

# Physical Education

## OREGON CORE STANDARDS<sup>1</sup>

In 2008, the U.S. Department of Health and Human Services (HHS) released the first comprehensive guidelines on physical activity for all Americans and included key recommendations for children and adolescents. HHS recommended children and adolescents be physically active at least 60 minutes daily and should participate in activities that are mostly moderate to vigorous in intensity, and muscle and bone-strengthening. Physical Education is the cornerstone to a comprehensive school effort to increase the physical activity level of students.

High-quality physical education is characterized by standards-based instruction and includes moderate-to-vigorous physical activity for at least 50 percent of the class time, but not at the expense of skill development or high-quality instruction; follows appropriate instruction practices; and is developmentally appropriate to students' physical, cognitive and social needs of children (NASPE, 2003).

**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.

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<sup>1</sup> SHAPE America. (2013). *Grade-level outcomes for K-12 physical education*. Reston, VA: Author.

# Physical Education

## KINDERGARTEN GRADE-LEVEL OUTCOMES

**Note:** Swimming skills and water-safety activities should be taught if facilities permit.

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

PE.1.K.1: Performs locomotor skills (hopping, galloping, sliding, skipping) while maintaining balance.

PE.1.K.2: Performs jumping & landing actions with balance.

*Note: This outcome applies to both horizontal and vertical jumping & landing*

PE.1.K.3: Performs locomotor skills in response to teacher-led creative rhythmic activities.

PE.1.K.4: Maintains momentary stillness on different bases of support.

PE.1.K.5: Forms wide, narrow, curled & twisted body shapes.

PE.1.K.6: Rolls sideways in a narrow body shape.

PE.1.K.7: Contrasts the actions of curling & stretching.

PE.1.K.8: Throws underhand with opposite foot forward.

PE.1.K.9: Drops a ball and catches it before it bounces twice.

PE.1.K.10: Catches a large ball tossed by a skilled thrower.

PE.1.K.11: Dribbles a ball with one hand, attempting the second contact.

PE.1.K.12: Taps a ball using the inside of the foot, sending it forward.

PE.1.K.13: Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a mature kicking pattern.

PE.1.K.14: Volleys a light-weight object (balloon), sending it upward.

PE.1.K.15: Strikes a lightweight object with a paddle or short-handled racket.

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

PE.2.K.1: Differentiates between movement in personal (self-space) & general space.

PE.2.K.2: Moves in personal space to a rhythm.

PE.2.K.3: Travels in 3 different pathways.

PE.2.K.4: Travels in general space with different speeds.

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

PE.3.K.1: Identifies active-play opportunities outside physical education class.

PE.3.K.2: Actively participates in physical education class.

PE.3.K.3: Recognizes that when you move fast, your heart beats **faster** and you breathe faster.<sup>2</sup>

PE.3.K.4: Recognizes that food provides energy for physical activity.

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<sup>2</sup> NASPE. (2012). *Instructional framework for fitness education in physical education [Guidance Document]*. Reston, VA: Author. (p.14).

# Physical Education

## KINDERGARTEN (CONTINUED)

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

- PE.4.K.1: Follows directions in group settings (e.g., safe behaviors, following rules, taking turns).
- PE.4.K.2: Acknowledges responsibility for behavior when prompted.
- PE.4.K.3: Follows instruction/ directions when prompted.
- PE.4.K.4: Shares equipment and space with others.
- PE.4.K.5: Recognizes the established protocol for class activities.
- PE.4.K.6: Follows teacher directions for safe participation and proper use of equipment with minimal reminders.

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

- PE.5.K.1: Recognizes that physical activity is important for good health.
- PE.5.K.2: Acknowledges that some physical activities are challenging/difficult.
- PE.5.K.3: Identifies physical activities that are enjoyable.

# Physical Education

## GRADE ONE GRADE-LEVEL OUTCOMES

**Note:** Swimming skills and water-safety activities should be taught if facilities permit.

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

- PE.1.1.1: Hops and gallops using a mature pattern.
- PE.1.1.2: Demonstrates critical elements for jumping & landing in a horizontal plane using 2-foot take-offs & landings.
- PE.1.1.3: Demonstrates critical elements for jumping & landing in a vertical plane using 2-foot take-offs & landings.
- PE.1.1.4: Combines locomotor and non-locomotor skills in a teacher- designed rhythmic activities.
- PE.1.1.5: Maintains stillness on different bases of support with different body shapes.
- PE.1.1.6: Transfers weight from one body part to another in self- space in rhythmic activities and gymnastics environments.
- PE.1.1.7: Rolls with either a narrow or curled body shape.
- PE.1.1.8: Demonstrates twisting, curling, bending & stretching actions.
- PE.1.1.9: Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern.
- PE.1.1.10: Catches a soft object from a self-toss before it bounces.
- PE.1.1.11: Catches various sizes of balls self-thrown or tossed by a skilled thrower.
- PE.1.1.12: Dribbles continuously in self-space using the preferred hand.
- PE.1.1.13: Taps or dribbles a ball using the inside of the foot while walking in general space.
- PE.1.1.14: Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern.
- PE.1.1.15: Volleys an object with an open palm, sending it upward.
- PE.1.1.16: Strikes a ball with a short-handled implement, sending it upward.
- PE.1.1.17: Jumps forward or backward consecutively using a self-turned rope.
- PE.1.1.18: Jumps a long rope up to 5 times consecutively with teacher-assisted turning.

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

- PE.2.1.1: Moves in self-space and general space in response to designated beats/ rhythms.
- PE.2.1.2: Travels demonstrating low, middle and high levels.
- PE.2.1.3: Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through).
- PE.2.1.4: Differentiates between fast and slow speeds.
- PE.2.1.5: Differentiates between strong and light force.

# Physical Education

## GRADE ONE (CONTINUED)

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

- PE.3.1.1: Discusses the benefits of being active and exercising and/ or playing.
- PE 3.1.2: Actively engages in physical education class.
- PE.3.1.3: Identifies the heart as a muscle that grows stronger with exercise, play and physical activity.
- PE.3.1.4: Differentiates between healthy and unhealthy foods.

