failures that physical activity can offer.

Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns	Standard 2 The physically literate individual demonstrates knowledge of concepts, principles, strategies and tactics related to movement and performance	Standard 3 The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness	Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings	Standard 5 The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression and/or social interaction
2-1.3 Jump and land in various combinations (for example, one-foot takeoff to two-feet landing, two-feet takeoff to two-feet 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).	2-2.2 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).	2-3.3 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. 2-3.4 Participate in 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	2-4.3 Treat others with respect during physical activities. 2-4.4 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	2-5.4 Express personal feelings appropriately 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). 2-5.5 Use physical activity as a means of self-expression.

Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns	Standard 2 The physically literate individual demonstrates knowledge of concepts, principles, strategies and tactics related to movement and performance	Standard 3 The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness	Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings	Standard 5 The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression and/or social interaction
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	2-2.4 Identify dominate 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	horizontal ladder as in the monkey bars). 2-3.5 Participate in physical activity to improve and/or maintain flexibility.	a select few). 2-4.5 Apply rules, procedures, and safe practices during physical education class with few or no reminders.	

Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns	Standard 2 The physically literate individual demonstrates knowledge of concepts, principles, strategies and tactics related to movement and performance	Standard 3 The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness	Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings	Standard 5 The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression and/or social interaction
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).	class and playing on a t-ball team)			

Academic Standards by Grade Level Matrix

Grades 3 – 5

Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns	Standard 2 The physically literate individual demonstrates knowledge of concepts, principles, strategies and tactics related to movement and performance	Standard 3 The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness	Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings	Standard 5 The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression and/or social interaction
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).	5-2.1 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).	5-3.1 Identify opportunities available in the school and community for regular participation in physical activity (for example, before and after school physical activity programs, Fun Runs/5Ks or school wide walks, youth sports, county recreation programs, church leagues, technology based exercise).	5-4.1 Work cooperatively and productively in a small group to accomplish a set goal in both cooperative and competitive physical activities. 5-4.2 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).	5-5.1 Seek to engage in physical activities that are personally enjoyable. 5-5.2 Recognize that effort and practice contribute to improvement and success.

Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns	Standard 2 The physically literate individual demonstrates knowledge of concepts, principles, strategies and tactics related to movement and performance	Standard 3 The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness	Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings	Standard 5 The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression and/or social interaction
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	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,	5-3.2 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). 5-3.3 Monitor his or her own participation in physical activity (for example, using a GPS device and/or pedometer to count number of steps taken/distance traveled, using a heart rate monitor to check his or hers	5-4.3 Recognize the positive attributes that individuals of varying gender, race, ethnicity, and/or skill levels bring to physical activity in a group setting. 5-4.4 Participate in the establishment of rules, procedures, and standards of etiquette that are safe and effective for specific activity situations. 5-4.5 Take responsibility for his or her own actions without blaming others.	5-5.3 Seek to engage in physical activities that are personally challenging. 5-5.4 Celebrate personal physical-activity successes and achievements along with those of others. 5-5.5 Recognize that physical activity is an opportunity for positive social interaction.

Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns	Standard 2 The physically literate individual demonstrates knowledge of concepts, principles, strategies and tactics related to movement and performance	Standard 3 The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness	Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings	Standard 5 The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression and/or social interaction
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	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	exercising heart rate, maintaining a physical activity log). 5-3.4 Achieve the age- and gender-specific health-related physical fitness standards defined by a state-approved fitness assessment (including Fitnessgram). 5-3.5 Implement strategies to achieve and maintain health-related physical fitness goals (for example, maintains heart rate within the target heart rate zone for a specified length of	5-4.6 Participate willingly in physical activities with others who may be different in gender, race, ethnicity, and/or skill level	5-5.6 Explain why individuals are attracted to certain physical activities. 5-5.7 Recognize that skill competency leads to enjoyment of movement and physical activity.

Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns	Standard 2 The physically literate individual demonstrates knowledge of concepts, principles, strategies and tactics related to movement and performance	Standard 3 The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness	Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings	Standard 5 The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression and/or social interaction
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.	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. 5-2.7 Recognize pacing is critical to sustain participation in cardiorespiratory endurance activities.	time during an aerobic activity).		

Academic Standards by Grade Level Matrix

Grades 6 – 8

Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns	Standard 2 The physically literate individual demonstrates knowledge of concepts, principles, strategies and tactics related to movement and performance	Standard 3 The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness	Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings	Standard 5 The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression and/or social interaction
8-1.1 Demonstrate basic skills and tactics during a three-on-two modified invasion game (for example, passing to open space during a three-on-two soccer game). 8-1.2 Use good technique in performing two different dance and rhythmic activities (for example, demonstrating correct steps with balance and control when performing a line dance and a folk dance)	8-2.1 Identify critical elements/learning cues of skills performed in invasion games, target and net/wall games, striking/fielding games.(for example, recognize "balance, eyes, elbows and follow through" as learning cues for performing a free throw). 8-	8-3.1 Monitor his or her own participation in physical activity (for example, maintain an activity log for a seven-day period, documenting progress toward achievement of personal goals).	8-4.1 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). 8-4.2 Recognize and resolve potential conflicts in physical activity settings (for	8-5.1 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).

Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns	Standard 2 The physically literate individual demonstrates knowledge of concepts, principles, strategies and tactics related to movement and performance	Standard 3 The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness	Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings	Standard 5 The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression and/or social interaction
8-1.3 Exhibits command of rhythm and patterns by creating a movement sequence to music as an individual or in a group. 8-1.4 Demonstrate in a modified situation the basic skills and tactics used for target games and net/wall games (for example, the four-step delivery without the bowling ball, or the tennis forehand from a tossed ball).	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-	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). 8-3.3 Achieve and maintain the age- and gender-specific health-	example, shows self-control by accepting a controversial decision of an official). 8-4.3 Accept differences among people and make an effort to include a diversity of participants in physical activities (for example, seeks out, participates with, and shows respect for peers with different ability levels). 8-4.4 Uses equipment appropriately in physical activity settings and identifies safety	8-5.2 Seek and explore health-enhancing physical activities that provide challenge enjoyment, and social interaction (for example, participate in local road race or youth recreational league). 8-5.3 Identify and participate in an enjoyable activity that prompts social interaction or self-expression. 8-5.4 Identify the health benefits of a physically active lifestyle.

Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns	Standard 2 The physically literate individual demonstrates knowledge of concepts, principles, strategies and tactics related to movement and performance	Standard 3 The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness	Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings	Standard 5 The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression and/or social interaction
	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 physical-activity experiences for social, emotional, and	related fitness standards as defined by a state-approved fitness assessment (for example, scoring within the healthy fitness zone on Fitnessgram). 8-3.4 Identify personal health-related fitness goals and implement a plan to achieve and/or maintain personal fitness (for example, when flexibility criteria	concerns associated with specific activities.	

Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns	Standard 2 The physically literate individual demonstrates knowledge of concepts, principles, strategies and tactics related to movement and performance	Standard 3 The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness	Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings	Standard 5 The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression and/or social interaction
	health benefits (for example, jogging to reduce stress, walking with a friend for social interaction). 8-2.6 Describe tactics within invasion games, target and net/wall games, striking/fielding games 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).	is not achieved, select and perform appropriate exercises until the goal is achieved). 8-3.5 Participate in health-related fitness activities outside of the physical education class (for example, rollerblading after school, taking swim lessons, playing in a softball league).		

