

Content Standards in Physical Education for Arizona

Introduction

The overarching goal of school physical education in Arizona is to ensure that school-aged youth become physically literate individuals who possess the skills, knowledge and dispositions to lead physically active lives. The revised physical education content standards presented here provide the expectations that school programs and services will set for all Arizona students. There are several key points that deserve to be highlighted to set the context for the standards and related grade level-specific performance outcomes. They include: a) Current trends and issues in school physical education, b) why school physical education is a critically important subject for all Arizona children and youth, b) the need for effective physical education programs, c) differentiating physical education from physical activity, and d) the importance of health-enhancing physical activity.

CURRENT TRENDS AND ISSUES IN SCHOOL PHYSICAL EDUCATION

There are several important developments and trends that directly impact the quantity and quality of Arizona's school physical education programs. Some have a potential positive impact whereas others affect programs and their students negatively. While there is not sufficient space in this standards document to address all, the following trends and issues are pertinent to Arizona's schools.

Comprehensive School Physical Activity Programs

The Arizona Physical Education Standards support the Comprehensive School Physical Activity Program (CSPAP) national framework created by SHAPE America and the Center for Disease Control and Prevention (2013). CSPAP is a multi-component approach by which school districts and schools use all opportunities for students to be physically active, meet the Nationally-recommended 60 minutes of physical activity each day, and develop the knowledge, skills, and confidence to be physically active for a lifetime. There is a substantial body of evidence that CSPAPs can produce substantial increases in students' health-enhancing physical activity, using a variety of specific programmatic and environmental interventions (Ward, 2011).

As shown in Figure 1 below, CSPAPs reflect strong coordination and synergy across five components:

1. effective physical education as the anchor program component
2. physical activity before, and after school
3. physical activity during school
4. staff involvement, and
5. family and community engagement.

Students can accumulate the recommended amount of physical activity through the provision of the multi-component CSPAP (e.g., Strong, Malina, Blimkie, Daniels, Dishman, Gutin et al., 2005; U.S. Department of Health and Human Services, 2000, 2008). CSPAP is also aligned with the United States Department of Agriculture Healthy, Hunger Free Kids Act (2010)

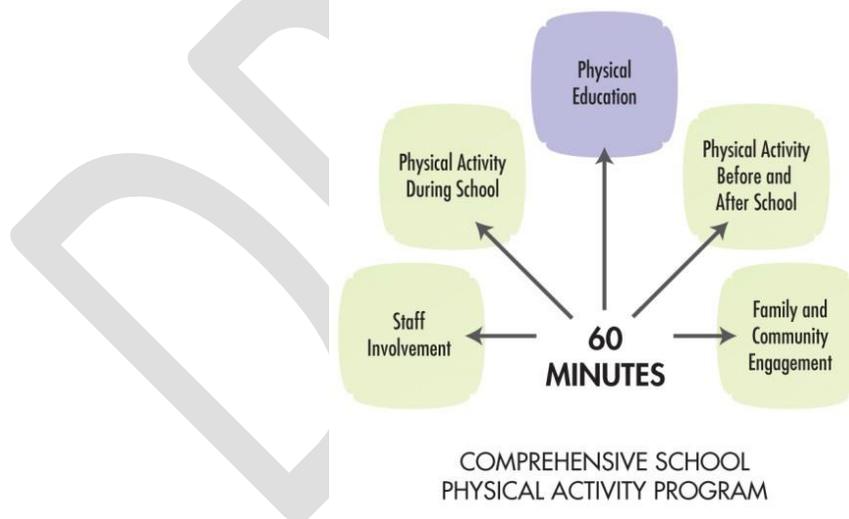
2015 Physical Education - Introduction - DRAFT ONLY JANUARY 2015

which requires that all schools participating in the National School Lunch Program establish goals for physical activity.

The specific goals of a CSPAP include:

- To provide a variety of school-based physical activities to enable all students to participate in 60 minutes of moderate-to-vigorous physical activity each day.
- To provide coordination among the CSPAP components to maximize understanding, application, and practice of the knowledge and skills learned in physical education so that all students will be fully physically educated and well-equipped for a lifetime of physical activity (National Association for Sport and Physical Education; 2013, Centers for Disease Control and Preventio, 2011)

At the cornerstone of the CSPAP model is an effective physical education program designed to increase the physical activity levels of students (U.S. Department of Health and Human Services, 2012). The Arizona Physical Education Standards are designed for teachers to provide students with the knowledge, skills and confidence needed to become physically literate and lead physically active lifestyles, with a specific emphasis on the educative function of the centerpiece CSPAP component, physical education. One important caveat is that the other four CSPAP components should never be used to replace the physical education program in any way. Rather, they should be complementary to the physical education program.



The policy profile for Arizona's school physical education

The impact of policies, laws and mandates across school, district and state levels cannot be underestimated. NASPE (2012) has reported wide variance across the 51 U.S. states relative to the type and number of state level policies specific to school physical education programs. Regrettably, Arizona's policy profile represent a formidable barrier to ensuring that that its students have the best possible physical education in their formative years, and likely is a contributing factor to the poor health status of Arizona children and youth. That is, in most areas where well-developed and enforced policies could help ensure effective physical education the

State does not currently have a policy in place (thus leaving the decisions to individual school districts). Similarly, if school districts do not have stated policies in place it leaves decisions to school level policy makers. This can also contribute to health disparities between schools and school districts.

Examples of policy areas for which the state of Arizona does not currently have state-level policies or funded mandates in place include:

- a) The amount of minutes of required physical education in elementary and junior high/middle schools
- b) The number of credits required for high school graduation
- c) The granting of exemptions/waivers and substitution
- d) The number of minutes of physical activity beyond physical education (e.g., recess in elementary schools, classroom physical activity breaks) at all three school levels
- e) The withholding of physical activity (e.g., being kept out of recess) as punishment for disciplinary reasons, as well as the use of physical activity as punishment for inappropriate behavior by students
- f) Class size limits
- g) Including the grade earned in physical education in the calculation of students' high school grade point average
- h) The use of evidence-based physical education curricula

The combination of the above lack of state-level support and oversight represents perhaps the most serious threat to students. A closer look at two examples are presented next to help make this point.

Physical Activity Used as Punishment and/or Behavior Management. According to the National Association for Sport and Physical Education (NASPE) (2012), only 21% of U.S. States prohibit the use of physical activity as a form of punishment. Currently, there are no credible data available specific to the actual prevalence of this egregious practice. However, the culture within interscholastic sport settings has a long history of using physical activity as punishment that may spill over into physical education lessons. In its position statement regarding this topic, NASPE (2009) has stated that, "Administering or withholding physical activity as a form of punishment and/or behavior management is an inappropriate practice" (p. 1) (This position statement can be accessed online at <http://www.shapeamerica.org/advocacy/positionstatements/pa/loader.cfm?csModule=security/gtfile&pageid=4737>).

Physical education teachers should actively advocate to ensure that this practice is eradicated by communicating with school administrators, physical education teacher colleagues, classroom teachers, coaches, parents and all others who work with children and young adults in all physical activity settings (e.g., youth sport, interscholastic sport, YMCA, Boys' and Girls' Clubs). The above position statement addresses the inappropriate use of or withdrawal from physical activity as a disciplinary consequence, both within and outside of the school environment, and also provides alternatives to using physical activity as punishment.

Prevalence of waivers and substitutions. The use of waivers/exemptions and/or substitutions has become common practice in U.S. schools. According to NASPE (2012), over 60% of the states allow districts (or individual schools) to let students substitute physical education courses with activities such as Junior Reserve Officer Training Corps (JROTC), interscholastic sports, marching band, cheerleading, and community sport involvement. The use of substitute coursework is a very problematic practice, sanctioned by school and district policy makers. Courses and extra-curricular activities such as JROTC, marching band, and athletics do not specifically target any of the physical education content standards. That is, they have fundamentally different goals and objectives than do effective physical education programs. For example, there is evidence that students enrolled in JROTC classes accumulate little, if any, moderate to vigorous physical activity (MVPA), and spend significantly more time being sedentary (Lounsbery, Holt, Monnat, Funk, & McKenzie, 2014). Accumulating MVPA is a core component of the national and Arizona physical education content standards.

In more than half of U.S. states (55%), including Arizona, providing students with waivers from time in physical education or graduation requirements is a practice also sanctioned by school districts/schools (NASPE, 2012). Examples of waivers include a student's health, physical disability, religious beliefs, and early graduation. Such practices are detrimental to the current and future health of Arizona's youth. School physical education is a subject with unique goals and objectives not covered by other school subjects and activities to which all Arizona youth should have access.

