



## **Physical Education Priority Standards**

\*Based on the [National Standards for K-12 Physical Education](#)



### **Grade 1 Priority Standards**

#### **[Demonstrates competency in a variety of motor skills and movement patterns.]**

S1.E1.1 Hops, gallops, jogs, and slides using a mature pattern.

S1.E3.1 Demonstrates 2 of 5 of the critical elements for jumping and landing in a horizontal plane using two-foot take-offs and landings.

S1.E4.1 Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane.

S1.E7.1 Maintains stillness on different bases of support with different body shapes.

S1.E9.1 Rolls with either a narrow or curled body shape.

S1.E10.1 Demonstrates twisting, curling, bending and stretching actions.

S1.E13.1 Throws underhand demonstrating 2 of the 5 critical elements of a mature pattern.

S1. E16.1a Catches a soft object from a self- toss before it bounces.

S1. E16.1b Catches various sizes of balls self-tossed or tossed by a skilled thrower.

S1. E17.1 Dribbles continuously in self-space using the preferred hand.

S1. E18.1 Taps or dribbles a ball using the inside of the foot while walking in general space.

S1. E21.1 Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern.

#### **[Applies knowledge of strategies, principles, tactics, and concepts related to movement and performance.]**

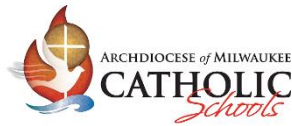
S2.E1.1 Moves in self-space and general space in response to designated beats or rhythms.

S2.E2.1a Travels demonstrating low, middle and high levels.

S2.E2.1b Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through).

S2.E3.1a Differentiates between fast and slow speeds.

S2.E3.1b Differentiates between strong and light force.



## **Grade 2 Priority Standards**

### **[Demonstrates competency in a variety of motor skills and movement patterns.]**

S1.E2.2b Travels showing differentiation between jogging and sprinting.

S1.E3.2 Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of one- and two-foot take-offs and landings.

S1.E4.2 Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane.

S1.E7.2a Balances on different bases of support, combining levels and shapes.

S1.E7.2b Balances in an inverted position\* with stillness and supportive base.

S1.E8.2 Transfers weight from feet to different body parts/bases of support for balance.

S1.E13.2 Throws underhand using a mature pattern.

S1.E14.2 Throws overhand, demonstrating 2 of the 5 critical elements of a mature pattern.

S1.E16.2 Catches a self- tossed or well-thrown large ball with hands, not trapping or cradling against the body.

S1.E17.2a Dribbles in self-space with preferred hand demonstrating a mature pattern.

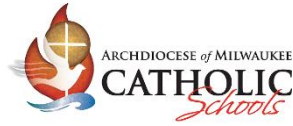
S1.E17.2b Dribbles using the preferred hand while walking in general space.

S1.E18.2 Dribbles with the feet in general space with control of ball and body.

S1.E25.2 Strikes a ball off a tee or cone with a bat, using correct grip and side orientation/proper body orientation.

### **[Applies knowledge of strategies, principles, tactics, and concepts related to movement and performance.]**

S3.E3.2a Recognizes the use of the body as resistance (e.g., holds body in plank position, animal walks) for developing strength.



## **Grade 3 Priority Standards**

### **[Demonstrates competency in a variety of motor skills and movement patterns.]**

S1.E2.3 Travels showing differentiation between sprinting and running.

S1.E7.3 Balances on different bases of support, demonstrating muscular tension and extensions of free body parts.

S1.E11.3 Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a sequential movement pattern.

S1.E13.3 Throws underhand to a partner or target with reasonable accuracy.

S1.E14.3 Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in non-dynamic environments (closed skills), for distance and/or force.

S1.E16.3 Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern.

S1.E17.3 Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body.

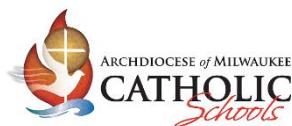
S1.E18.3 Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body.