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

- PE.4.1.1: Follows the rules & parameters of the learning environment.
- PE.4.1.2: Accepts personal responsibility by using equipment and space appropriately.
- PE.4.1.3: Responds appropriately to general feedback from the teacher.
- PE.4.1.4: Works cooperatively with others in a variety of class environments (e.g., small and large groups).
- PE.4.1.5: Exhibits the established protocols for class activities.
- PE.4.1.6: Follows teacher directions for safe participation and proper use of equipment without teacher reminders.

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

- PE.5.1.1: Identifies physical activity as a component of good health.
- PE.5.1.2: Recognizes that challenge in physical activities can lead to success.
- PE.5.1.3: Describes positive feelings that result from participating in physical activities.
- PE.5.1.4: Discusses personal reasons (i.e., the “why”) for enjoying physical activities.

# Physical Education

## GRADE TWO GRADE-LEVEL OUTCOMES

**Note:** Swimming skills and water-safety activities should be taught if facilities permit.

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

- PE.1.2.1: Skips using a mature pattern.
- PE.1.2.2: Runs with a mature pattern.
- PE.1.2.3: Travels showing differentiation between jogging and sprinting.
- PE.1.2.4: Demonstrates critical elements for jumping & landing in a *horizontal* plane using a variety of 1- and 2-foot take-offs & landings.
- PE.1.2.5: Demonstrates critical elements for jumping & landing in a *vertical* plane using a variety of 1- and 2-foot take-offs & landings.
- PE.1.2.6: Performs a teacher- and/or student- designed rhythmic activity with correct response to simple rhythms.
- PE.1.2.7: Balances on different bases of support, combining levels and shapes.
- PE.1.2.8: Balances in an inverted position\* with stillness and supportive base.
- PE.1.2.9: Transfers weight from feet to different body parts/bases of support for balance and/or travel.<sup>3</sup>
- PE.1.2.10: Rolls in different directions with either a narrow or curled body shape.
- PE.1.2.11: Differentiates among twisting, curling, bending & stretching actions.
- PE.1.2.12: Combines balances and transfers into a - part movement sequence (i.e. dance, gymnastics, rhythmic sequence).
- PE.1.2.13: Throws underhand using a mature pattern.
- PE.1.2.14: Throws overhand, demonstrating 2 of the 5 critical elements of a mature pattern.
- PE.1.2.15: Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.
- PE.1.2.16: Dribbles in self-space with preferred hand demonstrating a mature pattern.
- PE.1.2.17: Dribbles using the preferred hand while walking in general space.
- PE.1.2.18: Dribbles with the feet in general space with control of ball and body.
- PE.1.2.19: Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern.
- PE.1.2.20: Volleys an object upward with consecutive hits.
- PE.1.2.21: Strikes an object upward with a short-handled implement, using consecutive hits.
- PE.1.2.22: Strikes a ball off a tee or cone with a bat, using correct grip and side orientation proper body orientation.
- PE.1.2.23: Jumps a self-turned rope consecutively forward and back-ward with a mature pattern.
- PE.1.2.24: Jumps a long rope 5 times consecutively with student turners.

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<sup>3</sup> Teachers must use differentiated instruction and developmentally appropriate practice tasks for individual learners when presenting transfers of weight from feet to other body parts.

\*Teachers must use differentiated instruction and developmentally appropriate practice tasks for individual learners when presenting transfers of weight from feet to other body parts

# Physical Education

## GRADE TWO (CONTINUED)

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

- PE.2.2.1: Combines locomotor skills in general space to a rhythm.
- PE.2.2.2: Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences.<sup>4</sup>
- PE.2.2.3: Varies time and force with gradual increases and decreases.

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

- PE.3.2.1: Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family).
- PE.3.2.2: Actively engages in physical education class in response to instruction and practice.
- PE.3.2.3: Uses own body as resistance (e.g., holds body in plank position, animal walks)<sup>5</sup> for developing strength.
- PE.3.2.4: Recognizes the “good health balance” of good nutrition with physical activity.

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

- PE.4.2.1: Practices skills with minimal teacher prompting.
- PE.4.2.2: Accepts responsibility for class protocols with behavior and performance actions.
- PE.4.2.3: Accepts positive specific corrective feedback from the teacher.
- PE.4.2.4: Works cooperatively with others in partner environments.
- PE.4.2.5: Exhibits the use of rules and etiquette in teacher-designed physical activities.
- PE.4.2.6: Works independently and safely in physical education.

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

- PE.4.2.1: Recognizes the value of “good health balance” (good nutrition with physical activity).
- PE.4.2.2: Identify physical activities that bring confidence and challenge.
- PE.4.2.3: Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks/games environment).

<sup>4</sup> NASPE. (1992). *Outcomes of quality physical education programs*. Reston, VA: Author. (p. 11).

<sup>5</sup> NASPE. (2012). *Instructional framework for fitness education in physical education [Guidance Document]*. Reston, VA: Author. (p.6).

# Physical Education

## GRADE THREE GRADE-LEVEL OUTCOMES

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

- PE.1.3.1: Leaps and slides using a mature pattern.
- PE.1.3.2: Runs with a mature pattern.
- PE.1.3.3: Varies time and force with gradual increases and decreases.
- PE.1.3.4: Jumps & lands in the horizontal planes using a mature pattern.
- PE.1.3.5: Jumps & lands in the vertical planes using a mature pattern.
- PE.1.3.6: Performs teacher- selected and developmentally appropriate rhythmic activity steps and movement patterns.
- PE.1.3.7: Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation.
- PE.1.3.8: Balances on different bases of support, demonstrating muscular tension and extensions of free body parts.
- PE.1.3.9: Transfers weight from feet to hands for momentary weight support.
- PE.1.3.10: Applies skill in general activity.
- PE.1.3.11: Moves into and out of a variety of balances with curling, twisting & stretching actions.
- PE.1.3.12: Combines balance and weight transfers with movement concepts to create and perform a dance or gymnastic and rhythmic sequences.
- PE.1.3.13: Throws underhand to a partner or target with reasonable accuracy.
- PE.1.3.14: Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in non-dynamic environments (closed skills), for distance and/or force.
- PE.1.3.15: Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern.
- PE.1.3.16: Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body.
- PE.1.3.17: Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body.
- PE.1.3.18: Passes & receives a ball with the insides of the feet to a stationary partner, "giving" on reception before returning the pass.
- PE.1.3.19: 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.
- PE.1.3.20: Uses a continuous running approach and kicks a stationary ball for accuracy.
- PE.1.3.21: 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.
- PE.1.3.22: Strikes an object with a short-handled implement, sending it forward over a low net or to a wall.
- PE.1.3.23: Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern.
- PE.1.3.24: 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.*