Segregation of weight training and dance courses in high schools.

In high school physical education programs, there is increased prevalence of weight training courses, many of which are accessible to only students on the school's athletic teams. As such, regularly scheduled class periods are now in essence controlled by the schools' athletic departments. Moreover, in certain high schools students can enroll in courses that are connected to "academies" whose primary aim is to develop talented youth in a particular sport. By definition, however, all such courses are part of the school's physical education program. As such, all are subject to helping students meet the physical education content standards. That is, any weight training course offered to any group of students in high schools should not only include time for engaging in such activities, but also activities that aim to develop students' knowledge and understanding of underlying concepts, goals, strategies, and scientific principles. Similarly, high school courses in dance are also an integral part of the physical education program, and dance teachers are also responsible for helping students meet the content standards.

WHY SCHOOL PHYSICAL EDUCATION IS IMPORTANT FOR ALL ARIZONA CHILDREN AND YOUTH

The Surgeon General and CDC agree and recommend that communities "provide quality, preferably daily, K-12 physical education classes and hire physical education specialists to teach them" (Physical Activity and Health - A Report of the Surgeon General, 1996). A physically active and educated person is one who has mastered the necessary movement skills to participate competently in a variety of physical activities. The process needed to reach this level actually

starts before birth through movement that develops sensory (i.e. kinesthetic) awareness as children learn about their surroundings. It then continues from childhood through adolescence and into late adulthood. Physically educated persons understand the importance of meeting physical activity guidelines and their relationship to fitness, overall health, and wellbeing. They participate regularly in health-enhancing physical activity and understand the benefits of engaging in physical activity.

School physical education programs that have a clear mission, a well-delivered main theme curriculum (e.g., Fitness for Life, Sport Education, Outdoor Education), taught by committed and qualified staff (i.e., certified in physical education), that regularly engage in formal assessment for and of learning by students are the minimum criteria to ensure that they gain the necessary skills, understanding and dispositions that lead them to make physical activity an integral part of their lives.

THE NEED FOR EFFECTIVE SCHOOL PHYSICAL EDUCATION PROGRAMS

According to the National Association for Sport and Physical Education, a *highly effective physical education program* includes the following four components: (a) **opportunity to learn**, (b) **meaningful content**, (c) **appropriate instruction**, and (d) **student and program assessment**

http://www.shapeamerica.org/publications/resources/teachingtools/quality/qpe_keypoints.cfm

School physical education's central task is to provide structured and progressive physical activity experiences in conjunction with developing understanding of concepts and principles underlying the movement experiences. The content of physical education is defined as "physically active motor play" (Siedentop & van der Mars, 2012). It includes a wide spectrum of courses/activities. They include

- Fitness activities (e.g., strength conditioning, yoga, group exercise)
- Sport (e.g., target games, net/court games, striking fielding games, and invasion games)
- Dance (e.g., ballroom, hip-hop, line, country & western)
- Outdoor pursuits (e.g., rock climbing, kayaking, hiking, mountain biking).

In the last four decades, other content has been included that primarily seek to develop students' personal and social behavior. This content is generally identified as "team building." It is the responsibility of schools to provide opportunities for all students to become competent, literate and enthusiastic movers, in ways that make physical activity enjoyable. Students who participate in effective physical education programs receive a variety of benefits in the areas of movement skills, physical conditioning, and knowledge so they can develop strategies and tactics to lead a physically active lifestyle.

In effective physical education programs students engage in health-and skill-enhancing physical activity and learn:

1. a variety of motor skills and abilities related to lifetime leisure activities,
2. the importance of maintaining a healthy lifestyle,
3. how movement impacts the human body,
4. the rules, tactics, strategies, and etiquette of games and sports, and
5. self-management strategies to lead a physically active lifestyle

Most students are at school for over 6 hours per day for about 36 weeks a year for 12 years, totaling over 14,000 hours. It is the only setting where all children can engage in physical activity at higher intensities during the day, making schools a critical environment for providing and promoting physical activity (Pate, Davis, Robinson, Stone, McKenzie, & Young, 2006). Recently, the Institute of Medicine (2012) presented the foundational evidence for a set of recommendations for schools to re-emphasize physical education and physical activity, using a whole-of-school approach (as noted above). Moreover, school physical education is one of only four approaches/interventions for which there is sufficient evidence to demonstrate its effectiveness (USDHHS, 2001), in that it is an important contributor to children accumulating Moderate to Vigorous Physical Activity (ref. .9 &10)

For over two decades now, several public health organizations, government agencies and medical organizations (e.g., U.S. Surgeon General, Health and Human Services, Centers for Disease Control and Prevention, American Heart Association, American Academy of Pediatrics) have called for schools to provide high quality, active, daily physical education for U.S. children.

PHYSICAL ACTIVITY VERSUS PHYSICAL EDUCATION

Although physical education and physical activity are often used interchangeably, the two **are not the same**. Physical education professionals need to understand the differences between the two terms, and be able to articulate the key differences, especially when interacting with school administrators and other policy makers. The differences between the two are presented in the table below

<i>Physical Education</i>	<i>Physical Activity</i>
School curricular subject that aims to develop students' knowledge, skills and attitudes to be active and healthy for a lifetime	Bodily movement that results in energy expenditure and can generate significant health benefits for children and adolescents if/when it reaches at least a moderate intensity level. It is the process through which fitness outcomes (i.e., product) may be accomplished
Includes standards-based instruction and a broad-based curriculum incorporating three domains of learning (psychomotor, cognitive, affective)	May include daily habitual life-style physical activities (e.g., walking dog, taking the stairs, yard work, etc.) or any recreational, fitness, exercise, sport, dance, intramural or athletic programs and other movement forms
Comprised of developmentally and age-appropriate learning experiences taught in a sequential and articulated manner	
Should be taught in school settings by certified and highly-qualified teachers	May be independent, unstructured, and unsupervised or organized and supervised, and can occur in various activity environments

Requires assessment of student outcomes (motor, knowledge, affective) through a variety of assessments (authentic, alternative, formative, and summative)	Evaluation of relevant outcomes (e.g., steps, activity time, etc.).
<p>NASPE Guidelines:</p> <p>--- Elementary school: 150 minutes p. week</p> <p>--- Secondary school: 225 minutes p. week</p>	<p>National Guidelines for children and adolescents (USDHHS, 2008):</p> <p>--- 60 minutes (1 hour) or more each day, most of which should be of moderate to vigorous intensity</p> <p>--- Muscle-strengthening and bone-strengthening physical activity on at least 3 days of the week</p>

THE IMPORTANCE OF HEALTH-ENHANCING PHYSICAL ACTIVITY

Health-enhancing physical activity is a leading health indicator because it reduces the risk of a myriad of chronic diseases including cardiovascular disease, cancer, overweight, and type-2 diabetes (Strong et al., 2005). Without engaging in physical activity children cannot become physically fit or physically skillful. The US Department of Health & Human Services (2008) published the first-ever national physical activity recommendations for all Americans. The main recommendations for youth are to engage in:

- 1 hour (60 minutes) or more of physical activity every day. Most of the 1 hour or more a day should be either moderate- or vigorous-intensity aerobic physical activity
- Vigorous-intensity activity on at least 3 days per week
- Muscle-strengthening and bone-strengthening activity at least 3 days per week

There is ample evidence to support that physical activity is essential to children’s current and future health (2). Yet, even in the face of this evidence most school-aged youth in the U.S. do not meet the national physical activity recommendations (USDHHS, 2008). In 2013, only 21% of Arizona high school-aged youth reported having participated in enough aerobic and muscle strengthening exercises to meet the national recommendations (<http://www.cdc.gov/healthyyouth/states/az.htm>).

Physical inactivity (i.e., sedentary behavior such as sitting) is now considered not just the opposite of physical activity; it has its own independent negative influence on health (e.g., Owen, Healy, Howard, & Dunstan, 2012). As such, excessive sedentary behavior is a significant public health problem (USDHHS, 2008, WHO, 2004) that likely increases the burden on the health care system in the long term (Janssen, Katzmarzyk, Boyce, King, & Pickett, 2004). Specific to school settings, extended periods of sitting by students during school (especially in secondary schools using block periods) can and should be broken up by short bouts of physical activity. This is especially pertinent in light of over three decades worth of education reform efforts in the United States.