Academic Standards by Grade Level Matrix

High School

Standard 1 **The physically literate individual demonstrates competency in a variety of motor skills and movement patterns**	Standard 2 **The physically literate individual demonstrates knowledge of concepts, principles, strategies and tactics related to movement and performance**	Standard 3 **The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness**	Standard 4 **The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings**	Standard 5 **The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression and/or social interaction**
HS-1.1 Demonstrate competency and/or refines activity-specific movement skills in two or more of the following movement forms: aquatics, dance, outdoor pursuits, individual, dual and team sports taught as lifetime activities. HS-1.2 Demonstrate competency in one or more specialized	HS-2.1 Apply the terminology associated with exercise and participation in selected individual, dual and team sports taught as lifetime activities. HS-2.2 Use movement, concepts, and principles (for example, force, motion, and rotation) to analyze and improve performance of self and/or others.	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/or physical activity log). HS-3.2 Identify community resources to support varied opportunities for participating in physical activity outside of physical education class	HS-4.1 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-4.2 Design and apply strategies for including	HS-5.1 Analyze the health benefits of various physical activities. HS-5.1.2 Examine 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

Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns	Standard 2 The physically literate individual demonstrates knowledge of concepts, principles, strategies and tactics related to movement and performance	Standard 3 The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness	Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings	Standard 5 The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression and/or social interaction
skills in health-related fitness activities (for example, yoga, strength training or Crossfit).	HS-2.3 Collect, analyze and assess his or her own health-related physical fitness data through a state approved standardized fitness test (for example, Fitnessgram). 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 (for example, plans a summer personal conditioning program).	(for example, researching community resources and presenting the information to class). HS-3.3 Achieve the age- and gender-specific health-related physical fitness standards defined by a state-approved fitness assessment. HS-3.4 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.	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). HS-4.3 Exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. HS-4.4 Apply best practices for participating safely in physical activity, exercise and	high school). HS-5.3 Analyze the health benefit of various physical activities. HS-5.4 Select and participates in physical activities or dance that meet the need for self-expression and enjoyment. HS-5.5 Identify the opportunity for social support in various physical activities.

Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns	Standard 2 The physically literate individual demonstrates knowledge of concepts, principles, strategies and tactics related to movement and performance	Standard 3 The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness	Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings	Standard 5 The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression and/or social interaction
			dance (for example, injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).	

Academic Standards by Grade Bands Matrix

Standard 1: **The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.**

Kindergarten	Grades 1-2	Grades 3-5	Grades 6-8	High School
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).	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-feet landing, two-feet takeoff to two-feet landing). 2-1.4 Perform simple dances and /or movement sequences to music.	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	8-1.1 Demonstrate basic skills and tactics during a three-on-two modified invasion game (for example, passing to open space during a three-on-two soccer game). 8-1.2 Use good technique in performing two different dance and rhythmic activities (for example, demonstrating correct steps with balance and control when performing a line dance and a folk dance). 8-1.3 Exhibits command of rhythm and patterns by	HS-1.1 Demonstrate competency and/or refines activity-specific movement skills in two or more of the following movement forms: aquatics, dance, outdoor pursuits, individual, dual and team sports taught as lifetime activities. HS-1.2 Demonstrate competency in one or more specialized skills in health-related fitness activities (for example, yoga, strength training or Crossfit).

Kindergarten	Grades 1-2	Grades 3-5	Grades 6-8	High School
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 in simple conditions (for example, tossing and catching in personal space, kicking and striking a stationary ball).	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.	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).	creating a movement sequence to music as an individual or in a group. 8-1.4 Demonstrate in a modified situation the basic skills and tactics used for target games and net/wall games (for example, the four-step delivery without the bowling ball, or the tennis forehand from a tossed ball). 8-1.5 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). 8-1.6 Demonstrate basic skills and tactics during modified fielding/striking games (for example,	

Kindergarten	Grades 1-2	Grades 3-5	Grades 6-8	High School
	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).	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.	striking a pitched ball with an implement). 8-1.7 Demonstrate basic skills in aquatics (if access to facilities permits) (for example, bobbing, treading water, front crawl stroke).	

