



Physical Education Priority Standards K-8

Physical Education: Kindergarten - Grade 3

Motor Skills

K-3.PE.1 The physically educated individual demonstrates competency in a variety of motor skills, non-locomotor skills and movement patterns & forms.

1.1 Demonstrate mature form of basic locomotor patterns, walk, run, gallop, slide, horizontal jump, hop, leap and skip.

1.2 Demonstrate mature form of basic manipulative skills, overhand throw, catching, striking, and kicking.

1.3 Perform basic non-locomotor movements (e.g., balance poses, shapes, etc.) with sureness.

Tactics & Strategy

K-3.PE.2 The physically educated individual recognizes and applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

2.1 Identify critical elements (characteristics) of basic skills.

2.2 Demonstrate concepts of force production and absorption in throwing, catching and striking.

2.3 Use teacher and self feedback to make adjustments in performance.

Expression & Social Interaction

K-3.PE.3 The physically educated individual participates in physical activity for enjoyment, challenge, self-expression and social interaction.

3.1 Identify a variety of physical activities that are regularly enjoyed.

3.2 Respond to physical activity with smiles, laughter, and/or other positive verbal/non-verbal responses.

Responsible Behavior

K-3.PE.4 The physically educated individual exhibits responsible personal, social, and cultural behavior that respects self and others as a gift from God.

4.1 Demonstrate compliance to class expectations (e.g., control self, think safety, try hard, hustle and other incident specific requests).

4.2 Demonstrate inclusion for all class members (e.g., Follow the "You Can't Say You Can't Play" rule).

4.3 Recognize that equipment and space belong indefinitely to no one person.

4.4 Explore cultural/ethnic awareness through participation in a variety of international children's games.

4.5 Honestly report the results of work (e.g., record own or partners performance accurately and honestly).

Fitness for Life

K-3.PE.5 The physically educated individual analyzes, reflects, plans, and strives for a healthy level of physical activity and fitness for life.

5.1 Identify a variety of physical activities that are regularly enjoyed.

5.2 Recognize the physiological indicators that accompany moderate to vigorous physical activity (e.g., sweating, increase heart rate, and heavy breathing.)

5.3 Understand that to be physically active, one needs adequate levels of fitness.

5.4 Create habits that will lead to a healthy level of activity and fitness.

Physical Education: Grades 4-5

Motor Skills

- 4-5.PE.1** The physically educated individual demonstrates competency in a variety of motor skills, non-locomotor skills and movement patterns & forms.
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- 1.1 Use beginning skills of a few specialized movement forms (e.g., basketball, volleyball, tennis, gymnastics).
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- 1.2 Balance with control on a variety of objects (e.g., bike, skates).
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Tactics & Strategy

- 4-5.PE.2** The physically educated individual recognizes and applies knowledge of concepts, principals, strategies and tactics related to movement and performance.
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- 2.1 Apply movement concepts that improve quality of performance (e.g., starting to detect, analyze and correct errors in self and others).
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Expression & Social Interaction

- 4-5.PE.3** The physically educated individual participates in physical activity for enjoyment, challenge, self-expression and social interaction.
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- 3.1 Make personal decisions to explore participation in physical activities in the community and in the school setting.
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- 3.2 Initiate positive interactions with all class members.
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- 3.3 Express personal satisfaction in physical activity accomplishments.
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Responsible Behavior

- 4-5.PE.4** The physically educated individual exhibits responsible personal, social, and cultural behavior that respects self and others as a gift from God.
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- 4.1 Follow with few reminders activity-specific rules, procedures and etiquette.
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- 4.2 Utilize safety principals in activity situations.
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- 4.3 Accept problem solving ideas from others.
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- 4.4 Recognize the role of games, sports, and dance in getting to know and understand others of different backgrounds.
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- 4.5 Identify the importance of games, sports and dance in own personal heritage.
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- 4.6 Accept the teacher's decision regarding a rule infraction without displaying negative reactions toward others.
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Fitness for Life

- 4-5.PE.5** The physically educated individual analyzes, reflects, plans, and strives for a healthy level of physical activity and fitness for life.
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- 5.1 Identify, perform, measure an activity related to each component of health-related physical fitness (e.g., aerobic, endurance, muscle strength and muscle endurance, flexibility and body composition).
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- 5.1.1 Use beginning skills of a few specialized movement forms (e.g., basketball, volleyball, tennis, gymnastics).
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- 5.1.2 Balance with control on a variety of objects (e.g., bike, skates).
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- 5.2 Begin to develop a strategy for improvement/maintenance of selected fitness components.
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- 5.2.1 Apply movement concepts that improve quality of performance (e.g., starting to detect, analyze and correct errors in self and others).
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- 5.3 Monitor intensity of exercise (e.g., recognizing target heart rate and recover time).
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- 5.4 Create habits that will lead to a healthy level of activity and fitness.
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- 5.5 Explore the principles of fitness training (e.g., FITT)
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- 5.6 Identify the health-related fitness component(s) necessary to pursue selected physical activities.
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Physical Education: Grades 6-8

Motor Skills

- 6-8.PE.1** The physically educated individual demonstrates competency in a variety of motor skills, non-locomotor skills and movement patterns & forms.
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- 1.1 Recognize and use critical elements to refine performance in selected activities.
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Tactics & Strategy

- 6-8.PE.2** The physically educated individual recognizes and applies knowledge of concepts, principals, strategies and tactics related to movement and performance.
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- 2.1 Use basic offensive and defensive strategies in a modified version of a team sport and individual sport.
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Expression & Social Interaction

- 6-8.PE.3** The physically educated individual participates in physical activity for enjoyment, challenge, self-expression and social interaction.
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- 3.1 Participate in individualized programs of physical activity and exercise.
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- 3.2 Recognize physical activity as a vehicle of self-expression.
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Responsible Behavior

- 6-8.PE.4** The physically educated individual exhibits responsible personal, social, and cultural behavior that respects self and others as a gift from God.
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- 4.1 Participate in establishing rules, procedures and etiquette that are safe and effective for specific activities/situations.
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- 4.2 Handle conflicts that arise without confrontation.
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- 4.3 Understand the ways that sport and dance currently influence American culture/other cultures.
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- 4.4 Accept and respect the decisions made by game officials whether they are students, teachers or officials outside of school.
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- 4.5 Identify social benefits of participation in physical activity.
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Fitness for Life

- 6-8.PE.5** The physically educated individual analyzes, reflects, plans, and strives for a healthy level of physical activity and fitness for life.
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- 5.1 Practices principles of training and conditioning for specific physical activities.
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- 5.2 Begin to develop and pursue fitness goals independently with some teacher guidance.
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- 5.3 Understand and apply basic principles of training to improve physical fitness (e.g., frequency, intensity, duration and mode of exercise).
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- 5.4 Create habits that will lead to a healthy level of activity and fitness.
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- 5.5 Describe how varying fitness levels can inhibit or enable participation in physical activities.
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[1] Updated March 2022