These reform efforts have consistently included significant increases in school curriculum time being allocated to these “core” subjects at the expense of time for physical education, recess and other classroom subjects (Center on Education Policy, 2007, 2008). Despite more than three decades of education reform efforts by U.S. states and the federal government, students’ academic performance in English Language Arts (ELA) and Math has not improved appreciably relative to students from other countries (Darling-Hammond, 2010; Sahlberg, ref.).

At the same time, there is now a substantial body of evidence to support that increases in time spent in PA (through physical education and other school-based time/opportunity) a) have no negative impact on students’ academic performance, b) may make small positive contributions to academic performance, and c) higher levels of PA improve cognitive functioning (e.g. Centers for Disease Control and Prevention, 2010; Howie & Pate, 2012; Trost & van der Mars, 2009; Trudeau & Shephard, 2010). Moreover, increasing time for “core” classroom subjects (i.e., ELA, mathematics) by decreasing (or worse eliminating) time for physical education (as well art and music) does not translate into improved academic performance (e.g., Wilkins, Graham, Parker, Westfall, Fraser, & Tembo, 2003).

Physical educators in schools are the logical lead persons who can assist classroom teacher colleagues with infusing daily PA breaks during the school day. They are also best positioned to be the school leader in helping create school campus environments that are fully supportive of and provide access to and opportunity for PA during physical education lessons and other parts of the school day (i.e., before, during and after school) (see also the outline of the CSPAP framework above).

2015 Physical Education - Introduction - DRAFT ONLY JANUARY 2015

References

American Alliance for Health, Physical Education, Recreation and Dance. (2013).

Comprehensive school physical activity programs: Helping students achieve 60 minutes of physical activity each day [Position statement]. Reston, VA: Author.

10. Bassett DR, Fitzhugh EC, Heath GW, et al., Estimated energy expenditures for school-based policies and active living.

5. Centers for Disease Control and Prevention. *2009 Youth Risk Behavior Survey*. Available at: <http://apps.nccd.cdc.gov/youthonline/App/Results.aspx?LID=NV>. Accessed on May 6, 2012.

Centers for Disease Control and Prevention. (2010). *The association between school based physical activity, including physical education, and academic performance*. Atlanta, GA: U.S. Department of Health and Human Services.

6. Centers for Disease Control and Prevention. *2011 Behavioral Risk Factor Surveillance System*. Available at: <http://apps.nccd.cdc.gov/brfss/display.asp?cat=PA&yr=2011&qkey=8291&state=NV> Accessed on May 6, 2012.

Kohl III, H.W., & Cook, H.W. (2013). *Educating the student body: Taking physical activity and physical education to school*. Washington DC: Institute of Medicine (2012).

Center on Education Policy (2007). *Choices, changes, and challenges: Curriculum and instruction in the NCLB era*. Washington, DC: Author.

Center on Education Policy (2008). *Instructional time in Elementary schools: A closer look at changes for specific subjects*. Washington, DC: Author.

Howie, E.K., & Pate, R.R. (2012). Physical activity and academic achievement in children: A

2015 Physical Education - Introduction - DRAFT ONLY JANUARY 2015

- historical perspective. *Journal of Sport and Health Sciences*, 1, 160-169.
- Janssen I, Katzmarzyk PT, Boyce WF, King MA, & Pickett W. (2004). Overweight and obesity in Canadian adolescents and their associations with dietary habits and physical activity patterns. *Journal of Adolescent Health*, 35, 360-367.
- Lounsbery, M.A.F., Holt, K.A., Monnat, S.M., Funk, B., & McKenzie, T.L. (2014). JROTC as a Substitute for PE: Really? *Research Quarterly for Exercise and Sport*, 85, 414–419.
- National Association for Sport and Physical Education [NASPE]. (2009). *Physical activity used as punishment and/or behavior management* [Position statement]. Reston, VA: Author.
- Owen, N., Healy, G. N., Howard, B., & Dunstan, D. W. (2012). Too much sitting: Health risks of sedentary behavior and opportunities to change. *Research Digest*. Washington DC: President’s Council on Fitness, Sports and Nutrition.
- Pate, R.R., Davis, M.G., Robinson, T.N., Stone, E.J., McKenzie, T.L., & Young, J.C. (2006). Promoting physical activity in children and youth: A leadership role for schools. *Circulation*, 114, 1214-1224.
- Siedentop, D., & van der Mars, H. (2012). *Introduction to physical education, fitness and sport* (8th ed.). New York: McGraw-Hill.
- Strong, W.B., Malina, R.M., Blimkie, C.J.R., Daniels, S.R., Dishman, R.K., Gutin, B. et al. (2005). Evidence based physical activity for school-age youth. *Journal of Pediatrics*, 146, 732-737.
- Trost, S., & van der Mars, H. (2009). Why we should not cut PE. *Educational leadership*, 67(4), 60-65.
- Trudeau, F., & Shephard, R. J. (2010). Relationships of physical activity to brain health and the academic performance of schoolchildren. *American Journal of Lifestyle Medicine*, 4,

2015 Physical Education - Introduction - DRAFT ONLY JANUARY 2015

138-150.

- U.S. Department of Health and Human Services (USDHHS) (2000). *Healthy People 2010: Health Objectives for the Nation* (2nd ed.). Washington, DC: Government Printing Office.
- U.S. Department of Health and Human Services (USDHHS) (2008). *2008 Physical Activity Guidelines for Americans*. Washington DC: U.S. Department of Health and Human Services; 2008. <http://www.health.gov/PAGuidelines/Guidelines/Default.aspx>. Accessed: May 6, 2012.
- Ward, D. S. (2011). *School policies on physical education and physical activity. Research synthesis*. San Diego, CA: Active Living Research. Available from www.activelivingresearch.org/files/Synthesis_Ward_SchoolPolicies_Oct2011_1.pdf
- Wilkins, J. L., Graham, G., Parker, S., Westfall, S., Fraser, R. G., & Tembo, M. (2003). Time in the arts and physical education and school achievement. *Journal of Curriculum Studies*, 35, 721–734.
- World Health Organization (WHO). (2004). *Global strategy on diet, physical activity and health*. Geneva, Switzerland: Author.

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.

DRAFT COPY JANUARY 2015

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 Outcome	Examples and Explanations
<i>Demonstrates competency in a variety of motor skills and movement patterns. Locomotor</i>		
S1.E1 Locomotor <i>Hopping, skipping, jumping, galloping, sliding, leaping</i>	Performs locomotor skills (hopping, galloping, running, sliding, skipping, jumping)	1 – Hops, gallops, jogs and slides using a mature pattern. 2 – Skips using a mature pattern.
S1.E2 Locomotor <i>Running S1.E2.K-2a</i> <i>Jogging, Sprinting S1.E2. K-2.b</i>	Runs with a mature pattern (S1.E2.K-2.a) Travels showing differentiation between jogging and sprinting (S1.E2.K-2.b)	K-1 – Developmentally appropriate/emerging outcomes first appear in Grade 2.
S1.E3 Locomotor <i>Jumping & Landing, Horizontal S1.E3.K-2.a</i> <i>Jumping & Landing, Vertical S1.E3.K-2.b</i>	Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of take-offs and landings (S1.E3.K-2.a) Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane (S1.E3.K-2.b)	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.

DRAFT COPY JANUARY 2015

Standard 1	K-2 Outcome	Examples and Explanations
<i>Demonstrates competency in a variety of motor skills and movement patterns. Locomotor (continued)</i>		
S1.E4 Locomotor <i>Dancing</i>	Performs a teacher and/or student designed rhythmic activity with correct response to simple rhythms	K – Performs locomotor skills in response to teacher-led creative dance. 1 – Combines locomotor and nonlocomotor skills in a teacher-led designed dance.
S1.E5 Locomotor <i>Movement Combinations</i>		K-2 -- Developmentally appropriate/emerging outcomes first appear in grade 3.
S1.E6 Locomotor <i>Balance (S1.E6.K-2.a)</i> <i>Inverted Balance (S1.E6.K-2.b)</i>	Balances on different bases of support, combining levels and shapes (S1.E6.K-2.a) Balances in an inverted position with stillness and supportive base (S1.E6.K-2.b)	K – Maintains momentary stillness on bases of support.(K.a) Forms wide, curled, and twisted body shapes.(K.b) 1 – Maintains stillness on different bases of support with different body shapes.
<i>Nonlocomotor</i>		
S1.E7 Non-Locomotor <i>Weight Transfer (S1.E7.K-2.a)</i> <i>Rolling (S1.E7.K-2.b)</i>	Transfers weight from feet to different body parts/bases of support for balance and/or travel (S1.E7.K-2.a) Rolls in different directions with either a narrow or curled body shape (S1.E7.K-2.b)	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)

DRAFT COPY JANUARY 2015

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

DRAFT COPY JANUARY 2015

Demonstrates competency in a variety of motor skills and movement patterns. Manipulatives (continued)		
S1.E12 Manipulatives <i>Catching</i>	Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body	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. Catches various sizes of balls self-tossed or tossed by a skilled thrower.
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>	Dribbles in self-space with preferred hand demonstrating a mature pattern (S1.E13.K-2.a) Dribbles using preferred hand while in general space (S1.E13.K-2.b)	K – Dribbles a ball using with 1 hand, attempting the second contact. 1 – Dribbles continuously in self-space using the preferred hand.
S1.E14 Manipulatives <i>Dribbling/ball control with feet</i>	Dribbles with feet in general space with control of ball and body	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.
S1.E15 Manipulatives <i>Passing and receiving with feet</i>		Emerging outcomes first appear in Grade 3.

