

Arizona Standards for K-12 Physical Education

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

To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

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

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

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain 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.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

The following terms are used throughout the standards:

- **E= Emerging.** Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition
- **M= Maturing.** Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level Outcomes, which will continue to be refined with practice.
- **A= Applying.** Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of physical activity environments.

Grade Band Outcomes

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

The intent of this standard is the development of the physical skills needed to enjoy participation in physical activities. Maturing movement fundamentals establishes a foundation to facilitate the development of continued motor skill acquisition at all levels.

Note: It must be noted that the use of physical activity as punishment for any reason (e.g. poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

Standard 1	K-2 Outcomes	Performance Indicators
<i>Demonstrates competency in a variety of motor skills and movement patterns. Locomotor</i>		<i>E= Emerging, M= Maturing, A= Applying</i>
S1.E1 Locomotor <i>Hopping, skipping, jumping, galloping, sliding, leaping</i>	K - Performs locomotor skills (hopping, galloping, running, sliding, skipping, jumping) while maintaining balance. 1 – Hops, gallops, jogs and slides using a mature pattern. 2 – Skips using a mature pattern.	K E: hopping, galloping, running, sliding, skipping, jumping 1 E: leaping, skipping 1 M: hopping, galloping, sliding, 2 M: skipping 2 A: hopping, galloping, sliding
S1.E2 Locomotor <i>Running</i>	K-1 – Emerging Outcomes first appear in Grade 2. 2- Runs with a mature pattern.	K-1: N/A 2 M: running
S1.E3 Locomotor <i>Jumping & Landing, Horizontal S1.E3.K-2.a</i> <i>Jumping & Landing, Vertical S1.E3.K-2.b</i>	K – Jumps and lands with balance. 1 – Demonstrates 2 of 5 critical elements for jumping & landing in a horizontal plane using 2-foot take-offs and landings. 2- Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of take-offs and landings (2.a) 2- Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane (2.b)	K-2 E: jumping and landing K-2 E: jump rope

Standard 1	K-2 Outcomes	Performance Indicators
Demonstrates competency in a variety of motor skills and movement patterns. Locomotor (continued)		E= Emerging, M= Maturing, A= Applying
S1.E4 Locomotor <i>Dancing</i>	K – Performs locomotor skills in response to teacher-led creative dance. 1 – Combines locomotor and nonlocomotor skills in a teacher-led designed dance. 2- Performs a teacher and/or student designed rhythmic activity with correct response to simple rhythms	K-2 E: Uses emerging dance patterns and rhythmic activity for locomotor and nonlocomotor skills.
S1.E5 Locomotor <i>Movement Combinations</i>	K-2 - Emerging Outcomes first appear in grade 3.	N/A
Non-Locomotor		
S1.E6 Non-Locomotor <i>Balance (S1.E6.K-2.a)</i> <i>Inverted Balance (S1.E6.K-2.b)</i>	K – Maintains momentary stillness on bases of support.(K.a) K - Forms wide, curled, and twisted body shapes.(K.b) 1 – Maintains stillness on different bases of support with different body shapes. 2 - Balances on different bases of support, combining levels and shapes (2.a) 2 - Balances in an inverted position with stillness and supportive base (2.b)	K-2 E: balance
S1.E7 Non-Locomotor <i>Weight Transfer (S1.E7.K-2.a)</i> <i>Rolling (S1.E7.K-2.b)</i>	K- Emerging Outcomes first appear in Grade 1. (K.a) 1 – Transfers weight from one body part to another in self-space in dance and gymnastics environments(1.a) K - Rolls sideways in a narrow body shape (K.b) 1 - Rolls with either narrow or curled body shape (1.b) Transfers weight from feet to different body parts/bases of support for balance and/or travel (2.a) Rolls in different directions with either a narrow or curled body shape (2.b)	K-2 E: rolling 2 E: weight transfer, combining balance and weight transfer

Standard 1	K-2 Outcomes	Performance Indicators
Demonstrates competency in a variety of motor skills and movement patterns. Nonlocomotor (continued)		E= Emerging, M= Maturing, A= Applying
S1.E8 Non-Locomotor <i>Curling & Stretching; Twisting & Bending (S1.E8.K-2.a)</i> <i>Crossing the mid-line (S1.E8.K-2.b)</i>	K – Contrasts the actions of curling and stretching. 1 – Demonstrates twisting, curling, bending & stretching actions. 2 - Differentiates among twisting, curling, bending, and stretching. (2.a) 2 - Performs various activities that involve crossing the mid-line. (2.b)	K-1 E: curling and stretching 1 E: twisting and bending 2 M: curling and stretching, twisting and bending
S1.E9 Non-Locomotor <i>Movement Combinations</i>	K – 1-Emerging Outcomes first appear in Grade 2. 2 - Combines balances and transfers into a three-part sequence, i.e., dance or gymnastics.	K-1: N/A 2 E: balances and transfers
Manipulatives		
S1.E10 Manipulatives <i>Underhand throw</i>	K – Opposite foot forward. 1 – Demonstrates 2 of the 5 critical elements of mature pattern. 2 - Throws underhand using a mature pattern.	K-1 E: underhand throw 2 M: underhand throw
S1.E11 Manipulatives <i>Overhand throw</i>	K-1- Emerging Outcomes first appear in Grade 2. 2 - Throws overhand demonstrating 2 of the 5 critical elements of a mature pattern.	K-2 E: overhand throw

Standard 1	K-2 Outcomes	Performance Indicators
Demonstrates competency in a variety of motor skills and movement patterns. Manipulatives (continued)		E= Emerging, M= Maturing, A= Applying
S1.E12 Manipulatives <i>Catching</i>	K – Drops a ball and catches it before it bounces twice. Catches a large ball tossed by a skilled thrower. 1 – Catches a soft object from a self-toss before it bounces. 2 - Catches various sizes of balls self-tossed or tossed by a skilled thrower. 2 - Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.	K-2 E: catching
S1.E13 Manipulatives <i>Stationary dribbling/ball control with hands (S1.E13.K-2.a)</i> <i>Moving while dribbling/ball control with hands (S1.E13.K-2.b)</i>	K – Dribbles a ball using with 1 hand, attempting the second contact. 1 – Dribbles continuously in self-space using the preferred hand. 2 - Dribbles in self-space with preferred hand demonstrating a mature pattern. (2.a) 2 - Dribbles using preferred hand while in general space. (2.b)	K-2 E: dribbling with hands
S1.E14 Manipulatives <i>Dribbling/ball control with feet</i>	K – Taps a ball using the inside of the foot, sending it forward. 1 – Taps or dribbles a ball using the inside of the foot while walking in general space. 2 - Dribbles with feet in general space with control of ball and body.	K-2 E: dribbling with feet
S1.E15 Manipulatives <i>Passing and receiving with feet</i>	Emerging Outcomes first appear in Grade 4.	N/A

Standard 1	K-2 Outcomes	Performance Indicators
<i>Demonstrates competency in a variety of motor skills and movement patterns. Manipulatives (continued)</i>		<i>E= Emerging, M= Maturing, A= Applying</i>
S1.E16 Manipulatives <i>Dribbling in Combination</i>	Emerging Outcomes first appear in Grade 4.	N/A
S1.E17 Manipulatives <i>Kicking</i>	K – Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 elements of mature kicking pattern. 1 – Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern. 2 - Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern.	K-2 E: kicking
S1.E18 Manipulatives <i>Volley, Underhand</i>	K – Volleys a light weight object (balloon), sending it upward. 1 – Volleys an object with an open palm, sending it upward. 2- Volleys an object upward with consecutive hits.	K-2 E: underhand volley
S1.E19 Manipulatives <i>Volley, Overhead</i>	Emerging Outcomes first appear in Grade 4.	N/A
S1.E20 Manipulatives <i>Striking, Short Implement</i>	K – Strikes a light weight object with a paddle or short-handled racket. 1 – Strikes a ball with a short-handled implement, sending it upward. 2 - Strikes and object upward with a short-handled implement, using consecutive hits.	K-2 E: striking with short implement

Standard 1	K-2 Outcomes	Performance Indicators
<i>Demonstrates competency in a variety of motor skills and movement patterns. Manipulatives (continued)</i>		<i>E= Emerging, M= Maturing, A= Applying</i>
S1.E21 Manipulatives <i>Striking, Long Implement</i>	K-1 -Emerging Outcomes first appear in Grade 2. 2 - Strikes a ball off a tee or cone with a bat, using correct grip and side-orientation/proper body orientation.	K-1: N/A 2 E: striking with long implement
S1.E22 Manipulatives <i>Jumping short ropes (S1.E21.K-2.a)</i> <i>Jumping long ropes (S1.E21.K-2.b)</i>	K – Executes a single jump with self-turned rope. (K.a) K - Jumps a long rope with teacher-assisted turning. (K.b) 1 – Jumps forward and backward consecutively using a self-turned rope. (1.a) 1 - Jumps a long rope up to five times consecutively with teacher-assisted turning. (1.b) 2 - Jumps a self-turned (short) rope forward and backward with a mature form (2.a) 2 - Jumps a long rope consecutively with student and/or teacher turners (2.b)	K-2 E: jump rope

Standard 1	3-5 Outcomes	Performance Indicators
Demonstrates competency in a variety of motor skills and movement patterns. Locomotor		E= Emerging, M= Maturing, A= Applying
<p>S1.E1 Locomotor <i>Mature Patterns (S1.E1.3-5.a)</i> <i>Manipulative Skills (S1.E1.3-5.b)</i> <i>Traveling with Manipulative Skills (S1.E1.3-5.c)</i> <i>Rhythmic (S1.E1.3-5.d)</i></p>	<p>3 – Leaps Using mature pattern. 4 – Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences. 5 - Demonstrates mature patterns of locomotor skills in dynamic small-sided games, practice tasks, gymnastics and dance. (5.a) 5 - Combines locomotor and manipulative skills in a variety of small-sided practice tasks in game environments. (5.b) 5 - Combines traveling with manipulative skills for execution to a target. (5.c) 5 - Combines locomotor and non-locomotor skills to create rhythmic and gymnastics routines. (5.d)</p>	<p>3 M: leaping 4-5 E: Uses mature patterns for locomotor skills, manipulative skills, traveling with manipulative skills, and rhythmic movement.</p>
<p>S1.E2 Locomotor <i>Running</i></p>	<p>3 – Travels showing differentiation between sprinting and running. 4– Runs for distance using a mature pattern. 5 - Applies appropriate pacing for a variety of running distances.</p>	<p>3-5 A: running</p>
<p>S1.E3 Locomotor <i>Jumping and Landing, Horizontal and Vertical</i></p>	<p>3– Jumps and lands in the horizontal & vertical planes using a mature pattern. 4 – Uses spring-and-step takeoffs and landings in gymnastic based skills. 5 -Combines jumping and landing patterns with locomotors and manipulative skills in dance, educational gymnastics and small modified games and games environments.</p>	<p>3 M: jumping and landing 4 E: spring and step 4 A: jumping and landing 5 E: combines jumping, landing, locomotors and manipulatives 5 M: spring and step</p>

