**K-2 Standard and Performance Outcome**

**Standard 1** – A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Skips (or hops, gallops, slides, etc.) using mature form (e.g., step-hops, swings arm, swings knee, shows smooth and continuous motion, shows rhythmical weight transfer and use of arms.

Performs a simple dance step in keeping with a specific tempo (e.g., slow-slow fast-fast-fast).

Demonstrates clear contrasts between slow and fast movement when skipping (or hopping, galloping, sliding, etc.).

Travels forward and sideways, changing directions quickly in response to a signal or obstacle using a variety of locomotor skills.

Demonstrates a smooth transition between locomotor skills in time to music.

Taps the ball from foot to foot, shifting weight and balancing the body on the non-dribbling foot, while in on location (i.e., not moving). (Developmentally, this is more difficult than tapping the soccer ball forward using the big-toe area of the inside of the foot. This describes what is called a “juggle” back and forth between the feet, basically a very small side-to-side leap while “pushing” the ball back and forth; it is a coordination task and serves to develop footwork in soccer.)

Drops a ball and catches it at the peak of the bounce.

Throws a ball underhand using mature form (e.g., places feet together and shoulders square to target, swings throwing arm straight back, shifts weight forward by stepping forward onto opposite foot, rolls ball off fingers, and finishes with throwing arm outstretched toward target).

Discovers how to balance on different body parts, at different levels, becoming “like” a statue while making symmetrical and nonsymmetrical shapes.

**Standard 2** – A physically educated person demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Identifies correctly body planes (i.e., front, back, side).

Identifies correctly various body parts (e.g., knee, foot, arm, palm).

Explains that warm-up prepares the body for physical activity.

Recognizes appropriate safety practices in general space by throwing balls only when others are not in the direct line of the throw.

States that best effort is shown by trying new or hard tasks.

Repeats cue words for jumping vertically (crouch, straighten, land on both fee and bend knees) and demonstrates/explains what is meant by each.

Corrects movement errors in response to corrective feedback (e.g., remember to twist your tummy when throwing a ball).

States the short-term effects of physical activity on the heart and lungs.

Explains that appropriate practice improves performance.

**Standard 3** – A physically educated person participates regularly in physical activity.

Engages in moderate to vigorous physical activity on an intermittent basis.

Engages in a variety of locomotor activities (e.g., hopping, walking, jumping, galloping, and running) during leisure time.

Participates in chasing and fleeing activities outside of school.

Participates in a variety of activities that involve manipulation of objects in and outside of physical education class (e.g., tossing ball, juggling)

Participates regularly in a variety of nonstructured and minimally organized physical activities outside of physical education class (e.g., tag, hide-and seek).

**Standard 4** – A physically educated person achieves and maintains a health-enhancing level of physical fitness.

Demonstrates sufficient muscular strength to be able to bear body weight for climbing, hanging, and momentary body support on the hands.

Engages in a series of locomotor activities (e.g., timed segments of hopping, walking, jumping, galloping, and running) without tiring easily.

Participates in a variety of games that increase breathing and heart rate.

Increases arm and shoulder strength by traveling hand-over-hand along a horizontal ladder (i.e., monkey bars).

Sustains activity for increasingly longer periods of time while participating in various activities in physical education.

Moves transversely along a rock wall with little teacher assistance.

Recognizes that health-related physical fitness consists of several different components.

**Standard 5** – A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Practices specific skills as assigned until the teacher signals the end of practice.

Follows directions given to the class for an all-class activity.

Shows compassion for others by helping them.

Handles equipment safely by putting it away when not in use.

Uses equipment and space safely and properly.

Honestly reports the results of work.

Works in a diverse group setting without interfering with others.

Invites a peer to take his or her turn at a piece of apparatus before repeating a turn.

Assists a partner by sharing observations about skill performance during practice.

Enjoys participating alone while exploring movement tasks.

Accepts all playmates without regard to personal differences (e.g., ethnicity, gender, disability).

During class closure, identifies sharing with a partner as a way to cooperate.

Displays consideration of others while participating on the playground.

Demonstrates the elements of socially acceptable conflict resolution during class activity.

