



TO: P-12 Education Committee

FROM: Dr. Kimberly Young Wilkins *Kimberly Young Wilkins*

SUBJECT: Approval of the New York State (NYS) Physical Education Learning Standards (2020)

DATE: February 24, 2020

AUTHORIZATION(S): *Sharon L. Tabea*

SUMMARY

Issue for Decision

Should the Board of Regents approve the proposed NYS Physical Education Learning Standards (2020)?

Reason for Consideration

Review of policy.

Proposed Handling

This issue will come before the P-12 Education Committee and for recommendation to the Full Board for action at its March 2020 meeting.

Background Information

As requested by the New York State Board of Regents, the Department initiated a revision of the NYS Physical Education Learning Standards in 2018. These revised standards were the combined effort of numerous classroom teachers, school leaders, college professors, and members of professional organizations. The work was completed in alignment with Every Student Succeeds Act (ESSA) requirements and in support of student health and well-being to provide a critical foundation for student learning. As with other content areas, curriculum and professional development will be a part of the new standards rollout and implementation in a three phase, multi-year plan.

In 2018, New York State began a review of its current physical education standards adopted in 1996. New standards were then developed with the collaborative efforts of

NYS educators, curriculum specialists, parents, school administrators, and field experts in higher education. In 2019, the State Education Department released a draft of the new physical education standards for public comment and received more than 500 responses. As a result, each outcome was reviewed again, and based on the public feedback, necessary modifications to the standards were made. Continuous input from the various committees helped to finalize the changes.

The New York State Physical Education Standards (2020) reflect revisions, additions, instructional alignment, and clarification to the previous physical education standards and the national standards designed by SHAPE (Society of Health and Physical Educators). These new standards are the framework for the development of knowledge, skills, and social-emotional learning that enables students to become healthy, physically literate adults.

The important connection between physical and mental health as it relates to the overall wellness of a child was a critical consideration in this project. As a result, the New York State Physical Education Learning Standards (2020) reflect both the NYS Social Emotional Benchmarks and the NYS Mental Health Education initiative. This provides physical educators the opportunity to support school districts' efforts to contribute to the goal of overall wellness.

Standards Review

Requests to solicit expertise in the field of physical education were sent by NYSED in April 2018. A committee of teachers, parents, administrators, leaders, higher education representatives, BOCES, Big 5 school districts, and the NYC Department of Education, as well as other organizations such as New York State United Teachers (NYSUT), New York State Association for Physical Education, Health, Recreation, and Dance (NYSAPERD), New York State School Boards Association (NYSSBA), New York State Parent Teacher Association (NYSPTA), and the New York State School Administrators Association (SAANYS) was then formed to begin a plan to draft new standards.

In August of 2018, the New York State Education Department (NYSED), along with the committee of above statewide experts, commenced the creation of physical education standards for New York State. The group of experts recommended NYSED develop the standards based on the current SHAPE National Standards and the 1996 NYS Physical Education Learning Standards. The group (see Appendix A) met seven times over two years. From August 2018 through May 2019, the New York State Physical Education Learning Standards Committee worked to produce a first draft of the new standards.

Stakeholder Feedback

The standards were then drafted and sent out for public and stakeholder feedback beginning in September 2019 and concluding in October 2019. Five hundred eighteen survey responses were received by NYSED. Most of the responses were from K-12 educators and administrators; however, feedback was also received from parents, students, and school board members. Approximately 94 percent of respondents indicated

that they moderately or strongly supported the standards. Any comments attached to the survey were then a part of the revision process.

The Physical Education Leadership Team met with NYSED staff in December 2019 to revise the standards based on suggested feedback. A final draft incorporating the feedback is reflected in the current NYS Standard submission. The NYS Physical Education Content Advisory Panel (CAP), formed in fall 2019, reconvened in January 2020. The Standards work thus far was reviewed by this panel to ensure consistency and accuracy. The standards review work was then reviewed again by the leadership team and Department staff.

Overview of the NYS Physical Education Learning Standards

Below are the six anchor standards (broad descriptions of what a student should know and be able to do) developed by NYSED and the physical education committee of experts. These standards were influenced by the SHAPE national standards and the current NYS Physical Education Standards adopted in 1996.

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

Standard 5: Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

Standard 6: Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

Strands are listed under each standard. Grade level outcomes are organized by strands across all the grades and are included in Appendix B.

Next Steps

Tremendous effort by New York State Educators and Stakeholders has been made to date to ensure the new NYS Physical Education Standards presented to the Board of Regents and the Commissioner of Education are rigorous and understandable, apply to all students, and are of high quality.

The Board of Regents' ESSA Mission states that every child has equitable access to the highest quality educational opportunities, services, and supports in schools. Effective instruction aligned to the State's Standards will be provided by the schools, including the creation of positive learning environments so that each child is prepared for success in college, career, and citizenship.

NYSED staff has identified the following next steps to ensure the standards meet these mandates and the needs of all students.

- The standards will be presented to the Board of Regents for final adoption in spring 2020.
- The Department will publish and share the standards and timeline statewide with districts, educators, institutes of higher education, and professional organizations.
- The Office of Curriculum and Instruction will plan for a future kickoff event to provide statewide training on the standards and turnkey the standards with the BOCES, professional organizations, and school districts as partners.
- In partnership with the field, we will create standards and curriculum resources and crosswalks to assist in the rollout of the standards.
- The three main phases of implementation are as follows:

Phase I: Raise Awareness (Fall 2020-Fall 2021)

- Provide training on the new standards;
- Promote awareness of the rollout timeline; and
- Initiate statewide collaboration with the BOCES, school districts, professional organizations, and higher education.

