

# Physical Literacy

## FOR A LIFETIME



# South Dakota Physical Education Standards and Grade-level Outcomes for K-12 Physical Education

The *South Dakota Physical Education Standards and Grade-level Outcomes for K-12 Physical Education* were developed with permission from **SHAPE America** to modify and reprint material from the *National Standards and Grade-level Outcomes for K-12 Physical Education (2013)* Reston, VA: Author.

The full document of the *South Dakota Standards and Grade-level Outcomes for K-12 Physical Education* is available, free of charge, online at <http://doe.sd.gov>.

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# Introduction

## Background: National Standards for K-12 Physical Education

In August 2011, the National Association for Sport and Physical Education (NASPE) established a national task force to begin work on a curriculum framework for physical education based on the national standards for K-12 physical education. Because the national standards for K-12 physical education were up for review on NASPE's periodic review cycle, the task force was also charged with leading the national standards for K-12 physical education review and revision.

The task force spent a great deal of time reviewing the literature and examining curriculum frameworks from other countries, states and content areas. The task force used this research to inform revisions to the national standards for K-12 physical education and to develop grade-level outcomes for curriculum framework. Key findings from the literature include:

- Several factors influence levels of student engagement, including perceived competence, activity choice, and cognitive demand of the task.
- Motor skill competency is the underlying mechanism that promotes engagement in physical activity and adequate health-related fitness through adulthood.
- Intrinsic motivation is increased if students can choose the activity (autonomy), master the activity (competency), and participate in a supportive environment (relatedness).
- Competitive, full-sided games appeal mainly to boys and highly skilled girls, other students are often passive participants.
- After age 14, there is a significant decline in physical activity for all students, particularly for girls.

As a result of these findings, the task force developed grade-level outcomes that will lead to competency, particularly in fundamental motor skills; address the needs of less skilled students through a mastery-oriented environment, and that de-emphasize full-sided games and competitive activities. In addition, the national task force sought to ensure that:

- the standards reflect the content we teach and what we expect students to learn;
- the standards and grade-level outcomes are measurable; the grade-level outcomes are comprehensive and developmentally appropriate across the grade levels;
- the standards parallel common core standards language/structure;
- materials are produced in formats that serve practitioners effectively.

After being subjected to several member reviews (May 2012, November 2012, and February 2013) as well as targeted reviews by groups with specific expertise in physical education, the *National Standards and Grade-level Outcomes for K-12 Physical Education* were released in 2013.

## **Background: South Dakota Standards for K-12 Physical Education**

The last review of the *South Dakota Standards and Grade-level Outcomes for K-12 Physical Education* was conducted in 2014.

In 2020, the South Dakota Department of Education lead the review and revision process of the 2014 standards and outcomes. This process included a team of educators from elementary through post-secondary levels with an interest in physical activity and fitness for South Dakota students.

The South Dakota Standards for Physical Education (SDSPE), which were approved by the South Dakota Board of Education in **September 2014**, include student outcomes (what students should know and be able to do) in each grade from kindergarten through grades 8, and for two grade levels at high school. The standards reflect the following ideas:

***Elementary Level*** – the focus is on fundamental motor skills as the foundation for movement competency.

***Middle School Level*** - the focus is to optimize fundamental motor skills to enhance and increase enjoyment in physical activities and fitness.

***High School Level*** – the focus is on fitness/wellness, lifetime activities and personal choice.

While the standards identify what knowledge and skills students should know and be able to do, they leave precisely how this is to be accomplished to teachers and other local specialist who formulate, deliver, and evaluate curricula. The SDSPE are designed to provide a framework for curriculum, instruction, and assessment practices.

The revision of the SDSPE makes a number of important contributions to the potential for the delivery of improved physical education across the state. Implementation of the SDSPE with a commitment to providing qualified teachers, adequate instructional time, and increased linkages to other school curricular areas significantly increases the likelihood that schools will provide high-quality physical education instruction to all young people.

The intention of this document is for it to become an essential resource for physical educators, both new and experienced, in creating and enhancing high-quality programs that promote student learning.

# Acknowledgements

The creation of the South Dakota Standards and Grade-level Outcomes for K-12 Physical Education would not have been possible without the support and efforts of many individuals. A special thank you is extended to:

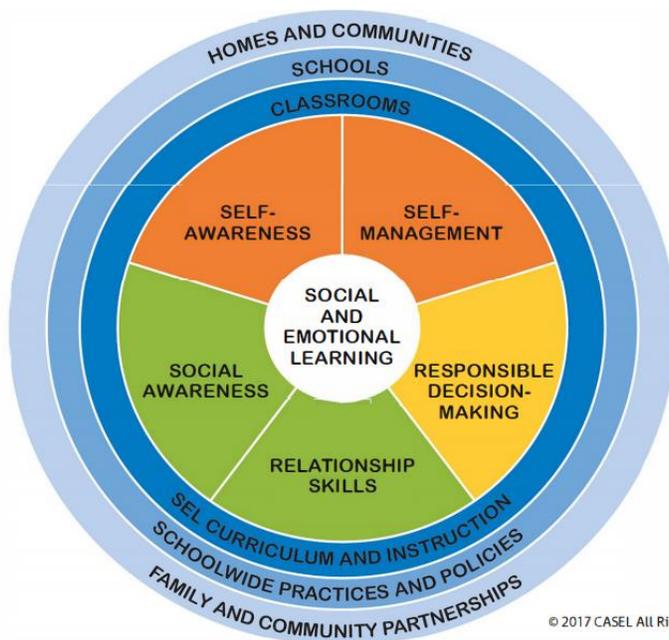
- Tina Birgen- High School Physical Education Teacher, Brookings School District
- Julie Brummels- K-5 Physical Education Teacher, Brandon Valley School District
- Matt Coy- 6-8 Physical Education Teacher, Beresford School District
- JJ Cramblit- 6-8 Physical Education Teacher, Harrisburg School District
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# The Goal of Physical Education

## The 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.

The goal of physical education is to develop physically literate individuals who have the knowledge, health and skill related fitness, and confidence to pursue a lifetime of healthful physical activity.



# The South Dakota Standards for K-12 Physical Education

The South Dakota Standards for Physical Education broadly and collectively articulate what students should know and be able to do to become a physically literate individual. The SDSPE are:

- 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 to enhance 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, social, and emotional behavior that respects self, others, and environment.
- Standard 5:** The physically literate individual recognizes the lifelong value of physical activity for health and wellness.

*Note: The standards are not prioritized in a particular order.*

# South Dakota Standards for K-12 Physical Education

## THE GOAL

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The goal of physical education is to develop physically literate individuals who have the knowledge, health and skill related fitness, and confidence to pursue a lifetime of healthful physical activity.

## THE STANDARDS

**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 to enhance 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, social, and emotional behavior that respects self, others, and environment.

**Standard 5.** The physically literate individual recognizes the lifelong value of physical activity for health and wellness.



## Reading the Grade-level Outcomes for K-12 Physical Education

The SDSPE and grade-level outcomes are organized and displayed as follows:

- by grade span;
- with each of the five physical education standards listed for that grade span;
- with a chart listing the grade-level outcomes for each of the five physical education standards in that grade span;
- with each of the five physical education standards and the grade-level outcomes for that standard assigned a specific color;

### The Grade Spans

The SDSPE include student outcomes (what students should know and be able to do) for the following grade spans:

- Kindergarten through grade 5;
- Grades 6 through 8; and
- Two levels at high school.

### The Color Codes

Each of the 5 physical education standards and the grade-level outcomes for that standard are assigned a specific color so as to simplify finding a specific standard and the grade-level outcomes for that standard throughout the document.

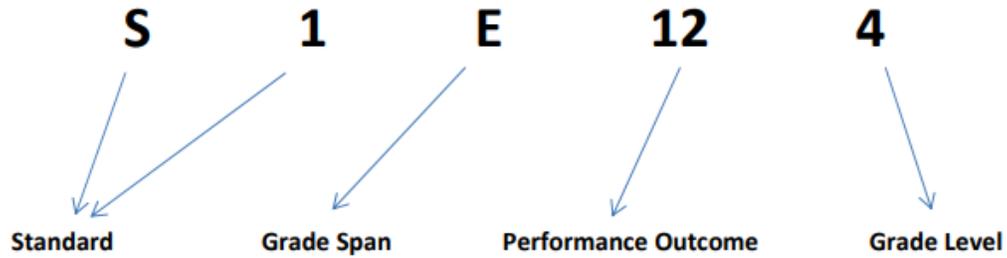
<b>Standard 1</b>	
<b>Standard 2</b>	
<b>Standard 3</b>	
<b>Standard 4</b>	
<b>Standard 5</b>	

## Guide to the Number and Symbol System

The SDSPE are coded to cross-reference the Grade Span, the Performance Outcome, and the Grade Level. The SDSPE follow the same numbering system as the *National Standards and Grade-level Outcomes for K-12 Physical Education*, and, when applicable, are aligned to the same performance outcome number.

### Example: S1.E12.4

Combines traveling with balance and weight transfers to create a movement sequence with and without equipment/apparatus.



## Elementary School Outcomes (K – Grade 5)

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

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b><i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i></b>						
<b>S1.E1</b>  <b>Locomotor</b>  Hopping Galloping Running Sliding Skipping Leaping	Performs locomotor skills, hopping, galloping, running, sliding, skipping while maintaining balance. (S1.E1.K)	Hops, gallops, runs and slides using a mature pattern. (S1.E1.1)	Skips using a mature pattern. (S1.E1.2)	Leaps using a mature pattern. (S1.E1.3)	Uses various locomotor skills in a variety of activities. (S1.E1.4)	Demonstrates mature patterns of locomotor skills in dynamic activities. (S1.E1.5a)  Combines locomotor and manipulative skills in a variety of activities. (S1.E1.5b)  Combines traveling with manipulative skills for execution to a sport specific target or non-sport specific outcome, such as, scoring in soccer or completing an obstacle course. (S1.E1.5c)

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>S1.E2</b>  <b>Locomotor</b>  Running: Jog vs Sprint	<i>Developmentally appropriate/ emerging outcomes first appear in Grade 2</i>	<i>Developmentally appropriate/ emerging outcomes first appear in Grade 2</i>	Runs with a mature pattern. (S1.E2.2a)  Travels showing differentiation between jogging and sprinting. (S1.E2.2b)	Travels showing differentiation between running speeds. (S1.E2.3)	Runs for distance using a mature pattern. (S1.E2.4)	Uses appropriate pacing for a variety of running distances. (S1.E2.5)
<b>S1.E3</b>  <b>Locomotor</b>  Jumping and Landing: Horizontal Vertical	Performs jumping/landing actions with balance. (S1.E3.K)	Demonstrates two of the five critical elements for jumping and landing in a horizontal and vertical plane using two-foot take-offs and landings. (S1.E3.1)	Demonstrates four of the five critical elements for jumping and landing in a horizontal and vertical plane using a variety of one- and two-foot take-offs and landings. Two feet must be used in either take-off or landing. (S1.E3.2)	Jumps and lands in the horizontal and vertical planes using a mature pattern. (S1.E3.3)	Adjusts takeoffs and landings to specific activities. (S1.E3.4)	Combines jumping and landing patterns with locomotor and manipulative skills. (S1.E3.5)
<b>S1.E5</b>  <b>Locomotor</b>  Rhythmic Activity	Performs locomotor skills in response to teacher-led creative rhythmic activity. (S1.E5.K)	Combines locomotor and non-locomotor skills in a teacher-designed rhythmic activity. (S1.E5.1)	Performs a teacher or student designed rhythmic activity with correct response to simple rhythms. (S1.E5.2)	Performs teacher selected and developmentally appropriate rhythmic activity and movement patterns. (S1.E5.3)	Combines locomotor movement patterns to create and perform an original rhythmic activity. (S1.E5.4)	Combines movement patterns to perform cultural relevant activities with correct rhythm and pattern. (S1.E5.5)
<b>S1.E6</b>  <b>Locomotor</b>  Combinations	<i>Developmentally appropriate/ emerging outcomes first appear in Grade 3</i>	<i>Developmentally appropriate/ emerging outcomes first appear in Grade 3</i>	<i>Developmentally appropriate/ emerging outcomes first appear in Grade 3</i>	Performs a sequence of locomotor skills, transitioning from one skill to another smoothly/without hesitation. (S1.E6.3)	Combines traveling with manipulative skills (S1.E6.4)	Applies skill. Varies traveling speeds and directions in combination with manipulative skills to achieve a specific outcome. (S1.E6.5)