DRAFT COPY JANUARY 2015

Standard 1	K-2 Outcome	Examples and Explanations
<i>Demonstrates competency in a variety of motor skills and movement patterns. Manipulatives (continued)</i>		
S1.E16 Manipulatives <i>Dribbling in Combination</i>		Emerging outcomes first appear in Grade 4
S1.E17 Manipulatives <i>Kicking</i>	Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern	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.
S1.E18 Manipulatives <i>Volley, Underhand</i>	Volleys an object upward with consecutive hits	K – Volleys a light weight object (balloon), sending it upward. 1 – Volleys an object with an open palm, sending it upward.
S1.E19 Manipulatives <i>Volley, Overhead</i>		Emerging outcomes first appear in Grade 4.
S1.E20 Manipulatives <i>Striking, Short Implement</i>	Strikes and object upward with a short-handled implement, using consecutive hits	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.

DRAFT COPY JANUARY 2015

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

DRAFT COPY JANUARY 2015

Standard 1	3-5 Outcome	Examples and Explanations
<i>Demonstrates competency in a variety of motor skills and movement patterns. Locomotor</i>		
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>Demonstrates mature patterns of locomotor skills in dynamic small-sided games, practice tasks, gymnastics and dance. <i>(S1.E1.3-5.a)</i></p> <p>Combines locomotor and manipulative skills in a variety of small-sided practice tasks in game environments. <i>(S1.E1.3-5.b)</i></p> <p>Combines traveling with manipulative skills for execution to a target. <i>(S1.E1.3-5.c)</i></p> <p>Combines locomotor and non-locomotor skills to create rhythmic and gymnastics routines. <i>(S1.E1.3-5.d)</i></p>	<p>3 – Leaps Using mature pattern.</p> <p>4 – Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences.</p> <p>5 –</p>
S1.E2 Locomotor <i>Running</i>	<p>Applies appropriate pacing for a variety of running distances.</p>	<p>3 – Travels showing differentiation between sprinting and running.</p> <p>4– Runs for distance using mature pattern.</p> <p>5 –</p>
S1.E3 Locomotor <i>Jumping and Landing, Horizontal and Vertical</i>	<p>Combines jumping and landing patterns with locomotors and manipulative skills in dance, educational gymnastics and small modified games and games environments.</p>	<p>3– Jumps and lands in the horizontal & vertical planes using a mature pattern.</p> <p>4 – Uses spring-and-step takeoffs and landings to gymnastics.</p> <p>5 -</p>

DRAFT COPY JANUARY 2015

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

DRAFT COPY JANUARY 2015

Standard 1	3-5 Outcome	Examples and Explanations
Demonstrates competency in a variety of motor skills and movement patterns. Non-Locomotor		
S1. E7 Non-Locomotor <i>Stability/Weight Transfer</i>	Transfers weight in gymnastics and dance environments.	3– Transfers weight from feet to hands for momentary weight support. 4 – Transfers weight from feet to hands, varying speed and using large extensions (e.g., mule kick, handstand, cartwheel).
S1. E8 Non-Locomotor <i>Stability</i> <i>Curling, stretching</i>	Performs curling, twisting & stretching actions with correct application in dance, gymnastics, and small modified games in games environments.	3 – Applies skill. 4 – 5 -
S1. E9 Non-Locomotor <i>Combinations</i>	Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group.	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 -
Manipulatives		
S1. E10 Manipulatives <i>Throwing underhand (S1.E10.3-5.a)</i> <i>Throwing underhand at target (S1.E10.3-5.b)</i>	Throws underhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. <i>(S1.E10.3-5.a)</i> Throws underhand to a large target with accuracy. <i>(S1.E10.3-5.b)</i>	3 – Throws underhand to a partner or target with reasonable accuracy. 4 – Applies skill. 5 –

DRAFT COPY JANUARY 2015

Standard 1	3-5 Outcome	Examples and Explanations
<i>Demonstrates competency in a variety of motor skills and movement patterns. Manipulatives</i>		
S1.E11 Manipulatives <i>Throwing overhand (S1.E11.3-5.a)</i> <i>Throwing overhand at target (S1.E11.3-5.b)</i>	Throws overhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. (S1.E11.3-5a) Throws overhand to large target with accuracy. (S1.E11.3-5b)	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).(a) Throws overhand to a partner or at a target with accuracy at a reasonable distance. (b)
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>	Throws with accuracy, both partners moving. (S1.E12.3-5.a) Throws with reasonable accuracy in dynamic, small modified games. (S1.E12.3-5.b)	3– Developmentally appropriate/emerging outcomes first appear in Grade 4. 4 – Throws to a moving partner with reasonable accuracy in non-dynamic environment (closed skills). 5 –
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>	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). (S1.E13.3-5.a) Catches with accuracy, both partners moving. (S1.E13.3-5.b) Catches with reasonable accuracy in dynamic, small-sided games. (S1.E13.3-5.c)	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 –
S1. E14 Manipulatives <i>Dribbling/Ball Control with Hands</i>	Combines hand dribbling with other skills during 1v1 practice tasks.	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. (a) Dribbles in general space with control of ball and body while increasing and decreasing speed. 5 –

DRAFT COPY JANUARY 2015

Standard 1	3-5 Outcome	Examples and Explanations
Demonstrates competency in a variety of motor skills and movement patterns. Manipulatives (continued)		
S1. E15 Manipulatives <i>Dribbling/ Ball Control with Feet</i>	Combines foot dribbling with other skills in 1v1 practice tasks.	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 –
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>	Passes with the feet using a mature pattern as both partners travel. (S1.E16.3-5.a) Receives a pass with the foot using a mature pattern as both partners travel. (S1.E16.3-5.b)	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). (a) Receives and passes a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass. (b)
S1. E17 Manipulatives <i>Combinations</i>	Dribbles with hands or feet with mature patterns in a variety of small-sided games.	3 – Developmentally appropriate/emerging outcomes first appear in Grade 4. 4 – Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting). 5 –
S1. E18 Manipulatives <i>Kicking</i>	Demonstrates mature patterns in kicking and punting in small-sided practice task environments.	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. (a) 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 –

DRAFT COPY JANUARY 2015

Standard 1	3-5 Outcome	Examples and Explanations
<i>Demonstrates competency in a variety of motor skills and movement patterns. Manipulatives (continued)</i>		
S1. E19 Manipulatives <i>Volley, Underhand</i>	Volleys underhand using a mature pattern, in a dynamic environment using small modified games.	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 – 5 – Applies skill.
S1.E20 Manipulatives <i>Volley, Overhead</i>	Volleys a ball using a mature two-hand overhead pattern sending it upward to a target.	3 – Developmentally appropriate/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 – Applies skill.
S1. E21 Manipulatives <i>Striking, Short Handled Implement</i>	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.	3– Strikes an object with a short-handled implement sending it forward over a low net or to a wall. (a) Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern. (b) 4 – Strikes an object with a short-handled implement while demonstrating a mature pattern. (a) Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. (b) 5 –

DRAFT COPY JANUARY 2015

Standard 1	3-5 Outcome	Examples and Explanations
<i>Demonstrates competency in a variety of motor skills and movement patterns. Manipulatives (continued)</i>		
<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>Strikes a pitched ball with a bat using a mature pattern. (S1.E20.3-5.a)</p> <p>Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game. (S1.E20.3-5.b)</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.</p> <p>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).</p> <p>5 –</p>
<p>S1.E23 Manipulatives <i>In Combination with Locomotor</i></p>	<p>Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey, and basketball).</p>	<p>3 – Developmentally appropriate/emerging outcomes first appear in grade 4.</p> <p>4 – Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher and/or student designed small-sided practice-task environments.</p> <p>5 -</p>
<p>S1.E24 Manipulatives <i>Jumping Rope</i></p>	<p>Creates a jump rope routine with a partner, using either a short or long rope.</p>	<p>3 – Performs intermediate jump rope skills (e.g., a variety of tricks, running in & out of long rope) for both long and short ropes.</p> <p>4 – Creates a jump rope routine with either a short or long rope.</p> <p>5 –</p>

DRAFT COPY JANUARY 2015

Standard 1	6-8 Outcome	Examples and Explanations
<i>Demonstrates competency in a variety of motor skills and movement patterns. Dance and Rhythms</i>		
S1.M1 Dance and Rhythms	Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group.	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.
<i>Games and Sports: Invasion Games</i>		
S1.M2 Games and Sports: Invasion Games <i>Throwing</i>	Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play.	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.
S1.M3 Games and Sports: Invasion Games <i>Catching</i>	Catches using an implement in a dynamic environment or modified game play.	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.
S1.M4 Games and Sports: Invasion Games <i>Passing and Receiving</i>	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 – 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.