Standard 1	3-5 Outcomes	Performance Indicators
Demonstrates competency in a variety of motor skills and movement patterns. Locomotor (continued)		E= Emerging, M= Maturing, A= Applying
S1.E4 Locomotor <i>Cultural Dance (S1.E4.3-5.a)</i> <i>Original Dance (S1.E4.3-5.b)</i> <i>Group Dance (S1.E4.3-5.c)</i>	3 – Performs teacher-selected and developmentally appropriate dance steps and movement pattern. 4 – Combines locomotor movement patterns and dance steps to create and perform an original dance. 5 - Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern. (5.a) 5 - Combines locomotor movement patterns and dance steps to create and perform an original dance. (5.b) 5 - Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, and time, flow) to create and perform a dance with a group. (5.c)	3-5 E: cultural dance, original dance, group dance
S1. E5 Locomotor <i>Combinations</i>	3 - Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. 4 - Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks and games.	3 E: locomotor combinations 4-5 E: combining locomotors and manipulatives
Non-Locomotor		
S1. E6 Non-Locomotor <i>Balance (S1.E6.3-6.a)</i> <i>Balance with Equipment (S1.E6.3-6.b)</i>	3 - Balances on different bases of support, demonstrating muscular tension and extension of free body parts. 4 - Balances on different bases of support on apparatus, demonstrating levels and shapes. 5 - Demonstrates a sequence of balance and weight transfer movements in gymnastics or dance sequence with a partner. (5.a) 5 - Combines actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus. (5.b)	3-4 M: balance, balance with equipment 5 A: balance, balance with equipment

Standard 1	3-5 Outcomes	Performance Indicators
Demonstrates competency in a variety of motor skills and movement patterns. Non-Locomotor		E= Emerging, M= Maturing, A= Applying
S1. E7 Non-Locomotor <i>Stability/Weight Transfer</i>	3– Transfers weight from feet to hands for momentary weight support. 4 – Transfer weight by rolling in a variety directions using different body shapes. 5 – Transfers weight from feet to hands, varying speed and using large extensions. (e.g., mule kick, handstand, cartwheel)	3-5 M: weight transfer
S1. E8 Non-Locomotor <i>Stability</i> <i>Curling, stretching</i> <i>Twisting and bending</i>	3 – Moves into and out of gymnastics balances with curling, twisting and stretching actions. 4 – Moves into and out of balances on apparatus with curling, twisting and stretching actions. 5 - Performs curling, twisting & stretching actions with correct application in dance, gymnastics, and small modified games in games environments.	3-4 M: curling and stretching, twisting and bending 5 A: curling and stretching, twisting and bending
S1. E9 Non-Locomotor <i>Combinations</i>	3 - Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance. 4 - Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner. 5 -Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group.	3-5 E: non-locomotor combinations
Manipulatives		
S1. E10 Manipulatives <i>Underhand throw (S1.E10.3-5.a)</i> <i>Underhand throw at target (S1.E10.3-5.b)</i>	3 – Throws underhand to a partner or target with reasonable accuracy. 5 - Throws underhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. <i>(5.a)</i> 5 - Throws underhand to a large target with accuracy. <i>(5.b)</i>	3-5 M: underhand throw, underhand throw at target

Standard 1	3-5 Outcomes	Performance Indicators
Demonstrates competency in a variety of motor skills and movement patterns. Manipulatives (continued)		E= Emerging, M= Maturing, A= Applying
<p>S1.E11 Manipulatives <i>Overhand throw (S1.E11.3-5.a)</i> <i>Overhand throw at target (S1.E11.3-5.b)</i></p>	<p>3 – Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in non-dynamic environments (closed skills), for distance and/or force. 4 - Throws overhand using mature pattern in a non-dynamic environment (closed skills).(4.a) 4 - Throws overhand to a partner or at a target with accuracy at a reasonable distance. (4.b) 5 - Throws overhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. (5.a) 5 - Throws overhand to large target with accuracy. (5.b)</p>	<p>3-4 E: overhand throw, overhand throw at target 5 M: overhand throw, overhand throw at target</p>
<p>S1. E12 Manipulatives <i>Passing with Hands (S1.E12.3-5.a)</i> <i>Passing with Hands Small Game (S1.E12.3-5.b)</i></p>	<p>3– Emerging outcomes first appear in Grade 4. 4 – Throws to a moving partner with reasonable accuracy in non-dynamic environment (closed skills). 5 - Throws with accuracy, both partners moving. (5.a) 5 - Throws with reasonable accuracy in dynamic, small modified games. (5.b)</p>	<p>3: N/A 4-5 E: passing with hands, passing with hands small game</p>
<p>S1. E13 Manipulatives <i>Catching (S1.E13.3-5.a)</i> <i>Catching while Moving (S1.E13.3-5.b)</i> <i>Catching Small Game (S1.E13.3-5.c)</i></p>	<p>3 – Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of mature pattern. 4 – Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment (closed skills). 5 - Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a non-dynamic environment (closed skills). (5.a) 5 - Catches with accuracy, both partners moving. (5.b) 5 - Catches with reasonable accuracy in dynamic, small-sided games. (5.c)</p>	<p>3 E: catching 4 M: catching 5 A: catching, catching while moving, catching small game</p>

Standard 1	3-5 Outcomes	Performance Indicators
Demonstrates competency in a variety of motor skills and movement patterns. Manipulatives (continued)		E= Emerging, M= Maturing, A= Applying
S1. E14 Manipulatives <i>Dribbling/Ball Control with Hands (S1.E.14.3-5a)</i> <i>Dribbling with an Implement (S1.E.14.3-5b)</i>	3 – Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body. 4 – Dribbles in self- space with both the preferred and non-preferred hand using a mature pattern. 4 - Dribbles in general space with control of ball and body while increasing and decreasing speed. 5 – Combines hand dribbling with other skills during 1v1 practice tasks. (5.a) 5 – Dribbling with an implement while showing change of direction, speed and control. (5.b)	3 E: dribbling with hands, dribbling with an implement 4 E: dribbling with an implement 4 M: dribbling with hands 5 M: dribbling with an implement 5 A: dribbling with hands
S1. E15 Manipulatives <i>Dribbling/ Ball Control with Feet</i>	3 – Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body. 4 – Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed. 5 – Combines foot dribbling with other skills in 1v1 practice tasks.	3-4 E: dribbling with feet 5 M: dribbling with feet
S1. E16 Manipulatives <i>Passing and Receiving with Feet (S1.E16.3-5.a)</i> <i>Receiving with Feet while Moving (S1.E16.3-5.b)</i>	3– Passes & receives ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass. 4 – Passes & receives ball with the insides of the feet to a moving partner in a non-dynamic environment (closed skills). (4.a) 4 - Receives and passes a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass. (4.b) 5 - Passes with the feet using a mature pattern as both partners travel. (5.a) 5 - Receives a pass with the foot using a mature pattern as both partners travel. (5.b)	3-5 E: passing and receiving with feet 5 E: passing and receiving with feet while moving

Standard 1	3-5 Outcomes	Performance Indicators
<i>Demonstrates competency in a variety of motor skills and movement patterns. Manipulatives (continued)</i>		<i>E= Emerging, M= Maturing, A= Applying</i>
S1. E17 Manipulatives <i>Dribbling in Combination</i>	3 – Emerging outcomes first appear in Grade 4. 4 – Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting). 5 –Dribbles with hands or feet with mature patterns in a variety of small-sided games.	3: N/A 4-5 E: dribbling in combination
S1. E18 Manipulatives <i>Kicking</i>	3 – Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each. Uses a continuous running approach and kicks a stationary ball for accuracy. 4 – Kicks along the ground and in the air, and punts using mature patterns. 5 –Demonstrates mature patterns in kicking and punting in small-sided practice task environments.	3 E: kicking 4-5 M: kicking
S1. E19 Manipulatives <i>Volley, Underhand</i>	3 – Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern. 4 – Volleys underhand using a mature pattern, in a dynamic environment using small modified games.	3 E: underhand volley 4 M: underhand volley 5 A: underhand volley

Standard 1	3-5 Outcomes	Performance Indicators
<p><i>Demonstrates competency in a variety of motor skills and movement patterns. Manipulatives (continued)</i> <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p>S1.E20 Manipulatives <i>Volley, Overhead</i></p>	<p>3 – Emerging outcomes first appear in Grade 4. 4 – Volleys a ball with a two-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern. 5 – Volleys a ball using a mature two-hand overhead pattern sending it upward to a target.</p>	<p>3: N/A 4-5 E: overhead volley</p>
<p>S1. E21 Manipulatives <i>Striking, Short Handled Implement</i></p>	<p>3– Strikes an object with a short-handled implement sending it forward over a low net or to a wall. (3.a) 3 - Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern. (3.b) 4 – Strikes an object with a short-handled implement while demonstrating a mature pattern. (4.a) 4 - Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. (4.b) 5 – Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment.</p>	<p>3 E: striking with short implement 4 M: striking with short implement 5 A: striking with short implement</p>