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>S1.E7</b>  <b>Non-locomotor* (Stability)</b>  Balance	Maintains momentary stillness on different bases of support. (S1.E7.Ka)  Forms wide, narrow, curled and twisted body shapes. (S1.E7.Kb)	Maintains stillness on different bases of support with different body shapes. (S1.E7.1)	Balances on different bases of support, combining levels and shapes. (S1.E7.2a)  Balances in an inverted position* with stillness and supportive base. (S1.E7.2b)	Balances on different bases of support, demonstrating muscle tension and extensions of free body parts. (S1.E7.3)	Balances on different bases of support on apparatus, demonstrating levels and shapes. (S1.E7.4)	Combines balance and transferring weight in a movement sequence. (S1.E7.5)
<b>S1.E8</b>  <b>Non-locomotor* (Stability)</b>  Weight Transfer	<i>Developmentally appropriate/emerging outcomes first appear in Grade 1</i>	Transfers weight from one body part to another in self-space. (S1.E8.1)	Transfers weight from feet to different body parts/bases of support for balances and/or travel. (S1.E8.2)	Transfers weight from feet to hands for momentary weight support. (S1.E8.3)	Transfers weight from feet to hands varying speed and using large extensions, such as, mule kick, handstand, or cartwheel. (S1.E8.4)	Transfers weight and maintains balance with a partner. (S1.E8.5)
<b>S1.E9</b>  <b>Non-locomotor* (Stability)</b>  Weight Transfer, Rolling	Rolls sideways in a narrow body shape. (S1.E9.K)	Rolls with either a narrow or curled body shape. (S1.E9.1)	Rolls in different directions with either a narrow or curled body shape and regains vertical posture. (S1.E9.2)	Applies skills.	Applies skills.	Applies skills.
<b>S1.E10</b>  <b>Non-locomotor* (Stability)</b>  Curling and Stretching; Twisting and Bending	Contrasts the actions of curling and stretching. (S1.E10.K)	Demonstrates twisting, curling, bending and stretching actions. (S1.E10.1)	Differentiates among twisting, curling, bending and stretching actions. (S1.E10.2)	Moves into and out of balances with curling, twisting and stretching actions. (S1.E10.3)	Moves into and out of balances on apparatus with curling, twisting and stretching actions. (S1.E10.4)	Performs curling, twisting and stretching actions with correct application in various activities. (S1.E10.5)

<b>Standard 1</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>S1.E11</b>  <b>Non-locomotor</b>  Combinations	<i>Developmentally appropriate/ emerging outcomes first appear in Grade 2</i>	<i>Developmentally appropriate/ emerging outcomes first appear in Grade 2</i>	Combines balances and transfers into a three-part sequence (S1.E11.2)	Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create a sequence. (S1.E11.3)	Combines locomotors and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create a sequence with a partner. (S1.E11.4)	Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create a sequence with a group. (S1.E11.5)
<b>S1.E12</b>  <b>Non-locomotor</b>  Balance and Weight Transfers	<i>Developmentally appropriate/ emerging outcomes first appear in Grade 3</i>	<i>Developmentally appropriate/ emerging outcomes first appear in Grade 3</i>	<i>Developmentally appropriate/ emerging outcomes first appear in Grade 3</i>	Combines balance and weight transfers with movement concepts to create and perform a movement pattern. (S1.E12.3)	Combines traveling with balance and weight transfers to create a movement sequence with and without equipment/ apparatus. (S1.E12.4)	Combines actions, balances and weight transfers to create a movement sequence with a partner on equipment/ apparatus. (S1.E12.5)
<b>S1.E13</b>  <b>Manipulative</b>  Underhand Throw	Throws underhand with opposite foot forward. (S1.E13.K)	Throws underhand, demonstrating two of the five critical elements of a mature pattern. (S1.E13.1)	Throws underhand using a mature pattern. (S1.E13.2)	Throws underhand to a partner or target with reasonable accuracy. (S1.E13.3)	Throws underhand to a partner or target with reasonable force and accuracy. (S1.E13.4)	Throws underhand using a mature pattern in non-dynamic environments, with different sizes and types of objects. (S1.E13.5a)  Throws underhand to a large target with accuracy. (S1.E13.5b)

<b>Standard 1</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>S1.E14</b> <b>Manipulative</b>  Overhand Throw	<i>Developmentally appropriate/emerging outcomes first appear in Grade 2</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 2</i>	Throws overhand demonstrating two of the five critical elements of a mature pattern. (S1.E14.2)	Throws overhand, demonstrating three of the five critical elements of a mature pattern, in non-dynamic environments, for distance and/or force. (S1.E14.3)	Throws overhand using a mature pattern in non-dynamic environments. (S1.E14.4a)  Throws overhand to a partner or at a target with accuracy at a reasonable distance. (S1.E14.4b)	Applies skills. Throws overhand using a mature pattern in non-dynamic environments, with different sizes and types of objects. (S1.E14.5a)  Throws overhand to a large target with accuracy. (S1.E14.5b)
<b>S1.E15</b> <b>Manipulative</b>  Passing with Hands to a Moving Target	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4</i>	Throws to a moving partner with reasonable accuracy in a non-dynamic environment. (S1.E15.4)	Throws with accuracy, both partners moving. (S1.E15.5a)  Throws with reasonable accuracy in dynamic activities. (S1.E15.5b)

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>S1.E16 Manipulative</b>  Catching	Drops a ball and catches it before it bounces twice. (S1.E16.Ka)  Catches a large ball tossed by a skilled thrower. (S1.E16.Kb)	Catches a soft object from a self-toss before it bounces. (S1.E16.1a)  Catches various sizes of balls self-tossed/tossed by a skilled thrower. (S1.E16.1b)	Catches a gently tossed hand-sized ball from a partner, demonstrating four of the five critical elements of a mature pattern. (S1.E16.2)	Catches a thrown ball above the head, at chest/waist level and below the waist using a mature pattern in a non-dynamic environment. (S1.E16.3)	Catches a thrown ball above the head, at chest/waist level and below the waist using a mature pattern in a dynamic environment. (S1.E16.4)	Catches a batted ball above the head, at chest/waist level and along the ground using a mature pattern in a non-dynamic environment. (S1.E16.5a)  Catches with reasonable one-on-one practice tasks. (S1.E16.5b)  Catches with consistent control with both partners moving in dynamic activities. (S1.E16.5c)
<b>S1.E17 Manipulative</b>  Dribbling/Ball Control with Hands	Dribbles a ball with one hand, attempting the second contact. (S1.E17.K)	Dribbles continuously in self-space using two of the five critical elements for dribbling. (S1.E17.1)	Dribbles in self-space with dominant hand demonstrating a mature pattern. (S1.E17.2a)  Dribbles using the dominant hand while walking in general space. (S1.E17.2b)	Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body. (S1.E17.3)	Dribbles in self-space with both the dominant and the non-dominant hand using a mature pattern. (S1.E17.4a)  Dribbles in general space with control of ball and body while increasing and decreasing speed. (S1.E17.4b)	Combines hand dribbling with other skills while moving. (S1.E17.5)

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>S1.E18</b>  <b>Manipulative</b>  Dribbling/Ball Control with Feet	Taps a ball using the inside of the foot, sending it forward. (S1.E18.K)	Taps/dribbles a ball using the inside of the foot while walking in general space. (S1.E18.1)	Dribbles with the feet in general space with control of ball and body. (S1.E18.2)	Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body. (S1.E18.3)	Dribbles with the feet while changing speed and/or direction with control of ball and body. (S1.E18.4)	Combines foot dribbling with other skills in one-on-one practice tasks. (S1.E18.5)
<b>S1.E19</b>  <b>Manipulative</b>  Passing and Receiving with Feet	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3</i>	Receives and passes a ball with the inside of the foot to a stationary partner, “giving” on reception before returning the pass. (S1.E19.3)	Receives and passes a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass. (S1.E19.4a)  Receives and passes a ball with the insides of the feet to a moving partner in a non-dynamic environment. (S1.E19.4b)	Passes with the feet, using a mature pattern, as both partners travel. (S1.E19.5a)  Receives a pass with the feet, using a mature pattern, as both partners travel. (S1.E19.5b)
<b>S1.E20</b>  <b>Manipulative</b>  Dribbling in Combination with Feet	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4</i>	Dribbles with feet in combination with other skills. (S1.E20.4)	Dribbles with feet with mature patterns in a variety of activities. (S1.E20.5)

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>S1.E21</b>  <b>Manipulative</b>  Kicking	Kicks a stationary ball from a stationary position, demonstrating two of the five elements of a mature kicking pattern. (S1.E21.K)	Approaches a stationary ball and kicks it forward, demonstrating two of the five critical elements of a mature pattern. (S1.E21.1)	Uses a continuous running approach and kicks a moving ball, demonstrating three of the five critical elements of a mature pattern. (S1.E21.2)	Uses a continuous running approach to control the flight of a ball or object along the ground or in the air, demonstrating four of the five critical elements of a mature pattern for each. (S1.E21.3a)  Uses a continuous running approach and kicks a stationary ball for accuracy. (S1.E21.3b)	Control the flight of a ball or object-along the ground and/or in the air, and punts using mature patterns. (S1.E21.4)	Demonstrates mature patterns in kicking and punting in a variety of activities. (S1.E21.5)
<b>S1.E22</b>  <b>Manipulative</b>  Volley, Underhand/ Overhead	Volleys* a lightweight object, such as a balloon, sending it upward. (S1.E22.K)	Volleys* an object with an open palm, sending it upward. (S1.E22.1)	Volleys* an object upward with consecutive hits. (S1.E22.2)	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 three of the five critical elements of a mature pattern. (S1.E22.3)	Strikes/volleys* with a two-hand overhead pattern, sending a ball upward while demonstrating four of the five critical elements of a mature pattern. (S1.E22.4)	Strikes/volleys* a ball using a two-hand overhead pattern, sending it upward to a target. (S1.E22.5)

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>S1.E24 Manipulative</b>  Striking, Short Implement	Strikes a lightweight object with a paddle or short-handled implement. (S1.E24.K)	Strikes a ball with a short-handled implement, sending it in an intended direction. (S1.E24.1)	Strikes an object in an intended direction with a short-handled implement, using consecutive hits. (S1.E24.2)	Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. (S1.E24.3a)  Strikes an object with a short-handled implement while demonstrating three of the five critical elements of a mature pattern. (S1.E24.3b)	Strikes an object with a short-handled implement while demonstrating a mature pattern. (S1.E24.4a)  Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. (S1.E24.4b)	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. (S1.E24.5)
<b>S1.E25 Manipulative</b>  Striking, Long Implement	<i>Developmentally appropriate/ emerging outcomes first appear in Grade 2</i>	<i>Developmentally appropriate/ emerging outcomes first appear in Grade 2</i>	Strikes an object off a tee with an implement, using correct grip and side-orientation/proper body orientation. (S1.E25.2)	Strikes an object with a long-handled implement, sending it forward, while using proper grip for the implement, such as, a pool noodle, hockey stick, or golf club. (S1.E25.3)	Strikes an object with a long-handled implement, such as, a pool noodle, hockey stick, or golf club while demonstrating three of the five critical elements of a mature pattern for the implement. (S1.E25.4)	Strikes an underhand/ overhand tossed ball with a bat using a mature pattern. (S1E25.5a)  Combines striking with a long implement, such as, a bat or hockey stick with receiving and traveling skills in a small-sided game. (S1.E25.5b)

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>S1.E27</b>  <b>Manipulative</b>  Jumping Rope	Executes a single jump with self-turned rope. (S1.E27.Ka)  Jumps a long rope with teacher-assisted turning. (S1.E27.Kb)	Jumps forward or backward consecutively using a self-turned rope. (S1.E27.1a)  Jumps a long rope up to five times consecutively with teacher-assisted turning. (S1.E27.1b)	Jumps a self-turned rope consecutively forward and backward with a mature pattern. (S1.E27.2a)  Jumps a long rope five times consecutively with student turners. (S1.E27.2b)	Performs intermediate jump-rope skills, such as, a variety of tricks, running in/out of long rope. (S1.E27.3)	Creates a jump-rope sequence with either a short or long rope. (S1.E27.4)	Creates a jump-rope sequence with a partner, using either a short or long rope. (S1.E27.5)