S1.E25.3 Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. Note: Use batting tee or ball tossed by teacher for batting.

### **[Applies knowledge of strategies, principles, tactics, and concepts related to movement and performance.]**

S2.E5.3a Applies simple strategies and tactics in chasing activities.

S2.E5.3b Applies simple strategies in fleeing activities.



## **Grade 4 Priority Standards**

### **[Demonstrates competency in basic motor skills and a combination of skills.]**

S1.E2.4 Runs for distance using a mature pattern.

S1.E6.4 Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks.

S1.E14.4a Throws overhand using a mature pattern in nondynamic environments (closed skills).

S1.E14b Throws overhand to a partner or at a target with accuracy at a reasonable distance.

S1.E15.4 Throws to a moving partner with reasonable accuracy in a nondynamic environment (closed skills).

S1.E17.4b Dribbles in general space with control of ball and body while increasing and decreasing speed.

S1.E18.4 Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed.

S1.E20.4 Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting).

S1.E22.4 Volleys underhand using a mature pattern, in a dynamic environment (e.g., two square, four square, handball).

S1.E23.4 Volleys a ball with a two-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern.

S1.E24.4a Strikes an object with a short-handled implement while demonstrating a mature pattern.

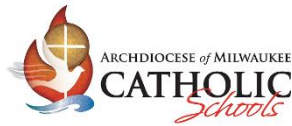
S1.E24.4b Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall.

S1.E25.4 Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis racket, badminton racket), while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through).

### **[Applies knowledge of strategies, principles, tactics, and concepts related to movement and performance.]**

S2.E5.4a Applies simple offensive strategies and tactics in chasing and fleeing activities.

S2.E5.4b Applies simple defensive strategies and tactics in chasing and fleeing activities.



## **Grade 5 Priority Standards**

### **[Demonstrates competency in a variety of motor skills and movement patterns.]**

S1.E1.5b Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments.

S1.E1.5c Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball).

S1.E14.5a Throws overhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of balls.

S1.E14.5b Throws overhand to a large target with accuracy.

S1.E15.5a Throws with accuracy, both partners moving.

S1.E15.5b Throws with reasonable accuracy in dynamic, small- sided practice tasks.

S1.E16.5c Catches with reasonable accuracy in dynamic, small-sided practice tasks.

S1.E17.5 Combines hand dribbling with other skills during 1v1 practice tasks.

S1.E18.5 Combines foot dribbling with other skills in 1v1 practice tasks.

S1.E19.5a Passes with the feet using a mature pattern as both partners' travel.

S1.E19.5b Receives a pass with the feet using a mature pattern as both partners' travel.

S1.E20.5 Dribbles with hands or feet with mature patterns in a variety of small-sided game forms.

S1.E23.5 Volleys a ball using a two-hand pattern,

sending it upward to a target.

S1.E24.5 Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment.

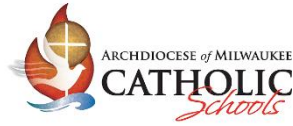
S1.E25.5a Strikes a pitched ball with a bat using a mature pattern.

S1.E25.5b Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game.

**[Applies knowledge of strategies, principles, tactics, and concepts related to movement and performance.]**

S2.E5.5a Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks.

S2.E5.5b Applies basic offensive and defensive strategies and tactics in net and wall small-sided practice tasks.



## **Grade 6 Priority Standards**

### **[Demonstrates competency in a variety of motor skills and movement patterns.]**

S1.M2.6 Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base).

S1.M3.6 Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks.

S1.M4.6 Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as basketball, flag football, speedball or team handball.

S1.M13.6 Strikes with a mature overhand pattern in a nondynamic environment for net/ wall games such as volleyball, handball, badminton or tennis.

S1.M24.6 Demonstrates correct technique for basic skills in 1 self-selected individual-performance activity.