Standard 1	3-5 Outcomes	Performance Indicators
<p><i>Demonstrates competency in a variety of motor skills and movement patterns. Manipulatives (continued)</i> <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p>S1.E22 Manipulatives <i>Striking, Long Handled Implements (S1.E20.3-5.a)</i> <i>Striking, Long Handled Implements while Traveling (S1.E20.3-5.b)</i></p>	<p>3 – Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. Note: Use batting tee or ball tossed by teacher for batting. 4 – Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis or badminton racket) while demonstrating 3 to 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow-through). 5 - Strikes a pitched ball with a bat using a mature pattern. (5.a) 5 - Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game. (5.b)</p>	<p>3-4 E: striking with long implement 5 M: striking with long implement, striking with long implement while traveling</p>
<p>S1.E23 Manipulatives <i>In Combination with Locomotor</i></p>	<p>3 – Emerging outcomes first appear in grade 4. 4 – Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher and/or student designed small-sided practice-task environments. 5 - Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey, and basketball).</p>	<p>3: N/A 4-5 E: combining locomotors and manipulatives</p>

Standard 1	3-5 Outcomes	Performance Indicators
<i>Demonstrates competency in a variety of motor skills and movement patterns. Manipulatives (continued)</i> <i>E= Emerging, M= Maturing, A= Applying</i>		
S1.E24 Manipulatives <i>Jumping Rope</i>	3 – Performs intermediate jump rope skills (e.g., a variety of tricks, running in & out of long rope) for both long and short ropes. 4 – Creates a jump rope routine with either a short or long rope. 5 – Creates a jump rope routine with a partner, using either a short or long rope.	3 M: jump rope 4-5 A: jump rope

Standard 1	6-8 Outcomes	Performance Indicators
<i>Demonstrates competency in a variety of motor skills and movement patterns. Dance and Rhythms</i>		<i>E= Emerging, M= Maturing, A= Applying</i>
S1.M1 Dance and Rhythms	6– Demonstrates correct rhythm and pattern for 1 of the following dance forms: folk, social, creative, line or world dance. 7 – Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line or world dance. 8 - Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group.	6-8 A: dance and rhythms
<i>Games and Sports: Invasion Games</i>		
S1.M2 Games and Sports: Invasion Games Throwing	6 – Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base). 7 – Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment. 8 - Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play.	6- 8 A: throwing
S1.M3 Games and Sports: Invasion Games Catching	6 – Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks. 7 – Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play. 8 - Catches using an implement in a dynamic environment or modified game play.	6-8 A: catching

Standard 1	6-8 Outcomes	Performance Indicators
Demonstrates competency in a variety of motor skills and movement patterns. Games and Sports: Invasion Games (cont.) E= Emerging, M= Maturing, A= Applying		
S1.M4 Games and Sports: Invasion Games <i>Passing and Receiving</i>	6 – Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in modified invasion games such as basketball, flag football, speedball, or team handball. 7 – Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed with competency in modified invasion games such as soccer or speedball. 8- Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed, and/or level with competency in modified invasion games, such as lacrosse or hockey.	6 E: passing and receiving 7-8 M: passing and receiving
S1. M5 Games and Sports: Invasion Games <i>Passing and Receiving, Moving Target</i>	6– Throws, while stationary, a lead pass to a moving target. 7 – Throws, while moving, a leading pass to a moving target. 8 - Throws a lead pass to a moving target off a dribble or pass with hands, feet, or an implement.	6 E: passing and receiving with a moving target 7-8 M: passing and receiving with a moving target
S1. M6 Games and Sports: Invasion Games <i>Offensive Skills</i>	6 – Performs pivots, fakes and jab steps designed to create open space during practice tasks. 7 – Executes at least 1 of the following designed to create open space during small-sided game play: pivots, fakes, jab steps. 8 - Executes at least 2 of the following to create open space during modified game play: pivots, fakes, jab steps, and/or screens.	6 E: offensive skills 7 M: offensive skills 8 A: offensive skills

Standard 1	6-8 Outcomes	Performance Indicators
<i>Demonstrates competency in a variety of motor skills and movement patterns. Games and Sports: Invasion Games (cont.) E= Emerging, M= Maturing, A= Applying</i>		
S1. M7 Games and Sports: Invasion Games <i>Offensive Skills</i>	6 – Performs the following offensive skills without defensive pressure: pivot, give & go, and fakes. 7 – Performs the following offensive skills with defensive pressure: pivot, give and go, and fakes. 8 - Executes the following offensive skills during small-sided game play: pivots, give and go, and fakes.	6 E: offensive skills 7-8 M: offensive skills
S1. M8 Games and Sports: Invasion Games <i>Dribbling/Ball Control with Hands</i>	6 – Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks. 7 – Dribbles with dominant and non-dominant hand using a change of speed and direction in a variety of practice tasks. 8 - Dribbles with dominant and non-dominant hand using a change of speed and direction in small-sided game play.	6-8 A: dribbling with hands
S1. M9 Games and Sports: Invasion Games <i>Dribbling/Ball Control with Feet</i>	6– Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks. 7 – Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks. 8 - Foot dribbles or dribbles with an implement with control changing speed and direction during small-sided game play.	6-8 A: dribbling with feet
S1. M10 Games and Sports: Invasion Games <i>Shooting on Goal</i>	6 – Shoots on goal with power in a dynamic environment as appropriate to the activity. 7 – Shoots on goal with power and accuracy during small-sided game play. 8 - Shots on goal with power and accuracy during small-sided game play.	6-7 E: shooting on goal 8 M: shooting on goal

Standard 1	6-8 Outcomes	Performance Indicators
Demonstrates competency in a variety of motor skills and movement patterns. Games and Sports: Net/Wall Games		E= Emerging, M= Maturing, A= Applying
S1. M11 Games and Sports: Invasion Games <i>Defensive Skills</i>	6 – Maintains defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the offensive player. 7 – Slides in all directions while on defense without crossing feet. 8 - Maintains defensive ready position appropriate to the sport in a small-sided invasion game.	6-7 E: defensive skills 8 M: defensive skills
S1. M12 Games and Sports: Net/Wall Games <i>Serving</i>	6 – Performs a legal underhand serve with control for net/wall games such as badminton, volleyball, pickleball. 7 – Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball, pickleball. 8 - Executes consistently (at least 70%of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball, pickle ball.	6 E: serving 7 M: serving 8 A: serving
S1. M13 Games and Sports: Net/Wall Games <i>Striking</i>	6– Strikes, with a mature overarm pattern in a non-dynamic environment (closed skills) for net/wall games such as volleyball, handball, badminton or tennis. 7 – Strikes, with a mature overarm pattern in a dynamic environment for net/wall games such as volleyball, handball, badminton or tennis. 8 - Strikes, with a mature overarm pattern, in a modified game for one of the following net/wall games; volleyball, handball, badminton, tennis, pickleball, spikeball, etc.	6-8 A: striking

Standard 1	6-8 Outcomes	Performance Indicators
<i>Demonstrates competency in a variety of motor skills and movement patterns. Games and Sports: Net/Wall Games (cont.) E= Emerging, M= Maturing, A= Applying</i>		
S1. M14 Games and Sports: Net/Wall Games <i>Forehand and Backhand</i>	6 – Demonstrates the mature form of forehand and backhand strokes with a short-handled implement in net games such as paddleball, pickleball or short-handled racket tennis. 7 – Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis. 8 - Demonstrates the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games such as pickleball, tennis, badminton, or paddle ball.	6-7 E: forehand, backhand 8 M: forehand, backhand
S1. M15 Games and Sports: Net/Wall Games <i>Weight Transfer</i>	6 – Transfers weight with correct timing for the striking pattern. 7 – Transfer weight with correct timing using low-to-high striking pattern with a short-handled implement on the forehand side. 8 - Transfers weight with correct timing using low to high striking pattern with a short- or long-handled implement on the forehand or backhand side.	6-7 E: weight transfer 8 M: weight transfer
S1. M16 Games and Sports: Net/Wall Games <i>Volley</i>	6 – Forehand volleys with mature form and control using a short-handled implement. 7 – Forehand and backhand volleys with a mature form and control using a short-handled implement. 8 - Forehand and backhand volleys with a mature form and control using a short- handed implement during modified game play.	6 E: volley 7-8 M: volley

Standard 1	6-8 Outcomes	Performance Indicators
<i>Demonstrates competency in a variety of motor skills and movement patterns. Games and Sports: Net/Wall Games (cont.) E= Emerging, M= Maturing, A= Applying</i>		
S1. M17 Games and Sports: Net/Wall Games <i>Two-Hand Volley</i>	6– Two-hand volleys with control in a variety of practice tasks. 7 – Two-hand volleys with control in a dynamic environment. 8 - Two-handed volleys with control in a small-sided game.	6 E: two-hand volley 7 M: two-hand volley 8 A: two-hand volley
<i>Game and Sport: Target Games</i>		
S1. M18 Games and Sports: Target Games <i>Underhand Throw</i>	6 – Demonstrates a mature underhand pattern for a modified target games such as bowling, bocce, or horseshoes. 7 – Executes consistently (70% of the time) a mature underhand pattern for target games such as bowling, bocce, or horseshoes. 8 - Performs consistently (70% of the time) a mature underhand pattern with accuracy and control for target games such as bowling or bocce.	6-8 A: underhand throw
S1. M19 Games and Sports: Target Games <i>Striking</i>	6 – Strikes, with an implement, a stationary object for accuracy in activities such as croquet, shuffleboard or golf. 7 – Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard or golf. 8 - Strikes, with an implement, a stationary object for accuracy, distance, and power in such activities as croquet, shuffleboard or golf.	6-7 M: striking 8 A: striking

Standard 1	6-8 Outcomes	Performance Indicators
<i>Demonstrates competency in a variety of motor skills and movement patterns. Games and Sports: Fielding/Striking Games E= Emerging, M= Maturing, A= Applying</i>		
S1. M20 Games and Sports: Fielding/Striking Games <i>Striking</i>	6 – Strikes a pitched ball with an implement with force in a variety of practice tasks. 7 – Strikes a pitched ball with an implement for power to open space in a variety of practice tasks. 8 - Strikes pitched ball with an implement for power to open space in a variety of small-sided games.	6-8 A: striking
S1. M21 Games and Sports: Fielding/Striking Games <i>Catching</i>	6– Catches, with mature pattern, from different trajectories using a variety of objects in varying practice tasks. 7 – Catches, with a mature pattern, from different trajectories using a variety of objects in a small-sided game play. 8 - Catches, with or without an implement, from different trajectories and speeds in a dynamic environment or modified game play.	6-8 A: striking
<i>Outdoor Pursuits</i>		
S1. M22 Outdoor Pursuits	6 – Demonstrates correct technique for basic skills in at least 1 self-selected outdoor activity. 7 – Demonstrates correct technique for a variety of skills in at least 1 self-selected outdoor activity. 8 - Demonstrates correct technique for basic skills on at least 2 self-selected outdoor activities.	6 M: outdoor pursuits 7-8 A: outdoor pursuits
<i>Aquatics</i>		
S1. M23 Aquatics	6-8 - Preferably taught at elementary or secondary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum.	N/A