# Physical Education

## GRADE THREE (CONTINUED)

PE.1.3.25: Performs intermediate jump-rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes.

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

PE.2.3.1: Recognizes the concept of open spaces in a movement context.

PE.2.3.2: Recognizes locomotor skills specific to a wide variety of physical activities.

PE.2.3.3: Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher.

PE.2.3.4: Applies simple strategies & tactics in chasing activities.

PE.2.3.5: Applies simple strategies in fleeing activities.

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

PE.3.3.1: Charts participation in physical activities outside physical education class.

PE.3.3.2: Identifies physical activity benefits as a way to become healthier.

PE.3.3.3: Engages in the activities of physical education class without teacher prompting.

PE.3.3.4: Identifies the components of health-related physical fitness.<sup>6</sup>

PE.3.3.5: Recognizes the importance of warm-up & cool-down relative to vigorous physical activity.

PE.3.3.6: Completes health-related physical fitness assessments (pre and post) with teacher direction.<sup>7</sup>

PE.3.3.7: Identifies foods that are beneficial for before and after physical activity.

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

PE.4.3.1: Works independently for extended periods of time.

PE.4.3.2: Exhibits personal responsibility in teacher-directed activities.

PE.4.3.3: Accepts and implements positive specific corrective feedback from the teacher.

PE.4.3.4: Praises others for their success in movement performance.

PE.4.3.5: Exhibits the use of rules and etiquette in physical activity with peers.

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

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<sup>6</sup> NASPE. (2012). *Instructional framework for fitness education in physical education [Guidance Document]*. Reston, VA: Author. (p.16).

<sup>7</sup> Ibid

# **Physical Education**

## **GRADE THREE (Continued)**

- PE.5.3.1: Discusses the relationship between physical activity and good health.
- PE.5.3.2: Discusses the challenge that comes from learning a new physical activity.
- PE.5.3.3: Reflects on the reasons for enjoying selected physical activities.
- PE.5.3.4: Describes the positive social inter-actions that come when engaged with others in physical activity.

# Physical Education

## GRADE FOUR GRADE-LEVEL OUTCOMES

**Note:** Swimming skills and water-safety activities should be taught if facilities permit.

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

PE.1.4.1: Uses various locomotor skills in a variety of small- sided practice tasks, dance and educational gymnastics experiences.

PE.1.4.2: Runs for distance using a mature pattern.

PE.1.4.3: Uses jumping & landings specific to dance, educational gymnastics and/or small-sided practice tasks or games.

PE.1.4.4: Uses jumping & landings specific to dance, educational gymnastics and/or small-sided practice tasks or games.

*Note: This outcome applies to both horizontal and vertical jumping & landing.*

PE.1.4.5: Combines locomotor movement patterns to create and perform a rhythmic activity. Applies skill with cultural diversity in mind.

PE.1.4.6: Combines traveling with manipulative skills of dribbling, throwing, catching and striking in small-sided practice tasks and games.

PE.1.4.7: Balances on different bases of support on apparatus, demonstrating levels and shapes.

PE.1.4.8: Transfers weight from feet to hands, varying speed and using large extensions (e.g., kick, handstand, cartwheel).

PE.1.4.9: Applies skill in general activity.

PE.1.4.10: Moves into and out of balances on apparatus with curling, twisting & stretching actions.

PE.1.4.11: Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner.

PE.1.4.12: Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus.

PE.1.4.13: Throws underhand to a large target with accuracy.

PE.1.4.14: Throws overhand using a mature pattern in non-dynamic environments (closed skills).

PE.1.4.15: Throws overhand to a partner or at a target with accuracy at a reasonable distance.

PE.1.4.16: Throws to a moving partner with reasonable accuracy in a non-dynamic environment (closed skills).

PE.1.4.17: 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).

PE.1.4.18: Dribbles in self-space with both the preferred and the non-preferred hand using a mature pattern.

PE.1.4.19: Dribbles with control of ball while moving through space using a mature pattern.

PE.1.4.20: Dribbles with the feet while moving through space with control of ball and body while increasing and decreasing speed.

PE.1.4.21: Applies skill from third grade outcome in small-sided practice tasks.

PE.1.4.22: Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting).

# Physical Education

## GRADE FOUR (CONTINUED)

- PE.1.4.23: Kicks along the ground and in the air using mature patterns.
- PE.1.4.24: Volleys underhand using a mature pattern, in a dynamic environment.
- PE.1.4.25: Volleys a ball with a 2-hand overhead pattern, sending it upward, using a mature pattern.
- PE.1.4.26: Strikes an object with a short-handled implement while demonstrating a mature pattern.
- PE.1.4.27: Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall.
- PE.1.4.28: Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis racket, badminton racket), while using mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through).
- PE.1.4.29: Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice-task environments.
- PE.1.4.30: Performs intermediate and advanced jump-rope skills for both long and short ropes.