Academic Standards by Grade Bands Matrix

Standard 2: **The physically literate individual demonstrates knowledge of concepts, principles, strategies and tactics related to movement and performance.**

Kindergarten	Grades 1-2	Grades 3-5	Grades 6-8	High School
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, non-locomotor 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).	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).	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	8-2.1 Identify critical elements/learning cues of skills performed in invasion games, target and net/wall games, striking/fielding games.(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).	HS-2.1 Apply the terminology associated with exercise and participation in selected individual, dual and team sports taught as lifetime activities. HS-2.2 Use movement, concepts, and principles (for example, force, motion, and rotation) to analyze and improve performance of self and/or others. HS-2.3 Collect, analyze and assess his or her own health-related physical fitness data through a state approved standardized fitness test (for example, Fitnessgram).

Kindergarten	Grades 1-2	Grades 3-5	Grades 6-8	High School
K-2.4 Identify the physiological effects of moderate physical activity (for example, fast heart rate, rapid breathing, increase body temperature).	2-2.4 Identify dominate 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).	(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.	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 physical-activity experiences for social, emotional, and	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 (for example, plans a summer personal conditioning program).

Kindergarten	Grades 1-2	Grades 3-5	Grades 6-8	High School
		5-2.6 Describe how heart rate is used to monitor exercise intensity. 5-2.7 Recognize pacing is critical to sustain participation in cardiorespiratory endurance activities.	health benefits (for example, jogging to reduce stress, walking with a friend for social interaction). 8-2.6 Describe tactics within invasion games, target and net/wall games, striking/fielding games 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).	

Academic Standards by Grade Bands Matrix

Standard 3: **The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness.**

Kindergarten	Grades 1-2	Grades 3-5	Grades 6-8	High School
K-3.1 Sustain moderate-to-vigorous physical activity for short periods of time. K-3.2 Engage in sustained physical activity that causes an increased heart rate, and rapid breathing. K-3.3 Demonstrate muscular strength by supporting body weight for climbing, hanging, and momentarily supporting weight on hands (for example, maintaining a push-up position). K-3.4 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). 2-3.2 Engage in warm-up to prepare the body for physical activity. 2-3.3 Participate in physical activity to increase aerobic capacity (for example, engages in a series of timed segments of locomotor activities without tiring easily or	5-3.1 Identify opportunities available in the school and community for regular participation in physical activity (for example, before and after school physical activity programs, Fun Runs/5Ks or school wide walks, youth sports, county recreation programs, church leagues, technology based exercise). 5-3.2 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).	8-3.1 Monitor his or her own participation in physical activity (for example, maintain 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/or 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). HS-3.3 Achieve the age- and gender-specific health-related physical fitness standards defined by a state-approved

Kindergarten	Grades 1-2	Grades 3-5	Grades 6-8	High School
	plays in a variety of games that increase breathing and heart rate. 2-3.4 Participate in 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). 2-3.5 Participate in physical activity to improve and/or maintain flexibility.	5-3.3 Monitor his or her own participation in physical activity (for example, using a GPS device and/or 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). 5-3.4 Achieve the age- and gender-specific health-related physical fitness standards defined by a state-approved fitness assessment (including Fitnessgram). 5-3.5 Implement strategies to achieve and maintain 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).	8-3.3 Achieve and maintain the age- and gender-specific health-related fitness standards as defined by a state-approved fitness assessment (for example, scoring within the healthy fitness zone on Fitnessgram). 8-3.4 Identify personal health-related fitness goals and implement a plan to achieve and/or maintain personal fitness (for example, when flexibility criteria is not achieved, select and perform appropriate exercises until the goal is achieved). 8-3.5 Participate in health-related fitness activities outside of the physical education class (for	fitness assessment. HS-3.4 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.

Kindergarten	Grades 1-2	Grades 3-5	Grades 6-8	High School
			example, rollerblading after school, taking swim lessons, playing in a softball league).	