**Standard 6** – A physically educated person values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Exhibits both verbal and nonverbal indicators of enjoyment.

Willingly tries new movements and skills.

Continues to participate when not successful on the first try.

Identifies several activities that are enjoyable.

Expresses personal feelings on progress made while learning a new skill.

**3-5 Standard and Performance Outcome**

**Standard 1** – A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Demonstrates good posture while lifting and carrying an object.

Balances with control on a variety of objects (e.g., balance board, large apparatus, skates).

Catches a fly ball using mature form (e.g., has eyes on the ball, moves to position, reaches with hands, catches with hands only rather than trapping the ball, bends elbows to pull ball into chest to absorb force).

Performs a basic tinikling step to ¾ time (close, tap, tap).

Jumps vertically to a height o 9 inches and lands using mature form (e.g., stands, crouches with arms back and weight on toes, lifts off with hands high, lands on both feet).

Throws a ball overhand and hits a target on the wall (6-foot square centered 4 feet above the ground) from a distance of 40 feet.

Develops and refines a gymnastics sequence (or creative dance sequence) demonstrating smooth transitions.

Dribbles then passes a basketball to a moving receiver.

Throws a ball overhand to a partner 15 yards away using mature form (e.g., turns side to target, uses T-position {ball held close to and behind ear}, rotates hips and chest toward target, twists, releases, follows through across body} after fielding a ball.

Demonstrates correct pattern for the polka step (hop-step-together-step).

**Standard 2** – A physically educated person demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Describes how heart rate is used to monitor exercise intensity.

Identifies and demonstrates key elements of a proper grip when holding a racket to perform the forehand strike.

Explains the necessity of transferring weight from the back leg to the front leg during any action that propels an object forward.

Accurately recognizes the critical elements of a catch made by a fellow student and provides feedback to that student.

Describes the difference in foot placement when kicking a stationary ball, a ball moving away, and a ball moving forward.

Explains how appropriate practice improves performance.

Designs a new game incorporating at least two motor skills, rules, and strategies.

Identifies physical and psychological benefits that result from long-term participation in physical activity.

**Standard 3** – A physically educated person participates regularly in physical activity.

Consciously chooses to participate in moderate to vigorous physical activity outside of physical education class on a regular basis.

Participates in organized sport activities provided through local community programs.

Participates in an intramural sports program provided by the school.

Chooses to participate in structured and purposeful activity.

Monitors his or her physical activity by using a pedometer to count the number of steps taken or the distance traveled.

Maintains a physical activity log (e.g., Activitygram) for a two-or three-day period documenting activity data (e.g., step count, time).

**Standard 4** – A physically educated person achieves and maintains a health-enhancing level of physical fitness.

Participates in selected activities that develop and maintain each component of physical fitness.

Engages in appropriate physical activity that results in the development of cardiorespiratory endurance.

Recognizes that physiological responses to exercise are associated with their own levels of fitness.

Runs the equivalent of two laps around a regulation track without stopping.

Chooses to participate in sport activities that require high levels of muscular strength.

Explains the personal consequences of poor flexibility on ability to perform various activities.

Maintains heart rate within the target heart rate zone for a specified length of time during an aerobic activity.

Meets the age-and gender-specific health-related fitness standards defined by Fitnessgram.

Identifies his or her strengths and weaknesses based upon the results of Fitnessgram testing.

**Standard 5** – A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings.

In preparation for a kicking on goal task, arranges soccer equipment safely in a manner appropriate to practice.

Takes seriously the role of teaching an activity or skill to his or her team.

Cooperates with all class members by taking turns and sharing equipment.

Works productively with a partner to improve performance of a dance sequence by following a detailed diagram of the process.

Accepts the teacher’s decision regarding a personal rule infraction without displaying negative reactions toward others.

Recognizes and appreciates similar and different activity choices of peers.

During class discussion of various dance forms, shows respect for the views of a peer from a different cultural background.

Demonstrates respect and caring for a wheelchair-bound peer through verbal and nonverbal encouragement and assistance.

Regularly encourages others and refrains from put-down statements.

**Standard 6** – A physically educated person values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Identifies positive feelings associated with participation in physical activities.

Chooses to participate in group physical activities.