Standard 1	6-8 Outcomes	Performance Indicators
<i>Demonstrates competency in a variety of motor skills and movement patterns. Individual Performance Activities</i> <i>E= Emerging, M= Maturing, A= Applying</i>		
S1. M24 Individual Performance Activities	6 – Demonstrates correct technique for basic skills in at 1 self-selected individual-performance activity. 7 – Demonstrates correct technique for a variety of skills in 1 self-selected individual-performance activity. 8 - Demonstrates correct technique for basic skills in at least 2 self-selected individual performance activities.	6 M: individual performance activity 7-8 A: individual performance activity

High School physical education standards focus on planning and implementing lifetime physical activity goals. Outcomes are organized differently in that they are divided into two levels rather than individual grades. Level One outcomes reflect baseline knowledge and skills students must acquire to be college or career ready at graduation. Level Two outcomes allow students to build upon Level One outcomes by augmenting previous knowledge and skills providing students opportunities for promoting the development and refinement of life skills such as self-management, problem solving, and communication, critical for sustainability of self-directed physical activity into adulthood. All high school performance indicators are at the applying level.

Standard 1	High School Outcomes
<i>Demonstrates competency in a variety of motor skills and movement patterns.</i>	
S1.H1.L1 Lifetime Activities	Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).
S1.H1.L2 Lifetime Activities	Refines activity-specific movement skills in one or more lifetime activities. (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games)
<i>Dance and Rhythms</i>	
S1.H2. L1 Dance and Rhythms	Demonstrates competency in dance forms and rhythmic movements to include dynamic warmups, agility drills as well as cultural and social occasions such as weddings and parties. Demonstrating competency in 1 form of dance (e.g., ballet, modern, hip hop, tap, etc.).
S1.H2. L2 Dance and Rhythms	Demonstrates competency in dance forms and rhythmic movements by choreographing a dance, designing a workout routine or by giving a performance.

Standard 1	High School Outcomes
<i>Demonstrates competency in a variety of motor skills and movement patterns. Fitness Activities</i>	
S1.H3.L1 Fitness Activities	Demonstrates competency in one or more specialized skills to include demonstration, application and evaluation in health and skill-related fitness activities.
S1.H3.L2 Fitness Activities	Demonstrates competency in 2 or more specialized skills including demonstration, application and evaluation in health related fitness activities.

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

The intent of this standard is the facilitation of the learner’s ability to use cognitive information to understand and enhance motor skill acquisition and performance. Students use performance feedback to increase their cognitive understanding of a skill as well as to improve performance. As students learn more complex motor skills they then transfer the knowledge learned for a higher performance and skill level.

Note: It must be noted that the use of physical activity as punishment for any reason (e.g. poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

Standard 2	K-2 Outcomes	Performance Indicators
<i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Movement Concepts E= Emerging, M= Maturing, A= Applying</i>		
<p>S2.E1 Movement Concepts <i>Space</i></p>	<p>K – Differentiates between movement in personal (self-space) and general space.(<i>K.a</i>) K - Moves in personal space to a rhythm. (<i>K.b</i>) 1 – Moves in self-space and general space in response to designated beats/rhythms. 2 - Combines locomotor skills in general and self-space to a rhythm.</p>	<p>K-2 E: movement concepts, space</p>
<p>S2.E2 Movement Concepts <i>Pathways, Shapes, Levels</i></p>	<p>K – Travels in three different pathways. 1 –Travels demonstrating a low, middle and high levels.(<i>1.a</i>) 1 - Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). (<i>1.b</i>) 2 - Combines shapes, levels and pathways into simple travel, dance, and gymnastic sequences.</p>	<p>K-2 E: movement concepts, pathways, shapes, levels</p>

Standard 2	K-2 Outcomes	Performance Indicators
<i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Movement Concepts E= Emerging, M= Maturing, A= Applying</i>		
S2.E3 Movement Concepts <i>Speed, Force, Direction</i>	K – Travels in general space with different speeds. 1 – Differentiates between fast and slow speeds. (1.a) 1 - Differentiates between strong and light force. (1.b) 2 - Varies time and force with gradual increases and decreases.	K-2 E: movement concepts, speed, force, direction
S2.E4 Movement Concepts <i>Alignment, Muscular Tension</i>	Emerging Outcomes first appear in Grade 3.	N/A

Standard 2	3-5 Outcomes	Performance Indicators
<p><i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Movement Concepts E= Emerging, M= Maturing, A= Applying</i></p>		
<p>S2.E1 Movement Concepts <i>Open Spaces (S2.E1.3-5.a)</i> <i>Closing Spaces (S2.E1.3-5.b)</i> <i>Boundaries (S2.E1.3-5.c)</i></p>	<p>3 – Recognizes the concept of open spaces in a movement context. 4 – Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). (4.a) 4 - Applies the concept of closing spaces in small sided practices. (4.b) 4 - Dribbles in general space with changes in direction and speed. (4.c) 5 - Applies the concept of open spaces to combination skills involving locomotor and non locomotor movements for small groups. (5.a) 5 - Applies the concept of closing spaces in small sided practices. (5.b) 5 - Identify boundaries and apply knowledge to small games. (5.c)</p>	<p>3 E: movement concepts, open spaces 4-5 M: movement concepts, open spaces, closing spaces, boundaries</p>
<p>S2.E2 Movement Concepts <i>Pathways, Shapes, Levels</i></p>	<p>3 – Recognizes locomotor skills specific to a wide variety of physical activities. 4 – Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments. 5 - Combines movement concepts with skills in small sided practice tasks in game environments, gymnastics and dance with self-direction.</p>	<p>3-5 E: movement concepts, pathways, shapes, levels</p>

Standard 2	3-5 Outcomes	Performance Indicators
<p><i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Movement Concepts (cont.)</i> <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p>S2.E3 Movement Concepts <i>Game Situations (S2.E3.3-5.a)</i> <i>Direction and Force (S2.E3.3-5.b)</i> <i>Modified Situations (S2.E3.3-5.c)</i></p>	<p>3 – Combined movement concepts (direction, levels, force, time) with skills as directed by the teacher. 4 – Applies movement concepts of speed, endurance and pacing for running. (4.a) 4 - Applies the concept of direction and force when striking an object with a short-handled implement, sending it toward a designated target. (4.b) 5 - Applies movement concepts to strategy in game situations. (5.a) 5 - Applies the concept of direction and force to strike an object with a long handled implement. (5.b) 5 - Analyze movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small sided practice tasks in game environments, dance and gymnastics (5.c).</p>	<p>3-5 E: movement concepts, game situations, direction and force, modified situations</p>
<p>S2.E4 Movement Concepts <i>Alignment and Muscular Tension (S2.E4.3-5.a)</i> <i>Movement (S2.E4.3-5.b)</i></p>	<p>3 – Employs the concept of alignment in gymnastics and dance. (3.a) 3 - Employs the concept of muscular tension with balance in gymnastics and dance. (3.b) 4 – Applies skill. 5 - Applies skills of alignment in all forms of movement. (5.a) 5 - Employs the concept of muscular tension with balance in all forms of movement. (5.b)</p>	<p>3-5 E: movement concepts, alignment and muscular tension, movement</p>

Standard 2	3-5 Outcomes	Performance Indicators
<p><i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Movement Concepts (cont.)</i> <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p>S2.E5 Movement Concepts <i>Invasion Strategies/Tactics (S2.E5.3-5.a)</i> <i>Net/Wall Strategies/Tactics (S2.E5.3-5.b)</i> <i>Game and Sport Situations (S2.E5.3-5.c)</i></p>	<p>3 – Applies simple strategies & tactics in chasing activities. (a) 3 - Applies simple strategies in fleeing activities. (b) 4 – Applies simple offensive strategies & tactics in chasing & fleeing activities. (a) 4 - Applies simple defensive strategies & tactics in chasing & fleeing activities. (b) 4 - Recognizes the type of kicks needed for different games and sports situations. (c) 5 - Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks.(5.a) 5 - Applies basic offensive and defensive strategies and tactics in net/wall small-sided practice tasks. (5.b) 5 - Recognizes the type of throw, volley or striking action needed for different games and sports situations. (5.c)</p>	<p>3-5 E: movement concepts, strategies and tactics</p>

Standard 2	6-8 Outcomes	Performance Indicators
<p><i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Games and Sports</i> E= Emerging, M= Maturing, A= Applying</p>		
<p>S2.M1 Games and Sports <i>Creating Space with Movement</i></p>	<p>6– Creates open space by using locomotor movements (e.g., walking, running, jumping & landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace). 7 –Reduces open space by using locomotor movements (e.g., walking, running, jumping & landing, changing size and shape of body) in combination with movement concepts (e.g., reducing the angle in space, reducing the angle in the space, reducing distance between player and goal). 8 - Opens and closes space during small-sided game play by combining locomotor movements with movement concepts.</p>	<p>6 E: creating space with movement 7 M: creating space with movement 8 A: creating space with movement</p>
<p>S2.M2 Games and Sports <i>Creating Space with Offensive Tactics</i></p>	<p>6 – Executes at least 1 of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give & go. 7 – Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give & go. 8 - Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes, and pathways, and give and go.</p>	<p>6-8 E: creating space using offensive tactics</p>
<p>S2.M3 Games and Sports <i>Creating Space Using Width and Length</i></p>	<p>6 – Creates open space by using the width and length of the field/court on offense. 7 – Creates open space by staying spread on offense, cutting and passing quickly. 8 - Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball.</p>	<p>6-7 E: creating space using width and length 8 M: creating space using width and length</p>