Phase II: Build Capacity (Fall 2021-Fall 2022)

- Provide guidance for local programs and curriculum development;
- Provide additional standards resources for schools; and
- Continue statewide training.

Phase III: Full Implementation (Fall 2023)

- First full year of new standards implemented in the classroom.

Related Regents Items

Not applicable.

Recommendation

It is recommended that the Board of Regents take the following action:

VOTED: That the Board of Regents approves the new NYS Physical Education Learning Standards, with the requirement that Department staff take the immediate next steps as outlined above.

Appendix A
2018 – 2020 NYS Physical Education Learning Standards Review Committee

Thank you to all the individuals involved in the authoring, review, and revision of the New York State Physical Education Learning Standards. Additional thanks to all the individuals who provided feedback through NYSED’s Stakeholder Feedback Survey.

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The NYS Physical Education Learning Standards (2020)

Introduction to the NYS Physical Education Standards Design Process

Physical Education Learning Standards express what a student should know and be able to do in physical education. In New York State, the Board of Regent approve learning standards, and then the school districts use the learning standards to develop curriculum and deliver instruction. In 2018, New York State began a review process of its current physical education standards, first adopted in 1996. New standards were then developed and now reflect the collaborative efforts of NYS educators, curriculum specialists, parents, school administrators, and field experts in higher education. The State Education Department released a draft of the new physical education standards for public comment in fall 2019 and received more than 500 responses. As a result, each outcome was reviewed again, and based on the public feedback, necessary modifications to the standards were made. Continuous input from the various committees helped to finalize the changes.

The New York State Physical Education Learning Standards reflect a process of review that involved numerous educators over two years. These new standards are the framework for the development of knowledge, skills, and social-emotional learning that enables students to become healthy, physically literate adults. In tandem with the release of the Physical Education Learning Standards, the Department will publish a three-year implementation plan in three phases: Build Awareness; Build Capacity; and Full Implementation.

The important connection between physical and mental health toward the overall wellness of a child was a critical consideration in this project. As a result, the New York State Physical Education Learning Standards reflect both the NYS Social Emotional Benchmarks and the NYS Mental Health Education initiative. This provides physical educators the opportunity to support school districts' efforts to contribute to the goal of overall wellness. The National Wellness Institute identifies the following six dimensions of wellness: emotional, spiritual, intellectual, social, physical, and occupational. These dimensions are revealed in the anchor standards and grade-level outcomes.

Context for Revision of the NYS Physical Education Learning Standards

The Every Student Succeeds Act (ESSA) allocates grant money under Titles I, II, and IV Part A, which give states greater flexibility in spending, thus focusing more on the development of the whole child. Federal funding stipulates that schools establish a “well-rounded” education, emphasizing health and physical education. This shift in thinking has provided a platform to further the discipline of physical education and move forward with this initiative.

Physical and mental well-being was also an important theme reflected in the new Standards. For example, the Social Emotional benchmarks, along with the New York

State Mental Health Education initiative, are nested into Standards 4-6. Within these Standards, multiple opportunities can be built into a curriculum that fosters physical and mental health. The Standards and outcomes integrate these critical dimensions and provide physical educators with the support needed to assist each student on his/her path to overall wellness.

These new Standards reflect more explicit instruction in building character traits such as perseverance, healthy decision-making, and self-expression as demonstrated through goal setting. Broadening the understanding of community/occupational resources, through using various mediums (technologies), a reimagined vision has emerged, helping students search for career opportunities or ways to promote lifelong habits of physical activity. The advances seen in the twenty-first century have opened the physical education learning environment to extend beyond the school.

English Language Learners/Multilingual Learners and the Standards

The need to promote physical education and wellness extends to all students. Students who are English Language Learners (ELLs) and Multilingual Learners (MLLs) now comprise over 20 percent of the school-age population, which reflects significant growth in the past decades. Between 1980 and 2009, this population increased from 4.7 to 11.2 million young people, or from 10-21 percent of the school-age population. The greatest growth has occurred in our secondary schools.¹

All students have strengths and potential upon which to build their future individual competencies and contributions. English Language Learners/Multilingual Learners, especially, have unique cultural and linguistic resources which can add considerably to the breadth and depth of knowledge, perspectives, and talents of their classroom peers. The role of the NYS Physical Education Standards is to create opportunities that allow different groups and ideas to become part of the physical activity setting. It is a cultural view of learning and human development in which multiple expressions of diversity are recognized and regarded as assets for teaching and learning—otherwise referred to as Culturally Responsive-Sustaining Education (CR-S).

Students with Disabilities and the Standards

It is a fundamental right that all students, including students with disabilities, have access to the same set of high standards as their general education peers. The revised New York State Physical Education Standards provide a unique opportunity for students with disabilities to demonstrate and improve their physical skills as well as their cognitive, mental, and social-emotional skills. Students with disabilities can safely and successfully participate in physical education activities and can achieve these rigorous standards with appropriate specially designed instruction, accommodations, supports, and services based on their individual needs. High quality instruction in physical education encourages the healthy, active lifestyle needed to maintain motivation in various areas of life and aid in future success.

Early Learning and the Standards

As with all learners, but especially for our youngest learners, the Physical Education Standards should be implemented with careful understanding of child development and developmentally appropriate practice. The physical education foundation that is set for our youngest learners is essential, and the social emotional needs and environment are key ingredients for student success. As these standards are implemented, it is important to meet the needs of the “whole child,” recognizing that a well-rounded education, positive learning environment, strong home-school connection, and high expectations all contribute to student success.