Standard 2	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b><i>The physically literate individual applies knowledge of concepts, principles, strategies and tactics to enhance movement and performance.</i></b>						
<b>S2.E1</b>  <b>Movement Concepts/Mot or Planning</b>  Space/ Location Direction	Differentiates between movement in personal and general space (S2.E1.Ka)  Moves in personal space to a rhythm/beat. (S2.E1.Kb)	Moves in self space and general space in response to instruction or designated rhythms/beats. (S2.E1.1a)  Moves to a location or in a direction in response to instruction (S2.E1.1b)	Combines locomotor skills in general space as instructed or to a rhythm/beat. (S2.E1.2a)  Moves appropriately to a location or in a direction in response to instruction. (S2.E1.2b)	Recognizes the concept of open spaces in a movement context. (S2.E1.3a)  Recognizes the concept of closed spaces in a movement context. (S2.E1.3b)	Applies skill concept of open spaces to combination skills involving traveling, such as, dribbling and traveling. (S2.E1.4a)  Applies the concept of closing spaces in a variety of activities, such as, inhibiting a student's movement to the goal. (S2.E1.4b)  Dribbles in general space with purposeful changes in direction and speed. (S2.E1.4c)	Combines spatial concepts with locomotor and non-locomotor movements for small groups, in a variety of activities (S2.E1.5)
<b>S2.E2</b>  <b>Movement Concepts/Mot or Planning</b>  Pathways and Levels	Travels in three different pathways. (S2.E2.K)	Travels in different levels and pathways. (S2.E2.1)	Combines levels and pathways into simple travel rhythmic activities. (S2.E2.2)	Utilizes levels and pathways during locomotor skills specific to a wide variety of dynamic activities. (S2.E2.3)	Combines movement concepts with skills in dynamic activities. (S2.E2.4)	Combines movement concepts with skills in a variety of dynamic activities. (S2.E2.5)

Standard 2	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>S2.E3</b>  <b>Effort Concepts</b>  Time Force Flow	Travels in space with time, force, and flow. (S2.E3.K)	Differentiates between fast and slow speeds. (S2.E3.1a)  Differentiates between strong and light force. (S2.E3.1b)	Varies time and force with gradual increases and decreases. (S2.E3.2)	Combines movement concepts with effort concepts. (S2.E3.3)	Applies the movement concepts with effort concepts and locomotor or manipulative concepts. (S2.E3.4a)  Applies effort concepts when striking an object with a short-handled implement, sending it toward a designated target. (S2.E3.4b)	Applies movement and effort concepts to improve strategy in activities*. (S2.E3.5a)  Applies effort concepts to strike an object with a long-handled implement. (S2.E3.5b)  Analyzes movement situations and applies effort concepts in dynamic and rhythmic activities. (S2.E3.5c)
<b>S2.E4</b>  <b>Relationship Concepts</b>  Self People Objects	Demonstrates traveling in proximity of self, to other people or objects safely. (S2.E4.K)	Demonstrates relationship concepts in movement patterns. (S2.E4.1a)  Travels demonstrating a variety of relationships with objects, such as, over, under, around, or through. (S2.E4.1b)	Utilizes relationship concepts in small groups. (S2.E4.2a)  Responds to teacher directed integration of relationships with objects. (S2.E4.2b)	Utilizes relationship concepts in large groups. (S2.E4.3a)  Integrates movement concepts with relationship to objects into simple travel activities. (S2.E4.3b)	Applies simply strategies/tactics to relationship concepts in dynamic activities. (S2.E4.4a)  Integrates movement concepts with relationship to objects into dynamic activities. (S2.E4.4b)	Applies relationship concepts to strategies/tactics in dynamic activities. (S2.E4.5a)  Integrates movement concepts with relationship to objects into a variety of dynamic activities. (S2.E4.5b)
<b>S2.E6</b>  <b>Fitness Principles</b>	Recognizes technology* or other resources that affect fitness. (S2.E6.K)	Identifies technology* or other resource components that increase or decrease fitness. (S2.E6.1)	Utilizes technology* or other resources to enhance experiences in fitness (S2.E6.2)	Acknowledges technology* or other resources that can be utilized to gather information about fitness. (S2.E6.3)	Uses technology* or other resources to recognize different levels of fitness. (S2.E6.4)	Applies technology* or other resources which can be used to determine the FITT principle. (S2.E6.5)

Standard 2	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>S2.E7</b> <b>Overarching Principles</b> Skill-Related Health-Related Fitness-Related	Introduced to some of the principles of fitness. (S2.E7.K)	Experiences each principle of fitness. (S2.E7.1)	Recognizes each of the fitness types with teacher prompting (S2.E7.2)	Identifies each of the fitness types with teacher prompting (S2.E7.3)	Self-identifies each type of fitness. (S2.E7.4)	Applies type of fitness for a chosen outcome. (S2.E7.5)

Standard 3	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b><i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i></b>						
<b>S3.E1</b>  <b>Physical Activity Knowledge</b>	Identifies active play opportunities outside physical education class. (S3.E1.K)	Discusses the benefits of being active and exercising and/or playing. (S3.E.1.1)	Describes large motor and/or manipulative physical activities for participation outside physical education class, such as, before and after school, at home, at the park, with friends, with the family. (S3.E1.2)	Identifies physical activity benefits as a way to become healthier. (S3.E1.3)	Analyzes opportunities for participating in physical activity outside physical education class. (S3.E1.4)	Track physical activity outside physical education class for fitness benefits of activities. (S3.E1.5)
<b>S3.E2</b>  <b>Engages in Physical Activity</b>	Participates in physical education class in response to instruction and practice. (S3.E2.K)	Actively participates in physical education class in response to instruction and practice. (S3.E2.1)	Actively engages in physical education class in response to instruction and practice. (S3.E2.2)	Actively engages in the activities of physical education class with teacher guidance. (S3.E2.3)	Actively engages in the activities of physical education class, both teacher-directed and independent. (S3.E2.4)	Actively engages in all the activities of physical education. (S3.E2.5)
<b>S3.E3</b>  <b>Fitness Knowledge</b>	Recognizes that when you move fast, your heart beats faster and you breathe faster. (S3. E3.K)	Identifies the heart as a muscle that grows stronger with exercise/play and physical activity. (S3.E3.1)	Uses own body as resistance for developing strength, such as, holds body in plank position and animal walks. (S3.E3.2a)  Identifies physical activities that contribute to fitness. (S3.E3.2b)	Describes the concept of fitness and provides examples of physical activity to enhance fitness. (S3.E3.3)	Identifies the components of health-related fitness. (S3.E3.4)	Differentiates between skill-related and health-related fitness. (S3.E3.5)

<b>Standard 3</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>S3.E4</b> <b>Fitness Knowledge</b>	<i>Developmentally appropriate/ emerging outcomes first appear in Grade 3</i>	<i>Developmentally appropriate/ emerging outcomes first appear in Grade 3</i>	<i>Developmentally appropriate/ emerging outcomes first appear in Grade 3</i>	Recognizes the benefits and performs warm-up and cool-down relative to vigorous physical activity. (S3.E4.3)	Demonstrates warm-up and cool-down relative to the cardiorespiratory fitness assessment. (S3.E4.4)	Identifies the need for warm-up and cool-down relative to various physical activities. (S3.E4.5)
<b>S3.E5</b> <b>Assessment and Program Planning</b>	<i>Developmentally appropriate/ emerging outcomes first appear in Grade 3</i>	<i>Developmentally appropriate/ emerging outcomes first appear in Grade 3</i>	<i>Developmentally appropriate/ emerging outcomes first appear in Grade 3</i>	Demonstrates, with teacher direction, the health, skill and FITT principles. (S3.E5.3)	Completes pre and post fitness assessments. (S3.E5.4a)  Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. (S3.E5.4b)	Analyzes results of pre and post fitness assessments comparing results to fitness components for good health. (S3.E5.5a)  Designs a fitness plan, with teacher assistance, to address ways to use physical activity to enhance fitness. (S3.E5.5b)
<b>S3.E6</b> <b>Nutrition</b>	Recognizes that food provides energy for physical activity. (S3.E6.K)	Differentiates between healthy and unhealthy foods. (S3.E6.1)	Recognizes the health balance of good nutrition with physical activity. (S3.E6.2)	Identifies foods that are beneficial for pre and post physical activity. (S3.E6.3)	Discusses the importance of hydration and hydration choices relative to physical activities. (S3.E6.4)	Analyzes the impact of food choices relative to physical activity, youth sports and personal health. (S3.E6.5)
<b>S3.E7</b> <b>Stress Management</b>	<i>Developmentally appropriate/ emerging outcomes first appear in Grade 3</i>	<i>Developmentally appropriate/ emerging outcomes first appear in Grade 3</i>	<i>Developmentally appropriate/ emerging outcomes first appear in Grade 3</i>	Identify what stress is. (S3.E7.3)	Discuss what types of situations cause stress. (S3.E7.4)	Analyze the impact that stress has on the brain and the body. (S3.E7.5)

Standard 4	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b><i>The physically literate individual exhibits responsible personal, social, and emotional behavior that respects self, others and environment.</i></b>						
<b>S4.E1</b> <b>Personal Responsibility</b>	Follows directions in group settings, such as, safe behaviors, following rules, taking turns. (S4.E1.K)	Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)	Practices skills with minimal teacher prompting. (S4.E1.2)	Exhibits personal responsibility in teacher-directed activities. (S4.E1.3)	Exhibits responsible behavior in independent group situations. (S4.E1.4)	Engages in physical activity with responsible interpersonal behavior, such as, peer to peer, student to teacher, student to referee. (S4.E1.5)
<b>S4.E2</b> <b>Personal Responsibility: Exhibits respect for self with developmentally appropriate behavior while engaging in physical activity.</b>	Acknowledges responsibility for behavior when prompted. (S4.E2.K)	Accepts responsibility for class protocols with behavior and performance actions. (S4.E2.1)	Participates independently for extended periods of time. (S4.E2.2)	Reflects on personal social and emotional behavior in physical activity. (S4.E2.3)	Resolves conflicts in a socially acceptable manner. (S4.E2.4)	Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. (S4.E2.5)
<b>S4.E3</b> <b>Accepting Feedback</b>	Listens respectfully to general feedback from the teacher. (S4.E3.K)	Responds appropriately to general feedback from the teacher. (S4.E3.1)	Accepts specific corrective feedback from the teacher. (S4.E3.2)	Accepts and implements specific corrective teacher feedback. (S4.E3.3)	Listens respectfully to corrective feedback from others. (S4.E3.4)	Gives and receives corrective feedback respectfully to and from peers. (S4.E3.5)

<b>Standard 4</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>S4.E4</b> <b>Working with Others:</b> <b>Recognizes and understands individual uniqueness and diversity.</b>	Shares equipment and space with others. (S4.E4.K)	Works independently with others in partner environments. (S4.E4.1)	Works independently with others in a variety of class environments. (S4.E4.2)	Works cooperatively with others. (S4.E4.3a)  Praises others for their success in movement performance. (S4.E4.3b)	Praises and accepts the movement performance of others in all skill levels into physical activities. (S4.E4.4)	Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)
<b>S4.E5</b> <b>Rules and Etiquette:</b> <b>Recognizes the fundamentals of good sportsmanship.</b>	Recognizes the established protocol for class activities. (S4.E5.K)	Exhibits the established protocols for class activities. (S4.E5.1)	Recognizes the role of rules and etiquette in teacher-designed physical activities. (S4.E5.2)	Recognizes the role of rules and etiquette in physical activity with peers. (S4.E5.3)	Exhibits etiquette and adherence to rules in a variety of physical activities. (S4.E5.4)	Critiques the etiquette involved in rules in a variety of organized activities. (S4.E5.5)
<b>S4.E6</b> <b>Safety</b>	Follows teacher directions for safe participation and proper use of equipment with teacher reminders. (S4.E6.K)	Follows teacher directions for safe participation and proper use of equipment with minimal teacher reminders. (S4.E6.1)	Works independently and safely with equipment with teacher reminders. (S4.E6.2)	Works safely with peers and equipment in physical activity settings with minimal teacher reminders. (S4.E6.3)	Works safely with peers and equipment in physical activity settings. (S4.E6.4)	Applies safety principles with age appropriate physical activities. (S4.E6.5)