Standard 2	6-8 Outcomes	Performance Indicators
<i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Games and Sports (cont.)</i> E= Emerging, M= Maturing, A= Applying		
S2.M4 Games and Sports <i>Reducing Space by Changing Size and Space</i>	6 – Reduces open space on defense by making the body larger and reducing passing angles. 7 –Reduces open space on defense by staying close to the opponent as he/she nears the goal. 8 - Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance between you and your opponent (3rd party perspective).	6 E: reducing space by changing space and size 7 M: reducing space by changing space and size 8A: reducing space by changing space and size
S2.M5 Games and Sports <i>Invasion Games-Reducing Space Using Denial</i>	6– Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass. 7 – Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection. 8 - Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection.	6-8 E: reducing space using denial
S2.M6 Games and Sports <i>Transitions</i>	6 – Transitions from offense to defense or defense to offense by recovering quickly. 7 – Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates. 8 - Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on the advantage.	6 E: transitions 7 M: transitions 8 A: transitions

Standard 2	6-8 Outcomes	Performance Indicators
<p><i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Net/Wall Games</i> E= Emerging, M= Maturing, A= Applying</p>		
<p>S2.M7 Net/Wall Games <i>Creating Space Through Variation</i></p>	<p>6 – Creates open space in net/wall games with short- handled implement by varying force and direction 7 – Creates open space in net/wall games with long- handled implement by varying force and direction, and moving opponent from side to side. 8 - Creates open space in net/wall games with a long- or short- handled implement by varying force or direction or by, moving opponent side to side and/or forward and back.</p>	<p>6-7 E: creating space through variation 8 M: creating space through variation</p>
<p>S2.M8 Net/Wall Games <i>Creating Space Using Tactics and Shots</i></p>	<p>6 – Reduces offensive options for opponents by returning to midcourt position. 7 –Selects offensive shot based on opponent’s location (hit where opponent is not). 8 - Varies placement, force, and timing of return to prevent anticipation by opponent.</p>	<p>6-8 E: creating space using tactics and shots</p>
<p>Target Games</p>		
<p>S2.M9 Target Games <i>Shot Selection</i></p>	<p>6– Selects appropriate shot and/or club based on location of the object in relation to the target. 7 – Varies the speed and/or trajectory of the shot based on location of the object in relation to the target. 8 - Varies the speed, force and trajectory of the shot based on location of the object in relation to the target.</p>	<p>6-7 E: shot selection 8 M: shot selection</p>

Standard 2	6-8 Outcomes	Performance Indicators
<i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Fielding/Striking Games E= Emerging, M= Maturing, A= Applying</i>		
S2.M10 Fielding/Striking Games <i>Offensive Strategies</i>	6 – Identifies open spaces and attempts to strike object into that space. 7 –Uses a variety of shots (e.g., slap & run, bunt, line drive, high arc) to hit to open space. 8- Identifies sacrifice situations and attempts to advance a teammate.	6-8 E: offensive strategies
S2.M11 Fielding/Striking Games <i>Reducing Space</i>	6 – Identifies the correct defensive play based on the situation (e.g., number of outs). 7 –Selects the correct defensive play based on the situation (e.g., number of outs). 8 - Reduces open spaces in the field by working with teammates to maximize coverage.	6-7 E: reducing space 8 M: reducing space
<i>Individual Performance Activities, Dance and Rhythms</i>		
S2.M12 Individual Performance <i>Movement Concepts</i>	6 – Varies application of force during dance or gymnastic activities. 7 –Identifies and applies Newton’s law of motion to various dance or movement activities. 8 - Describes and applies the mechanical principles for a variety of movement patterns.	6-7 E: individual pursuits, movement concepts 8 M: individual pursuits, movement concepts
<i>Outdoor Pursuits</i>		
S2.M13 Outdoor Pursuits <i>Movement Concepts</i>	6– Makes appropriate decisions based on weather, level of difficulty due to the conditions, or ability to ensure safety of self and others. 7 –Analyzes the situation and makes adjustments to ensure safety of self and others. 8 - Implements safe protocols in self-selected outdoor activities.	6-7 E: outdoor pursuits, movement concepts 8 M: outdoor pursuits, movement concepts

High School physical education standards focus on planning and implementing lifetime physical activity goals. Outcomes are organized differently in that they are divided into two levels rather than individual grades. Level One outcomes reflect baseline knowledge and skills students must acquire to be college or career ready at graduation. Level Two outcomes allow students to build upon Level One outcomes by augmenting previous knowledge and skills providing students opportunities for promoting the development and refinement of life skills such as self-management, problem solving, and communication, critical for sustainability of self-directed physical activity into adulthood. All high school performance indicators are at the applying level.

Standard 2	High School Outcomes
<i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Movement Concepts</i>	
S2.H1.L1 Movement Concepts, Principles and Knowledge	Identifies examples of social and technical dance forms and rhythmic movements.
S2.H1.L2 Movement Concepts, Principles and Knowledge	Identifies and discusses the historical and cultural roles of games, sports and dance in a society.
S2.H2.L1 Movement Concepts, Principles and Knowledge	Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.
S2.H2.L2 Movement Concepts, Principles and Knowledge	Describes the speed/accuracy trade-off in throwing and striking skills.

Standard 2	High School Outcomes
<i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Movement Concepts (continued)</i>	
S2.H3.L1 Movement Concepts, Principles and Knowledge	Create a practice plan to improve performance for a self-selected skill.
S2.H3.L2 Movement Concepts, Principles and Knowledge	Identifies the stages of learning a motor skill.
S2.H4.L1 Movement Concepts, Principles and Knowledge	Identifies examples of social and technical dance forms.
S2.H4.L2 Movement Concepts, Principles and Knowledge	Compares similarities and differences in various dance forms.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

The intent of this standard is development of students’ knowledge, skills, and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Health-related fitness components include cardio vascular fitness, muscular strength and endurance, flexibility, and body composition. Expectations for students’ fitness levels should be established on a personal basis rather than setting a single standard for all students at a given grade level. Moreover, students become more skilled in their ability to self-assess, plan, perform, interpret results, and monitor physical activities appropriate for developing a health-enhancing level of physical fitness.

Note: It must be noted that the use of physical activity as punishment for any reason (e.g. poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

Standard 3	K-2 Outcomes	Performance Indicators
<p><i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Physical Activity Knowledge</i> <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p>S3.E1 Physical Activity Knowledge</p>	<p>K – Identifies active play opportunities outside physical education class. 1 – Discuss the benefits of being active and/or playing. 2 - Describes large motor and/or manipulative physical activities for participation outside of physical education class. (e.g., before and after school, at home, at the park, with friends, with family).</p>	<p>K-2 E: physical activity knowledge</p>
<p><i>Engages in Physical Activity</i></p>		
<p>S3.E2 Engages in Physical Activity</p>	<p>K – Actively participates in physical education class. 1 – Actively engages in physical education class. 2 - Actively engages in physical education class in response to instruction and practice.</p>	<p>K-2 E: engages in physical activity</p>

Standard 3	K-2 Outcomes	Performance Indicators
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Fitness Knowledge</i> <i>E= Emerging, M= Maturing, A= Applying</i>		
S3.E3 Fitness Knowledge	K – Recognizes that when you move fast, your heart beats faster and you breathe faster. 1 – Identifies the heart as a muscle that gets stronger with exercise, play, and physical activity. 2 - Identifies the heart as a muscle that gets stronger with exercise, play, and physical activity.	K-2 E: fitness knowledge
S3.E4 Fitness Knowledge <i>Health-Related Fitness Components/ Resistance (S3.E3.K-2.a)</i> <i>Health-Related Fitness Components (S3.E3.K-2.b)</i>	2 - Uses own body resistance for developing strength (2.a) 2 - Identifies physical activities that contribute to health-related fitness (2.b)	K-1: N/A 2 E: health related fitness components
S3.E5 Skill-Related Fitness Components	K-2 – Emerging outcomes first appear in Grade 3.	K-2: N/A
<i>Assessment and Program Planning</i>		
S3.E6 Assessment and Program Planning	K-2 – Emerging outcomes first appear in Grade 3.	K-2: N/A
<i>Nutrition</i>		
S3.E7 Nutrition	K – Recognizes that food provides energy for physical activity. 1 – Differentiates between healthy and unhealthy foods. 2 - Recognizes the good health balance of nutrition and physical activity.	K-2 E: nutrition

Standard 3	3-5 Outcomes	Performance Indicators
<p><i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Physical Activity Knowledge</i> <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p>S3.E1 Physical Activity Knowledge</p>	<p>3 – Charts participation in physical activities outside physical education class. (3.a) 3 - Identifies physical activity benefits as a way to become healthier. (3.b) 4 – Analyzes opportunities for participating in physical activity outside physical education class. 5 - Charts and analyzes physical activity outside physical education class for fitness benefits of activities.</p>	<p>3-4 E: physical activity knowledge 5 M: physical activity knowledge</p>
<p><i>Engages in Physical Activity</i></p>		
<p>S3.E2 Engages in Physical Activity</p>	<p>3 – Engages in the activities of physical education class with minimal teacher prompting. 4 – Actively engages in the activities of physical education class, both teacher-directed and independent. 5 - Actively engages in all the activities of physical education.</p>	<p>3-4 E: engages in physical activity during physical education class time 5 M: engages in moderate to vigorous physical activity at least 50% of physical education class time</p>
<p><i>Fitness Knowledge</i></p>		
<p>S3.E3 Fitness Knowledge <i>Heart Health</i></p>	<p>3 – Describes the concept of fitness and provides examples of heart rate evaluation methods. 4 – Identifies the components of health-related fitness. 4 - Evaluate heart rate during exercise utilizing methods such as manual, pulse checking, perceived exertion index or heart rate monitors.</p>	<p>3-4 E: fitness knowledge, heart health 5 M: fitness knowledge, heart health</p>