DRAFT COPY JANUARY 2015

Standard 1	6-8 Outcome	Examples and Explanations
<i>Demonstrates competency in a variety of motor skills and movement patterns. Games and Sports: Invasion Games (continued)</i>		
S1. M5 Games and Sports: Invasion Games <i>Passing and Receiving, Moving Target</i>	Throws a lead pass to a moving target off a dribble or pass with hands, feet, or an implement.	6– Throws, while stationary, a lead pass to a moving target. 7 – Throws, while moving, a leading pass to a moving target.
S1. M6 Games and Sports: Invasion Games <i>Offensive Skills</i>	Executes at least 2 of the following to create open space during modified game play: pivots, fakes, jab steps, and/or screens.	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.
S1. M7 Games and Sports: Invasion Games <i>Offensive Skills</i>	Executes the following offensive skills during small-sided game play: pivots, give and go, and fakes.	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.
S1. M8 Games and Sports: Invasion Games <i>Dribbling/Ball Control with Hands</i>	Dribbles with dominant and non-dominant hand using a change of speed and direction in small-sided game play.	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.

DRAFT COPY JANUARY 2015

Standard 1	6-8 Outcome	Examples and Explanations
<i>Demonstrates competency in a variety of motor skills and movement patterns. Games and Sports: Invasion Games (continued)</i>		
S1. M9 Games and Sports: Invasion Games <i>Dribbling/Ball Control with Feet</i>	Foot dribbles or dribbles with an implement with control changing speed and direction during small-sided game play.	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.
S1. M10 Games and Sports: Invasion Games <i>Shooting on Goal</i>	Shots on goal with power and accuracy during small-sided game play.	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.
S1. M11 Games and Sports: Invasion Games <i>Defensive Skills</i>	Maintains defensive ready position appropriate to the sport in a small-sided invasion game.	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.
<i>Games and Sports: Net/Wall Games</i>		
S1. M12 Games and Sports: Net/Wall Games <i>Serving</i>	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 – 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.

DRAFT COPY JANUARY 2015

Standard 1	6-8 Outcome	Examples and Explanations
<i>Demonstrates competency in a variety of motor skills and movement patterns. Games and Sports: Net/Wall Games (continued)</i>		
S1. M13 Games and Sports: Net/Wall Games <i>Striking</i>	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– 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.
S1. M14 Games and Sports: Net/Wall Games <i>Forehand and Backhand</i>	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 – 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.
S1. M15 Games and Sports: Net/Wall Games <i>Weight Transfer</i>	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 – 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.
S1. M16 Games and Sports: Net/Wall Games <i>Volley</i>	Forehand and backhand volleys with a mature form and control using a short- handed implement during modified game play.	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.

DRAFT COPY JANUARY 2015

Standard 1	6-8 Outcome	Examples and Explanations
<i>Demonstrates competency in a variety of motor skills and movement patterns. Games and Sports: Net/Wall Games (continued)</i>		
S1. M17 Games and Sports: Net/Wall Games <i>Two-Hand Volley</i>	Two-handed volleys with control in a small-sided game.	6– Two-hand volleys with control in a variety of practice tasks. 7 – Two-hand volleys with control in a dynamic environment.
<i>Game and Sport: Target Games</i>		
S1. M18 Games and Sports: Target Games <i>Underhand Throw</i>	Performs consistently (70% of the time) a mature underhand pattern with accuracy and control for target games such as bowling or bocce.	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.
S1. M19 Games and Sports: Target Games <i>Striking</i>	Strikes, with an implement, a stationary object for accuracy, distance, and power in such activities as croquet, shuffleboard or golf.	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.
<i>Games and Sports: Fielding/Striking Games</i>		
S1. M20 Games and Sports: Fielding/Striking Games <i>Striking</i>	Strikes pitched ball with an implement for power to open space in a variety of small-sided games.	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.

DRAFT COPY JANUARY 2015

Standard 1	6-8 Outcome	Examples and Explanations
<i>Demonstrates competency in a variety of motor skills and movement patterns. Games and Sports: Fielding/Striking Games (continued)</i>		
S1. M21 Games and Sports: Fielding/Striking Games <i>Catching</i>	Catches, with or without an implement, from different trajectories and speeds in a dynamic environment or modified game play.	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.
<i>Outdoor Pursuits</i>		
S1. M22 Outdoor Pursuits	Demonstrates correct technique for basic skills on at least 2 self- selected outdoor activities.	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.
<i>Aquatics</i>		
S1. M23 Aquatics	Preferably taught at elementary or secondary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum.	6 – 7 – 8 –
<i>Individual Performance Activities</i>		
S1. M24 Individual Performance Activities	Demonstrates correct technique for basic skills in at least 2 self-selected 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

DRAFT COPY JANUARY 2015

Standard 1	High School Outcome	Examples and Explanations
<i>Demonstrates competency in a variety of motor skills and movement patterns. Lifetime Activities</i>		
S1.H1.L1 Lifetime Activities	Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities.	
S1.H1.L2 Lifetime Activities	Refines activity-specific movement skills in one or more lifetime activities.	
<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.	

DRAFT COPY JANUARY 2015

Standard 1	High School Outcome	Examples and Explanations
<i>Demonstrates competency in a variety of motor skills and movement patterns. Fitness Activities</i>		
S1.H3.L1 Fitness Activities	Demonstrates competency in 1 or more specialized skills including demonstration, application and evaluation in health 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.	

DRAFT

DRAFT COPY JANUARY 2015

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 Outcome	Examples and Explanations
<i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Movement Concepts</i>		
S2.E1 Movement Concepts <i>Space</i>	Combines locomotor skills in general and self-space to a rhythm.	K – Differentiates between movement in personal (self-space) and general space.(a) Moves in personal space to a rhythm. (b) 1 – Moves in self-space and general space in response to designated beats/rhythms.
S2.E2 Movement Concepts <i>Pathways, Shapes, Levels</i>	Combines shapes, levels and pathways into simple travel, dance, and gymnastic sequences.	K – Travels in three different pathways. 1 –Travels demonstrating a low, middle and high levels.(a) Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). (b)
S2.E3 Movement Concepts <i>Speed, Force, Direction</i>	Varies time and force with gradual increases and decreases.	K – Travels in general space with different speeds. 1 – Differentiates between fast and slow speeds. (a) Differentiates between strong and light force. (b)
S2.E4 Movement Concepts <i>Alignment, Muscular Tension</i>		Developmentally appropriate/emerging outcomes first appear in Grade 3.

