

PHYSICAL EDUCATION

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Introduction

Need for Physical Education Standards

Standards are statements that define what students should know and be able to do upon completion of specific levels of instruction. Standards serve as a gauge for excellence and are differentiated from minimum competencies or outcomes because they describe the challenging goals aspired to for expanding and improving physical education.

The Indiana Physical Education Standards were adopted by the State Board of Education in November 2008 to fulfill IC 20-10.1-17-3 which states, “The board shall adopt clear, concise, and jargon-free state academic standards that are comparable to national and international academic standards.”

Literacy Standards

The Literacy Standards emerged with the Indiana State Board of Education’s adoption of the Common Core State Standards in the area of Reading and Writing for Literacy in Technical Subjects (PE is considered a technical subject in this context). They establish that instruction in reading and writing is a shared responsibility and make it clear that significant reading of informational texts should take place outside English/Language Arts (ELA) classrooms.

Part of the motivation behind this disciplinary approach to literacy is extensive research on the need for students to be proficient in reading complex informational text independently in a variety of content areas in order to be ready for college or a career. In these settings, most of the required reading is informational in structure and challenging in content.

The Literacy Standards represent the processes and skills that students are expected to know and be able to do within the context of PE content. They are meant to *complement* rather than supplant the PE academic standards. Starting in 2014-15, assessments over these standards will replace ISTEP+ and will cover all the reading students do in a grade, not just their reading in the ELA context.

The Literacy Standards are organized in the following grade bands: K-2, 3-5, 6-8, 9-12. Within each grade level or grade band, the Literacy Standards ask students to read and write within the discipline of PE. In the K-2 and 3-5 grade bands, PE teachers will implement the embedded ELA reading standards for informational text and writing standards. In grade bands 6-8 and 9-12, teachers will implement the Common Core State Standards for Literacy in Technical Subjects. The Literacy Standards in all grade bands are organized into 10 reading and 10 writing standards. However, PE teachers are NOT responsible for teaching all 20 Literacy Standards. A determination of the applicable Literacy Standards was created through a collaborative process. The applicable literacy standards have been noted in this document and when combined with the Academic Standards for Physical Education, should guide teachers in what standards they are responsible for teaching.

It is imperative to keep in mind that the Literacy Standards use grade level and grade bands to present the standards. Teachers teaching at the beginning of the grade level or grade band may need to provide scaffolding for students to be successful, where teachers teaching at the end of

the grade level or grade band should expect students to demonstrate the standards independently.

Standards at the National Level

The Indiana Academic Standards for Physical Education align closely with the National Standards. Both emphasize the unique role of physical education programs in developing health-related fitness, movement competence, and promoting physical activity so students can adopt active lifestyles. Quality physical education programs are important because they provide learning experiences that meet the developmental needs of children and help improve mental alertness, academic performance, readiness to learn, and enthusiasm for learning. Those accustomed to teaching curriculum based on the national standards should find the Indiana Standards compatible with the national content and achievement standards.

Outcomes of PE

The ultimate goal of a PE curriculum is to enable students to move proficiently and enable them to participate in health enhancing activities throughout their lifetime. To insure that students attain these standards and capabilities, they must have the opportunity to frequently participate in a wide variety of activities that develop fitness and movement proficiency.

- Standard 1 Motor Skills and Movement Patterns:**
Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2 Movement Concepts:**
Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Standard 3 Physical Activity:**
Students participate regularly in physical activity.
- Standard 4 Health-Enhancing Physical Fitness:**
Students achieve and maintain a health-enhancing level of physical fitness.
- Standard 5 Responsible Personal and Social Behavior:**
Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.
- Standard 6 Value of Physical Activity:**
Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

KINDERGARTEN

LITERACY STANDARDS FOR PHYSICAL EDUCATION

Reading for Literacy in PE

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

K.RI.1 With prompting and support, ask and answer questions about key details in a text related to PE.

K.RI.2 With prompting and support, identify the main topic and retell key details of a text **(This standard not required in PE).**

K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text **(This standard not required in PE).**

Craft and Structure

K.RI.4 With prompting and support, ask and answer questions about unknown words in a text related to PE.

K.RI.5 Identify the front cover, back cover, and title page of a book **(This standard not required in PE).**

K.RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text **(This standard not required in PE).**

Integration of Knowledge and Ideas

K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

K.RI.8 With prompting and support, identify the reasons an author gives to support points in a text.