For Prekindergarten, please also see the [NYSED Prekindergarten Standards](#) which include the domain of physical development and health. This domain includes Physical Development, Physical Fitness, Physical Health and Well-Being, and Physical Safety.

Understanding the Physical Education Learning Standards

The current version of the physical education standards are derivatives of two sources. The first was the original NYS Physical Education Learning Standards, adopted in 1996, in which the revision committee identified important themes that were carried over into this new iteration. The second source—The National Standards for K-12 Physical Education and Grade Level Outcomes developed by the Society of Health and Physical Educators America (SHAPE)¹—was the principal document used to develop the New York State Physical Education Learning Standards.

The revised New York Physical Education Standards are a twenty-first century expansion of the previous NYS frameworks grounded in physical literacy—the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012). The physical literacy construct is an important theme in this version of the New York State Physical Education Learning Standards and is embedded throughout the six standards, grade-level strands, and outcomes. It provides unique learning opportunities that contribute to and assure that students become physically literate and engage in a physically active lifestyle.

The **anchor standards** represent broad statements about the expectations for students as they prepare for high school graduation and then positioning themselves into leading a healthy and active life. **Grade-level strands** represent a delineation of the anchor standards.

For each anchor standard, two to four strands are outlined for students at all grade levels, from the kindergarten level to the graduation-ready level of 11th and 12th graders. Each strand is organized by grade-level outcomes for students’ learning from one grade to the

¹ Permission has been received to use adaptations from SHAPE America-Society of Health and Physical Educators, 1900 Association Drive, Reston, VA 20191, www.shapeamerica.org

next and occasional repetition occurs in the set of expectations for learners from grade to grade.

Physical education programs in New York State are disparate and unique, therefore, educators have the autonomy to do what is best to meet the needs of their school/district, using the Standards to guide their practice and align curriculum accordingly. The curriculum is a local decision derived from the Standards. For example, there are significant differences among school districts like facility availability, equipment resources, time allotment, and many more variables. Therefore, it is important that the New York State Physical Education Learning Standards are developmentally appropriate for all students, including students with disabilities and English Language Learners.

The expectations or learning outlined in the Standards are intentionally broad. While the outcomes set grade-specific expectations for physical education, they do not define the intervention methods or materials necessary to support students who are well below or well above grade-level outcomes. It is also beyond the scope of the standards to define the full range of supports appropriate for English Language Learners /Multilingual Learners and students with disabilities. As noted earlier, the expectation is that Standards are for all learners.

The underlying aim of the Standards when guiding and planning instruction is that students should receive appropriate accommodations to ensure their maximum participation and that their diversity is treated as an asset to the learning environment.

How to Read the Physical Education Learning Standards

To make these Standards meaningful, clear, and easy to read, it is necessary to explain features in the document. For example, in Standard 1 (NYS1.1) grade 7 and 8 outcomes are identical; however, the curriculum recommendation is to include a variety of activities based on many local factors (i.e. facilities, equipment, time allotment, age appropriateness of the students, teacher expertise) Finally, to navigate and utilize the New York State Physical Education Learning Standards, it is important to understand how the standards have been organized and labeled. The NYS Standards are categorized by six anchor standards.

The Physical Education Standards are organized by grade-level from Prekindergarten through grade eight, followed by grade-banded levels: 9-10 Level 1, 11-12 Level 2.

Anchor Standards represent broad statements about the expectations for students as they prepare for high school graduation, and then positioning themselves into leading a healthy and active life. There are six anchor standards.

Strands delineate and further define the anchor standards.

Outcomes are grade-level expectations, derived from the strands, demonstrating what a student should be able to understand and do.

Standards-based Curriculum Development: Guidance for Educators

The Physical Education Standards do not dictate curriculum or teaching methods. Teachers and other educational leaders at the local level should use these Standards to develop or guide their selection of curriculum, programs, and individual lessons. Each district and building should explore and choose “Best Practices” to achieve the Standards. Standards introduced and taught at one grade-level should be reinforced and continued through graduation. Curriculum decisions in New York State are made at the local level. Examples in the Standards are included to help provide clarification; they are not mandates.

Additional Guidance for Educators-*Key Points*:

- The development of physical literacy includes the three domains of learning: cognitive, psychomotor, and affective, which are embedded in the six standards.
- The word “wellness” should be construed as encompassing more than a healthy body. The mental and social-emotional well-being of an individual incorporates the understanding of wellness.
- Addressing social-emotional needs through personal health and fitness is highlighted in these new standards.
- These standards do not specify any one method of instruction or approach and instead honors local curriculum decisions, cultural needs, and the individuality of the student.
- Collaboration, teamwork, and civility among students are emphasized in these new standards as a part of the twenty-first century skills.
- The New York State Commissioner’s regulations are uniquely robust and supports the need for current standards in a P-12 physical education environment. An inclusive setting uses a quality physical education curriculum and is important for all our students. Please see the [NYS Regulations](#) for additional information.
- The New York State Physical Education Standards were developed with the understanding that each region has its own unique factors such as access to facilities, equipment, supplies, and contact hours.
- Assessments will be varied and may include a verbal response, a physical demonstration, brief written responses, and/or application of strategies.
- The State Education Department recognizes that the most qualified person to provide instruction in physical education would be a certified physical education teacher.
- Outcomes are grade-level expectations, derived from the strands, demonstrating what a student should know and be able to do.