Standard 5	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b><i>The physically literate individual recognizes the lifelong value of physical activity for health and wellness.</i></b>						
<b>S5.E1</b>  <b>Health: Health contributes to both physical health and healthy brain function</b>	Recognizes that physical activity is important for good health. (S5.E1.K)	Identifies physical activity as a component of good health. (S5.E1.1)	Recognizes and values of physical activity and nutrition for a good health balance. (S5.E1.2)	Discusses the relationship between physical activity, healthy lifestyle, and brain health. (S5.E1.3)	Examines the health benefits of participating in physical activity. (S5.E1.4)	Compares the health benefits of participating in a variety of physical activities. (S5.E1.5)
<b>S5.E2</b>  <b>Challenge</b>	Acknowledges that some physical activities are challenging. (S5.E2.K)	Recognizes that challenges in physical activities can lead to success. (S5.E2.1)	Compares physical activities that bring confidence and challenge. (S5.E2.2.)	Discusses the challenge that comes from learning a new physical activity. (S5.E2.3)	Recognizes the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4)	Expresses the enjoyment and/or challenge of participating in a favorite physical activity, such as, through visual cues, writing, or other self-expression. (S5.E2.5)
<b>S5.E3</b>  <b>Self-Expression/ Enjoyment</b>	Identifies physical activities that are enjoyable. (S5.E3.Ka)  Demonstrates the enjoyment of playing with friends. (S5.E3.Kb)	Describes positive feelings that result from participating in physical activities. (S5.E3.1a)  Discusses personal reasons for enjoying physical activities. (S5.E3.1b)	Identifies physical activities that provide self-expression, such as, rhythmic movement routines or various dynamic activities. (S5.E3.2)	Recognizes the enjoyment of participating in different physical activities. (S5.E3.3)	Reflects on the reasons for enjoying various physical activities. (S5.E3.4)	Analyzes different physical activities for enjoyment and challenge, identifies reasons for a positive or negative response. (S5.E3.5)

Standard 5	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>S5.E4</b> <b>Social Interaction</b>	Recalls the positive social interactions that come when engaged with others in physical activity (S5.E4.K)	Recognizes the positive social interactions that come when engaged with others in physical activity. (S5.E4.1)	Identifies the positive social interactions that come when engaged with others in physical activity. (S5.E4.2)	Describes the positive social interactions that come when engaged with others in physical activity. (S5.E4.3)	Describes and/or compares the positive social interactions when engaged in partner, small-group and large-group physical activities. (S5.E4.4)	Describes the social benefits gained from participating in school, extra-curricular, and community activities. (S5.E4.5)

## Elementary Grade-Level Outcomes Operational Definitions and Glossary of Terms

**Combination Movements:** Particular movements or series of movements that are strung together to achieve an objective.

**Competency:** Sufficient ability, skill, and knowledge to meet the demands of a specific task or activity. In these standards, competency is defined as the ability for individuals to participate at the recreational level with the skill and ability in self-selected activities.

**Dynamic environment:** An environment that fosters constant change, activity, or progress. Performers strive to adapt movements in response to the ever-changing environment.

**FITT Principle:** A mnemonic formula of factors important to determining the correct amount of physical activity:

- F = Frequency: How often one does the activity each week.
- I = Intensity: How hard one works at the activity each session.
- T = Time: How long one works out at each session.
- T = Type: Which activities one selects.

**Locomotor skills:** Skills that “consist of a group of fundamental motor skills that allow individuals to navigate through space or move their body from one point to another.” These include “running, galloping, hopping, skipping, jumping, leaping and sliding” (Gallahue et al., 2012, p. 223).

**Manipulative skills:** Skills that require controlling or manipulating objects, such as kicking, striking throwing, catching, and dribbling.

**Non-locomotor:** Movement in which a body does not move from one place to another. Examples include bend, twist, stretch, push, pull, turn, swing, sway, and rock.

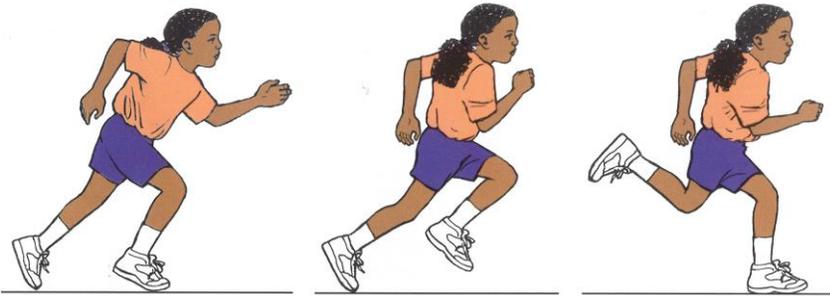
**Technology Resources:** Resources used for students to record and track their fitness progression. These resources include, but are not limited to, pen/pencil and paper, pedometer, heart monitor device.

## Critical Elements of Skills

Source: SHAPE Elementary School-Level Outcomes (K-Grade 5)

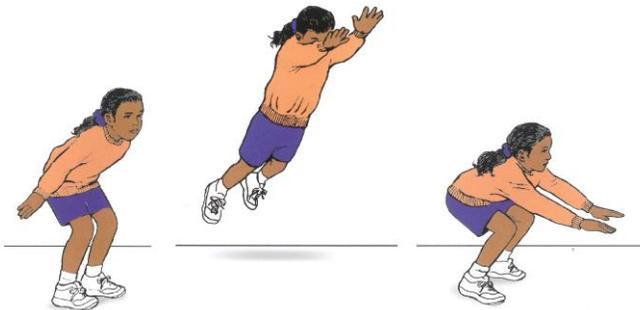
### Running

- Arm-leg opposition throughout running action
- Toes point forward
- Foot lands heel to toe
- Arms swing forward and backward --no crossing of midline
- Trunk leans slightly forward



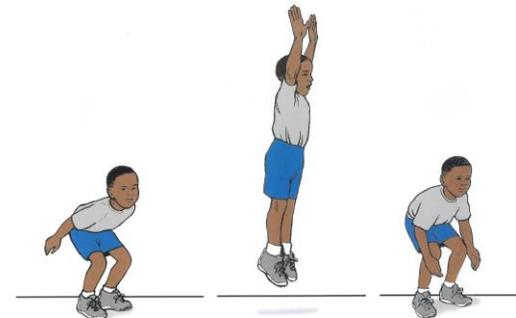
### Jumping and Landing for Distance (Horizontal Plane)

- Arms back and knees bend in preparation for jumping action
- Arms extend forward as body propels forward
- Body extends and stretches slightly upward while in flight
- Hips, knees and ankles bend on landing
- Shoulders, knees and ankles align for balance after landing



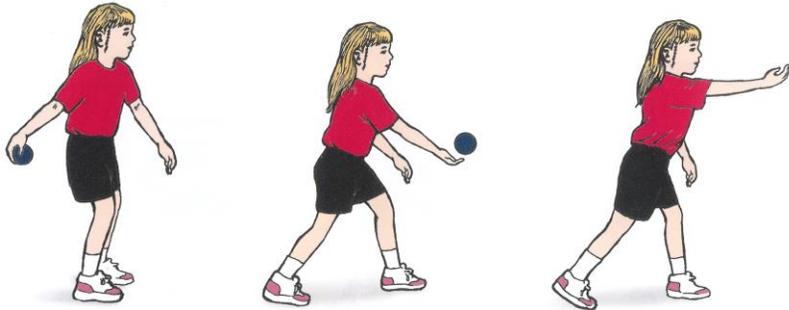
### Jumping and Landing for Height (Vertical Plane)

- Hips, knees and ankles bend in preparation for jumping action
- Arms extend upward as body propels upward
- Body extends and stretches upward while in flight
- Hips, knees and ankles bend on landing
- Shoulders, knees and ankles align for balance after landing



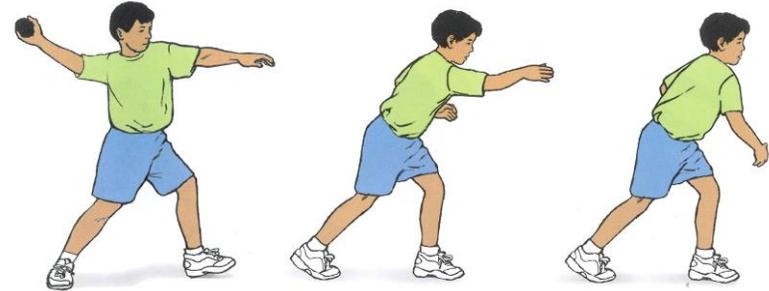
### Throwing (Underhand Pattern)

- Face target in preparation for throwing action
- Arm back in preparation for action
- Step with opposite foot as throwing arm moves forward
- Release ball between knee and waist level
- Follow through to target



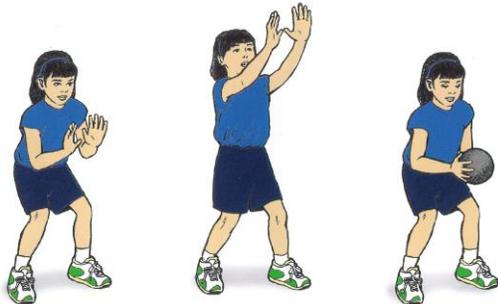
### Throwing (Overhand Pattern)

- Side to target in preparation for throwing action
- Arm back and extended, and elbow at shoulder height or slightly above in preparation for action, elbow leads.
- Step with opposite foot as throwing arm moves forward.
- Hip and spine rotate as throwing action is executed.
- Follow through toward target and across body.



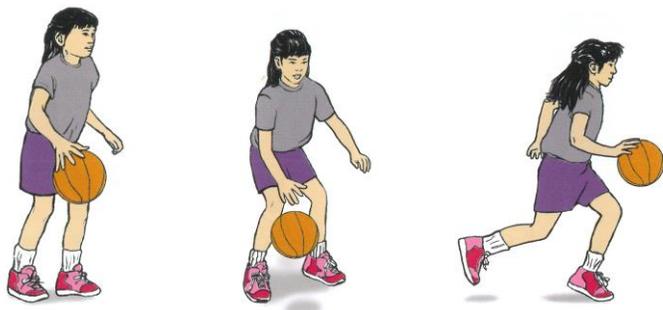
### Catching

- Extend arms outward to reach for ball.
  - Thumbs in for catch above the waist.
  - Thumbs out for catch at or below the waist.
- Watch the ball all the way into the hands.
- Catch with hands only, no cradling against the body.
- Pull the ball into the body as the catch is made.
- Curl the body slightly around the ball.



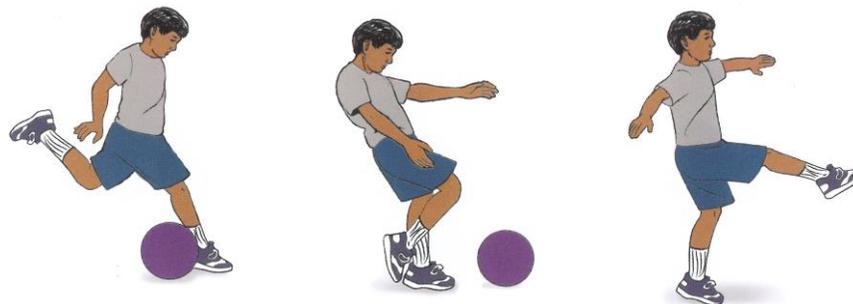
### Dribbling

- Knees slightly bent.
- Opposite foot forward when dribbling in self-space
- Contact ball with finger pads
- Firm contact with top of ball
  - Contact slightly behind ball for travel.
  - Ball to side and in front of body for travel
- Eyes looking “over,” not down at, the ball.



### Kicking

- Arms extend forward in preparation for kicking action.
- Contact with ball is made directly below center of ball (travel in the air), contact with ball is made directly behind center of ball (travel on the ground).
- Contact the ball with shoelaces or top of foot for kicking action.
- Trunk leans back slightly in preparation for kicking action
- Follow through with kicking leg extending forward and upward toward target.



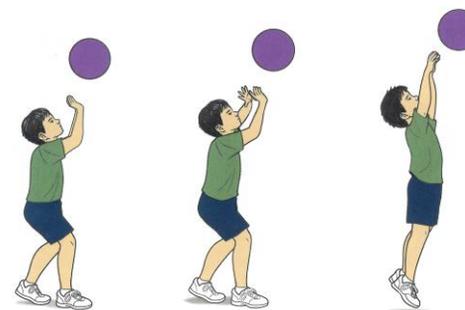
### Volleying (Underhand)

- Face the target in preparation for the volley
- Opposite foot forward
- Flat surface with hand for contact of the ball or volleyball
- Contact with ball or volleyball between knee and waist level
- Follow through upward and to the target



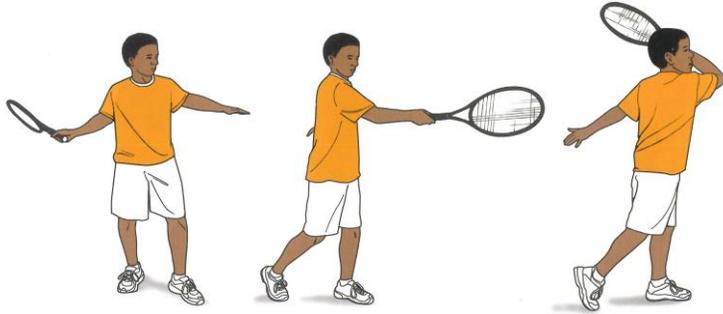
### Volleying (Overhead)

- Body aligned and positioned under the ball
- Knees, arms and ankles bent in preparation for the volley
- Hands rounded, thumbs and first fingers make triangle (without touching) in preparation
- Ball contacts only the finger pads; wrists stay firm
- Arms extended upward on contact; follow through slightly toward target.