K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures) **(This standard not required in PE).**

Range of Reading and Level of Text Complexity

K.RI.10 Actively engage in group reading activities with purpose and understanding **(This standard not required in PE).**

Writing for Literacy in PE

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly

demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Text Types and Purposes

K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...) **(This standard not required in PE).**

K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened **(This standard not required in PE).**

Production and Distribution of Writing

K.W.4 (Begins in grade 3)

K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed **(This standard not required in PE).**

K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers **(This standard not required in PE).**

Research to Build and Present Knowledge

K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them) **(This standard not required in PE).**

K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

K.W.9 (Begins in grade 4)

Range of Writing

K.W.10 (Begins in grade 3)

KINDERGARTEN

ACADEMIC STANDARDS FOR PHYSICAL EDUCATION

Standard 1

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Students observe, learn, practice, and develop basic (fundamental) locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (object handling) movements. In kindergarten a foundation is established to facilitate continued motor skill acquisition which gives students the capacity for successful levels of performance as they develop.

K.1.1 Perform basic (fundamental) locomotor skills.

Example: Demonstrate walk, run, leap, jump, hop, gallop, slide, and skip in skill development practice/activities (e.g., run when you hear the color of your eyes; jump over a line on the floor; leap over a pillow).

K.1.2 Perform basic nonlocomotor skills.

Example: Demonstrate balance on stable and unstable objects (e.g., walk on a rope on the floor, a balance board, on top of tires) and/or demonstrate weight transfer/tumbling skills (e.g., log roll, egg roll, forward roll).

K.1.3 Perform basic manipulative skills.

Example: Demonstrate eye-hand and eye-foot coordination skills (e.g., throw a ball above head, hit a balloon with hands, strike a balloon with a racquet, bounce a ball, kick a stationary ball).

K.1.4 Perform basic movements in a rhythmic manner.

Example: Perform locomotor skills to a specific rhythm (e.g., walk to the rhythm as the teacher gives/calls directions for a simple circle dance; walk to drum beat; jump over a stationary rope on the floor while counting in a rhythm).

Standard 2

Movement Concepts: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Students learn to utilize cognitive information to understand motor skill acquisition. Knowledge of basic movement concepts (body, spatial, directional, and temporal awareness) enhance independent learning and effective participation in physical activity.

K.2.1 Demonstrate basic (fundamental) movement vocabulary and cue words for learning skills.

Example: Recognize movements and cues (e.g., gallop cue: leader leg; forward roll cue: be small and roll like a ball; kick a ball cue: toe down).

K.2.2 Demonstrate variations in moving with spatial, directional, and temporal awareness.

Example: Move in various directions (forward, backward, sideward), at various levels (high, low), in various patterns (straight, curved), and at various speeds (fast, slow) in

skill development activities (e.g., walk on a curved rope on the floor; stretch high, low level for a crab walk; run fast in a tag game).

K.2.3 Identify and demonstrate basic principles for learning basic movement skills.

Example: Verbally identify and practice the basic principles for balance (e.g., arms extended for walking on a balance board), basic footwork skills (e.g., soccer ball dribble with soft taps of feet), and catching a ball (e.g., reach out with hands).

Standard 3

Physical Activity: Students participate regularly in physical activity.

Regular participation in physical activity enhances physical and psychological health, provides for social opportunities, and contributes to quality of life. Students have more opportunities to enjoy physical activity and discover that hard work is required to learn new skills. They engage in developmentally appropriate activities that help them develop movement competence.

K.3.1 Show skills and knowledge acquired in physical education class during after school physical activities.

Example: Demonstrate willing participation in active play at recess, in unstructured play with friends and family, or in community recreation/sport leagues (e.g., teacher initiates conversation with students for informal assessment of after school physical activity participation).

K.3.2 Display enjoyment in participation in moderate to vigorous physical activity in physical education class and in after school time.

Example: Express enthusiasm and enjoyment while being physically active (e.g., choose favorite games to play; willingly participate in learning new movement skills; choose to be active at recess).

Standard 4

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

Young children engage in a variety of physical activities that serve to promote an active lifestyle. The development of students' health knowledge and movement skills begin in kindergarten. Improvement of students' physical fitness abilities will continue to develop.

K.4.1 Demonstrate improved cardiorespiratory endurance.

Example: Engage in vigorous activity, progressing from short periods to longer periods of time (e.g., chasing and fleeing physical fitness activity/game, skill development

activity, walk/run at one's individual pace at an outdoor fitness trail; playground fitness stations).

K.4.2 Demonstrate improved muscular strength and endurance.

Example: Improve upper body and abdominal strength by engaging in specific exercises throughout the school year (e.g., shoulder touches, modified push-ups, v-sit, modified crunch).