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

- PE.2.4.1: Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling).
- PE.2.4.2: Applies the concept of closing spaces in small-sided practice tasks.
- PE.2.4.3: Dribbles in general space with changes in direction and speed.
- PE.2.4.4: Combines movement concepts with skills in small-sided practice tasks, gymnastics and/or rhythmic environments.
- PE.2.4.5: Applies the movement concepts of speed, endurance and pacing for running.
- PE.2.4.6: Applies the concepts of direction and force when striking an object with a short and/or long-handled implement, sending it toward a designated target.
- PE.2.4.7: Applies simple offensive strategies and tactics in chasing and fleeing activities.
- PE.2.4.8: Applies simple defensive strategies/tactics in chasing and fleeing activities.
- PE.2.4.9: Recognizes the types of kicks needed for different games and sports situations.

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

- PE.3.4.1: Analyzes opportunities for participating in physical activity outside physical education class.
- PE.3.4.2: Actively engages in the activities of physical education class, both teacher-directed and independent.
- PE.3.4.3: Identifies the health related components of physical fitness and provides examples of physical activities to enhance those components.
- PE.3.4.4: Demonstrates warm-up & cool-down relative to the cardiovascular fitness assessment.

# Physical Education

## GRADE FOUR (CONTINUED)

- PE.3.4.5: Completes health-related physical fitness assessments (pre- & post-).
- PE.3.4.6: Identifies areas of needed remediation from personal health-related physical fitness test and, with teacher assistance, identifies strategies for progress in those areas.
- PE.3.4.7: Discusses the importance of hydration and hydration choices relative to physical activities.

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

- PE.4.4.1: Exhibits responsible behavior in independent group situations.
- PE.4.4.2: Reflects on personal social behavior in physical activity.
- PE.4.4.3: Listens respectfully to corrective feed-back from others (e.g., peers, adults).
- PE.4.4.4: Explain and demonstrate safety, rules, procedures, and etiquette to be followed during participation in physical activities.
- PE.4.4.5: Works safely with peers and equipment in physical activity settings.

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

- PE.5.4.1: Examines the health benefits of participating in physical activity.

# Physical Education

## GRADE FIVE GRADE-LEVEL OUTCOMES

By the end of Grade 5, the learner will demonstrate competence in fundamental motor skills and selected combinations of skills; use basic movement concepts in dance, gymnastics and small-sided practice tasks; identify basic health-related fitness concepts; exhibit acceptance of self and others in physical activities; and identify the benefits of physically active lifestyle.

**Note:** Swimming skills and water-safety activities should be taught if facilities permit.

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

- PE.1.5.1: Demonstrates mature patterns of locomotor and manipulative skills in a variety of dynamic small-sided practice tasks, gymnastics and/or rhythmic activities.
- PE.1.5.2: Uses appropriate pacing for a variety of running distances.
- PE.1.5.3: Combines jumping & landing patterns with locomotor and manipulative skills in dance, educational gymnastics and/or small-sided practice tasks and games.
- PE.1.5.4: Combines jumping & landing patterns with locomotor and manipulative skills in dance, educational gymnastics and/or small-sided practice tasks and games.  
*Note: This outcome applies to both horizontal and vertical jumping & landing.*
- PE.1.5.5: Combines locomotor movement patterns to create and perform a rhythmic activity. Applies skill with cultural diversity in mind.
- PE.1.5.6: Applies skills listed in fourth grade outcome in game situations. [traveling with manipulative skills of dribbling, throwing, catching and striking in small-sided practice tasks and games.]
- PE.1.5.7: Combines balance and transferring weight in a gymnastics sequence or rhythms with a partner.
- PE.1.5.8: Transfers weight in gymnastics and/or rhythmic environments.
- PE.1.5.9: Applies skill in general activity [weight transfer, rolling].
- PE.1.5.10: Performs curling, twisting & stretching actions with correct application in dance, gymnastics, small-sided practice tasks in games environments.
- PE.1.5.11: Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform rhythms with a group.
- PE.1.5.12: Throws overhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects.
- PE.1.5.13: Throws overhand to a large target with accuracy.
- PE.1.5.14: Throws with accuracy, both partners moving.
- PE.1.5.15: Throws with reasonable accuracy in dynamic, small-sided practice tasks.
- PE.1.5.16: Catches with competency, both partners moving.
- PE.1.5.17: Catches with reasonable competency in dynamic, small-sided practice tasks.
- PE.1.5.18: Combines hand dribbling with other skills during practice tasks.
- PE.1.5.19: Combines foot dribbling with other skills in practice tasks.
- PE.1.5.20: Passes with the feet using a mature pattern as both partners travel.
- PE.1.5.21: Receives a pass with the foot using a mature pattern as both partners travel.
- PE.1.5.22: Dribbles with hands or feet with mature patterns in a variety of small-sided game forms.
- PE.1.5.23: Demonstrates mature patterns in kicking and/or punting in small-sided practice task environments.

# Physical Education

## GRADE FIVE (CONTINUED)

- PE.1.5.24: Applies underhand volley skill in small sided practice tasks.
- PE.1.5.25: Volleys a ball using a 2-hand overhead pattern, sending it upward to a target.
- PE.1.5.26: 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.
- PE.1.5.27: Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game.
- PE.1.5.28: Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball).
- PE.1.5.29: Create and perform a jump-rope routine with either a short or long rope.

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

- PE.2.5.1: Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance and/or games environments.
- PE.2.5.2: Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics and/or dance with self-direction.
- PE.2.5.3: Applies movement concepts of speed, endurance and pacing in general situations.
- PE.2.5.4: Applies concepts of direction and force when striking an object with a short and/or long-handled implement, sending it toward a designated target in general situations.
- PE.2.5.5: Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, rhythms and gymnastics.
- PE.2.5.6: Applies basic offensive and defensive strategies/tactics in invasion small-sided practice tasks.
- PE.2.5.7: Applies basic offensive and defensive strategies & tactics in net/wall small-sided practice tasks.
- PE.2.5.8: Recognizes the type of throw, volley or striking action needed for different games & sports situations.