### **Striking with Short Implement**

- Racket back in preparation for striking
- Step on opposite foot as contact is made
- Swing racket or paddle low to high
- Coil and uncoil the trunk for preparation and execution of the striking action
- Follow through for completion of the striking action



### **Striking with Long Implement (Side-Arm Pattern)**

- Bat up and back in preparation for the striking action
- Step forward on opposite foot as contact is made.
- Coil and uncoil the trunk for preparation and execution of the striking action.
- Swing the bat on a horizontal plane.
- Wrist uncocks on follow-through for completion of the striking action.



## Middle School Outcomes (Grades 6 – 8)

By the end of Grade 8, the learner will apply tactics and strategies to modified game play; demonstrate **mature level** of 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.

Standard 1	Grade 6	Grade 7	Grade 8
<b><i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i></b>			
<b>S1.M1</b> <b>Rhythmic Activities/Dance</b>	Demonstrates correct rhythm and pattern for rhythmic activities and/or one of the following dance forms: folk, social, creative, line or world dance. (S1.M1.6)	Demonstrates correct rhythm and pattern for two or more rhythmic activities and/or a different dance form from among folk, social, creative, line and world dance. (S1.M1.7)	Exhibits consistent effective use of rhythm and timing by creating a movement sequence with or without music as an individual or in a group. (S1.M1.8)
<b>S1.M2</b> <b>Throwing (Overhand)</b>	Throws overhand with a mature pattern for distance and/or power appropriate to the activity in a dynamic environment. (S1.M2.6)	Throws overhand with a mature pattern for distance and/or power appropriate to a variety of activities in dynamic environments. (S1.M2.7)	Throws overhand with a mature pattern strategically appropriate to the activities and environments (S1.M2.8)
<b>S1.M3</b> <b>Catching</b>	Catches with a mature pattern from a variety of trajectories using different objects in varying environments. (S1.M3.6)	Catches with a mature pattern from a variety of trajectories using different objects in dynamic environments. (S1.M3.7)	Catches using an implement in dynamic environments or modified game play. (S1.M3.8)
<b>S1.M4</b> <b>Passing and Receiving</b>	Passes and receives with hands or feet in combination with locomotor patterns, change of direction, and speed with competency in varying environments. (S1.M4.6)	Passes and receives with hands and/or feet in combination with locomotor patterns, change of direction, and speed with competency in varying environments. (S1.M4.7)	Passes and receives with an implement in combination with locomotor patterns, change of direction, speed, and/or level with competency in dynamic environments. (S1.M4.8)
<b>S1.M6</b> <b>Offensive Skills</b>	Performs pivots, fakes and jab steps designed to create open space during practice tasks. (S1.M6.6)	Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps. (S1.M6.7)	Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens. (S1.M6.8)
<b>S1.M7</b> <b>Offensive Skills</b>	Performs the following offensive skills without defensive pressure: pivot, give and go, and fakes. (S1.M7.6)	Performs the following offensive skills with defensive pressure: pivot, give and go, and fakes. (S1.M7.7)	Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes. (S1.M7.8)

<b>Standard 1</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>S1.M8</b> <b>Dribbling/Ball Control</b>	Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks. (S1.M8.6)	Dribbles with dominant and non-dominant hand using a change of speed and direction in a variety of practice tasks. (S1.M8.7)	Dribbles with dominant and non-dominant hand using a change of speed and direction in small-sided game play. (S1.M8.8)
<b>S1.M9</b> <b>Dribbling/Ball Control</b>	Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks. (S1.M9.6)	Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks. (S1.M9.7)	Foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play. (S1.M9.8)
<b>S1.M10</b> <b>Shooting on Goal</b>	Shoots on goal with correct technique in a dynamic environment as appropriate to the activity. (S1.M10.6)	Shoots on goal with correct technique and accuracy in small-sided game play. (S1.M10.7)	Shoots on goal with a long-handled implement with controlled technique and accuracy in modified invasion games. (S1.M10.8)
<b>S1.M11</b> <b>Defensive Skills</b>	Maintains defensive ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player. (S1.M11.6)	Slides in any directions while on defense without crossing feet. (S1.M11.7)	Executes appropriate defensive strategies based on offensive environment. (S1.M11.8)
<b>S1.M12</b> <b>Serving</b>	Performs a legal underhand serve with control for net/wall games. (S1.M12.6)	Executes consistently a legal serve to a predetermined target for net/wall games. (S1.M12.7)	Executes consistently a legal serve for distance and accuracy for net/wall games. (S1.M12.8)
<b>S1.M13</b> <b>Striking</b>	Strikes, with a mature overhand pattern, in a non-dynamic environment for a variety of activities and/or net/wall games (S1.M13.6)	Strikes, with a mature overhand pattern, in a dynamic environment for a variety of activities and/or net/wall games. (S1.M13.7)	Strikes, with a mature overhand pattern, in a modified game/activity for and/or net/wall game(s). (S1.M13.8)
<b>S1.M14</b> <b>Forehand/Backhand</b>	Demonstrates the mature form of the forehand and backhand strokes with a short-handled and/or long-handled implement in net games. (S1.M14.6)	Demonstrates the mature form of forehand and backhand strokes with a short-handled and/or long-handled implement with accuracy in net games. (S1.M14.7)	Demonstrates the mature form of forehand and backhand strokes with a short-handled and/or long-handled implement with power and accuracy in net games. (S1.M14.8)
<b>S1.M15</b> <b>Weight Transfer</b>	Transfers weight with correct timing for the striking pattern. (S1.M15.6)	Transfers weight with correct timing using a low to high striking pattern on the forehand side. (S1.M15.7)	Transfers weight with correct timing using low to high striking pattern on the backhand side. (S1.M15.8)

<b>Standard 1</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>S1.M16</b> <b>Volley</b>	Forehand-volleys with a mature form and control. (S1.M16.6)	Forehand- and backhand-volleys with a mature form and control. (S1.M16.7)	Forehand- and backhand-volleys with a mature form and control during modified game play. (S1.M16.8)
<b>S1.M17</b> <b>Two-Hand Volley</b>	Two-hand volleys with control in a variety of practice tasks. (S1.M17.6)	Two-hand-volleys with control in a dynamic environment. (S1.M17.7)	Two-hand-volleys with control in a small-sided game. (S1.M17.8)
<b>S1.M18</b> <b>Throwing (Underhand)</b>	Throws underhand with a mature pattern for target game(s)* (S1.M18.6)	Throws underhand with a mature pattern with accuracy and control for at least one target game. (S1.M18.7)	Throws underhand with a mature pattern with accuracy and control in two or target games. (S1.M18.8)
<b>S1.M19</b> <b>Striking (Stationary Object)</b>	Strikes, with or without an implement, a stationary object for accuracy in activities and/or target games (S1.M19.6)	Strikes, with or without an implement, a stationary object for accuracy and distance in activities and/or target games (S1.M19.7)	Strikes, with or without an implement, a stationary object for accuracy and power in activities and/or target games. (S1.M19.8)
<b>S1.M20</b> <b>Striking (Moving Object)</b>	Strikes a moving object with or without an implement using a controlled, mature pattern, in a variety of activities and/or fielding/striking games (S1.M20.6)	Strikes a moving object with or without an implement using control to place object into open space in a variety of activities and/or fielding/striking games. (S1.M20.7)	Strikes a moving object with or without an implement for power to open space in a variety of activities and/or fielding/striking games. (S1.M20.8)
<b>S1.M23</b> <b>Aquatics</b>	Preferably taught at elementary or secondary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum.		

Standard 2	Grade 6	Grade 7	Grade 8
<b><i>The physically literate individual applies knowledge of concepts, principles, strategies and tactics to enhance movement and performance.</i></b>			
<b>S2.M1</b> <b>Creating Space with Movement</b>	Creates open space by using locomotor movements in combination with movement concepts. (S2.M1.6)	Reduces open space by using locomotor movements in combination with movement concepts. (S2.M1.7)	Creates and reduces open space during dynamic activities by combining locomotor movements with movement concepts. (S2.M1.8)
<b>S2.M2</b> <b>Creating Space with Offensive Tactics</b>	Executes at least one offensive tactics to create open space by using a variety of movement concepts, such as, passes, pivots and fakes, give and go. (S2.M2.6)	Executes various offensive tactics to create open space by using a variety of movement concepts, such as, passes, pivots and fakes, give and go. (S2.M2.7)	Executes several offensive tactics to create open space a variety of movement concepts, such as, passes and fakes, give and go. (S2.M2.8)
<b>S2.M3</b> <b>Creating Space Using Open Area</b>	Creates open space by using the area within the boundaries on offense. (S2.M3.6)	Creates open space by utilizing the area provided and implementing offensive movement concepts. (S2.M3.7)	Creates and maintains open space by utilizing the area provided on offense and implementing movement concepts in dynamic environments. (S2.M3.8)
<b>S2.M4</b> <b>Reducing Space by Changing Body Size Position</b>	Reduces open space by utilizing defensive tactics, such as, making the body larger and reducing passing angles. (S2.M4.6)	Reduces open space by utilizing defensive tactics, such as, staying close to the opponent as they near the goal. (S2.M4.7)	Reduces open space by utilizing defensive tactics, such as, staying on the goal side of the offensive player and reducing the distance to them. (S2.M4.8)
<b>S2.M5</b> <b>Reducing Space Using Denial</b>	Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass. (S2.M5.6)	Reduces open space by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection. (S2.M5.7)	Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection. (S2.M5.8)
<b>S2.M6</b> <b>Transitions</b>	Transitions from offense to defense or defense to offense by recovering quickly. (S2.M6.6)	Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates. (S2.M6.7)	Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. (S2.M6.8)
<b>S2.M7</b> <b>Creating Space (Implements)</b>	Creates open in a variety of activities and/or net/wall games with a short and/or long-handled implement by varying force and direction. (S2.M7.6)	Creates open space in a variety of activities and/or net/wall games with a short and/or long-handled implement by varying force, direction and moving opponent from side to side. (S2.M7.7)	Creates open space in a variety of activities and/or net/wall games with a short and/or long-handled implement by varying force or direction, or moving opponent side to side and/or forward and back. (S2.M7.8)

<b>Standard 2</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>S2.M8</b> <b>Using Tactics for Shot Selection</b>	Reduces offensive options for opponents by returning to mid-court position. (S2.M8.6)	Selects offensive shot based on opponent's location (hit where opponent is not). (S2.M8.7)	Varies placement, force and timing of return to prevent anticipation by opponent. (S2.M8.8)
<b>S2.M9</b> <b>Shot Selection (Target)</b>	Selects appropriate shot based on location of the object in relation to the target. (S2.M9.6)	Varies the speed and/or trajectory of the shot based on location of the object in relation to the target. (S2.M9.7)	Varies the speed, force and trajectory of the shot based on location of the object in relation to the target. (S2.M9.8)
<b>S2.M10</b> <b>Offensive Strategies (Striking)</b>	Identifies open spaces and attempts to strike object into that space. (S2.M10.6)	Uses a variety of shots, such as, slap and run, bunt, line drive and/or high arc to hit to open space. (S2.M10.7)	Identifies and utilizes shot selection to gain offensive advantage. (S2.M10.8)
<b>S2.M11</b> <b>Defensive Strategies (Fielding)</b>	Identifies the correct defensive play based on the situation, such as, the number of outs. (S2.M11.6)	Utilizes the correct defensive play based on the situation, such as, the number of outs. (S2.M11.7)	Identifies and utilizes defensive strategies based on situation to gain an advantage. (S2.M11.8)
<b>S2.M12</b> <b>Mechanical Principles</b>	Identifies mechanical principles, such as, Newton's laws of motion for a variety of activities. (S2.M12.6)	Describes mechanical principles, such as, Newton's laws of motion for a variety of activities. (S2.M12.7)	Describes and applies mechanical principles, such as, Newton's laws of motion for a variety of activities. (S2.M12.8)
<b>S2.M13</b> <b>Equipment and/or Technology Selection</b>	Identifies appropriate equipment or technology for a variety of activities. (S2.M13.6)	Demonstrates appropriate usage of equipment and/or technology for a variety of activities. (S2.M13.7)	Demonstrates appropriate usage of two or more pieces of equipment and/or technology. (S2.M13.8)
<b>S2.M14</b> <b>Fitness Principles</b>	Identify the basics of the FITT Principle in a variety of activities. (S2.M14.6)	Determine FITT components achieved during a variety of activities. (S2.M14.7)	Analyze and establish personal FITT Principle goals. (S2.M14.8)