DRAFT COPY JANUARY 2015

Standard 2	3-5 Outcome	Examples and Explanations
<i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Movement Concepts</i>		
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>Applies the concept of open spaces to combination skills involving locomotor and non locomotor movements for small groups. (S2.E1.3-5.a)</p> <p>Applies the concept of closing spaces in small sided practices. (S2.E1.3-5.b)</p> <p>Identify boundaries and apply knowledge to small games. (S2.E1.3-5.b)</p>	<p>3 – Recognizes the concept of open spaces in a movement context.</p> <p>4 – Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). (a)</p> <p>Applies the concept of closing spaces in small sided practices. (b)</p> <p>Dribbles in general space with changes in direction and speed. (c)</p>
S2.E2 Movement Concepts <i>Pathways, Shapes, Levels</i>	<p>Combines movement concepts with skills in small sided practice tasks in game environments, gymnastics and dance with self-direction.</p>	<p>3 – Recognizes locomotor skills specific to a wide variety of physical activities.</p> <p>4 – Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments.</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>Applies movement concepts to strategy in game situations. (S2.E3.3-5.a)</p> <p>Applies the concept of direction and force to strike an object with a long handled implement. (S2.E3.3-5.b)</p> <p>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.</p>	<p>3 – Combined movement concepts (direction, levels, force, time) with skills as directed by the teacher.</p> <p>4 – Applies movement concepts of speed, endurance and pacing for running. (a)</p> <p>Applies the concept of direction and force when striking an object with a short-handled implement, sending it toward a designated target. (b)</p>

DRAFT COPY JANUARY 2015

Standard 2	3-5 Outcome	Examples and Explanations
<i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Movement Concepts (continued)</i>		
<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>Applies skills of alignment in all forms of movement. <i>(S2.E4.3-5.a)</i></p> <p>Employs the concept of muscular tension with balance in all forms of movement. <i>(S2.E4.3-5.b)</i></p>	<p>3 – Employs the concept of alignment in gymnastics and dance. (a) Employs the concept of muscular tension with balance in gymnastics and dance. (b) 4 – Applies skill.</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>Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks. <i>(S2.E5.3-5.a)</i></p> <p>Applies basic offensive and defensive strategies and tactics in net/wall small-sided practice tasks. <i>(S2.E5.3-5.b)</i></p> <p>Recognizes the type of throw, volley or striking action needed for different games and sports situations. <i>(S2.E5.3-5.c)</i></p>	<p>3 – Applies simple strategies & tactics in chasing activities. (a) Applies simple strategies in fleeing activities. (b) 4 – Applies simple offensive strategies & tactics in chasing & fleeing activities. (a) Applies simple defensive strategies & tactics in chasing & fleeing activities. (b) 5 –Recognizes the type of kicks needed for different games and sports situations. (c)</p>

DRAFT COPY JANUARY 2015

Standard 2	6-8 Outcome	Examples and Explanations
<i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Games and Sports</i>		
S2.M1 Games and Sports <i>Creating Space with Movement</i>	Opens and closes space during small-sided game play by combining locomotor movements with movement concepts.	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).
S2.M2 Games and Sports <i>Creating Space with Offensive Tactics</i>	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.	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.
S2.M3 Games and Sports <i>Creating Space Using Width and Length</i>	Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball.	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.

DRAFT COPY JANUARY 2015

Standard 2	6-8 Outcome	Examples and Explanations
<i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Games and Sports (continued)</i>		
S2.M4 Games and Sports <i>Reducing Space by Changing Size and Space</i>	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 – 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.
S2.M5 Games and Sports <i>Invasion Games-Reducing Space Using Denial</i>	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– 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.
S2.M6 Games and Sports <i>Transitions</i>	Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on the advantage.	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.
<i>Net/Wall Games</i>		
S2.M7 Net/Wall Games <i>Creating Space Through Variation</i>	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.	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.

DRAFT COPY JANUARY 2015

Standard 2	6-8 Outcome	Examples and Explanations
<i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Net/Wall Games (continued)</i>		
S2.M8 Net/Wall Games <i>Using Tactics and Shots</i>	Varies placement, force, and timing of return to prevent anticipation by opponent.	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).
<i>Target Games</i>		
S2.M9 Target Games <i>Shot Selection</i>	Varies the speed, force and trajectory of the shot based on location of the object in relation to the target.	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.
<i>Fielding/Striking Games</i>		
S2.M10 Fielding/Striking Games <i>Offensive Strategies</i>	Identifies sacrifice situations and attempts to advance a teammate.	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.
S2.M11 Fielding/Striking Games <i>Reducing Space</i>	Reduces open spaces in the field by working with teammates to maximize coverage.	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).

DRAFT COPY JANUARY 2015

Standard 2	6-8 Outcome	Examples and Explanations
<i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Individual Performance Activities, Dance and Rhythms</i>		
S2.M12 Individual Performance <i>Movement Concepts</i>	Describes and applies the mechanical principles for a variety of movement patterns.	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.
<i>Outdoor Pursuits</i>		
S2.M13 Outdoor Pursuits <i>Movement Concepts</i>	Implements safe protocols in self-selected outdoor activities.	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.

DRAFT

DRAFT COPY JANUARY 2015

Standard 2	High School Outcome	Examples and Explanations
<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.	

DRAFT COPY JANUARY 2015

Standard 2	High School Outcome	Examples and Explanations
<i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Movement Concepts</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.	

DRAFT COPY JANUARY 2015

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 aerobic 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 Outcome	Examples and Explanations
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Physical Activity Knowledge</i>		
S3.E1 Physical Activity Knowledge	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).	K – Identifies active play opportunities outside physical education class. 1 – Discuss the benefits of being active and/or playing.
<i>Engages in Physical Activity</i>		
S3.E2 Engages in Physical Activity	Actively engages in physical education class in response to instruction and practice.	K – Actively participates in physical education class. 1 – Actively engages in physical education class.
<i>Fitness Knowledge</i>		
S3.E3 Fitness Knowledge	Identifies the heart as a muscle that gets stronger with exercise, play, and physical activity.	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.

DRAFT COPY JANUARY 2015

Standard 3	K-2 Outcome	Examples and Explanations
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Fitness Knowledge (continued)</i>		
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>	Uses own body resistance for developing strength (<i>S3.E3.K-2.a</i>) Identifies physical activities that contribute to health-related fitness (<i>S3.E3.K-2.b</i>)	K – 1 – 2 –
S3.E5 Skill-Related Fitness Components		K-2 – Developmentally appropriate/emerging outcomes first appear in Grade 3.
<i>Assessment and Program Planning</i>		
S3.E6 Assessment and Program Planning		K-2 – Developmentally appropriate/emerging outcomes first appear in Grade 3.
<i>Nutrition</i>		
S3.E7 Nutrition	Recognizes the good health balance of nutrition and physical activity.	K – Recognizes that food provides energy for physical activity. 1 – Differentiates between healthy and unhealthy foods.
<i>Sun Safety</i>		
S3.E8 Sun Safety	Identify sun safe practices.	K – 1 –

DRAFT COPY JANUARY 2015

Standard 3	3-5 Outcome	Examples and Explanations
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness.</i>		
S3.E1 Physical Activity Knowledge	Charts and analyzes physical activity outside physical education class for fitness benefits of activities.	3 – Charts participation in physical activities outside physical education class. (a) Identifies physical activity benefits as a way to become healthier. (b) 4 – Analyzes opportunities for participating in physical activity outside physical education class.
<i>Engages in Physical Activity</i>		
S3.E2 Engages in Physical Activity	Actively engages in all the activities of physical education.	3 – Engages in the activities of physical education class without teacher prompting. 4 – Actively engages in the activities of physical education class, both teacher-directed and independent.
<i>Fitness Knowledge</i>		
S3.E3 Fitness Knowledge <i>Heart Health</i>	Evaluate heart rate during exercise utilizing methods such as manual, pulse checking, perceived exertion index or heart rate monitors.	3 – Describes the concept of fitness and provides examples of heart rate evaluation methods. 4 – Identifies the components of health-related fitness.