Physical Education Lifelong Practices

Physical Education Lifelong Practices: Overview

One new aspect in these Standards is the inclusion of the Physical Education Lifelong Practices, which reflects the changing expectations of what it means to be physically literate today. To optimally support this vision for physical education planning, coursework and instruction based on the Physical Education Learning Standards should develop within the context of the Physical Education Lifelong Practices. The practices are intended to be the context for the standards and to extend beyond graduation. It is important that students acquire lifelong practices promoting community membership, a healthy lifestyle, and the positive impacts of physical activity.

Physical Education Lifelong Practices
<ul style="list-style-type: none">• Demonstrates perseverance and resilience• Advocates for self, others, and community• Accepts and respects individual and cultural differences• Adapts to multiple environments• Acquires skills necessary to live a healthy life• Demonstrates a commitment to safety• Uses motivational strategies to encourage self and others' participation in a physical activity• Exhibits civility when confronted with adversity• Connects the physical well-being to socioemotional wellness

Introduction to Prekindergarten Physical Education Standards

Prekindergarten physical and health domain focuses on developing children’s physical health and their ability to engage in daily activities in multiple environments. Research has shown strong links between healthy eating, physical activity, and improved academic achievement. Prekindergarten is designed to foster physical development and health by developing spatial awareness, exploring balance, developing fine motor skills, strengthening, controlling and coordinating large muscle groups, sequencing large motor skills, and increasing overall endurance. These are incorporated through games, movement and dance. Prekindergarten promotes healthy habits in authentic ways and builds a sense of well-being. Standards for Prekindergarten physical development and health are included in the [New York State Prekindergarten Learning Standards: A Resource for School Success](#). This resource consolidates all learning standards for Pre-K students into one document and organizes them by key learning domains.

Physical Development

Uses sense to assist and guide learning.

- a. Identifies sights, smells, sounds, tastes, and textures.
- b. Compares and contrasts different sights, smells, tastes, and textures.
- c. Communicates to discuss sights, smells, sounds, tastes, and textures.

Uses sensory information to plan and carry out movements.

- a. Demonstrates appropriate body awareness when moving in different spaces.
- b. Exhibits appropriate body movements when carrying out a task.
- c. Demonstrates awareness of spatial boundaries and the ability to work within them.

Demonstrates coordination and control of larger muscles.

- a. Displays an upright posture when standing or seated.
- b. Maintains balance during sitting, standing, and movement activities.
- c. Runs, jumps, walks in a straight line, and hops on one foot.
- d. Navigates stairs using alternating feet.
- e. Puts on age appropriate clothing items, such as shirts, jackets, pants, shoes, etc.

Combines a sequence of large motor skills with and without the use of equipment.

- a. Navigates age-appropriate playground equipment.
- b. Explores, practices, and performs skill sets.
- c. Participates in a series of large motor movements or activities (e.g., dancing, pedaling, following the leader, participating in games/sports).

Demonstrates eye-hand coordination and fine motor skills

- a. Demonstrates ability to use fine motor skills (e.g., engages in finger plays, uses materials such as pencils, paint brushes and utensils effectively).
- b. Manipulates small objects with ease (e.g., fits objects into holes, strings wooden beads, etc.)
- c. Uses buttons, zippers, snaps, hooks, and tape successfully.

Physical Fitness

Engages in a variety of physical fitness activities.

- a. Engages in rigorous large motor activities (e.g., marching, hopping running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops.
- b. Participates in activities designed to strengthen major muscle groups.
- c. Participates in activities to promote balance and flexibility.

Physical Health and Well-Being

Demonstrates personal care and hygiene skills.

- a. Demonstrates growing independence in using personal hygiene skills.
- b. Exhibits self-help when dressing, cleaning up, participating in meals, etc.
- c. Recognizes and communicates the need to use the restroom or when experiencing symptoms of hunger or illness.

Demonstrates awareness and understanding of healthy habits.

- a. Recognizes the importance of good nutrition, water, rest, and sleep to be healthy.
- b. Demonstrates ways to self-soothe during times of stress.
- c. Talks about food choices in relationship to personal allergies and overall health.
- d. Relates healthy behaviors to good personal health (e.g., eating a balanced diet, exercising, etc.).

Physical Health and Well-Being

Demonstrates awareness and understanding of healthy habits.

- a. Verbalizes and demonstrates safety rules (e.g., bus safety, holding an adult's hand when walking on sidewalks or near a street).
- b. Understands and communicates that some practices could be unsafe (e.g., playing with matches, playing near a busy street, not wearing a bike helmet, etc.).
- c. Participates in fire evacuation drills, understands what the alarm bell is and the need to go to a safe location, etc.
- d. Explains how to get help in emergency situations (e.g., communicates their guardian's name).

Introduction to Kindergarten Physical Education Standards

Kindergarten students possess varying physical abilities; therefore, the grade level outcomes reflect developmentally appropriate skill acquisition. Physical education will provide kindergartners with a foundation of concepts in body and space awareness which will be developed through locomotor and non-locomotor physical activities. Through exploration, students will begin to identify how movement affects the body and mind. These experiences will introduce students to personal responsibility and behavior. Students will learn that being successful in challenging activities will promote confidence and motivation to become active throughout their lives.

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

Sports Skills and Games

1.1.K. Identifies locomotor, non-locomotor, and manipulative skills.

Dance, Movement, and Rhythmic Activities

1.2.K. Identifies locomotor, non-locomotor, and manipulative skills in dance, movement, and rhythmic activities.

Fitness Activities

1.3.K. Identifies locomotor, non-locomotor, and manipulative skills.

Lifetime Activities

1.4.K. Identifies locomotor, non-locomotor, and manipulative skills.

Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Movement Concepts

2.1.K. Identifies simple movement concepts.

Strategies and Tactics

The outcome for 2.2.K begins in grade 3.

Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Fitness Planning

K.3.1. Identifies how physical activity affects the heart and lungs.

Additional Health-Enhancing Behaviors

K.3.2. Identifies health-enhancing behaviors.

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

Self-awareness and management

4.1.K Identifies responsible personal behavior in physical activity settings.

Social awareness and relationship skills

4.2.K. Follows directions in physical activity settings (e.g., taking turns, sharing).

Responsible decision making

4.3.K. Follows directions in physical activity settings (e.g., safe behaviors, following rules).

Standard 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

Overall Wellness

The outcome for 5.1.K begins in grade 3.

Challenge

5.2.K. Identifies challenging skills in physical activities.

Self-Expression/Enjoyment

5.3.K. Identifies physical activities that are enjoyable.

Standard 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

Personal and Community Resources

6.1.K. Identifies physical activities available outside of school.

Careers

The outcome for 6.2.K begins in grade 6.

Introduction to First Grade Physical Education Standards

First grade physical education will reinforce and build upon the foundation of concepts in body and space awareness which will be developed through locomotor and non-locomotor physical activities. Through exploration, students will continue to identify how movement affects the body and mind. These experiences will reinforce personal responsibility and behavior. Students will learn that being successful in challenging activities will promote confidence and motivation to become active throughout their life.

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

Sports Skills and Games

1.1.1. Demonstrates, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills.

Dance, Movement, and Rhythmic Activities

1.2.1. Deomonstrates, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills in dance, movement, and rhythmic activities.

Fitness Activities

1.3.1. Demonstrates, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills.

Lifetime Activites

1.4.1. Demonstrates, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills.

Standard 2. Applies knowledge of concepts, priniciples, strategies, and tactics related to movement and performance.

Movement Concepts

2.1.1. Identifies more complex movement concepts.

Strategies and Tactics

The outcome for 2.2.1 begins in grade 3.

Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Fitness Planning

3.1.1. Explains the effects of physical activity on the heart and lungs.

Additional Health-Enhancing Behaviors

3.2.1. Explains health-enhancing behaviors.

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

Self-awareness and management

4.1.1. Identifies responsible personal behavior and responds appropriately to feedback in physical activity settings.

Social awareness and relationship skills

4.2.1. Follows directions in physical activity settings (e.g., taking turns, sharing).

Responsible decision making

4.3.1. Follows directions in physical activity settings (e.g., safe behaviors, following rules).

Standard 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

Overall Wellness

The outcome for 5.1.1 begins in grade 3.

Challenge

5.2.1. Attempts challenging skills in physical activities.

Self-Expression/Enjoyment

5.3.1. Describes positive feelings and personal reasons for enjoying and participating in physical activities.

Standard 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

Personal and Community Resources

6.1.1. Identifies personal resources that support participation in physical activity.

Careers

The outcome for 6.2.1 begins in grade 6.

Introduction to Second Grade Physical Education Standards

Second grade physical education will reinforce and expand foundational concepts of body and space awareness through locomotor and non-locomotor physical activities. Students will identify strategies that reinforce personal responsibility and positive decision-making skills during small and large group activities. Participation in challenging activities will develop skills and confidence and identifying community resources will encourage involvement in physical activities.

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

Sports Skills and Games

1.1.2. Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills.

Dance, Movement, and Rhythmic Activities

1.2.2. Deomonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills in dance, movement, and rhythmic activities.

Fitness Activities

1.3.2. Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative movement skills.

Lifetime Activites

1.4.2. Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative movement skills.

Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Movement Concepts

2.1.2. Demonstrates a combination of movement concepts into simple travel.

Strategies and Tactics

The outcome for 2.2.2 begins in grade 3.

Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Fitness Planning

3.1.2. Explains the effects of physical activity on the body.

Additional Health-Enhancing Behaviors

3.2.2. Explains how health-enhancing behaviors influence overall wellness.

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

Self-awareness and management

4.1.2. Identifies responsible personal behavior and responds appropriately to feedback in physical activity settings.

Social awareness and relationship skills

4.2.2. Identifies the importance of personal and social responsibility in physical activity settings.

Responsible decision making

4.3.2. Identifies strategies to reinforce positive decisions in physical activity settings.

Standard 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

Overall Wellness

The outcome for 5.1.2 begins in grade 3.

Challenge

5.2.2. Identifies reasons physical activity skills are potentially challenging.

Self-Expression/Enjoyment

5.3.2. Identifies physical activities that provide opportunities for self-expression.

Standard 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

Personal and Community Resources

6.1.2. Identifies community resources that are available for participation in physical activity.

Careers

The outcome for 6.2.2 begins in grade 6.

Introduction to Third Grade Physical Education Standards

Third grade students are becoming better at communicating emotions and ideas and are increasingly aware of peers. They continue to possess varying physical abilities; therefore, the grade level outcomes reflect the sensitivity of these diversified skills. Third grade physical education will emphasize effort, awareness, and quality of movement. Through a variety of physical activities, students will identify the components of health-related fitness and will explain how health-enhancing behaviors influence overall wellness. Opportunities are provided for students to persevere through challenging activities.

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

Sports Skills and Games

1.1.2. Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills in a variety of physical activities.

Dance, Movement, and Rhythmic Activities

1.2.3. Deomonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills in dance, movement, and rhythmic activities.

Fitness Activities

1.3.3. Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative movement skills.

Lifetime Activites

1.4.3. Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative movement skills in a variety of physcial activities.

Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Movement Concepts

2.1.3. Demonstrates movement concepts in a variety of physical activities.

Strategies and Tactics

2.2.3. Identifies emerging forms of simple strategies, tactics, and communication techniques in chasing/fleeing activities.

Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Fitness Planning

3.1.3. Identifies the components of health-related fitness.

Additional Health-Enhancing Behaviors

3.2.3. Explains how health-enhancing behaviors influence overall wellness.

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

Self-awareness and management

4.1.3. Demonstrates responsible personal behavior with minimal teaching prompts in physical activity settings.

Social awareness and relationship skills

4.2.3. Demonstrates cooperative and inclusive behaviors with others in physical activity settings.

Responsible decision making

4.3.3. Demonstrates strategies to reinforce positive decisions in physical activity settings.

Standard 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

Overall Wellness

5.1.3. Identifies the relationship between physical activity and overall wellness.

Challenge

5.2.3. Demonstrates growth in challenging physical activity skills in order to build confidence.

Self-Expression/Enjoyment

5.3.3. Identifies the reasons for enjoyment in self-selected physical activities.

Standard 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

Personal and Community Resources

6.1.3. Describes how to utilize personal and community resources to participate in physical activity.

Careers

The outcome for 6.2.3 begins in grade 6.

Introduction to Fourth Grade Physical Education Standards

Fourth grade students are more aware of their interests in physical education and the different levels of competitiveness. Friendship becomes important as well as a sense of fairness. Fourth grade is a time when students demonstrate locomotor, non-locomotor, and manipulative skills across varying physical activities. They identify emerging forms of simple strategies and communication skills in small-sided games. Students link the components of health-related fitness with the understanding of how health-enhancing behaviors influence overall wellness. This understanding is evident when they locate and use personal resources as a means of participation in physical activities for enjoyment in their leisure time.

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

Sports Skills and Games

1.1.3. Demonstrates a combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities.

Dance, Movement, and Rhythmic Activities

1.2.4. Demonstrates a combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities in dance, movement, and rhythmic activities.

Fitness Activities

1.3.4. Demonstrates a combination of locomotor, non-locomotor, and manipulative skills.

Lifetime Activities

1.4.4. Demonstrates a combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities.

Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Movement Concepts

2.1.4. Demonstrates a combination of movement concepts, locomotor, and/or manipulative skills in a variety of physical activities.

Strategies and Tactics

2.2.4. Identifies emerging forms of simple strategies, tactics, and communication in small-sided games and other physical activities.

Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Fitness Planning

3.1.4. Identifies the components of skill-related fitness.

Additional Health-Enhancing Behaviors

3.2.4. Explains how health-enhancing behaviors influence overall wellness.

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

Self-awareness and management

4.1.4. Demonstrates responsible personal behavior in physical activity settings.

Social awareness and relationship skills

4.2.4. Demonstrates responsible behavior with minimal teacher prompts in physical activity settings.

Responsible decision making

4.3.4. Compares and contrasts possible outcomes to decisions in physical activity settings.

Standard 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

Overall Wellness

5.1.4. Examines the overall wellness benefits of physical activity and identifies potential consequences of inactivity.

Challenge

5.2.4. Describes the challenge that comes from learning a new physical activity.

Self-Expression/Enjoyment

5.3.4. Ranks the personal level of enjoyment in participating in different physical activities.

Standard 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

Personal and Community Resources

6.1.4. Describes how personal resources could be used to support participation in a variety of physical activities.

Careers

The outcome for 6.2.4 begins in grade 6.

Introduction to Fifth Grade Physical Education Standards

Fifth grade is a time when students are maturing in their locomotor, non-locomotor, and manipulative skills across varying physical activities. Emerging forms of simple strategies and communication skills in small-sided games are developed at this grade. They can explain relationships between skill- and health-related fitness and identify health-enhancing behaviors. Students learn to locate and use personal and community resources as a means of participation in physical activities for enjoyment in their leisure time.

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

Sports Skills and Games

1.1.5. Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities.

Dance, Movement, and Rhythmic Activities

1.2.5. Deomonstrates a mature combination of locomotor, non-locomotor, and manipulative skills in dance, movement, and rhythmic activities.

Fitness Activities

1.3.5. Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills.

Lifetime Activites

1.4.5. Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities.

Standard 2. Applies knowledge of concepts, priniciples, strategies, and tactics related to movement and performance.

Movement Concepts

2.1.5. Demonstrates maturing movement concepts, locomotor, and/or mainpualtive skills in a variety of physical activities.

Strategies and Tactics

2.2.5. Demonstrates emerging forms of simple strategies, tactics, and communication in small-sided games and other physical activities.

Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Fitness Planning

3.1.5. Explains the relationship between skill- and health-related fitness.

Additional Health-Enhancing Behaviors

3.2.5. Identifies personal habits related to health-enhancing behaviors.

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

Self-awareness and management

4.1.5. Demonstrates respect for facilities and exhibits safe behaviors in physical activity settings.

Social awareness and relationship skills

4.2.5. Uses communication skills and strategies that promote positive relationships in physical activity settings.

Responsible decision making

4.3.5. Responds appropriately to personal and social behaviors in physical activity settings.

Standard 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

Overall Wellness

5.1.5. Compares the overall wellness benefits of participation in a variety of physical activities.

Challenge

5.2.5. Identifies ways to overcome individual challenges in physical activities.

Self-Expression/Enjoyment

5.3.5. Compares and contrasts different physical activities based on levels of enjoyment.

Standard 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

Personal and Community Resources

6.1.5 Describes how community resources could be used to support participation in a variety of physical activities.

Careers

The outcome for 6.2.5 begins in grade 6.