K.4.3 Demonstrate improved flexibility in three different joints.

Example: Demonstrate engagement in specific stretches to improve lower back flexion (e.g., seated and standing straddle stretches, seal stretch).

K.4.4 Identify the basic effects of physical activity on heart and lung function.

Example: Observe and feel fast heart and breathing rates when engaged in skill development and physical fitness activities (e.g., feel a slow heart rate and observe a slow breathing rate before skill and fitness stations begin, after ten or more minutes feel and observe fast heart and breathing rates).

Standard 5

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Students develop respect for individual similarities and differences (i.e., motor performance, mental and physical abilities, physical characteristics, race, and socioeconomic status) through positive interaction among participants in physical activity. Students understand that cooperation promotes success in activity settings.

K.5.1 Identify and demonstrate an understanding of rules and safety practices for games and other physical activities

Example: Exhibit successful participation in activities/games with boundary lines (e.g., cones and lines indicate activity parameters) and understand rules for safe active play (e.g., awareness of personal space).

K.5.2 Exhibit a willingness to follow basic directions for an active class.

Example: Respond to teacher's signals for start and stop, verbal cues, directions, and visual demonstrations.

K.5.3 Show a positive attitude toward self and others during physical activity.

Example: Exercise alone and exercise with other children in which differences exist (e.g., ability, race, gender, and socioeconomic status).

K.5.4 Demonstrate respect for other children in physical education class.

Example: Practice a skill with the person or group to which one is assigned.

Standard 6

Value of Physical Activity: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Enjoyable and challenging physical activity will develop self-confidence and promote a positive self-image. The intrinsic benefit of participation is for students to enjoy being physically active.

K.6.1 Express enjoyment and self-confidence when participating in movement experiences.

Example: Demonstrate active participation in a child-centered lesson for learning new skills (e.g., teacher plans developmentally appropriate lessons to minimize the effect of initial failures: physical fitness activities/games that do not eliminate students, use of balloons for striking with a racquet or paddle, use lightweight balls for bouncing).

K.6.2 Discuss personal opinions about participation in physical activity.

Example: Express verbal feedback of an activity to the teacher (e.g., teacher evaluates a lesson by informally asking students their opinion of a game/activity and observes if participation was active or passive).

K.6.3 Acquire new skills and demonstrate a determination to develop those skills.

Example: Demonstrate active engagement in the physical education lesson; student actively participates with little or no prompting from the teacher.

GRADE 1

LITERACY STANDARDS FOR PHYSICAL EDUCATION

Reading for Literacy in PE

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

1.RI.1 Ask and answer questions about key details in a text related to PE.

1.RI.2 Identify the main topic and retell key details of a text (**This standard not required in PE**).

1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text **(This standard not required in PE)**.

Craft and Structure

1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text **(This standard not required in PE)**.

1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text **(This standard not required in PE)**.

Integration of Knowledge and Ideas

1.RI.7 Use the illustrations and details in a text to describe its key ideas.

1.RI.8 Identify the reasons an author gives to support points in a text.

1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures) **(This standard not required in PE)**.

Range of Reading and Level of Text Complexity

1.RI.10 With prompting and support, read informational texts appropriately complex for grade 1 **(This standard not required in PE)**.

Writing for Literacy in PE

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Text Types and Purposes

1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure **(This standard not applicable in PE)**.

1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure **(This standard not required in PE)**.

Production and Distribution of Writing

1.W.4 (Begins in grade 3)

1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed **(This standard not required in PE)**.

1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers **(This standard not required in PE)**.

Research to Build and Present Knowledge

1.W.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions) **(This standard not required in PE).**

1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

1.W.9 (Begins in grade 4)

Range of Writing

1.W.10 (Begins in grade 3)

GRADE 1

ACADEMIC STANDARDS FOR PHYSICAL EDUCATION

Standard 1

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Students observe, learn, practice, and develop fundamental movements. In first grade, this foundation continues to be established and reinforced to facilitate motor skill acquisition which gives students the capacity for successful levels of performance as they mature. Locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (object handling) skills are being combined at a fundamental level to challenge the students.

1.1.1 Perform locomotor skills with developmentally appropriate challenges to reinforce learning of basic movements.

Example: Demonstrate locomotor movements in basic combinations during skill development practice, activities, and games (e.g., jump on a pattern of poly spots; run and leap over obstacles; walk or run on an outdoor fitness trail; walk, skip to the words in a poem).