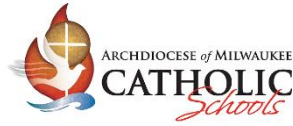
### **[Applies knowledge of strategies, principles, tactics, and concepts related to movement and performance.]**

S2.M1.6 Creates open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace).

S2.M6.6 Transitions from offense to defense or defense to offense by recovering quickly.

### **[Demonstrates the skills and knowledge to achieve and maintain a health-enhancing level of physical activity and fitness.]**

S3.M1.6 Describes how being physically active leads to a healthy body.



## **Grade 7 Priority Standards**

### **[Demonstrates competency in a variety of motor skills and movement patterns.]**

S1.M2.7 Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment.

S1.M3.7 Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play.

S1.M4.7 Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed with competency in invasion games such as soccer or speedball.

S1.M13.7 Strikes with a mature overhand pattern in a dynamic environment for net/wall games such as volleyball, handball, badminton or tennis.

### **[Applies knowledge of strategies, principles, tactics, and concepts related to movement and performance.]**

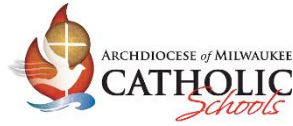
S2.M1.7 Reduces open space by using locomotor movements (e.g., walking, running, jumping and landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal).

S2.M6.7 Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates.

### **[Demonstrates the skills and knowledge to achieve and maintain a health-enhancing level of physical activity and fitness.]**

S3.M1.7 Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.

S3.M8.7 Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.



## **Grade 8 Priority Standards**

### **[Demonstrates competency in a variety of motor skills and movement patterns.]**

S1.M2.8 Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play.

S1.M3.8 Catches with a mature pattern for distance or power appropriate to the activity during small-sided game play.

S1.M4.8 Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (floor, field, ice).

S1.M13.8 Strikes with a mature overhand pattern in a modified net/wall game such as volleyball, handball, badminton or tennis.

### **[Applies knowledge of strategies, principles, tactics, and concepts related to movement and performance.]**

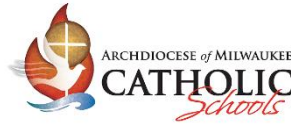
S2.M1.8 Opens and closes space during small-sided game play by combining locomotor movements with movement concepts.

S2.M6.8 Transitions from offense to defense or defense to offense by recovering quickly, communicating with team-mates and capitalizing on an advantage.

### **[Demonstrates the skills and knowledge to achieve and maintain a health-enhancing level of physical activity and fitness.]**

S3.M1.8 Identifies the five components of health-related fitness and explains the connections between fitness and overall physical and mental health.

S3.M8.8 Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.



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

### **Grades 1 - 8 Report Card Success Indicators Correlation**

#### **Student as Learner**

- Demonstrates persistence in learning tasks.
  - Practices skills with minimal teacher prompting.
- Collaborates effectively to achieve defined outcomes.
  - Works cooperatively with others in a variety of class environments (e.g., small and large groups).
  - Exhibits etiquette and adherence to rules in a variety of physical activities.
  - Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates.
  - Problem-solves with classmates during adventure activities, small-group initiatives or game play.
  - Applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters.
- Accepts and applies constructive feedback.
  - Accepts and implements specific corrective feedback from the teacher and peers.
  - Provides encouragement and feedback to peers without prompting from the teacher.
- Completes learning tasks efficiently and independently.
  - Works safely with peers and equipment in physical activity settings.
  - Independently uses physical activity and exercise equipment appropriately and safely.
- Sets goals and monitor's progress.
  - Accepts responsibility for improving one's own levels of physical activity and fitness.
  - Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school. (Middle School)

#### **Student as Citizen:**

- Demonstrates respect for people and property.
  - Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).
  - Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects.
  - Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors.
- Demonstrates empathy and kindness.
  - Accepts players of all skill levels into the physical activity.
  - Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.
- Practices appropriate conflict resolution skills.
  - Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.
- Considers the impact of behavior on others.
  - Responds appropriately to participants' ethical and unethical behavior