Standard 3	Grade 6	Grade 7	Grade 8
<b><i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i></b>			
<b>S3.M1</b> <b>Physical Activity Knowledge</b>	Defines the components of skill- related fitness including agility, balance, coordination, power, reaction time, and speed and health-related fitness including muscular strength, muscular endurance, flexibility, cardiovascular endurance, and body composition. (S3.M1.6)	Identifies the skill and health-related fitness components and explains the connections between fitness and overall physical and mental health. (S3.M1.7)	Analyzes personal data of the skill and health-related fitness components utilizes the information to improve overall physical and mental health (S3.M1.8)
<b>S3.M2</b> <b>Engages in Physical Activity Outside of Class</b>	Participates in a variety of physical activity outside of physical education class. (S3.M2.6)	Participates in a variety of physical activity multiple times a week outside of physical education class. (S3.M2.7)	Participates in a variety of physical activity for the recommended daily amount outside of physical education class. (S3.M2.8)
<b>S3.M3</b> <b>Engages in Physical Activity</b>	Participates in a variety of teacher directed cardiovascular, muscular strength, muscular endurance and flexibility activities. (S3.M3.6)	Participates in a variety of teacher guided cardiovascular, muscular strength, muscular endurance and flexibility activities. (S3.M3.7)	Participates in a variety of self-selected cardiovascular, muscular strength, muscular endurance and flexibility activities. (S3.M3.8)
<b>S3.M4</b> <b>Engages in Physical Activity Utilizing Technology</b>	Participates in a variety of activities utilizing technology. (S3.M4.6)	Participates in and analyzes a variety of activities utilizing technology. (S3.M4.7)	Plans and implements a fitness program utilizing technology. (S3.M4.8)
<b>S3.M5</b> <b>Engages in Lifetime Recreational Activities</b>	Participates in a variety of teacher directed lifetime recreational activities including individual, dual, and team. (S3.M5.6)	Participates in and analyzes a variety of teacher guided lifetime activities including individual, dual, and team. (S3.M5.7)	Participates in a variety of self-selected lifetime recreational activities including individual, dual, and team. (S3.M5.8)
<b>S3.M8</b> <b>Fitness Knowledge (Aerobic and Muscle/Bone Strengthening)</b>	Sets and monitors a self-selected goal for aerobic and/or muscle/bone-strengthening activity based on current fitness level. (S3.M8.6)	Adjusts self-selected goal(s) for aerobic and/or muscle/bone strengthening activity based on current fitness level. (S3.M8.7)	Analyzes and reflects on the self-selected goal(s) for aerobic and or muscle/bone strengthening activity based on current fitness level. (S3.M8.8)

Standard 3	Grade 6	Grade 7	Grade 8
<b>S3.M9 Fitness Knowledge (Static/Dynamic Stretches)</b>	Utilizes correct techniques and methods of stretching. (S3.M9.6)	Describes and demonstrates the difference between dynamic and static stretches. (S3.M9.7)	Applies a variety of appropriate static and dynamic stretching techniques for all major muscle groups. (S3.M9.8)
<b>S3.M10 Fitness Knowledge (Injury Prevention)</b>	Participates in teacher directed proper movement and movement patterns for the prevention of injury (S3.M10.6)	Engages in teacher guided proper movement and movement patterns for the prevention of injury (S3.M10.7)	Describes the importance of proper movement and movement patterns for the prevention of injury. (S3.M10.8)
<b>S3.M11 Fitness Knowledge (Fitness Principles)</b>	Identifies the components of one or more fitness principles. (S3.M11.6)	Describes the components of two or more fitness principles. (S3.M11.7)	Describes and applies the components of a variety of fitness principles. (S3.M11.8)
<b>S3.M12 Fitness Knowledge (Warm Up/Cool Down)</b>	Describes the role of warm-ups and cool-downs before and after physical activity. (S3.M12.6)	Designs a warm-up/cool-down regimen for a self-selected physical activity. (S3.M12.7)	Applies a warm-up/ cool-down regimen for a self-selected physical activity. (S3.M12.8)
<b>S3.M13 Fitness Knowledge (Heart Rate)</b>	Defines resting heart rate (RHR) and heart rate zones (THRz) and describes their relationship to aerobic fitness and perceived exertion. (S3.M13.6)	Defines how perceived exertion can be used to determine appropriate heart rate zones for intensity of exercise. (S3.M13.7)	Defines how perceived exertion can be used to adjust workout intensity during physical activity. (S3.M13.8)
<b>S3.M14 Fitness Knowledge (Body Systems)</b>	Identifies major muscles used in selected physical activities.16 (S3.M14.6)	Describes how muscles pull on bones to create movement in pairs by relaxing and contracting. (S3.M14.7)	Explains how body systems interact with one another during physical activity. (S3.M14.8)
<b>S3.M15 Assessment and Program Planning</b>	Designs and utilizes a program of remediation for any areas of weakness based on the results of health-related fitness assessment with teacher guidance. (S3.M15.6)	Designs and utilizes a program of remediation for two areas of weakness based on the results of health-related fitness assessment. (S3.M15.7)	Designs and utilizes a program of remediation for three areas of weakness based on the results of health-related fitness assessment. (S3.M15.8)
<b>S3.M16 Assessment and Program Planning (Physical Activity/Nutrition Log)</b>	Maintains a physical activity log for at least two weeks and reflects on activity levels as documented in the log. (S3.M16.6)	Maintains a physical activity and nutrition log for at least two weeks and reflects on activity levels and nutrition as documented in the log. (S3.M16.7)	Analyzes a personal physical activity and nutrition log and designs a program for improvement. (S3.M16.8)
<b>S3.M17 Nutrition/Hydration</b>	Identifies the importance of nutrition and hydration for physical activity. (S3.M17.6)	Develops strategies to balance nutrition and water intake to improve physical activity. (S3.M17.7)	Describes the relationship between poor nutrition and/or hydration related to personal fitness. (S3.M17.8)

<b>S3.M18</b> <b>Stress Management</b>	Describes how participating in physical activity impacts stress management. (S3.M18.6)	Identifies strategies for dealing with stress management through physical activity. (S3.M18.7)	Demonstrates self-selected strategies for stress management utilizing physical activity. (S3.M18.8)
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Standard 4	Grade 6	Grade 7	Grade 8
<b><i>The physically literate individual exhibits responsible personal, social, and emotional behavior that respects self, others and environment.</i></b>			
<b>S4.M1</b> <b>Personal Responsibility (Self-Management)</b>	Exhibits responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors. (S4.M1.6)	Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates. (S4.M1.7)	Accepts responsibility for improving one's own levels of physical activity and fitness while supporting the efforts of others. (S4.M1.8)
<b>S4.M2</b> <b>Personal Responsibility (Self-Awareness)</b>	Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as, positive self-talk. (S4.M2.6)	Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity in and outside of class. (S4.M2.7)	Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school. (S4.M2.8)
<b>S4.M3</b> <b>Providing and Accepting Feedback</b>	Demonstrates self-responsibility by implementing teacher-generated specific corrective feedback to improve performance. (S4.M3.6)	Utilizes teacher-generated guidelines to provide corrective feedback to self or peer(s). (S4.M3.7)	Provides and accepts positive and appropriate feedback to and from peers (S4.M3.8)
<b>S4.M4</b> <b>Working with Others (Conflict Resolution)</b>	Accepts diversity among classmates to resolve conflict utilizing teacher direction. (S4.M4.6)	Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts with teacher guidance. (S4.M4.7)	Responds appropriately to classmate's behavior during physical activity by utilizing rules and guidelines for resolving conflicts. (S4.M4.8)
<b>S4.M5</b> <b>Working with Others (Relationship Skills)</b>	Cooperates with classmates during a variety of activities. (S4.M5.6)	Problem-solves with classmates during a variety of activities. (S4.M5.7)	Cooperates and shares leadership roles with classmates on problem-solving initiatives in a variety of activities. (S4.M5.8)

Standard 4	Grade 6	Grade 7	Grade 8
<p><b>S4.M6</b></p> <p><b>Rules, Etiquette, and Sportsmanship</b></p>	<p>Identifies and demonstrates the rules and etiquette for a variety of activities. (S4.M6.6a)</p> <p>Exhibits teacher directed fundamentals of good sportsmanship. (S4.M6.6b)</p>	<p>Demonstrates knowledge of rules and etiquette by self-officiating a variety of activities. (S4.M6.7a)</p> <p>Exhibits teacher guided fundamentals of good sportsmanship. (S4.M6.7b)</p>	<p>Applies rules and etiquette by acting as an official for a variety of activities within a given set of parameters. (S4.M6.8a)</p> <p>Exhibits and encourages the fundamentals of good sportsmanship. (S4.M6.8b)</p>
<p><b>S4.M7</b></p> <p><b>Safety</b></p>	<p>Uses physical activity and fitness equipment appropriately and safely, with minimal teacher's guidance. (S1.M7.6)</p>	<p>Independently uses physical activity and fitness equipment appropriately and safely. (S1.M7.7)</p>	<p>Independently uses physical activity and fitness equipment appropriately, and advocates for specific safety concerns associated with the activity. (S1.M7.8)</p>

Standard 5	Grade 6	Grade 7	Grade 8
<b><i>The physically literate individual recognizes the lifelong value of physical activity for health and wellness.</i></b>			
<b>S5.M1</b> <b>Wellness</b>	Describes how being physically active impacts overall wellness. (S5.M1.6)	Identifies a variety of physical activities and describes how each impact overall wellness. (S5.M1.7)	Explains the personal impact of fitness and overall wellness. (S5.M1.8)
<b>S5.M3</b> <b>Challenge (Reasonable Decision Making)</b>	Recognizes individual challenges and copes in a positive way. (S5.M3.6)	Utilizes strategies and provides possible solutions when faced with a group challenge. (S5.M3.7)	Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual and/or group challenge. (S5.M3.8)
<b>S5.M4</b> <b>Enjoyment Through Physical Activity</b>	Describes how participating in a physical activity setting creates enjoyment. (S5.M4.6)	Describes why self-selected physical activities create personal enjoyment. (S5.M4.7)	Identifies and utilizes a strategy for increasing personal enjoyment in self-selected physical activities. (S5.M4.8)
<b>S5.M5</b> <b>Self-Expression Through Physical Activity</b>	Identifies how self-expression and physical activity are related. (S5.M5.6)	Explains the relationship between enjoyable physical activity and self-expression. (S5.M5.7)	Identifies and participates in an enjoyable physical activity that prompts individual self-expression. (S5.M5.8)
<b>S5.M6</b> <b>Social Interaction</b>	Demonstrates respect for self and others by following the rules and encouraging others while participating in activities. (S5.M6.6)	Demonstrates the importance of appropriate social interaction by helping and encouraging others. (S5.M6.7)	Demonstrates the ability to appropriately ask for help and help others in various physical activities. (S5.M6.8)

## **Middle School Grade-Level Outcomes Operational Definitions and Glossary of Terms**

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

**CASEL:** The knowledge, skills and confidence learned in a physical education classroom not only allow students to enjoy a lifetime of physical activity, but also allow students to learn and refine social and emotional skills. According to the Collaborative for Academic, Social, and Emotional Learning's (CASEL), these social and emotional skills allow students to "integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges" (CASEL, 2019). The social and emotional learning (SEL) competencies are:

- **Responsible decision-making:** The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.
- **Relationship Skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
- **Social Awareness:** The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.
- **Self-awareness:** The ability to accurately recognize one's own emotions, thoughts and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."
- **Self-Management:** The ability to successfully regulate one's emotions, thoughts and behaviors in different situations-effectively managing stress, controlling impulses, and motivation oneself. The ability to set and work toward personal and academic goals.

**Combination Movements:** Particular movements or series of movements that are strung together to achieve an objective.

**Competency:** Sufficient ability, skill, and knowledge to meet the demands of a specific task or activity. In these standards, competency is defined as the ability for individuals to participate at the recreational level with the skill and ability in self-selected activities.