Explains that skill competency leads to enjoyment of movement and physical activity.

Interacts with others by helping with their physical activity challenges.

Selects and practices a skill on which improvement is needed.

Develops a dance sequence (or game) that is personally interesting.

Defends the benefits of physical activity.

**6-8 Standard and Performance Outcome**

**Standard 1** – A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Serves a volleyball underhand using mature form (e.g., stands with feet apart, watches ball, pulls arm and shifts weight backward, swings arm and shifts weight forward, contacts ball and follows through).

Performs a variety of simple folk and square dances.

Dribbles a ball while preventing an opponent from stealing the ball.

Places the ball away from an opponent during a tennis rally.

Designs and performs gymnastics (or dance) sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences with intentional changes in direction, speed, and flow.

Returns to base position on badminton court following a drop shot.

Uses Fisherman’s and Figure 8 knots appropriately for belaying while rock climbing.

**Standard 2** – A physically educated person demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Detects and corrects errors in personal performance when shooting a free throw based on knowledge of results.

Identifies similarities in body position when waiting to receive a serve in volleyball and defending a player in soccer and the reasons why they are similar.

Selects appropriate practice procedures to learn and master skills and movement patterns.

Identifies proper warm-up and cool-down techniques and reasons for using them.

Devises and performs a gymnastics routine after explaining the significance of a biomechanical principle to some of the skills involved.

Explains at least two game tactics involved in playing tennis doubles.

Designs a new game that incorporates basketball skills and tactics that can be played fairly by all students, including those in wheel chairs.

Describes basic principles of training and how they improve fitness.

After observing a team of elite volleyball players, describes the characteristics that enable success in serving, passing, and spiking.

States the biomechanical reason to extend the elbow in striking skills (i.e., increase radius of rotation to increase the force imparted to the ball).

**Standard 3** – A physically educated person participates regularly in physical activity.

Participates in health-enhancing physical activities both during and outside of school.

Sets a realistic physical activity goals and strives to attain them through participation in activities of his or her choosing.

Accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education class on five or more days during the week.

Regulates physical activity behavior by using appropriate cues and movement principles.

Maintains a physical activity log (e.g., Activitygram) for a seven-day period, documenting progress toward achievement of personal goals.

Accumulates a specified number of steps during the day (e.g., 10,000 steps).

**Standard 4** – A physically educated person achieves and maintains a health-enhancing level of physical fitness.

Participates in activities designed to improve or maintain muscular strength and endurance, flexibility, cardiorespiratory endurance, and body composition both during and outside of school.

Self-assesses heart rate before, during, and after vigorous physical activity.

Demonstrates appropriate training principles and exercise techniques during participation in activities designed to improve physical fitness.

Maintains heart rate in target heart rate zone for a minimum of 20 minutes while participating in a physical activity of his or her choice.

Develops, with teacher assistance, a plan for improving cardiorespiratory endurance in preparation for a long hike.

Meets the age- and gender-specific health-related fitness standards defined by Fitnessgram.

Formulates meaningful personal fitness goals based on the results of Fitnessgram testing.

**Standard 5** – A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Makes responsible decisions about using time, applying rules, and following through with the decision made.

Uses time wisely when given the opportunity to develop components of a kick boxing routine.

 Makes decisions for modifying a soccer game to allow all members to participate.

Remains on-task in a group activity without close teacher monitoring.

Includes concerns for safety of self and others during an orienteering activity.

Considers the consequences of various choices when confronted with negative peer pressure.

Plays within the rules of the game or activity.

Shows self-control by accepting a controversial decision of an official.

Resolves interpersonal conflicts with a sensitivity to the rights and feelings of others.

Recognizes the role of games, sports, and dance in getting to know and understand others of like and different backgrounds.

Through verbal and nonverbal behavior, demonstrates cooperation with peers of different gender, race, ethnicity, and ability in a physical activity setting.

Seeks out, participates with, and shows respect for a peer of lesser skill ability.

**Standard 6** – A physically educated person values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Describes ways to use the body and movement to communicate ideas and feelings.

Recognizes physical activity as a positive opportunity for social and group interaction.

Appreciates the aesthetic and creative aspects of skilled performance in others and in self.