Introduction to Sixth Grade Physical Education Standards

Sixth grade physical education will provide opportunities to promote positive relationships. The standards reflect the need for students to develop the following: communication skills and strategies, responding appropriately to successes and failures, developing perseverance, and describing career options related to physical activity and fitness. Identifying the FITT (Frequency, Intensity, Time, and Type) principle in relation to the components of fitness and to the strategies that improve health-enhancing behaviors will provide students with the basic foundational practices that will be developed and encouraged throughout their time in school and extend into their adult life.

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

Sports Skills and Games

1.1.6. Demonstrates emerging forms of specialized skills in a variety of games and sports.

Dance, Movement, and Rhythmic Activities

1.2.6. Demonstrates emerging forms of specialized skills in dance, movement, and rhythmic activities.

Fitness Activities

1.3.6. Demonstrates emerging forms of specialized skills in a variety of fitness activities.

Lifetime Activities

1.4.6. Demonstrates emerging forms of specialized skills in lifetime activities.

Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Movement Concepts

2.1.6. Applies movement concepts, locomotor, and/or manipulative skills in a variety of physical activities.

Strategies and Tactics

2.2.6. Applies emerging forms of more complex strategies, tactics, and communication with support in small-sided game play and other physical activities.

Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Fitness Planning

3.1.6. Defines the FITT principle and how it connects to the components of health-related fitness.

Additional Health-Enhancing Behaviors

3.2.6. Identifies strategies to improve health-enhancing behaviors.

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

Self-awareness and management

4.1.6. Responds appropriately to successes and failures in physical activity settings.

Social awareness and relationship skills

4.2.6. Uses communication skills and strategies that promote positive relationships in physical activity settings.

Responsible decision making

4.3.6. Identifies problem solving skills and conflict resolution tactics in physical activity settings.

Standard 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

Overall Wellness

5.1.6. Describes how being physically active leads to a healthy body and mind.

Challenge

5.2.6. Demonstrates perseverance when challenged in physical activities.

Self-Expression/Enjoyment

5.3.6. Describes how movement competence contributes to enjoyment in a variety of physical activities.

Standard 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

Personal and Community Resources

6.1.6. Identifies personal and community resources to support participation in a variety of physical activities with family and friends.

Careers

6.2.6. Describes career options related to physical activity and fitness.

Introduction to Seventh Grade Physical Education Standards

Seventh grade outcomes emphasize citizenship, evaluative problem-solving skills, and conflict resolution tactics in physical settings. Understanding the connection between exercise and its emotional benefits will provide students with the foundational practices that will be developed and encouraged throughout their time in school and extend into their adult life. They will also apply learned strategies and concepts to movement, small-sided game play, and other physical activities while using their locomotor skills.

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

Sports Skills and Games

1.1.7. Demonstrates mature forms of specialized skills in a variety of games and sports.

Dance, Movement, and Rhythmic Activities

1.2.7. Demonstrates mature forms of specialized skills in dance, movement, and rhythmic activities.

Fitness Activities

1.3.7. Demonstrates mature forms of specialized skills in a variety of fitness activities.

Lifetime Activities

1.4.7. Demonstrates mature forms of specialized skills in lifetime activities.

Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Movement Concepts

2.1.7. Applies movement concepts, locomotor, and/or manipulative skills in a variety of physical activities.

Strategies and Tactics

2.2.7. Applies maturing forms of strategies, tactics, and communication independently in small-sided game play and other physical activities.

Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Fitness Planning

3.1.7. Applies the FITT principle to one health-related component of fitness.

Additional Health-Enhancing Behaviors

3.2.7. Applies strategies to improve health-enhancing behaviors.

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

Self-awareness and management

4.1.7. Responds appropriately to corrective feedback in physical activity settings.

Social awareness and relationship skills

4.2.7. Demonstrates civility by cooperating with classmates in physical activity settings.

Responsible decision making

4.3.7. Applies problem-solving skills and conflict resolution tactics in physical activity settings.

Standard 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

Overall Wellness

5.1.7. Identifies mental and emotional benefits of participation in a variety of physical activities.

Challenge

5.2.7. Creates strategies and solutions when presented with a group physical activity challenge.

Self-Expression/Enjoyment

5.3.7. Describes the relationship between self-expression and enjoyment through a variety of physical activities.

Standard 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

Personal and Community Resources

6.1.7. Identifies supports and barriers related to personal and community resources that can impact participation in physical activity.

Careers

6.2.7. Compares and contrasts career options related to physical activity and fitness.

Introduction to Eighth Grade Physical Education Standards

Eighth grade students experience incongruent growth, physically, emotionally, and intellectually. The grade-level outcomes reflect the sensitivity of the diversified skills and growth, and therefore provide additional opportunities to promote citizenship and cooperation among peers in a physical activity setting. Strategies will be evaluated for their effectiveness in group activity challenges. Students at this age demonstrate a maturation of specialized skills such as balance and object control.

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

Sports Skills and Games

1.1.8. Demonstrates mature forms of specialized skills in a variety of games and sports.

Dance, Movement, and Rhythmic Activities

1.2.8. Demonstrates mature forms of specialized skills in dance, movement, and rhythmic activities.

Fitness Activities

1.3.8. Demonstrates mature forms of specialized skills in a variety of fitness activities.

Lifetime Activities

1.4.8. Demonstrates mature forms of specialized skills in lifetime activities.

Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Movement Concepts

2.1.8. Applies movement concepts, locomotor, and/or manipulative skills in a variety of physical activities.

Strategies and Tactics

2.2.8. Applies maturing forms of strategies, tactics, and communication independently in small-sided game play and other physical activities.

Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Fitness Planning

3.1.8. Applies the FITT principle to more than one health-related component of fitness.

Additional Health-Enhancing Behaviors

3.2.8. Evaluates the application of personal habits and strategies related to health-enhancing behaviors.

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

Self-awareness and management

4.1.8. Applies rules and etiquette while accepting responsibility for individual improvement in physical activity settings.

Social awareness and relationship skills

4.2.8. Demonstrates citizenship by respecting for diversity and including others in physical activity settings.

Responsible decision making

4.3.8. Evaluates problem-solving skills and conflict resolution tactics in physical activity settings.

Standard 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

Overall Wellness

5.1.8. Explains the connections between fitness and overall wellness.

Challenge

5.2.8. Evaluates strategies and solutions to a group physical activity challenge.

Self-Expression/Enjoyment

5.3.8. Describes how enjoyment could be increased in self-selected physical activities.

Standard 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

Personal and Community Resources

6.1.8. Designs a physical activity outing that includes personal and community resources, supports, and overcomes barriers.

Careers

6.2.8. Evaluates personal attributes as they relate to career options, physical activity, and fitness.

Introduction to Level I Physical Education Standards

Ninth & Tenth Grade (Level 1) physical education focuses on the benefits of leading a healthy lifestyle. The grade level outcomes include components of personal wellness and the social-emotional factors that contribute to leading an enjoyable life, extending beyond graduation. An exploration into the different domains of resources and career options are explored. Competency of various motor skills and movement patterns is demonstrated.

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

Sports Skills and Games

1.1.L1. The outcomes conclude at grade 8.

Dance, Movement, and Rhythmic Activities

1.2.L1. Demonstrates competency in one or more dance forms used in cultural and social occasions.

Fitness Activities

1.3.L1. Demonstrates competency in one or more fitness activities.

Lifetime Activities

1.4.L1. Demonstrates competency in one or more lifetime activities.

Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Movement Concepts

2.1.L1. Demonstrates competency of movement concept in a variety of physical activities.

Strategies and Tactics

2.2.L1. Demonstrates competency of strategies and tactics in a variety of physical activities.

Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Fitness Planning

3.1.L1. Explains how each of the skill- and health-related fitness components are improved through the application of basic training principles.

Additional Health-Enhancing Behaviors

3.2.L1. Evaluates personal habits related to health-enhancing behaviors for self and others.

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

Self-awareness and management

4.1.L1. Applies positive character traits in physical activity settings.

Social awareness and relationship skills

4.2.L1. Applies the qualities of civility and citizenship in physical activity settings.

Responsible decision making

4.3.L1. Analyzes ethical decisions made in physical activity settings.

Standard 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

Overall Wellness

5.1.L1. Analyzes the overall wellness benefits of self-selected physical activities.

Challenge

5.2.L1. Selects and participates in physical activities that provide an appropriate level of challenge.

Self-Expression/Enjoyment

5.3.L1. Selects and participates in physical activities that meet the need for self-expression and enjoyment.

Standard 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

Personal and Community Resources

6.1.L1. Explains how personal community physical activity and fitness resources can support overall wellness.

Careers

6.2.L1. Identifies personal and community resources to explore career options related to physical activity and fitness.

Introduction to Level II Physical Education Standards

Eleventh & Twelfth Grade (Level 2) physical education prepares students as they transition to post-secondary life. Students design and implement personal wellness plans that promote lifelong physical activity and fitness. Health-enhancing behaviors, such as nutrition and social-emotional factors, are included in the plan. Students apply effective habits of personal and social behaviors, as well as an exploration into the different domains of resources, other than school, to continue the practices of physical activities. Proficiency of various motor skills and movement patterns is demonstrated.

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

Sports Skills and Games

1.1.L2. The outcomes conclude at grade 8.

Dance, Movement, and Rhythmic Activities

1.2.L2. Demonstrates refined movement skills and creative expression by choreographing a dance or by giving a performance.

Fitness Activities

1.3.L2. Demonstrates proficiency and/or refines activity-specific movement skills in one or more fitness activities.

Lifetime Activities

1.4.L2. Demonstrates proficiency and/or refines activity-specific movement skills in one or more lifetime activities.

Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Movement Concepts

2.1.L2. Demonstrates proficiency of movement concepts in a variety of physical activities.

Strategies and Tactics

2.2.L2. Demonstrates proficiency of strategies and tactics in a variety of physical activities.

Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Fitness Planning

3.1.L2. Designs and implements personal fitness plans, addressing goals that incorporate basic training principles that influence lifelong physical activity and fitness.

Additional Health-Enhancing Behaviors

3.2.L2. Designs and implements action plans which address health-enhancing behaviors that influence lifelong physical activity and fitness.

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

Self-awareness and management

4.1.L2. Evaluates positive character traits in physical activity settings.

Social awareness and relationship skills

4.2.L2. Evaluates the qualities of civility and citizenship in physical activity settings.

Responsible decision making

4.3.L2. Advocates for ethical decisions made in physical activity settings.

Standard 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

Overall Wellness

5.1.L2. Evaluates the lifelong health benefits of self-selected physical activities throughout their physical literacy journey.

Challenge

5.2.L2. Evaluates the level of challenge of a self-selected physical activity.

Self-Expression/Enjoyment

5.3.L2. Evaluates the level of enjoyment of self-selected physical activities for lifelong participation.

Standard 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

Personal and Community Resources

6.1.L2. Evaluates the validity of claims made by commercial products or programs to enhance physical performance, fitness, and overall wellness.

Careers

6.2.L2. Evaluates personal and community resources to explore career options related to physical activity and fitness.