DRAFT COPY JANUARY 2015

Standard 3	3-5 Outcome	Examples and Explanations
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Fitness Knowledge (continued)</i>		
<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>List, define, and demonstrates the five components of health related fitness. (S3.E4.3-5.a)</p> <p>Identifies the need for warm-up & cool-down relative to various physical activities. (S3.E4.3-5.b)</p> <p>Identify and apply FITT to a fitness plan (frequency, intensity, time, type). (S3.E4.3-5.c)</p> <p>Identify major muscles. (S3.E4.3-5.d)</p> <p>Experience how the muscular and skeletal systems work together to allow movement. (S3.E4.3-5.e)</p>	<p>3 – Recognizes the importance of warm-up & cool-down relative to vigorous physical activity.</p> <p>4 – Demonstrates warm-up & cool-down relative to cardiorespiratory fitness assessment.</p>
<p>S3.E5 Fitness Knowledge <i>Skill-Related</i></p>	<p>Identifies the six components of skill related fitness.</p>	

DRAFT COPY JANUARY 2015

Standard 3	6-8 Outcome	Examples and Explanations
<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.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>Analyzes results of fitness assessment (pre- & post-), comparing results to fitness components for good health. <i>(S3.E6.3-5.a)</i></p> <p>Perform a nationally recognized, criterion references, health related fitness assessment, that includes aerobic fitness, muscular strength, muscular endurance, flexibility, and body composition. <i>(S3.E6.3-5.b)</i></p> <p>Identify strategies for progress in fitness areas using FITT strategies. <i>(S3.E6.3-5.c)</i></p>	<p>3 – Demonstrates, with teacher direction, the health-related fitness components.</p> <p>4 – Completes fitness assessments (pre & post). (a) Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. (b)</p>
<i>Nutrition</i>		
S3.E7 Nutrition	<p>Analyzes the impact of food choices relative to physical activity, youth sports & personal health.</p>	<p>3 – Identifies foods that are beneficial for before and after physical activity.</p> <p>4 – Discusses the importance of hydration and hydration choices relative to physical activities.</p>
<i>Sun Safety</i>		
S3.E8 Sun Safety	<p>Identify sun safe practices.</p>	<p>3 –</p> <p>4 –</p> <p>5 –</p>

DRAFT COPY JANUARY 2015

Standard 3	6-8 Outcome	Examples and Explanations
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Physical Activity Knowledge</i>		
S3.M1 Physical Activity Knowledge	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.	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.
<i>Engages in Physical Activity</i>		
S3.M2 Engages in Physical Activity	Values participation in physical activity three times a week outside of physical education class.	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.
S3.M3 Engages in Physical Activity	Values participation in a variety of self-selected aerobic fitness activities outside of school such as walking, jogging, biking, skating, dancing, and swimming.	6 – Participates in a variety of self-selected aerobic-fitness activities. 7 –Participates in a variety of strength and endurance-fitness activities such as weight or resistance training.
S3.M4 Engages in Physical Activity	Plans and implements a program which may include the use of technology, aerobic, strength and endurance, and flexibility.	6 – Participates in a variety of aerobic-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.

DRAFT COPY JANUARY 2015

Standard 3	6-8 Outcome	Examples and Explanations
<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>		
S3.M5 Engages in Physical Activity	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.	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.
<i>Fitness Knowledge</i>		
S3.M6 Fitness Knowledge	Values participation in moderate to vigorous aerobic and/or muscle and bone-strengthening physical activity at least 60 minutes per day at least three times a week.	6 – Participates in moderate to vigorous physical activity that includes intermittent or continuous aerobic 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.
S3.M7 Fitness Knowledge	Compares and contrasts health- and skill- related fitness components.	6 – Identifies the components of skill-related fitness. 7 – Distinguishes between health- and skill- related fitness.
S3.M8 Fitness Knowledge	Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based current fitness level.	6 – Sets and monitors a self-selected physical-activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level. 7 – Adjusts physical activity based on quantity of exercise need for a minimal health standard and/or optimal functioning based on current fitness level.

DRAFT COPY JANUARY 2015

Standard 3	6-8 Outcome	Examples and Explanations
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Fitness Knowledge (continued)</i>		
S3.M9 Fitness Knowledge	Describes, demonstrates, and employs a variety of appropriate static stretching techniques for all major muscle groups.	6 – Employs correct techniques and methods of stretching. 7 – Describes and demonstrates the difference between dynamic and static stretches.
S3.M10 Fitness Knowledge	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.	6 – Differentiates between aerobic and anaerobic capacity and between muscular strength and endurance. 7 – Describes the role of exercise and nutrition in weight management.
S3.M11 Fitness Knowledge	Uses the overload principle (FITT formula) in preparing a personal workout.	6 – Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time & type) for different types of physical activity (aerobic, 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.
S3.M12 Fitness Knowledge	Designs and implements a warm up/cool down regimen for a self-selected physical activity.	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.

DRAFT COPY JANUARY 2015

Standard 3	6-8 Outcome	Examples and Explanations
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness.</i>		
S3.M13 Fitness Knowledge	Defines resting heart rate and how the RPE scale can be used to adjust workout intensity during physical activity.	6 – Defines resting heart rate and describes its relationship to aerobic 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.
S3.M14 Fitness Knowledge	Explains how body systems interact with each other (e.g. Blood transports nutrients from the respiratory system during physical activity).	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.
<i>Assessment and Program Planning</i>		
S3.M15 Assessment and Program Planning	Designs and implements a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment.	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.
S3.M16 Assessment and Program Planning	Designs and implements a program to improve levels of health related fitness and nutrition.	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.

DRAFT COPY JANUARY 2015

Standard 3	6-8 Outcome	Examples and Explanations
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Nutrition</i>		
S3.M17 Nutrition	Describe the relationship between poor nutrition and health risk factors.	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.
<i>Stress Management</i>		
S3.M18 Stress Management	Demonstrates basic movements used in other stress reducing activities such as yoga, tai chi, and deep breathing.	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 aerobic exercise.

DRAFT COPY JANUARY 2015

Standard 3	High School Outcome	Examples and Explanations
<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.	
S3.H3.L2 Physical Activity Knowledge	Applies rates of perceived exertion and pacing.	

DRAFT COPY JANUARY 2015

Standard 3	High School Outcome	Examples and Explanations
<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.H4.L1 Physical Activity Knowledge	Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy active lifestyle.	
S3.H4.L2 Physical Activity Knowledge	Apply, analyze and evaluate technology and social media as a tool to support a healthy active lifestyle.	
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.	

DRAFT COPY JANUARY 2015

Standard 3	High School Outcome	Examples and Explanations
<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>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.	

DRAFT COPY JANUARY 2015

Standard 3	High School Outcome	Examples and Explanations
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Fitness Knowledge (continued)</i>		
S3.H8.L1 Fitness Knowledge	Relates physiological responses to individual levels of fitness and nutritional balance.	
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.	

DRAFT COPY JANUARY 2015

Standard 3	High School Outcome	Examples and Explanations
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Fitness Knowledge (continued)</i>		
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 aerobic intensity.	
<i>Assessment and Program Planning</i>		
S3.H11.L1 Assessment and Program Planning	Designs a fitness program including all components of health-related fitness that relates to college/career productivity.	
S3.H11.L2 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).	

DRAFT COPY JANUARY 2015

Standard 3	High School Outcome	Examples and Explanations
<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.H12.L1 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.	
S3.H12.L2 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.	
Nutrition		
S3.H13.L1 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).	
Stress Management		
S3.H14.L1 Stress Management	Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.	
S3.H14.L2 Stress Management	Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.	

DRAFT COPY JANUARY 2015

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 Outcome	Examples and Explanations
<i>Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Personal Responsibility</i>		
S4.E1 Personal Responsibility <i>Equipment and Space (S4.E1.K-2.a)</i> <i>Rules and Parameters (S4.E1.K-2.b)</i>	Accepts personal responsibility by using equipment and space appropriately with minimal teacher prompting. (S4.E1.K-2.a) Accepts responsibilities by following the rules and parameters of the learning environment. (S4.E1.K-2.b)	K – Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). K – Acknowledges responsibility for behavior when prompted. (b) 1 – Follows the rules & parameters of the learning environment.
<i>Accepting Feedback</i>		
S4.E2 Accepting Feedback	Accepts and responds appropriately to specific corrective feedback from the teacher.	K – Follows instruction/directions when prompted.
<i>Working with Others</i>		
S4.E3 Working with Others <i>Class Environments (S4.E3.K-2.a)</i> <i>Diverse Populations (S4.E3.K-2.b)</i>	Works independently with others in a variety of class environments (e.g., partners, small group & large groups).. (S4.E3.K-2.a) Actively participates with classmates without regard to personal differences. (S4.E3.K-2.b)	K – Shares equipment and space with others.