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

- PE.3.5.1: Charts and analyzes physical activity out-side physical education class for fitness benefits of activities.
- PE.3.5.2: Actively engages in all the activities of physical education.
- PE.3.5.3: Identify and assess the health-related components of fitness.
- PE.3.5.4: Identifies the need for warm-up & cool-down relative to various physical activities.
- PE.3.5.5: Applies the following skills in general situations: Completes health-related physical fitness assessments (pre- & post-) and identifies areas of needed remediation from personal health-related physical fitness test and, with teacher assistance, identifies strategies for progress in those areas.
- PE.3.5.6: Analyzes the impact of food choices relative to physical activity, youth sports & personal health.

# Physical Education

## GRADE FIVE (CONTINUED)

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

- PE.4.5.1: Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).
- PE.4.5.2: Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities.
- PE.4.5.3: Exhibits respect for self with appropriate behavior while engaging in physical activity.
- PE.4.5.4: Gives corrective feedback respectfully to peers.
- PE.4.5.5: Applies skills of accepting and respecting players of all skill levels to general physical activity.
- PE.4.5.6: Applies skills of safety, rules, procedures, and etiquette in general physical activities.
- PE.4.5.7: Applies safety principles with age-appropriate physical activities.

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

- PE.5.5.1: Compares the health benefits of participating in selected physical activities.
- PE.5.5.2: Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.
- PE.5.5.3: Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport).

# Physical Education

## GRADE SIX GRADE-LEVEL OUTCOMES

**Note:** Swimming skills and water-safety activities should be taught if facilities permit.

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

- PE.1.6.1: Demonstrates correct rhythm and pattern for one of the following rhythms forms: folk, social, creative, line or world dance.
- PE.1.6.2: Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as basketball, flag foot-ball, speedball or team handball.
- PE.1.6.3: Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks.
- PE.1.6.4: Demonstrates the mature form with an underhand serve with control for net/wall games such as badminton, volleyball or pickleball in a practice task.
- PE.1.6.5: Demonstrates the mature form of the forehand stroke in net games in a practice task.
- PE.1.6.6: Forehand-volleys with a mature form and control using a short-handled implement.
- PE.1.6.7: Demonstrates correct technique for basic skills in one self-selected outdoor activity.  
*(See end of Middle School section for examples)*
- PE.1.6.8: Availability of facilities will dictate when swimming and water safety are offered in the curriculum.

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

- PE.2.6.1: 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).
- PE.2.6.2: Identifies and/or executes at least 1 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.
- PE.2.6.3: Reduces open space on defense by marking and staying close to the opponent.
- PE.2.6.4: Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass in a practice task.
- PE.2.6.5: Transitions from offense to defense or defense to offense by recovering quickly.
- PE.2.6.6: Creates open space in net/wall games by varying force and direction.
- PE.2.6.7: Reduces offensive options for opponents by returning to mid-court position.
- PE.2.6.8: Selects appropriate shot and/or equipment based on location of the object in relation to the target.
- PE.2.6.9: Identifies the correct defensive play based on the situation (e.g., number of outs).
- PE.2.6.10: Makes appropriate decisions based on the weather, level of difficulty due to conditions or ability to ensure safety of self and others.

# Physical Education

## GRADE SIX (CONTINUED)

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

- PE.3.6.1: Is able to identify three influences on physical activity (e.g., school, family & peers; community & built environment; policy).
- PE.3.6.2: Participates in self-selected physical activity outside of physical education class.
- PE.3.6.3: Participates in a variety of cardiovascular/aerobic fitness activities.
- PE.3.6.4: Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities.
- PE.3.6.5: Identifies the components of skill-related fitness.
- PE.3.6.6: Employs correct techniques and methods of stretching.<sup>8</sup>
- PE.3.6.7: 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).
- PE.3.6.8: Describes the role of warm-ups and cool-downs before and after physical activity.
- PE.3.6.9: Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale.<sup>9</sup>
- PE.3.6.10: Identifies major muscles used in selected physical activities.<sup>10</sup>
- PE.3.6.11: Identify areas of weakness based on the results of health-related fitness assessment.
- PE.3.6.12: Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels.<sup>11</sup>
- PE.3.6.13: Identifies positive and negative results of stress and appropriate ways of dealing with each.<sup>12</sup>

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

- PE.4.6.1: Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors.
- PE.4.6.2: Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.
- PE.4.6.3: Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.
- PE.4.6.4: Cooperates with a small group of classmates during all class activities under teacher guidance.
- PE.4.6.5: Identifies the rules and etiquette for physical activities/games and dance activities.

<sup>8</sup> NASPE. (2012). *Instructional framework for fitness education in physical education [Guidance Document]*. Reston, VA: Author. (p.7).

<sup>9</sup> Ibid., p. 14.

<sup>10</sup> Ibid., p. 13.

<sup>11</sup> Ibid., p. 42.

<sup>12</sup> Ibid., p. 35.

# Physical Education

## GRADE SIX (CONTINUED)

PE.4.6.6: Uses physical activity and fitness equipment appropriately and safely, *with the teacher's guidance*.

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

PE.5.6.1: Describes how being physically active leads to a healthy body.

PE.5.6.2: Identifies components of physical activity that provide opportunities for reducing stress and for social interaction.

PE.5.6.3: Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback and/or modifying the tasks.

PE.5.6.4: Describes how moving in a physical activity setting creates enjoyment.

PE.5.6.5: Demonstrates respect for self and others by following the rules, encouraging others and playing in the spirit of the game or activity.

# Physical Education

## GRADE SEVEN GRADE-LEVEL OUTCOMES

**Note:** Swimming skills and water-safety activities should be taught if facilities permit.

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

PE.1.7.1: Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line or world dance.

PE.1.7.2: Passes and receives with feet in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as soccer or speedball.

**Note:** For operational definitions and examples of activity types, see end of middle school section.

PE.1.7.3: Dribbles with dominant and non-dominant hands or feet using a change of speed and direction in a variety of practice tasks.

PE.1.7.4: Demonstrates the mature form with an underhand or overhand serve with control for net/wall games such as badminton, volleyball or pickleball in a practice task.

