

# Arizona Standards for K-12 Physical Education

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

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

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

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

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

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

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

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

The following terms are used throughout the standards:

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

### Grade Band Outcomes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Standard 1	High School Outcomes
<b><i>Demonstrates competency in a variety of motor skills and movement patterns.</i></b>	
<b>S1.H1.L1</b> <b>Lifetime Activities</b>	Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).
<b>S1.H1.L2</b> <b>Lifetime Activities</b>	Refines activity-specific movement skills in one or more lifetime activities. (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games)
<b><i>Dance and Rhythms</i></b>	
<b>S1.H2. L1</b> <b>Dance and Rhythms</b>	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.).
<b>S1.H2. L2</b> <b>Dance and Rhythms</b>	Demonstrates competency in dance forms and rhythmic movements by choreographing a dance, designing a workout routine or by giving a performance.

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