Sees learning new activities and skills as challenging.

Enjoys becoming more skilled through effort and practice.

Seeks personally challenging experiences in physical activity opportunities.

Invites all students, regardless of ability, to participate in physical activities.

Analyzes selected physical experiences for social, emotional, and health benefits.

**9-12 Standard and Performance Outcome**

**Standard 1** – A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Demonstrates a variety of swimming strokes.

Passes a volleyball to a teammate using correct form for the forearm pass (i.e., bends knees, has steady platform, makes forearm contact, straightens legs).

Uses a variety of groundstroke placements to keep the opponent moving during a tennis match.

Selects and uses the correct club for an approach shot in golf.

Dribbles a soccer ball at moderate to fast speeds, while maintaining control of the ball, evading opponents, and shielding the ball.

Positions self correctly in a 2-1-2 defense during a game of basketball.

Navigates a kayak skillfully and safely in calm water using a variety of paddle strokes (touring, sweep, power forward, reverse, and draw).

Provides appropriate support for a teammate with the disc in an ultimate game by being in position to receive a pass.

**Standard 2** – A physically educated person demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Develops an appropriate conditioning program for a self-selected game/activity to engage in for life.

Develops realistic short-term and long-term personal fitness goals.

Correctly identifies the psychological factors that govern successful movement performance (e.g., concentration in free throw shooting) of a given activity.

Correctly identifies biomechanical principles related to propelling an object far.

Performs a skill while blindfolded (e.g., putting) and uses personal experience to develop a strategy to teach people with visual impairments how to perform the skill.

Identifies a new skill to be learned and lists one principle to be followed from each of the following areas: motor learning, sport psychology/sociology, biomechanics, and exercise physiology.

Explains appropriate tactical decisions in a game of softball (“what” to do “when,” including both on-the-ball skills and off-the-ball movements.

Plans a summer personal conditioning program.

Explains the impact of participation in selected sports/activities on various components of fitness.

**Standard 3** – A physically educated person participates regularly in physical activity.

Willingly participates in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle.

Accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education class on five or more days during the week.

Demonstrates the ability to monitor and adjust activity to meet personal physical activity needs.

Monitors physical activity through the use of a pedometer, heart-rate monitor, and/or physical activity log.

Accumulates a specified number of steps during the day to meet personal goals.

Demonstrates the use of appropriate strategies for effecting behavior change regarding physical activity among adults.

Demonstrates effective time management skills that allow opportunities for physical activity to be created or found during busy day.

**Standard 4** – A physically educated person achieves and maintains a health-enhancing level of physical fitness.

Maintains appropriate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life.

Assesses physical fitness status in terms of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition

Develops a personal fitness profile on the basis of fitness assessment results.

Designs and implements a personal fitness program based on information obtained from the fitness assessment and in accordance with appropriate training principles

Achieves personal fitness goals after a period of training.

Demonstrates ability to monitor and adjust a personal fitness program to meet needs and goals.

Meets the age- and gender-specific health-related fitness standards defined by Fitnessgram.

**Standard 5** – A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Chooses to participate in an activity because of personal enjoyment rather than only when friends are participating.

Acknowledges the strong performance of another aerobics team despite a loss to them in the final competition.

While officiating a competition, listens to all sides of an issue before taking action in a conflict.

Participates successfully in a cooperative learning group with a wide range of diverse members.

Invites less-skilled students to participate in a warm-up activity prior to class.

Takes the initiative to deliver an activity workshop (e.g., pickleball) to a group o sixth graders after school.

Sets up the safety procedures to guide a class hike over treacherous terrain.

Shows leadership by diffusing conflict during competition.

Slides into a base in a manner that avoids injury to a defensive player.

**Standard 6** – A physically educated person values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Identifies reasons to participate in physical activity (e.g., health, enjoyment, challenge, self-expression, and social interaction).

Enjoys working with others in a sport activity to achieve a common goal.

Creates a pamphlet on the health benefits of physical activity.

Creates and performs a dance routine that expresses a self-generated list of emotions.

Creates self rewards for achieving personal fitness/physical activity goals.

Reflects on reasons for choosing to participate in selected physical activities.