PE.1.7.5: Demonstrates the mature form of the backhand stroke in net games in a practice task.

PE.1.7.6: Two-hand-volleys with control in a variety of practice tasks.

PE.1.7.7: Demonstrates correct technique for basic skills in one outdoor or individual-performance activity.

PE.1.7.8: Availability of facilities will dictate when swimming and water safety are offered in the curriculum.

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

PE.2.7.1: Reduces open space by using locomotor movements (e.g., walking, running, jumping and landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal).

PE.2.7.2: Identifies and/or executes at least two of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give and go.

PE.2.7.3: Reduces open space on defense by making the body larger and reducing passing angles.

PE.2.7.4: Reduces open space by not allowing the catch (denial) or anticipating the speed of the object and person for the purpose of interception or deflection in practice tasks or modified game play.

PE.2.7.5: Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates.

PE.2.7.6: Creates open space in net/wall games by varying force and direction, and by moving opponent from side to side.

PE.2.7.7: Selects offensive shot based on opponent's location (hit where opponent is not).

PE.2.7.8: Varies the speed of the shot based on location of the object in relation to the target.

# Physical Education

## GRADE SEVEN (CONTINUED)

- PE.2.7.9: Selects the correct defensive play based on the situation (e.g., number of outs).  
PE.2.7.10: Makes appropriate decisions based on the weather, level of difficulty due to conditions or ability to ensure safety of self and others.

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

- PE.3.7.1: Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.  
PE.3.7.2: Participates in self-selected physical activity outside of physical education class.  
PE.3.7.3: Participates in a variety of strength-fitness and endurance-fitness activities.  
PE.3.7.4: Participates in a variety of lifetime dual and individual sports, martial arts or aquatic activities.  
PE.3.7.5: Distinguishes between health-related and skill-related fitness.<sup>13</sup>  
PE.3.7.6: Describes and demonstrates the difference between dynamic and static stretches.<sup>14</sup>  
PE.3.7.7: Describes 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.<sup>15</sup>  
PE.3.7.8: Designs a warm-up/cool-down regimen for a self-selected physical activity.  
PE.3.7.9: Defines how the RPE Scale (Borg Rating of Perceived Exertion (RPE) Scale) can be used to determine the perception of the work effort or intensity of exercise.<sup>16</sup>  
PE.3.7.10: Describes how the muscular system interacts with bones to create movement in pairs by relaxing and contracting.<sup>17</sup>  
PE.3.7.11: Design a program of remediation based on the results of personal health-related fitness assessment.  
PE.3.7.12: Develops strategies for balancing healthy food, snacks and water intake, along with daily physical activity.<sup>18</sup>  
PE.3.7.13: Practices strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise.<sup>19</sup>

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

- PE.4.7.1: Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates.

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<sup>13</sup> NASPE. (2012). *Instructional framework for fitness education in physical education [Guidance Document]*. Reston, VA: Author. (p.16).

<sup>14</sup> Ibid.

<sup>15</sup> Ibid., p. 17.

<sup>16</sup> Ibid., p. 14.

<sup>17</sup> Ibid.

<sup>18</sup> Ibid., p. 45.

<sup>19</sup> Ibid., p. 35.

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## GRADE SEVEN (CONTINUED)

PE.4.7.2: Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills.

PE.4.7.3: Demonstrates cooperation skills by following established rules and guidelines for resolving conflicts.

PE.4.7.4: Problem-solves with a small group of classmates during all class activities with limited teacher guidance.

PE.4.7.5: Demonstrates knowledge of rules and etiquette by self-officiating, or modifying physical activities/games or rhythmic activities.

PE.4.7.6: *Independently* uses physical activity and exercise equipment appropriately and safely.

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

PE.5.7.1: Identifies different types of physical activities and describes how each exerts a positive effect on health.

PE.4.7.2: Identifies positive mental and emotional aspects of participating in a variety of physical activities.

PE.4.7.3: Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge.

PE.4.7.4: Identifies why self-selected physical activities create enjoyment.

PE.4.7.5: Demonstrates the importance of social interaction by helping and encouraging others, providing support to classmates.

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## GRADE EIGHT GRADE-LEVEL OUTCOMES

By the end of Grade 8, the learner will apply tactics and strategies to modified game play; demonstrate fundamental movement skills in a variety of contexts; design and implement a health-enhancing fitness program; participate in self-selected physical activity; cooperate with and encourage classmates; accept individual differences and demonstrate inclusive behaviors; and engage in physical activity for enjoyment and self-expression.

**Note:** Swimming skills and water-safety activities should be taught if facilities permit.

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

- PE.1.8.1: Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group.
- PE.1.8.2: Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment.
- PE.1.8.3: Catches with a mature pattern from a variety of trajectories appropriate to the activity in a dynamic environment.
- PE.1.8.4: Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed
- Note:** For operational definitions and examples of activity types, see end of high school section and/or level with competency in invasion games such as lacrosse or hockey (floor, field, ice).
- PE.1.8.5: Dribbles with dominant and non-dominant hands or feet using a change of speed and direction in a dynamic environment.
- PE.1.8.6: Shoots on goal with power and accuracy as appropriate to the activity in a dynamic environment.
- PE.1.8.7: Executes a legal underhand or overhand serve for net/wall games such as pickleball, tennis, badminton, or volleyball in a dynamic environment.
- PE.1.8.8: Demonstrates the mature form of forehand and backhand strokes in net games with power and accuracy in a dynamic environment.
- PE.1.8.9: Two-hand-volleys with control in a dynamic environment.
- PE.1.8.10: Demonstrates correct technique for basic skills in at least 2 outdoor/individual-performance activities.
- PE.1.8.11: Availability of facilities will dictate when swimming and water safety are offered in the curriculum.

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

- PE.2.8.1: Opens and closes space during small-sided game play by combining locomotor movements with movement concepts.
- PE.2.8.2: 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; give & go.