Standard 3	3-5 Outcomes	Performance Indicators
<p><i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Fitness Knowledge (continued)</i> <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p>S3.E4 Fitness Knowledge <i>Health Related Fitness (S3.E4.3-5.a)</i> <i>Warm-Up/Cool Down (S3.E4.3-5.b)</i> <i>FITT Principle (S3.E4.3-5.c)</i> <i>Muscle Identification (S3.E4.3-5.d)</i> <i>Muscular/Skeletal Movement (S3.E4.3-5.e)</i></p>	<p>3 – Recognizes the importance of warm-up & cool-down relative to vigorous physical activity. 4 – Demonstrates warm-up & cool-down relative to cardiorespiratory fitness assessment. 5 - List, define, and demonstrates the five components of health related fitness. (5.a) 5 - Identifies the need for warm-up & cool-down relative to various physical activities. (5.b) 5 - Identify and apply FITT to a fitness plan (frequency, intensity, time, type). (5.c) 5 - Identify major muscles. (5.d) 5 - Experience how the muscular and skeletal systems work together to allow movement. (5.e)</p>	<p>3-4 E: fitness knowledge 5 M: fitness knowledge</p>
<p>S3.E5 Fitness Knowledge <i>Skill-Related</i></p>	<p>Identifies the six components of skill related fitness (agility, balance, coordination, speed, reaction time, power).</p>	<p>3-5 E: skill related fitness knowledge</p>

Standard 3	3-5 Outcomes	Performance Indicators
<p><i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Assessment and Program Planning</i> <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p>S3.E6 Assessment and Program Planning <i>Analyzes Fitness Assessment/Components (S3.E6.3-5.a)</i> <i>Fitness Assessment (S3.E6.3-5.b)</i> <i>FITT Strategies (S3.E6.3-5.c)</i></p>	<p>3 – Demonstrates, with teacher direction, the health-related fitness components. 4 – Completes fitness assessments (pre & post). (4.a) 4 - Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. (4.b) 5 - Analyzes results of fitness assessment (pre- & post-), comparing results to fitness components for good health. (5.a) 5 - Perform a nationally recognized, criterion references, health related fitness assessment that includes muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition. (5.b) 5 - Identify strategies for progress in fitness areas using FITT strategies. (5.c)</p>	<p>3-4 E: fitness assessment, program planning 5 M: fitness assessment, program planning</p>
<p>Nutrition</p>		
<p>S3.E7 Nutrition</p>	<p>3 – Identifies foods that are beneficial for before and after physical activity. 4 – Discusses the importance of hydration and hydration choices relative to physical activities. 5 - Analyzes the impact of food choices relative to physical activity, youth sports & personal health.</p>	<p>3-5 E: nutrition</p>

Standard 3	6-8 Outcomes	Performance Indicators
<p><i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Physical Activity Knowledge</i> <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p>S3.M1 Physical Activity Knowledge</p>	<p>6 – Describes how being physically active leads to a healthy body. 7 –Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers. 8 - Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition) and explains the connections between fitness and overall physical and mental health.</p>	<p>6-7 M: physical activity knowledge 8 A: physical activity knowledge</p>
<p><i>Engages in Physical Activity</i></p>		
<p>S3.M2 Engages in Physical Activity</p>	<p>6 – Participates in self-selected physical activity outside of physical education class. 7 –Participates in a physical activity twice a week outside of physical education class. 8 - Values participation in physical activity three times a week outside of physical education class.</p>	<p>6-8 M: engages in physical activity outside of physical education class time</p>
<p>S3.M3 Engages in Physical Activity</p>	<p>6 – Participates in a variety of self-selected cardio vascular-fitness activities. 7 –Participates in a variety of strength and endurance-fitness activities such as weight or resistance training. 8 - Values participation in a variety of self-selected cardio vascular fitness activities outside of school such as walking, jogging, biking, skating, dancing, and swimming.</p>	<p>6-8 M: engages in physical activity outside of physical education class time</p>
<p>S3.M4 Engages in Physical Activity</p>	<p>6 – Participates in a variety of cardio vascular-fitness activities using technology such as Dance Dance Revolution or Wii Fit. 7 –Participates in a variety of strength and endurance-fitness activities such as weight or resistance training. 8 - Plans and implements a program which may include the use of technology, cardio vascular, strength and endurance, and flexibility.</p>	<p>6-8 M: engages in physical activity outside of physical education class time</p>

Standard 3	6-8 Outcomes	Performance Indicators
<p><i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Engages in Physical Activity (cont.)</i> <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p>S3.M5 Engages in Physical Activity</p>	<p>6 – Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities. 7 – Participates in a variety of lifetime dual and individual sports, martial arts or aquatic activities. 8 - Values participation in a variety of self-selected lifetime activities outside of the school day. E.g. Recreational team sports, outdoor pursuits, martial arts, aquatic activities, dance, etc.</p>	<p>6-8 M: engages in physical activity outside of physical education class time</p>
<p><i>Fitness Knowledge</i></p>		
<p>S3.M6 Fitness Knowledge</p>	<p>6 – Participates in moderate to vigorous physical activity that includes intermittent or continuous cardio vascular physical activity of both moderate and vigorous intensity for at least 60 minutes per day. 7 – Participates in moderate to vigorous muscle- and bone-strengthening physical activity at least 3 times a week. 8 - Values participation in moderate to vigorous cardio vascular and/or muscle and bone-strengthening physical activity at least 60 minutes per day at least three times a week.</p>	<p>6-8 M: fitness knowledge</p>
<p>S3.M7 Fitness Knowledge</p>	<p>6 – Identifies the components of skill-related fitness. 7 – Distinguishes between health- and skill- related fitness. 8 - Compares and contrasts health- and skill- related fitness components.</p>	<p>6-8 M: skill related fitness knowledge</p>

Standard 3	6-8 Outcomes	Performance Indicators
<p><i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Fitness Knowledge (cont.)</i> <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p>S3.M8 Fitness Knowledge</p>	<p>6 – Sets and monitors a self-selected physical-activity goal for cardio vascular and/or muscle- and bone-strengthening activity based on current fitness level.</p> <p>7 – Adjusts physical activity based on quantity of exercise need for a minimal health standard and/or optimal functioning based on current fitness level.</p> <p>8 - Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based current fitness level.</p>	<p>6-8 M: fitness knowledge, self-selected</p>
<p>S3.M9 Fitness Knowledge</p>	<p>6 – Employs correct techniques and methods of stretching.</p> <p>7 – Describes and demonstrates the difference between dynamic and static stretches.</p> <p>8 - Describes, demonstrates, and employs a variety of appropriate static stretching techniques for all major muscle groups.</p>	<p>6-8 M: fitness knowledge, stretching</p>
<p>S3.M10 Fitness Knowledge</p>	<p>6 – Differentiates between aerobic and anaerobic capacity and between muscular strength and endurance.</p> <p>7 – Describes the role of exercise and nutrition in weight management.</p> <p>8 - Describes the role of a variety of fitness-related concepts. E.g. Aerobic and anaerobic capacity, muscular strength and endurance, nutrition and weight management, flexibility and injury prevention.</p>	<p>6-8 M: fitness knowledge, fitness concepts</p>

Standard 3	6-8 Outcomes	Performance Indicators
<p><i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Fitness Knowledge (cont.)</i> <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p>S3.M11 Fitness Knowledge</p>	<p>6 – Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time & type) for different types of physical activity (cardio vascular, muscular fitness, and flexibility). 7 –Describes the overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness. 8 - Uses the overload principle (FITT formula) in preparing a personal workout.</p>	<p>6-8 M: fitness knowledge, FITT formula</p>
<p>S3.M12 Fitness Knowledge</p>	<p>6 – Describes the role of warm-up/ cool-down regimen for a self-selected physical activity. 7 – Designs a warm up/cool down regimen for a self-selected physical activity. 8 - Designs and implements a warm up/cool down regimen for a self-selected physical activity.</p>	<p>6-8 M: fitness knowledge, self-selected activity</p>
<p>S3.M13 Fitness Knowledge</p>	<p>6 – Defines resting heart rate and describes its relationship to cardio vascular fitness and the Borg Rating of Perceived Exertion (RPE) Scale. 7 – Defines how the RPE scale can be used to determine the perception of the work effort or intensity of exercise. 8 - Defines resting heart rate and how the RPE scale can be used to adjust workout intensity during physical activity.</p>	<p>6-8 M: fitness knowledge, heart rate</p>
<p>S3.M14 Fitness Knowledge</p>	<p>6 – Identifies major muscles used in selected physical activities. 7 –Describes how muscles pull on bones to create movement in pairs by relaxing and contracting. 8 - Explains how body systems interact with each other (e.g. Blood transports nutrients from the respiratory system during physical activity).</p>	<p>6-8 M: fitness knowledge, body systems</p>

Standard 3	6-8 Outcomes	Performance Indicators
<p><i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Fitness Knowledge (cont.)</i> <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p>S3.M15 Assessment and Program Planning</p>	<p>6 – Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment. 7 – Designs and implements a program of remediation for 2 areas of weakness based on the results of health-related fitness assessment. 8 - Designs and implements a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment.</p>	<p>6-7 M: fitness assessment, program planning 8 A: fitness assessment, program planning</p>
<p>S3.M16 Assessment and Program Planning</p>	<p>6 – Maintains physical activity log for at least 2 weeks and reflects on activity levels as documented in the log. 7 – Maintains physical activity and nutrition log for at least 2 weeks and reflects on activity levels and nutrition as documented in the log. 8 - Designs and implements a program to improve levels of health related fitness and nutrition.</p>	<p>6-7 M: fitness assessment, personal reflection 8 A: fitness assessment, personal reflection</p>
<p>Nutrition</p>		
<p>S3.M17 Nutrition</p>	<p>6 – Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels. 7 – Develops strategies for balancing healthy food, snacks and water intake, along with daily physical activity. 8 - Describe the relationship between poor nutrition and health risk factors.</p>	<p>6 E: nutrition 7-8 M: nutrition</p>

Standard 3	6-8 Outcomes	Performance Indicators
<p><i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Stress Management</i> <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p>S3.M18 Stress Management</p>	<p>6 – Identifies positive and negative results of stress and appropriate ways of dealing with each. 7 – Practices strategies for dealing with stress, such as deep breathing, guided visualization, and cardio vascular exercise. 8 - Demonstrates basic movements used in other stress reducing activities such as yoga, tai chi, and deep breathing.</p>	<p>6-8 E: stress management</p>

High School physical education standards focus on planning and implementing lifetime physical activity goals. Outcomes are organized differently in that they are divided into two levels rather than individual grades. Level One outcomes reflect baseline knowledge and skills students must acquire to be college or career ready at graduation. Level Two outcomes allow students to build upon Level One outcomes by augmenting previous knowledge and skills providing students opportunities for promoting the development and refinement of life skills such as self-management, problem solving, and communication, critical for sustainability of self-directed physical activity into adulthood. All high school performance indicators are at the applying level.