DRAFT COPY JANUARY 2015

Standard 4	K-2 Outcome	Examples and Explanations
<i>Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Rules and Fair Play</i>		
S4.E4 Rules and Fair Play	Recognizes the role of rules and fair play in teacher designed physical activities.	K – Recognizes the established protocols for class activities. 1 – Exhibits the established protocols for class activities.
<i>Safety</i>		
S4.E5 Safety <i>Personal Safety (S4.E5.K-2.a)</i> <i>Equipment Safety (S4.E5.K-2.b)</i>	Works independently and safely in physical education. <i>(S4.E5.K-2.a)</i> Work safely with physical education equipment. <i>(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.
S4.E6 Safety <i>Sun Safety (S4.E6.K-2.a)</i> <i>Aquatic Safety (S4.E6.K-2.b)</i>	Recognizes sun safe practices <i>(S4.E6.K-2.a)</i> Recognizes aquatic safety practices <i>(S4.E6.K-2.b)</i>	K – 1 – 2 –

DRAFT COPY JANUARY 2015

Standard 4	3-5 Outcome	Examples and Explanations
<i>Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Personal Responsibility</i>		
S4.E1 Personal Responsibility	Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).	3– Exhibits personal responsibility in teacher-directed activities. 4 – Exhibits responsible behavior in independent group situations.
<i>Accepting Feedback</i>		
S4.E2 Accepting Feedback	Gives and receives corrective feedback respectfully to peers and adults.	3 – Accepts and implements specific corrective feedback from the teacher. 4 – Listens respectfully to corrective feedback from others (e.g., peers, adults).
<i>Working with Others</i>		
S4.E3 Working with Others <i>Praises Others (S4.E3.3-5.a)</i> <i>Accepts Others (S4.E3.3-5.b)</i>	Praises the movement performance of others both more and less-skilled. <i>(S4.E3.3-5.a)</i> Accepts players of all skill levels into the physical activity. <i>(S4.E3.3-5.b)</i>	3 – Works cooperatively with others. (a) Praises others for their success in movement performance. (b) 4 – Praises the movement performance of others both more and less-skilled. (a) Accepts players of all skill levels into the physical activity. (b)
<i>Rules and Fair Play</i>		
S4.E4 Rules and Fair Play	Assesses adherence to rules, etiquette, and fair play of various games and activities.	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.

DRAFT COPY JANUARY 2015

Standard 4	3-5 Outcome	Examples and Explanations
<i>Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Safety</i>		
S4.E5 Safety	Applies safety principles with age-appropriate physical activities.	3– Works independently and safely in physical activity settings. 4 – Works safely with peers and equipment in physical activity settings.
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>(S4.E6.3-5.a)</i> Identify appropriate water safety practices. <i>(S4.E6.3-5.b)</i>	

DRAFT

DRAFT COPY JANUARY 2015

Standard 4	6-8 Outcome	Examples and Explanations
<i>Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Personal Responsibility</i>		
S4.M1 Personal Responsibility	Accepts responsibility for individual improvement of levels of physical activity and fitness (physical, emotional, and social).	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.
S4.M2 Personal Responsibility	Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.	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.
<i>Accepting Feedback</i>		
S4.M3 Accepting Feedback	Provides encouragement and corrective feedback to peers without prompting from the teacher.	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.
<i>Working with Others</i>		
S4.M4 Working with Others	Accepts, demonstrates, and responds appropriately to ethical and unethical behavior of participants during physical activity by using the rules and guidelines for conflict resolution. Accept differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.	6 – Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback. 7 –Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.

DRAFT COPY JANUARY 2015

Standard 4	6-8 Outcome	Examples and Explanations
<i>Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Working with Others (continued)</i>		
S4.M5 Working with Others	Cooperates with multiple classmates on problem solving initiatives including adventure activities, large group initiatives, and game play.	6– Cooperates with a small group of classmates during adventure activities, game play, or team-building activities. 7 – Problem solves with a small group of classmates during adventure activities, small-group initiatives, or game play.
<i>Rules and Fair Play</i>		
S4.M6 Rules and Fair Play	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.	6 – Identifies the rules and etiquette for physical activities, games and dance activities. 7 – Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance.
<i>Safety</i>		
S4.M7 Safety	Independently uses physical activity and fitness equipment appropriately and identifies specific safety concerns associated with the activity.	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.
S4.M8 Safety	Applies and interprets sun safe practices (e.g. using sunscreen, hat, sunglasses, full length clothing, shade between 10am-4pm), and checking UV index.	

DRAFT COPY JANUARY 2015

Standard 4	High School	Examples and Explanations
<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	Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed.	
<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).	
<i>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.	

DRAFT COPY JANUARY 2015

Standard 4	High School	Examples and Explanations
<i>Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Working with Others</i>		
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.	
<i>Safety</i>		
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.).	

DRAFT COPY JANUARY 2015

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 Outcome	Examples and Explanations
<i>Recognizes the Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression, and/or Social Interaction. Health</i>		
S5.E1 Health	Identifies physical activity as a component of good health.	K – Recognizes that physical activity is important for good health. 1 – Identifies physical activity as a component of good health.
<i>Challenge</i>		
S5.E2 Challenge	Compares physical activities that build confidence and provide challenge.	K – Acknowledges that some physical activities are challenging/ difficult. 1 – Recognizes that challenge in physical activities can lead to success.

DRAFT COPY JANUARY 2015

Standard 5	K-2 Outcome	Examples and Explanations
<i>Recognizes the Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression, and/or Social Interaction. Self-Expression/ Enjoyment</i>		
<i>S5.E3</i> Self-Expression/Enjoyment	Identifies and discusses physical activities that provide enjoyment and/or self-expression.	K – Identifies physical activities that are enjoyable. (a) Discuss the enjoyment of playing with friends. (b) 1 – Describes positive feelings that result from participating in physical activities. (a) Discuss personal reasons (i.e., the “why”) for enjoying physical activities. (b)
<i>Social Interaction</i>		
<i>S5.E4</i> <i>Social Interaction</i>	Demonstrates socially acceptable conflict resolution skills.	

DRAFT

DRAFT COPY JANUARY 2015

Standard 5	3-5 Outcome	Examples and Explanations
<i>Recognizes the Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression, and/or Social Interaction. Health</i>		
<i>S5.E1</i> Health	Compares the health benefits of participation in selected physical activities.	3– Discusses the relationship between physical activity and good health. 4 – Examines the health benefits of participating in physical activity.
<i>Challenge</i>		
<i>S5.E2</i> Challenge	Analyzes the personal benefits to participating in an activity that is challenging.	3 – Discusses the challenge that comes from learning a new physical activity. 4 – Rates the enjoyment of participating in challenging and mastered physical activities.
<i>Self-Expression/Enjoyment</i>		
<i>S5.E3</i> Self-Expression/Enjoyment	Analyzes the personal benefits to participating in an activity that is enjoyable.	3 – Reflects on the reasons for enjoying selected physical activities. 4 – Ranks the enjoyment of participating in different physical activities.
<i>Social Interaction</i>		
<i>S5.E4</i> <i>Social Interaction</i>	Analyzes the positive impact of verbal and non-verbal encouragement in physical activity.	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.

DRAFT COPY JANUARY 2015

Standard 5	6-8 Outcome	Examples and Explanations
<i>Recognizes the Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression, and/or Social Interaction. Health</i>		
S5.M1 Health	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.	6– Describes how being physically active leads to a healthy body. 7 –Identifies different types of physical activities and describes how each exerts a positive impact on health.
S5.M2 Health	Analyzes the empowering consequences of being physically active.	6 – Identifies components of physical activity that provide opportunities for reducing stress and for social interaction. 7 –Identifies positive mental and emotional aspects of participating in a variety of physical activities.
<i>Challenge</i>		
S5.M3 Challenge	Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.	6 – Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, or modifying the task. 7 –Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge.

DRAFT COPY JANUARY 2015

Standard 5	6-8 Outcome	Examples and Explanations
<i>Recognizes the Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression, and/or Social Interaction. Self-Expression/Enjoyment</i>		
<i>S5.M4</i> <i>Self-Expression/Enjoyment</i>	Discusses how enjoyment could be increased in self-selected physical activities.	6– Describes how moving competently in a physical activity setting creates enjoyment. 7 –Identifies why self-selected physical activities create enjoyment.
<i>S5.M5</i> <i>Self-Expression/Enjoyment</i>	Identifies and participates in an enjoyable activity that prompts individual self-expression.	6– Identifies how self-expression and physical activity are related. 7 –Explains the relationship between self-expression and lifelong enjoyment through physical activity.
<i>Social Interaction</i>		
<i>S5.M6</i> Social Interaction	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.	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.

DRAFT COPY JANUARY 2015

Standard 5	High School Outcome	Examples and Explanations
<i>Recognizes the Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression, and/or Social Interaction. Health</i>		
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.	
<i>Challenge</i>		
S5.H2.L2 Challenge	Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.	
<i>Self-Expression/Enjoyment</i>		
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.	

DRAFT COPY JANUARY 2015

Standard 5	High School Outcome	Examples and Explanations
<i>Recognizes the Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression, and/or Social Interaction. Social Interaction</i>		
S5.H2.L1 Social Interaction	Shows respect and acceptance of others with varying ability levels to support a cooperative learning environment.	
S5.H2.L2 Social Interaction	Participates in inclusive programs that combine students of all ability levels.	

DRAFT