## GRADE EIGHT (CONTINUED)

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- PE.2.8.3: Adjusts open space on defense by staying on the goal side of the offensive player and reducing the distance as needed.
- PE.2.8.4: Reduces open space by not allowing the catch (denial) **or** anticipating the speed of the object and person for the purpose of interception or deflection in a modified game play.
- PE.2.8.5: Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage.
- PE.2.8.6: Creates open space in net/wall games by varying force or direction, or by moving opponent from side to side and/or forward and back.
- PE.2.8.7: Varies placement, force and timing of return of offensive shot.
- PE.2.8.8: Varies the speed and trajectory of the shot based on location of the object in relation to the target.
- PE.2.8.9: Identifies open spaces and attempts to strike object into that space. Examples of field/striking games include: softball, kickball, etc.
- PE.2.8.10: Reduces open spaces in the field by working with teammates to maximize coverage.
- PE.2.8.11: Makes appropriate decisions based on the weather, level of difficulty due to conditions or ability to ensure safety of self and others.

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

- PE.3.8.1: Develops a plan to address one of the barriers within one's family, school or community to maintaining a physically active lifestyle.
- PE.3.8.2: Participates in self-selected physical activity outside of physical education class.
- PE.3.8.3: Plans and implements a program of cross-training to include aerobic, strength & endurance and flexibility training.
- PE.3.8.4: Participates in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day.
- PE.3.8.5: Compares and contrasts health-related fitness components.<sup>20</sup>
- PE.3.8.6: Employs a variety of appropriate static stretching techniques for all major muscle groups.
- PE.3.8.7: Uses the overload principle (FITT formula) in preparing a personal workout.<sup>21</sup>
- PE.3.8.8: Designs and implements a warm-up/cool-down regimen for a self-selected physical activity.
- PE.3.8.9: Defines how the RPE Scale (Borg Rating of Perceived Exertion (RPE) Scale) can be used to determine the perception of the work effort or intensity of exercise.
- PE.3.8.10: Explains how major muscle groups interact with other body systems during physical activity.<sup>22</sup>
- PE.3.8.11: Designs and implements a program of remediation for areas of weakness based on the results of personal health-related fitness assessment.

<sup>20</sup> NASPE. (2012). *Instructional framework for fitness education in physical education [Guidance Document]*. Reston, VA: Author. (p.16).

<sup>21</sup> Ibid.

<sup>22</sup> Ibid.

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## GRADE EIGHT (CONTINUED)

- PE.3.8.12: Describes the relationship between poor nutrition and health risk factors.
- PE.3.8.13: Demonstrates basic movements used in other stress-reducing activities such as yoga and tai chi.

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

- PE.4.8.1: Exhibits responsibility for self and promotes responsibility in others.
- PE.4.8.2: Provides encouragement and feedback to peers without prompting from the teacher.
- PE.4.8.3: Responds appropriately to participants' ethical and unethical behavior during physical activity by using established rules and guidelines for resolving conflicts.
- PE.4.8.4: Cooperates with classmates on problem-solving initiatives using self-directed behaviors.
- PE.4.8.5: Applies rules and etiquette by acting as an official or modifying physical activities/games and rhythmic activities.
- PE.4.8.6: Independently uses physical activity and fitness equipment appropriately, and *identifies specific safety concerns* associated with the activity.

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

- PE.5.8.1: Identifies different types of physical activities and describes how each exerts a positive effect on health.
- PE.4.8.2: Identifies positive mental and emotional aspects of participating in a variety of physical activities.
- PE.4.8.3: Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge.
- PE.4.8.4: Identifies why self-selected physical activities create enjoyment.
- PE.4.8.5: Demonstrates the importance of social interaction by helping and encouraging others, providing support to classmates.

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## HIGH SCHOOL OUTCOMES

By the end of high school, the learner will be college/career-ready, as demonstrated by the ability to plan and implement different types of personal fitness programs; demonstrate competency in two or more lifetime activities; describe key concepts associated with successful participation in physical activity; model responsible behavior while engaged in physical activity; and engage in physical activities that meet the need for self-expression, challenge, social interaction and enjoyment.

**Note:** High school outcomes have been organized into two levels.

**Level 1** indicates the minimum knowledge and skills that students must attain to be college/ career-ready.

**Level 2** allows students to build on Level 1 competencies by augmenting knowledge and skills considered desirable for college/career readiness.

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

PE.1.HS.1:

*Level 1:*

Demonstrates competency in two or more categories for lifetime activities. Categories: (Aerobic/cardiovascular activities, outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).

*Level 2:*

Refines activity-specific movement skills in one or more lifetime activities (Aerobic/cardiovascular activities, outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games)

PE.1.HS.2:

*Level 1*

Demonstrates competency in rhythmic activities used in cultural and social occasions, or demonstrates competency in one form of rhythmic activities (e.g., ballet, modern, hip hop, tap, tabata, step aerobics, cardio drumming, vinyasa yoga, zumba, etc ).

*Level 2*

Demonstrates competency in a form of rhythmic activities by choreographing a rhythmic activities or by giving a performance.

PE.1.HS.3:

*Level 1*

Demonstrates competency of specialized skills in health-related fitness activities through addressing 1 or more components of fitness. Components of fitness include: muscular strength, muscular endurance, cardiovascular-respiratory endurance, body composition, and flexibility.

*Level 2*

Demonstrates competency of specialized skills in health-related fitness activities through addressing 2 or more components of fitness. Components of fitness include: muscular

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strength, muscular endurance, cardiovascular-respiratory endurance, body composition, and flexibility.

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

PE.2.HS.1:

*Level 1*

Identifies and defines the terminology associated with aerobic/cardio-respiratory activities, outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games.<sup>23</sup>

*Level 2*

Understands and applies the terminology associated with aerobic/cardio-respiratory activities, outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games.<sup>24</sup>

PE.2.HS.2:

*Level 1*

Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a self-selected skill.

*Level 2*

Describes the speed/accuracy trade-off in a self-selected skill.

PE.2.HS.3:

*Level 1*

Creates a practice plan to improve performance for a self-selected skill.