**Dynamic environment:** An environment that fosters constant change, activity, or progress. Performers strive to adapt movements in response to the ever-changing environment.

**Field Games Field/striking game-** Games in which one team occupies positions throughout the space (field) and the other team tries to score by batting or striking an object into open space, with enough time for the hitter to run between bases (or wickets).

**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.

**Fitness Principles:** These principles include overload, specificity, FITT, rest and recovery, and use or lose it.

**FITT Principle:** A mnemonic formula of factors important to determining the correct amount of physical activity:

- F = Frequency: How often one does the activity each week.
- I = Intensity: How hard one works at the activity each session.
- T = Time: How long one works out at each session.
- T = Type: Which activities one selects.

**The FITT principle for cardiorespiratory endurance:**

- Frequency: Exercise 3–5 times per week.
- Intensity: Train at 60 to 85 percent of target heart rate zone.
- Time: Exercise for 20–60 minutes per session (recommended).
- Type: Any aerobic activity that keeps heart rate within the target heart rate zone. Examples include running, bicycling, swimming.

**The FITT principle for muscular endurance:**

- Frequency: Weight train 2–4 times per week.
- Intensity: To build endurance, lift lighter weight (less resistance) with more repetitions (8–15). Add or maintain weight and repetition during the workout.
- Time: A total workout of about 30–60 minutes.
- Type: Any activity that allows the muscles to perform a physical task over a period of time without becoming fatigued. Examples include resistance training, yoga, Pilates.

**The FITT principle for muscular strength:**

- Frequency: Weight train 2–4 times per week.
- Intensity: To build strength, lift heavier weights (more resistance) with fewer repetitions (3–8).
- Time: A total workout of about 30–60 minutes.
- Type: Anaerobic activities such as weightlifting and sit-ups.

**The FITT principle for flexibility:**

- Frequency: Daily stretching.
- Intensity: Stretch muscles and hold beyond their normal length at a comfortable stretch.
- Time: Hold stretch for 10–15 seconds, with the stretching workout lasting 15–30 minutes.
- Type: Stretches that allow the body to move through the full range of motion.

**Health-Related Fitness:** Consists of those components of physical fitness that have a relationship with good health. The five components include: cardiorespiratory endurance, flexibility, muscular strength, muscular endurance, and body composition.

- **Body Composition:** All the tissues that together make up the body: bone, muscle, skin, fat, and body organs.
- **Cardiorespiratory Endurance:** The ability of the heart, lungs, and blood vessels to use and send fuel and oxygen to the body's tissues during long periods of moderate-to-vigorous activity.
- **Flexibility:** The ability to move the joints through a full range of motion.
- **Muscular Endurance:** The ability of the muscles to perform physical tasks over a period of time without becoming fatigued.

- **Muscular Strength:** The amount of force a muscle can exert.

**Heart Rate Zones:** The range of heart rate (intensity) one chooses to train at for desired results. It is calculated using several factors, primarily the maximum heart rate (MHR).

- **Maximum Heart Rate (MHR):** On average, MHR is the highest the pulse can get. Predicted MHR is calculated by subtracting age from 220.
- **Light Intensity:** Improvement in overall health, such as lowered blood pressure and cholesterol, improved muscle tone, recover and great for long term heart health. It is calculated at 50-60% of MHR.
- **Moderate Intensity:** Increased fat burning and development of more muscle mass, improved aerobic (with oxygen) fitness, stamina and endurance. It is calculated at 60-80% of MHR.

**Vigorous Intensity:** Strengthened cardiorespiratory endurance, improved performance, speed and power to help be the fastest and fittest. It is calculated at 80-90% of MHR.

**Individual Performance Activities:** Activities in which participants perform independently. Such activities might include, but are not limited to gymnastics, figure skating, track & field, swimming, in-line skating, wrestling, self-defense and skateboarding.

**Invasion Games:** Games in which “teams score by moving a ball or projectile into another team’s territory and either shooting into a fixed target (a goal or a basket) or moving the projectile over an open-ended target (a line). To prevent scoring, one team must stop another bringing the ball into its territory and attempting to score.” (Mitchell, et.al, 2006). Examples are basketball, ultimate, and soccer.

**Lifetime Activities:** Lifetime activities are activities that can be enjoyed from youth to adult. Includes, but is not limited to, outdoor pursuits, selected individual performance activities, aquatics and net/wall and target games.

**Locomotor Movement:** Traveling movement that includes walking, running, skipping, jogging, galloping, sliding, hopping, leaping, and jumping.

**Mature Pattern:** Executing with efficiency the critical elements of the motor skills pattern in authentic environments.

**Mechanical Principles:** Mechanical principles are rules that when applied to physical activity result in efficient execution of skills.

**Newton’s Laws of Motion:** Three physical laws of motion that, together, laid the foundation for classical mechanics. The laws describe the relationship between a body, the forces acting upon the body, and the body’s motion in response to those forces. These laws have been expressed in different ways, and can be summarized as follows:

- **Newton’s First Law:** An object continues in its state of rest or motions unless an external force is applied to it.
- **Newton’s Second Law:** The greater the mass of an object, the greater the amount of force is needed to accelerate it.
- **Newton’s Third Law:** For every action, there is an equal and opposite reaction.

**Movement Concepts:** The application of knowledge and concepts related to skillful performance of movement and fitness activities, such as spatial awareness, effort, tactics, strategies, and principles related to movement efficiency and health enhancing fitness.

**Net/Wall Games:** Games in which players score by hitting an object into a court space in such a way that the opposing player/team cannot hit it back within the allowed amount of bounces. Tactical Problems related to Net and Wall Games include setting up an attack and moving the opponent. Examples include, but are not limited to tennis, volleyball, squash, and badminton.

**Offensive Tactics:** A means or method to stay ahead of the competition.

**Overload Principle:** Progressively placing greater stress or demands on the body during exercise to cause the body to adapt (become more fit). This is accomplished by manipulating the frequency, intensity, time (duration) and type (FITT) of activity.

**Rest and Recovery Principle:** The Rest and Recovery Principle is centered on completing an intense workout and then resting to promote healing.

**Rhythmic Activities:** Activities that develop an understanding and a feeling for the elements of rhythm and expressed in a regular repeated pattern of sounds or movement.

**Skill-Related Fitness:** Aspects of physical fitness that help one perform well in sports and other activities that require certain physical skills. Examples include:

- **Balance:** The ability to keep an upright posture while stationary or moving.
- **Coordination:** The ability to use one's senses together with one's body parts, or to use two or more body parts together
- **Power:** The ability to use strength quickly.
- **Reaction time:** The ability to react or respond quickly to what one hears, sees, or feels.
- **Speed:** The ability to perform a movement or cover a distance in a short period of time

**Specificity Principle:** The Specificity Principle involves adjusting an individual's workout to achieve specific goals.

**Technology:** Software, website, devices, and applications used in a physical education setting to enhance teaching and learning.

**Target games:** Games in which "players score by throwing or striking an object to a target" (Mitchell et al., 2006, p. 21). Accuracy is a primary focus of the activity, and competitors share no physical contact.

**Use or Lose Principle:** The Use or Lose Principle is the phenomena of steady deterioration in the efficiency of the heart and skeletal muscles when the body stops physical exercise.

## High School Outcomes (Grades 9 – 12)

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	Level 1	Level 2
<b><i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i></b>		
<b>S1.H1</b> <b>Lifetime Activities</b>	Demonstrates competency* and/or refines activity-specific movement skills in two or more lifetime activities, such as, outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games. (S1.H1.L1)	Refines activity-specific movement skills in one or more lifetime activities, such as, outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games. (S1.H1.L2)
<b>S1.H2</b> <b>Lifetime Activities</b>  Rhythmic Activities/Dance	Demonstrates competency in rhythmic movement activity/dance. (S1.H2.L1)	Demonstrates creativity in rhythmic movement patterns by choreographing a dance or performing a rhythmic routine. (S1.H2.L2)
<b>S1.H3</b> <b>Fitness Activities</b>	Demonstrates competency in one or more in specialized skills in health-related fitness activities. (S1.H3.L1a)	Demonstrates competent specialized skills in two or more health-related fitness activities. (S1.H3.L2a)

Standard 2	Level 1	Level 2
<i>The physically literate individual applies knowledge of concepts, principles, strategies and tactics to enhance movement and performance.</i>		
<b>S2.H1</b> <b>Movement Concepts</b>	Applies the terminology and rules associated with exercise and participation in a variety of activities, such as, individual performance activities, team activities, net/wall games, target games, aquatics and/or outdoor pursuits. (S2.H1.L1)	Create, perform, and discuss an activity relevant to historical and cultural perspectives. (S2.H1.L2)
<b>S2.H2</b> <b>Principles</b>	Practice movement concepts, principles, strategies, and tactics, to analyze and improve performance of self and/or others in a selected activity, such as, individual -performance, team activities, net/wall games, target games, aquatics and/or outdoor pursuits. (S2.H2.L1)	Apply principles and concepts in game-like or performance base settings in a selected activity. (S2.H2.L2)
<b>S2.H3</b> <b>Knowledge, Strategy and Tactics</b>	Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)	Implements a practice plan involving steps toward improving a self-selected skill. (S2.H3.L2)
<b>S2.H4</b> <b>Fitness Principles</b>	Discusses how overload progression, and specificity will enhance a personal fitness program. (S2.H4.L1)	Demonstrates program planning skills by setting goals and devising strategies for lifetime fitness. (S2.H4.L2)

Standard 3	Level 1	Level 2
<b><i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i></b>		
<b>S3.H1 Physical Activity Knowledge</b>	Discusses the benefits of a physically active lifestyle as it relates to maintaining a health enhancing level of lifetime physical activity and fitness. (S3.H1.L1) (S3.H1.L1)	Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2) (S3.H1.L2)
<b>S3.H2 Physical Activity Knowledge</b>	Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy active lifestyle. (S3.H2.L1)	Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle. (S3.H2.L2)
<b>S3.H3 Physical Activity Knowledge</b>	Identifies issues associated with exercising in heat, humidity and cold. (S3.H3.L1)	Applies rates of perceived exertion and pacing. (S3.H3.L2)
<b>S3.H4 Physical Activity Knowledge</b>	Investigates physical activities available in home and community to develop beneficial, healthy behaviors. (S3.H4.L1)	Participates in physical activities available in home and community to develop beneficial, healthy behaviors. (S3.H4.L2)
<b>S3.H5 Physical Activity Knowledge</b>	Identifies the impact of life choices, economics, motivation and accessibility on exercise adherence to maintain a health enhancing level of lifetime physical activity and fitness. (S3.H5.L1)	Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence to maintain a health enhancing level of lifetime physical activity and fitness. (S3.H5.L2)
<b>S3.H6 Engages In Physical Activity</b>	Participates in a self-selected lifetime activity, dance, or fitness-related activity outside school hours. (S3.H6.L1)	Develop a plan, train, and participate in a community event with a focus on physical activity, such as, 5K, triathlon, tournament, dance, performance, cycling event (S3.H6.L2)
<b>S3.H7 Fitness Knowledge</b>	Demonstrate mature technique in flexibility and resistance-training. (S3.H7.L1)	Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. (S3.H7.L2)
<b>S3.H8 Fitness Knowledge</b>	Identify components of a personal fitness plan. (S3.H8.L1)	Identifies the different energy systems used in a selected physical activity. (S3.H8.L2)

Standard 3	Level 1	Level 2
<b>S3.H9 Fitness Knowledge</b>	Identifies and participates in various types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, PNF, dynamic) for personal fitness development. (S3.H9.L1)	Create and utilize an activity plan for strength and stretching for personal fitness development. (S3.H9.L2)
<b>S3.H10 Fitness Knowledge</b>	Calculates target heart rate and applies HR information to personal fitness plan. (S3.H10.L1)	Adjusts pacing to keep heart rate in the target zone, using available technology, such as, pedometer, heart rate monitor), to self-monitor aerobic intensity. (S3.H10.L2)
<b>S3.H12 Assessment and Program Planning</b>	Research the components of health and/or skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals. (S3.H12.L1)	Implements the components of health and/or skill-related fitness and design the components of skill-related fitness in relation to life and career goals, and analyze an appropriate fitness program for those goals. (S3.H12.L2)
<b>S3.H13 Nutrition</b>	Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. (S3.H13.L1)	Create a plan for before, during, and after exercise that addresses nutrition needs for each phase. (S3.H13.L2)
<b>S3.H14 Stress Management</b>	Identifies stress management strategies, such as, mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation. (S3.H14.L1)	Applies stress management strategies, such as, mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation. (S3.14.L2)