Academic Standards by Grade Bands Matrix

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Kindergarten	Grades 1-2	Grades 3-5	Grades 6-8	High School
K-4.1 Share physical-activity space and equipment willingly with others. K-4.2 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-4.3 Work independently and with others on physical education tasks. K-4.4 Participate appropriately as a member of the class	2-4.1 Works independently and safely during physical education tasks. 2-4.2 Support and work cooperatively with others to complete an assigned physical education task (for example, tossing easily caught pastes to a partner). 2-4.3 Treat others with respect during physical activities. 2-4.4 Play and cooperate with others during physical activities regardless of personal differences such as gender, skill level, race, or ethnicity (for example,	5-4.1 Work cooperatively and productively in a small group to accomplish a set goal in both cooperative and competitive physical activities. 5-4.2 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). 5-4.3 Recognize the positive attributes that individuals of varying gender, race, ethnicity, and/or skill levels bring to physical activity in a group setting.	8-4.1 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). 8-4.2 Recognize and resolve potential conflicts in physical activity settings (for example, shows self-control by accepting a controversial decision of an official). 8-4.3 Accept differences among people and make an effort to include a diversity of participants in physical activities (for example, seeks out,	HS-4.1 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-4.2 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).

Kindergarten	Grades 1-2	Grades 3-5	Grades 6-8	High School
by following directions and classroom rules and using safe physical-activity practices.	demonstrate a willingness to share equipment with everyone in the group as opposed to a select few). 2-4.5 Apply rules, procedures, and safe practices during physical education class with few or no reminders.	5-4.4 Participate in the establishment of rules, procedures, and standards of etiquette that are safe and effective for specific activity situations. 5-4.5 Take responsibility for his or her own actions without blaming others. 5-4.6 Participate willingly in physical activities with others who may be different in gender, race, ethnicity, and/or skill level.	participates with, and shows respect for peers with different ability levels). 8-4.4 Uses equipment appropriately in physical activity settings and identifies safety concerns associated with specific activities.	HS-4.3 Exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. HS-4.4 Apply best practices for participating safely in physical activity, exercise and dance (for example, injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

Academic Standards by Grade Bands Matrix

Standard 5: The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and/or social interaction

Kindergarten	Grades 1-2	Grades 3-5	Grades 6-8	High School
K-5.1 Participate willingly in individual and group physical activities. K-5.2 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-5.3 Demonstrate a willingness to learn new fundamental movement skills and try new games. K-5.4 Continue to participate/practice in physical activities after being unsuccessful in initial attempts. K-5.5 Identify his or her likes and dislikes with regard to participating in physical activities.	2-5.1 Identify several physical activities that are personally enjoyable. 2-5.2 Try new physical activities individually and/or with peers. 2-5.3 Acknowledge the feelings resulting from the challenges, successes, and failures that physical activity can offer. 2-5.4 Express personal feelings appropriately on progress made while learning a new movement skill (for example, communicating to	5-5.1 Seek to engage in physical activities that are personally enjoyable. 5-5.2 Recognize that effort and practice contribute to improvement and success. 5-5.3 Seek to engage in physical activities that are personally challenging. 5-5.4 Celebrate personal physical-activity successes and achievements along with those of others. 5-5.5 Recognize that physical activity is an opportunity for positive social interaction.	8-5.1 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). 8-5.2 Seek and explore health-enhancing physical activities that provide challenge enjoyment, and social interaction (for example, participate in local road race or youth recreational league).	HS-5.1 Analyze the health benefits of various physical activities. HS-5.1.2 Examine 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). HS-5.3 Analyze the health benefit of various physical activities. HS-5.4 Select and participates in physical activities or dance that

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	the teacher his or her excitement when making the Wall-of-Fame during the physical education class). 2-5.5 Use physical activity as a means of self-expression.	5-5.6 Explain why individuals are attracted to certain physical activities. 5-5.7 Recognize that skill competency leads to enjoyment of movement and physical activity.	8-5.3 Identify and participate in an enjoyable activity that prompts social interaction or self-expression. 8-5.4 Identify the health benefits of a physically active lifestyle.	meet the need for self-expression and enjoyment. HS-5.5 Identify the opportunity for social support in various physical activities.