Standard 3	High School Outcomes
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Physical Activity Knowledge</i>	
S3.H1.L1 Physical Activity Knowledge	Discusses the benefits of a physically active lifestyle as it relates to college or career productivity.
S3.H1.L2 Physical Activity Knowledge	Investigates the relationships among physical activity, nutrition, and body composition.
S3.H2.L1 Physical Activity Knowledge	Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.
S3.H2.L2 Physical Activity Knowledge	Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle.
S3.H3.L1 Physical Activity Knowledge	Identifies issues associated with exercising in heat, humidity, and cold.

Standard 3	High School Outcomes
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Physical Activity Knowledge (cont.)</i>	
S3.H3.L2 Physical Activity Knowledge	Applies rates of perceived exertion and pacing.
S3.H4.L1 Physical Activity Knowledge	Evaluates, according to their benefits, social support network and participation requirements, activities that can be pursued in the local environment.
S3.H4.L2 Physical Activity Knowledge	Investigate and participate in activities that can be pursued in the local environment.
S3.H5.L1 Physical Activity Knowledge	Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle.
S3.H5.L2 Physical Activity Knowledge	Analyzes the impact of risks and safety factors in life choices, economics, motivation, and accessibility on exercise adherence and successful participation in physical activity in college or career settings.

Standard 3	High School Outcomes
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Engages in Physical Activity</i>	
S3.H6.L1 Engages in Physical Activity	Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day.
S3.H6.L2 Engages in Physical Activity	Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event).
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Fitness Knowledge</i>	
S3.H7.L1 Fitness Knowledge	Demonstrates appropriate technique in resistance training.
S3.H7.L2 Fitness Knowledge	Designs and implements a strength and conditioning program that develops balance in opposing muscles groups (agonist-antagonist) and supports a healthy, active lifestyle.
S3.H8.L1 Fitness Knowledge	Relates physiological responses to individual levels of fitness and nutritional balance.

Standard 3	High School Outcomes
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Fitness Knowledge (cont.)</i>	
S3.H8.L2 Fitness Knowledge	Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic/ glycolysis, aerobic).
S3.H9.L1 Fitness Knowledge	Understands types of strength exercises (e.g. isometric, isotonic, isokinetic, concentric, eccentric etc.) and stretching exercises (e.g. static, dynamic, PNF, etc.) for personal fitness development (e.g. strength, endurance, range of motion).
S3.H9.L2 Fitness Knowledge	Identifies the structure of skeletal muscle and fiber types as they relate to muscle development.
S3.H10.L1 Fitness Knowledge	Calculates target heart rate and applies that information to a personal fitness plan.
S3.H10.L2 Fitness Knowledge	Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor cardio vascular intensity.

Standard 3	High School Outcomes
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Assessment and Program Planning</i>	
<i>S3.H11.L1</i> Assessment and Program Planning	Designs a fitness program including all components of health-related fitness that relates to college/career productivity.
<i>S3.H11.L2</i> Assessment and Program Planning	Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement , plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).
<i>S3.H12.L1</i> Assessment and Program Planning	Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner’s chosen field of work.
<i>S3.H12.L2</i> Assessment and Program Planning	Analyzes the components of skill-related fitness in relation to life and career goals and designs an appropriate fitness program for those goals.
<i>Nutrition</i>	
<i>S3.H13.L1</i> Nutrition	Creates a meal plan that demonstrates understanding of the impact of nutrition on the effect of each phase of exercise (e.g. pre, during and post-activity).

Standard 3	High School Outcomes
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Assessment and Program Planning</i>	
S3.H14.L1 Stress Management	Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, cardio vascular exercise, meditation) to reduce stress.
S3.H14.L2 Stress Management	Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, cardio vascular exercise, meditation) to reduce stress.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

The intent of this standard is to reflect development towards self-initiated behaviors that promote personal and group success in all physical activities that can be transferred to college, career and life. These behaviors include but are not limited to safe practices, adherence to rules and procedures, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction and inclusion. It also includes respect toward teachers, other students, and the environment. Key to the standard is developing respect and appreciation for individual similarities and differences among participants in physical activity. Similarities and differences include, but are not limited to; characteristics of culture, ethnicity, skill level, disabilities, physical characteristics (e.g., strength, size, shape), gender, age, race, and socioeconomic status.

Note: It must be noted that the use of physical activity as punishment for any reason (e.g. poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

Standard 4	K-2 Outcomes	Performance Indicators
<i>Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Personal Responsibility</i>		<i>E= Emerging, M= Maturing, A= Applying</i>
<i>S4.E1</i> Personal Responsibility <i>Equipment and Space (S4.E1.K-2.a)</i> <i>Rules and Parameters (S4.E1.K-2.b)</i>	K – Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). <i>(K.a)</i> K – Acknowledges responsibility for behavior when prompted. <i>(K.b)</i> 1 – Follows the rules & parameters of the learning environment. 2 - Accepts personal responsibility by using equipment and space appropriately with minimal teacher prompting. <i>(2.a)</i> 2 - Accepts responsibilities by following the rules and parameters of the learning environment. <i>(2.b)</i>	K-2 E: demonstrating personal responsibility
<i>Accepting Feedback</i>		
<i>S4.E2</i> Accepting Feedback	K – Follows instruction/directions when prompted. 1 – Responds appropriately to general feedback from the teacher. 2 - Accepts and responds appropriately to specific corrective feedback from the teacher.	K-2 E: accepting feedback

Standard 4	K-2 Outcomes	Performance Indicators
Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Working with Others		E= Emerging, M= Maturing, A= Applying
S4.E3 Working with Others <i>Class Environments (S4.E3.K-2.a)</i> <i>Diverse Populations (S4.E3.K-2.b)</i>	K – Shares equipment and space with others. 1 - Works independently with others in a variety of class environments (e.g., partners, small group & large groups). 2 – Works independently with others in partner environments (2.a) 2 - Actively participates with classmates without regard to personal differences. (2.b)	K-3 E: working with others
Rules and Fair Play		
S4.E4 Rules and Fair Play	K – Recognizes the established protocols for class activities. 1 – Exhibits the established protocols for class activities. 2 - Recognizes the role of rules and fair play in teacher designed physical activities.	K-2 E: following rules, fair play
Safety		
S4.E5 Safety <i>Personal Safety (S4.E5.K-2.a)</i> <i>Equipment Safety (S4.E5.K-2.b)</i>	K – Follows teacher directions for safe participation and proper use of equipment with minimal reminders. 1 – Follows teacher directions for safe participation and proper use of equipment without teacher reminders. 2 - Works independently and safely in physical education. (2.a) 2 - Work safely with physical education equipment. (2.b)	K-1 E: safety 2 M: safety
S4.E6 Safety <i>Sun Safety (S4.E6.K-2.a)</i> <i>Aquatic Safety (S4.E6.K-2.b)</i>	2- Recognizes sun safe practices (2.a) 2- Recognizes aquatic safety practices (2.b)	K-1: N/A 2 E: sun safety, aquatic safety

Standard 4	3-5 Outcomes	Performance Indicators
Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Personal Responsibility		E= Emerging, M= Maturing, A= Applying
S4.E1 Personal Responsibility	3– Exhibits personal responsibility in teacher-directed activities. 4 – Exhibits responsible behavior in independent group situations. 5 - Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).	3-5 M: personal responsibility
Accepting Feedback		
S4.E2 Accepting Feedback	3 – Accepts and implements specific corrective feedback from the teacher. 4 – Listens respectfully to corrective feedback from others (e.g., peers, adults). 5 - Gives and receives corrective feedback respectfully to peers and adults.	3-5 M: accepting feedback
Working with Others		
S4.E3 Working with Others <i>Praises Others (S4.E3.3-5.a)</i> <i>Accepts Others (S4.E3.3-5.b)</i>	3 – Works cooperatively with others. (3.a) Praises others for their success in movement performance. (3.b) 4 – Praises the movement performance of others both more and less-skilled. (4.a) Accepts players of all skill levels into the physical activity. (4.b) Praises the movement performance of others both more and less-skilled. (5.a) Accepts players of all skill levels into the physical activity. (5.b)	3-5 M: working with others

Standard 4	3-5 Outcomes	Performance Indicators
Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Rules and Fair Play		E= Emerging, M= Maturing, A= Applying
S4.E4 Rules and Fair Play	3 – Recognizes the role of rules and etiquette in physical activity with peers. 4 – Exhibits etiquette and adherence to rules in a variety of physical activities. 5 - Assesses adherence to rules, etiquette, and fair play of various games and activities.	3-4 E: following rules, fair play 5 M: following rules, fair play
Safety		
S4.E5 Safety	3– Works independently and safely in physical activity settings. 4 – Works safely with peers and equipment in physical activity settings. 5 - Applies safety principles with age-appropriate physical activities.	3-4 M: safety 5 A: safety
S4.E6 Safety <i>Sun Safety (S4.E6.3-5.a)</i> <i>Aquatic Safety (S4.E6.3-5.b)</i>	Apply sun safe practices. <i>(5.a)</i> Identify appropriate water safety practices. <i>(5.b)</i>	3-5 M: sun safety, aquatic safety

Standard 4	6-8 Outcomes	Performance Indicators
<i>Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Personal Responsibility</i>		<i>E= Emerging, M= Maturing, A= Applying</i>
S4.M1 Personal Responsibility	6– Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors. 7 –Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates. 8 - Accepts responsibility for individual improvement of levels of physical activity and fitness (physical, emotional, and social).	6-8 A: personal responsibility
S4.M2 Personal Responsibility	6 – Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk. 7 –Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class. 8 - Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.	6-8 A: personal responsibility
<i>Accepting Feedback</i>		
S4.M3 Accepting Feedback	6 – Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. 7 –Provides corrective feedback to a peer using teacher-generated guidelines and incorporating appropriate tone and other communication skills. 8 - Provides encouragement and corrective feedback to peers without prompting from the teacher.	6-8: accepting feedback