Standard 4	Level 1	Level 2
<i>The physically literate individual exhibits responsible personal, social, and emotional behavior that respects self, others and environment.</i>		
<b>S4.H1</b> <b>Personal Responsibility</b>	Demonstrates effective self-management skills to participate properly in activities in groups including various personalities, skill levels, and diverse populations (S4.H1.L1)	Accepts differences between personal characteristics, idealized body images, and elite performance levels portrayed in various media. (S4.H1.L2)
<b>S4.H2</b> <b>Rules and Etiquette</b>	Exhibits proper etiquette, respect for others teamwork and fundamentals of good sportsmanship while engaging in physical activity. (S4.H2.L1a)	Examines moral and ethical conduct in specific competitive situations, such as, sportsmanship, performance-enhancing substances, gambling, current events in sport. (S4.H2.L2)
<b>S4.H3</b> <b>Working With Others</b>	Uses communication skills and strategies that promote team/group dynamics. (S4.H3.L1)	Assumes a leadership role in a physical activity setting. (S4.H3.L2)
<b>S4.H4</b> <b>Working With Others</b>	Solves problems and thinks critically in physical activity settings, both as an individual and in groups. (S4.H4.L1)	Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2)
<b>S4.H5</b> <b>Safety</b>	Identify best practices for participating safely in physical activity, such as, injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection. (S4.H5.L1)	Applies best practices for participating safely in physical activity, such as, injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection. (S4.H5.L2)

Standard 5	Level 1	Level 2
<b><i>The physically literate individual recognizes the lifelong value of physical activity for health and wellness.</i></b>		
<b>S5.H1 SD Revised  Health</b>	Examines the health benefits of physical, mental, and social health. (S5.H1.L1)	Analyzes and predicts the health benefits of physical activity, mental health, and social interaction into adulthood. (S5.H1.L2)
<b>S5.H2  Challenge</b>	Fully engages in a challenging physical activity. (S5.H2.L1)	Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)
<b>S5.H3  Self-Expression/ Enjoyment</b>	Selects and participates in physical activities that meet the need for self-expression and enjoyment. (S5.H3.L1)	Identifies the uniqueness of various physical activities as a means of self-expression. (S5.H3.L2)
<b>S5.H4  Social Interaction</b>	Identifies the opportunity for social interaction in a variety of physical activities. (S5.H4.L1)	Implements positive social interactions and social support in a variety of physical activities. (S5.H4.L2)
<b>S5.H5  Employment</b>	Identifies various employment/career opportunities associated with the physical education and fitness fields. (S5.H5.L1)	Analyzes how employment opportunities associated with the physical education and /fitness fields support and interrelate with other employment fields, such as, health care, fitness facility, sports facility, education, coaching and referring. (S5.H5.L2)

## High School Grade-Level Outcomes Operational Definitions and Glossary of Terms

**Competency:** Sufficient ability, skill, and knowledge to meet the demands of a specific task or activity. In these standards, competency is defined as the ability for individuals to participate at the recreational level with the skill and ability in self-selected activities.

**Dynamic exercise:** rhythmic muscular activity resulting in movement, and it initiates a more appropriate increase in cardiac output and oxygen exchange.

**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.

**FITT:** Acronym that stands for frequency, intensity, time and type, which are variables that are manipulated to create an overload.

**FITT principle:** A mnemonic formula of factors important to determining the correct amount of physical activity:

- F = Frequency: How often one does the activity each week.
- I = Intensity: How hard one works at the activity each session.
- T = Time: How long one works out at each session.
- T = Type: Which activities one selects.

**Health-related fitness:** Consists of those components of physical fitness that have a relationship with good health. The five components include: cardiorespiratory endurance, flexibility, muscular strength, muscular endurance, and body composition.

- **Body composition:** All of the tissues that together make up the body: bone, muscle, skin, fat, and body organs.
- **Cardiorespiratory endurance:** The ability of the heart, lungs, and blood vessels to use and send fuel and oxygen to the body's tissues during long periods of moderate-to vigorous activity.
- **Flexibility:** The ability to move the joints through a full range of motion.
- **Muscular endurance:** The ability of the muscles to perform physical tasks over a period of time without becoming fatigued.
- **Muscular strength:** The amount of force a muscle can exert

**Individual performance activities:** Activities in which participants perform independently. Such activities might include, but are not limited to gymnastics, figure skating, track & field, swimming, in-line skating, wrestling, self-defense and skateboarding.

**Lifetime Activities:** Lifetime activities are activities that can be enjoyed from youth to adult. Includes, but is not limited to, outdoor pursuits, selected individual performance activities, aquatics and net/wall and target games.

**Net/Wall games:** Games in which players score by hitting an object into a court space in such a way that the opposing player/team cannot hit it back within the allowed amount of bounces. Tactical Problems related to Net and Wall Games include setting up an attack and moving the opponent. Examples include, but are not limited to tennis, volleyball, squash, and badminton.

**Outdoor pursuits:** (2014 aka Rec/Outdoor Ed) Activities that include recreational boating (e.g. kayaking, canoeing, sailing, rowing); hiking; backpacking; fishing; orienteering or geocaching; ice skating; skateboarding; snow or water skiing;skiing;snowboarding;snowshoeing;surfing;bouldering,traversing or climbing; mountain biking; adventure activities; and ropes courses. Selection of activities is dependent on the environmental opportunities within the geographical region.

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

**Skill-Related Fitness:** Aspects of physical fitness that help one perform well in sports and other activities that require certain physical skills. Examples include:

- Agility: The ability to change body position quickly and to control one's physical movements.
- Balance: The ability to keep an upright posture while stationary or moving.
- Coordination: The ability to use one's senses together with one's body parts, or to use two or more body parts together
- Power: The ability to use strength quickly.
- Reaction time: The ability to react or respond quickly to what one hears, sees, or feels. • Speed: The ability to perform a movement or cover a distance in a short period of time

**Specialized skills:** Movement skills that are required in more organized games and activities. Examples of specialized movement skills include fielding a ground ball in softball, climbing a rock wall and performing a grapevine step in dance.

**Target games:** Games in which "players score by throwing or striking an object to a target" (Mitchell et al., 2006, p. 21). Accuracy is a primary focus of the activity, and competitors share no physical contact (Haibach et al., 2011,p.369). Target game are considered opposed (e.g., croquet, shuffleboard, bocce)because opponents may block or hit another player's ball to a less-desirable position. Other target games are considered unopposed (e.g., golf, bowling) because opponents may not interfere with a shot (Mitchell et al., 2006,p. 21). Strategies or tactics are based on movement accuracy and consistency.

## Additional Resources

### SHAPE SD

The Society for Health and Physical Educators of South Dakota is a group of professionals collaborating to promote active lifestyles for all South Dakotans. We are striving to combat the obesity crisis by increasing lifelong physical activity and promoting healthy living. We are excited that we have the resources, tools, and knowledge to be the professionals leading this effort. Visit [shaped.org](http://shaped.org) to learn more about this organization or to become a member.

### SHAPE America Resources for Teaching to the Standards and Grade-level Outcomes for K-12 Physical Education

The Society of Health and Physical Education (SHAPE America) offers numerous resources to assist practitioners with appropriate instructional practices as well as with developing standards-based curricula and assessments that will help implement the South Dakota Standards and Grade-level Outcomes for K-12 Physical Education.

Visit [www.shapeamerica.org](http://www.shapeamerica.org) to find information about SHAPE America books, as well as to download free copies of position statements and guidance documents on various topics of interest to physical educators, including Appropriate Instructional Practices Guidelines and Opportunity to Learn Guidelines for elementary, middle and high school.

The following is a sample listing of these resources, which will support teachers in implementing the standards and outcomes.

### National Standards and Grade-Level Outcomes for K-12 Physical Education

#### Books to promote best practices in teaching Physical Education:

*Concepts and Principles of Physical Education: What Every Student Needs to Know.* Bonnie Mohnsen (2010)

*Developmental Physical Education for All Children.* David Gallahue and Frances Donnelly (2007)

*Flash Fitness and the Incredible Physical Activities: A Super-Hero Approach to Meeting the National PE Standards in Grades K-5.* Kathy Ermler, Joella Merhof, et al. (2010)

*Movement-Based Learning for Children: Academic Concepts and Physical Activity for Ages 3-8.* Rhonda Clements and Sharon Schneider (2006)

*PE Metrics: Assessing Student Performance Using the National Standards & Grade Level Outcomes for K-12 Physical Education- 3<sup>rd</sup> Edition.* Shape America, (2019)

*Physical Best: Physical Education for Lifelong Fitness and Health- 4th Edition.* Jackie Conkle (2020)

*Spark: The revolutionary New Science of Exercise for the Brain.* SHAPE America (2013)

*Smart PE Moves for Middle School Students: Ready to Use Lesson Plans and Assessment Tools for Standards-Based Physical Education.* Mara Manson and Ariela Herman (2012)

## **Instructional Resources to promote best practices in teaching Adaptive Physical Education**

Adapted Physical Education National Standards

Administration for Community Living Health and Wellness Program: I Can Do It!

American Printing House for the Blind Educational Resources

Camp Abilities Instructional Materials

SHAPE America Adaptive PE Teacher Toolbox

Special Olympics

The National Center on Health Physical Activity and Disability

The National Consortium for Physical Education for Individuals with Disabilities

## **Adaptive Physical Education Assessment Tools**

*Brockport Physical Fitness Test Manual: A Health-Related Assessment for Youngsters with Disabilities, 2<sup>nd</sup> Edition.* Joseph Winnick and Francis Short (2014)

## **Appropriate Instructional Practices**

Appropriate Instructional Practice Guidelines for Elementary School Physical Education (2009)

Appropriate Instructional Practice Guidelines for Middle School Physical Education (2009)

Appropriate Instructional Practice Guidelines for High School Physical Education (2009)

## **Opportunity to Learn**

Opportunity to Learn Guidelines for Elementary School Physical Education (2009)

Opportunity to Learn Guidelines for Middle School Physical Education (2009)

Opportunity to Learn Guidelines for High School Physical Education (2009)

## **SHAPE America Assessment Series**

Assessing and Improving Fitness in Elementary Physical Education (2008)

Assessing Concepts: Secondary Biomechanics (2004) Assessment in Outdoor Adventure Physical Education (2003)

Assessing Dance in Elementary Physical Education (2005) Assessment of Swimming in Physical Education (2005)

Assessing Motor Skills in Elementary Physical Education (1999)  
Assessing Student Outcomes in Sport Education (2003)  
Assessment in Games Teaching (1999) Assessments to Include All Elementary School Children (2011)  
Authentic Assessment of Physical Activity for High School Students (2002)  
Comprehensive Approach (2007)  
Creating Rubrics for Physical Education (2000)

### **Position Statements**

Appropriate and Inappropriate Practices Related to Fitness Testing (2017)  
Appropriate Uses of Fitness Measurement (2010)  
Appropriate Use of Instructional Technology in Physical Education (2009)  
Appropriate Maximum Class Length for Elementary Physical Education (2008)  
Comprehensive School Physical Activity Programs: Helping All Students Log 60 Minutes of Physical Activity Each Day (2013)  
Physical Education is Critical to Educating the Whole Child (2011)  
Physical Activity Used as Punishment and/or Behavior Management (2009)  
The Essential Components of Physical Education SHAPE America (2017)

### **Resource Briefs**

School Physical Education Program Checklist: How Does Your Program Rate? (2009)  
Physical Education Teacher Evaluation Tool (2007)  
Teaching Large Class Sizes in Physical Education: Guidelines and Strategies (2006)  
Top Ten Reasons for Quality Physical Education (2006)  
The Difference Between Physical Education and Physical Activity (2005)  
Code of Conduct for P-12 Physical Education Teachers (2011)  
What Constitutes a Highly Qualified Physical Education Teacher (2007)  
Opposing Substitution and Waiver/Exemptions For Required Physical Education (2006)

## **References used in creating this document**

Alabama Physical Education Standards and Grade Level outcomes; Alabama Department of Education  
Arizona Physical Education Standards and Grade-Level outcomes; Arizona Department of Education  
National Physical Education Standards and Grade-Level outcomes SHAPE America  
North Dakota Physical Education Standards and Grade-Level outcomes; North Dakota Department of Education  
The Collaborative for Academic, Social and Emotional Learning  
Washington Physical Education Standards and Grade-Level outcomes; Washington Department of Education