*Level 2*

Identifies the stages of learning a motor skill (e.g. cognitive (verbal), associative, and autonomous).<sup>25</sup>

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

PE.3.HS.1:

*Level 1*

Discusses the benefits of a physically active lifestyle.

*Level 2*

Create and implement a plan to be physically active 60 minutes a day.

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<sup>23</sup> *Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles.* [www.edu.gov.mb.ca/k12/cur/physhlth/grade\\_10.htm-1?print](http://www.edu.gov.mb.ca/k12/cur/physhlth/grade_10.htm-1?print), accessed 1/9/12.

<sup>24</sup> Ibid.

<sup>25</sup> Wulf, Gabriele. *Attention and Motor Skill Learning.* 2007:Human Kinetics

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## PE.3.HS.2:

### *Level 1*

Evaluates activities that can be pursued in the local environment based on social support network and participation requirements.

### *Level 2*

If the outcome was not achieved in Level 1, it should be a focus in Level 2.

## PE.3.HS.3:

### *Level 1*

Understand the ways in which personal characteristics, performance styles, and activity preferences will change over the life span as it relates to physical activity.

### *Level 2*

Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings.

## PE.3.HS.4:

### *Level 1*

Participates several times a week in a self-selected lifetime activity, rhythmic activities or fitness activity outside of the school day.

### *Level 2*

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).

## PE.3.HS.5:

### *Level 1*

Identifies strength and conditioning exercises that develops balance and opposing muscle groups (agonist-antagonist) and supports a healthy, active lifestyle.

### *Level 2*

Designs and implements a strength and conditioning program that develops balance and opposing muscle groups (agonist-antagonist) and supports a healthy, active lifestyle.

## PE.3.HS.6:

### *Level 1*

Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion).<sup>26</sup>

### *Level 2*

Identifies the structure of skeletal muscle and fiber types as they relate to muscle development.<sup>27</sup>

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<sup>26</sup> Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles. [www.edu.gov.mb.ca/k12/cur/physhlth/grade\\_9.html?print](http://www.edu.gov.mb.ca/k12/cur/physhlth/grade_9.html?print), accessed 1/9/12.

<sup>27</sup> Ibid.

# Physical Education

PE.3.HS.7:

*Level 1*

Calculates target heart rate and applies that information to personal fitness plan to understand rate of perceived exertion.

*Level 2*

Adjusts pacing to keep heart rate in the target zone, using technology (e.g., pedometer, heart rate monitor) if available, to self-monitor aerobic intensity.

PE.3.HS.8:

*Level 1*

Understand the meaning of physical fitness and design a personal fitness program, including all components of health-related fitness for post physical education class.

*Level 2*

Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals.<sup>28</sup>

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

PE.4.HS.1:

*Level 1*

Understands personal factors and barriers that impact participation.

*Level 2*

Employs effective self-management skills to evaluate personal factors and barriers that impact participation and modifies physical activity patterns, as needed.

PE.4.HS.2:

*Level 1*

Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity.

*Level 2*

Apply conflict resolution strategies in appropriate ways and analyze potential consequences when confronted with unsportsmanlike behavior.

PE.4.HS.3:

*Level 1*

Uses communication skills and strategies that promote team/ group dynamics.

*Level 2*

Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting

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<sup>28</sup> Superintendent of Public Instruction. (2008). *Washington State k-12 health and fitness learning standards*. Olympia, WA: Author. (p. 101).

# Physical Education

PE.4.HS.4:

*Level 1*

Demonstrate respect for all individual differences, including gender, ethnicity, and physical ability during physical activity.

*Level 2*

Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects.

PE.4.HS.5:

*Level 1*

Applies best practices for participating safely in physical activity and exercise (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

*Level 2*

If the outcome was not achieved in Level 1, it should be a focus in Level 2.

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

PE.5.HS.1:

*Level 1*

Analyzes the health benefits of a self-selected physical activity.

*Level 2*

*If the outcome was not achieved in Level 1, it should be a focus in Level 2.*

PE.5.HS.2:

*Level 1*

Challenge is a focus in level 2.

*Level 2*

Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.<sup>29</sup>

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<sup>29</sup> (Ohio) Physical Education Standards: Grade Band Overview by Standard and Organizers. (p. 115).

# Physical Education

## Operational Definition of Activity Categories<sup>30</sup>

**Outdoor Pursuits:** The outdoor environment is an important factor in student engagement in the activity. Activities might include, but are not limited to recreational boating (e.g., kayaking, canoeing, sailing, rowing), hiking, backpacking, fishing, orienteering/geocaching, ice skating, skateboarding, snow or water skiing, snowboarding, snowshoeing, surfing, bouldering/traversing/climbing, mountain biking, adventure activities and ropes courses. Selection of activities depends on the environmental opportunities within the geographical region.

**Fitness Activities:** Activities with a focus on improving or maintaining fitness and might include, but are not limited to yoga, Pilates, resistance training, spinning, running, fitness walking, fitness swimming, kickboxing, cardio-kick, Zumba and exergaming.

**Dance & Rhythmic Activities:** Activities that focus on dance or rhythms and might include, but are not limited to dance forms such as creative movement/dance, ballet, modern, ethnic/folk, hip hop, Latin, line, ballroom, social and square.

**Aquatics:** Might include, but are not limited to swimming, diving, synchronized swimming and water polo.

**Individual Performance Activities:** Might include, but are not limited to gymnastics, figure skating, track & field, multi-sport events, in-line skating, wrestling, self-defense and skateboarding.

**Games & Sports:** Includes the games categories of invasion, net/wall, target and fielding/striking.

**Lifetime Activities:** Includes the categories of outdoor pursuits, selected individual performance activities, aquatics and net/wall and target games.

**Note:** Invasion and fielding/striking games have been excluded from the high school outcomes because these activities require team participation and are less suited to lifelong participation.

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<sup>30</sup> SHAPE America. (2013). *Grade-level outcomes for K-12 physical education*. Reston, VA: Author.