Arizona Standards for K-12 Physical Education

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

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

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

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

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

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

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

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

The following terms are used throughout the standards:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Standard 2	High School Outcomes
Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Movement Concepts (continued)	
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.