Standard 4	6-8 Outcomes	Performance Indicators
Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Working with Others		E= Emerging, M= Maturing, A= Applying
<p>S4.M4 Working with Others <i>Conflict Resolution (S4.E3.3-5.a)</i> <i>Accepts Others (S4.E3.3-5.b)</i></p>	<p>6 – Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.</p> <p>7 –Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.</p> <p>8 - Responds appropriately to ethical and unethical behavior of participants during physical activity by using the rules and guidelines for conflict resolution.</p> <p>8 - Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.</p>	<p>6-8 A: working with others, conflict resolution</p>
<p>S4.M5 Working with Others</p>	<p>6– Cooperates with a small group of classmates during adventure activities, game play, or team-building activities.</p> <p>7 – Problem solves with a small group of classmates during adventure activities, small-group initiatives, or game play.</p> <p>8 - Cooperates with multiple classmates on problem solving initiatives including adventure activities, large group initiatives, and game play.</p>	<p>6-8 A: working with others, cooperation</p>
Rules and Fair Play		
<p>S4.M6 Rules and Fair Play</p>	<p>6 – Identifies the rules and etiquette for physical activities, games and dance activities.</p> <p>7 – Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance.</p> <p>8 - Applies rules and fair play by acting as an official for modified physical activities, games and/or creating dance routines within a given set of parameters.</p>	<p>6 M: following rules, fair play 7-8 A: following rules, fair play</p>

Standard 4	6-8 Outcomes	Performance Indicators
<i>Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Safety</i>		<i>E= Emerging, M= Maturing, A= Applying</i>
S4.M7 Safety	6 – Uses physical activity and fitness equipment appropriately and safely, with the teacher’s guidance. 7 – Independently uses physical activity and exercises equipment appropriately and safely. 8 - Independently uses physical activity and fitness equipment appropriately and identifies specific safety concerns associated with the activity.	6-8 A: safety
S4.M8 Safety <i>Sun Safety (S4.E6.6-8.a)</i> <i>Aquatic Safety (S4.E6.6-8.b)</i>	Applies sun safe practices (8.a). Applies water safety practices. (8.b)	6-8 A: sun safety, aquatic safety

High School physical education standards focus on planning and implementing lifetime physical activity goals. Outcomes are organized differently in that they are divided into two levels rather than individual grades. Level One outcomes reflect baseline knowledge and skills students must acquire to be college or career ready at graduation. Level Two outcomes allow students to build upon Level One outcomes by augmenting previous knowledge and skills providing students opportunities for promoting the development and refinement of life skills such as self-management, problem solving, and communication, critical for sustainability of self-directed physical activity into adulthood. All high school performance indicators are at the applying level.

Standard 4	High School
<i>Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Personal Responsibility</i>	
S4.H1.L1 Personal Responsibility	Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed.
S4.H1.L2 Personal Responsibility	Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.
<i>Rules and Fair Play</i>	
S4.H2.L1 Rules and Fair Play	Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance
S4.H2.L2 Rules and Fair Play	Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport).

Standard 4	High School
<i>Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Working with Others</i>	
S4.H3.L1 Working with Others	Uses communication skills and strategies that promote team or group dynamics.
S4.H3.L2 Working with Others	Assumes leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.
S4.H4.L1 Working with Others	Solves problems and thinks critically in physical activity or dance settings, both as an individual and in groups.
S4.H4.L2 Working with Others	Accepts others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.
Safety	
S4.H5.L1 Safety	Understands best practices for safe participation in physical activity, exercise and dance (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection, aquatic safety, etc.).
S4.H5.L2 Safety	Applies best practices for safe participation in physical activity, exercise and dance (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection, aquatic safety, etc.).

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

This standard reflects the development of an awareness of intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity can be enjoyable, challenging, and fun and provides opportunities for self-expression and social interaction. These benefits can develop self-confidence, promote a positive self-image, and continue a healthy, active lifestyle. As a result of these benefits of participation, students will begin to actively pursue life-long physical activities that meet their own needs.

Note: It must be noted that the use of physical activity as punishment for any reason (e.g. poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

Standard 5	K-2 Outcomes	Performance Indicators
<i>Recognizes the Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression, and/or Social Interaction. Health E= Emerging, M= Maturing, A= Applying</i>		
S5.E1 Health	K – Recognizes that physical activity is important for good health. 1 – Identifies physical activity as a component of good health. 2 – Recognizes the value of good health balance.	K-2 E: physical activity for health
<i>Challenge</i>		
S5.E2 Challenge	K – Acknowledges that some physical activities are challenging/ difficult. 1 – Recognizes that challenge in physical activities can lead to success. 2 - Compares physical activities that build confidence and provide challenge.	K-2 E: physical activity for challenge

Standard 5	K-2 Outcomes	Performance Indicators
<p>Recognizes the Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression, and/or Social Interaction. Self-Expression/ Enjoyment <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p>S5.E3 Self-Expression/Enjoyment</p>	<p>K – Identifies physical activities that are enjoyable. (K.a) K - Discuss the enjoyment of playing with friends. (K.b) 1 – Describes positive feelings that result from participating in physical activities. (1.a) 1 - Discuss personal reasons (i.e., the “why”) for enjoying physical activities. (1.b) 2 - Identifies and discusses physical activities that provide enjoyment and/or self-expression.</p>	<p>K-2 E: physical activity for self-expression, enjoyment</p>
<p>Social Interaction</p>		
<p>S5.E4 Social Interaction</p>	<p>Demonstrates socially acceptable conflict resolution skills.</p>	<p>K-2 E: physical activity for social interaction</p>

Standard 5	3-5 Outcomes	Performance Indicators
Recognizes the Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression, and/or Social Interaction. Health E= Emerging, M= Maturing, A= Applying		
S5.E1 Health	3– Discusses the relationship between physical activity and good health. 4 – Examines the health benefits of participating in physical activity. 5 - Compares the health benefits of participation in selected physical activities.	3-5 E: physical activity for health
Challenge		
S5.E2 Challenge	3 – Discusses the challenge that comes from learning a new physical activity. 4 – Rates the enjoyment of participating in challenging and mastered physical activities. 5 - Analyzes the personal benefits to participating in an activity that is challenging.	3-5 E: physical activity for challenge
Self-Expression/Enjoyment		
S5.E3 Self-Expression/Enjoyment	3 – Reflects on the reasons for enjoying selected physical activities. 4 – Ranks the enjoyment of participating in different physical activities. 5 - Analyzes the personal benefits to participating in an activity that is enjoyable.	3-4 E: physical activity for self-expression, enjoyment
Social Interaction		
S5.E4 Social Interaction	3– Describes the positive social interactions that come when engaged with others in physical activity. 4 – Describes & compares the positive social interactions when engaged in partner, small group and large group physical activities. 5 - Analyzes the positive impact of verbal and non-verbal encouragement in physical activity.	3-5 E: physical activity for social interaction

Standard 5	6-8 Outcomes	Performance Indicators
Recognizes the Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression, and/or Social Interaction. Health E= Emerging, M= Maturing, A= Applying		
S5.M1 Health	<p>6– Describes how being physically active leads to a healthy body.</p> <p>7 –Identifies different types of physical activities and describes how each exerts a positive impact on health.</p> <p>8 - Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, CV endurance, and body composition) and explains the connections between fitness and overall physical and mental health.</p>	6-8 M: physical activity for health
S5.M2 Health	<p>6 – Identifies components of physical activity that provide opportunities for reducing stress and for social interaction.</p> <p>7 –Identifies positive mental and emotional aspects of participating in a variety of physical activities.</p> <p>8 - Analyzes the empowering consequences of being physically active.</p>	6-8 M: physical activity for health
Challenge		
S5.M3 Challenge	<p>6 – Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, or modifying the task.</p> <p>7 –Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge.</p> <p>8 - Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.</p>	6-8 M: physical activity for challenge

Standard 5	6-8 Outcomes	Performance Indicators
<p>Recognizes the Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression, and/or Social Interaction. Self-Expression/Enjoyment <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p>S5.M4 Self-Expression/Enjoyment</p>	<p>6– Describes how moving competently in a physical activity setting creates enjoyment. 7 –Identifies why self-selected physical activities create enjoyment. 8 - Discusses how enjoyment could be increased in self-selected physical activities.</p>	<p>6-8 M: physical activity for self-expression, enjoyment</p>
<p>S5.M5 Self-Expression/Enjoyment</p>	<p>6– Identifies how self-expression and physical activity are related. 7 –Explains the relationship between self-expression and lifelong enjoyment through physical activity. 8 - Identifies and participates in an enjoyable activity that prompts individual self-expression.</p>	<p>6-8 M: physical activity for self-expression, enjoyment</p>
<p>Social Interaction</p>		
<p>S5.M6 Social Interaction</p>	<p>6– Demonstrate respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity. 7 – Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates. 8 - Demonstrates respect for self and others by asking for help and helping others, following the rules, playing in the spirit of the game, encouraging others, and providing support to classmates in various physical activities.</p>	<p>6-8 M: physical activity for social interaction</p>

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Standard 5	High School Outcomes
Health	
S5.H1.L1 Health	Analyzes the health benefits of a self-selected physical activity.
S5.H1.L2 Health	If the outcome was not achieved in Level 1, it should be a focus in Level 2.
Challenge	
S5.H2.L1 Challenge	Challenge is a focus in Level 2 only.
S5.H2.L2 Challenge	Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
Self-Expression/Enjoyment	
S5.H3.L1 Self-Expression/Enjoyment	Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.
S5.H3.L2 Self-Expression/Enjoyment	Identifies the uniqueness of creative dance and rhythmic movement as a means of self-expression.

Standard 5	High School Outcomes
S5.H4.L1 Social Interaction	Shows respect and acceptance of others with varying ability levels to support a cooperative learning environment.
S5.H4.L2 Social Interaction	Participates in inclusive programs that combine students of all ability levels.