1.1.2 Perform nonlocomotor skills with developmentally appropriate challenges to reinforce learning fundamental movements.

Example: Demonstrate static balances (e.g., one leg balance, two hands and one foot balance) and dynamic balance on stable and unstable objects (e.g., walk backwards on a balance board, walk forward on a balance board and step over objects, walk on a pattern of stepping stones, jump on a pattern of poly spots).

1.1.3 Perform manipulative skills with developmentally appropriate challenges to reinforce learning fundamental movements.

Example: Demonstrate eye-hand and eye-foot coordination in skill development practice/activities and physical fitness activities/games (e.g., with a baseball bat hit a ball off a tee; consecutively catch self-tossed beach ball; kick a ball with power; bounce or

dribble a ball while kneeling; jump a stationary rope on the floor and progress to a self-turned rope).

- 1.1.4 Perform fundamental rhythmic skills alone, with a partner, or in a group.

Example: Perform a simple dance (e.g., walk, march, slide, and use a partner elbow swing in circle and line dances); demonstrate jumping rope, progressing to a consistent rhythm (e.g., stationary rope on the floor and progress to a self- turned rope); or demonstrate consistent bouncing (dribbling) of a ball.

Standard 2

Movement Concepts: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Students learn to utilize cognitive information to reinforce the fundamental motor skills they acquired in kindergarten. Knowledge and application of movement concepts (body awareness, spatial awareness, qualities of movement, relationships) and strategies enhance independent learning and effective participation in physical activity.

- 1.2.1 Demonstrate fundamental movement vocabulary and cue words for learning skills.

Example: Recognize movements and cues (e.g., step forward on the opposite foot throwing cue: step with the other foot).

- 1.2.2 Identify and demonstrate the basic principles of age appropriate locomotor, nonlocomotor and manipulative skills.

Example: Verbally identify and practice the basic elements for bouncing (dribbling) a ball (e.g., keep ball below the waist, pads of fingers push the ball, dribble ball to the side).

- 1.2.3 Demonstrate variations in moving with directional, spatial and temporal awareness.

Example: Move in various directions (e.g., forward, backward, sideward, left, right, up, down) at various levels (high, medium, low), in various patterns (straight, curved, zigzag), and at various speeds (fast, medium, slow) in skill development activities (e.g., walk sideward as bouncing the ball, crab walk backwards at a low level, or jump a zigzag poly spot pattern).

- 1.2.4 Identify major body parts, muscles and bones used to move and support the body.

Example: Verbally and visually identify body parts, muscles and bones (e.g., head, arm, chest, lungs; heart, biceps, triceps; skull, ribs).

Standard 3

Physical Activity: Students participate regularly in physical activity.

Students begin to understand how being physically active contributes to their health. Regular participation in physical activity enhances the physical and psychological health of the body, provides for social opportunities, and contributes to quality of life. Students learn to enjoy physical activity and discover that hard work is required to learn new skills. They engage in developmentally appropriate activities that help them improve movement competence.

- 1.3.1 Engage in health-related physical fitness activities or games during physical education class, recess, and/or or leisure time with one's family and friends.

Example: Participate in physical fitness activities/games, playground activities, swimming, walking, riding a bicycle, playing in the snow, and/or tennis.

- 1.3.2 Record participation in physical activities by type of activity and time.

Example: Write and draw periodically in a student activity portfolio about the physical fitness activities/games and/or sport skills that one enjoys playing to be healthy.

Standard 4

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

Young children engage in a variety of physical activities that serve to promote an active lifestyle. In first grade, students begin to understand the effects of physical activity on the body: increased heart rate, increased rate of respiration and an increase in perspiration during exercise. They participate in activities of various intensities and can describe the changes these activities produce within their bodies. Improvement of students' physical fitness is expected.

- 1.4.1 Demonstrate how increasing the intensity of an activity will increase the heart rate.

Example: Describe and monitor the difference in the heart rate during a five minute warm-up walk, run or stretching as compared to 20 minutes of motor skill development and physical fitness stations.

- 1.4.2 Describe the basic effect of regular exercise on muscles.

Example: Compare the scores from three exercise trials and draw conclusions (e.g., at the beginning of the school year, record the score achieved for a specific muscle group exercise; complete mid-year and final year-end trials).

- 1.4.3 Perform exercises for muscle groups that are strengthened by specific exercises.

Example: Identify and perform the exercises which strengthen the abdominal muscles and those which strengthen the arm muscles (e.g., v-sit, modified crunch, shoulder touches, modified push-ups, crab walk, partner over and under push-ups).

1.4.4 Participate in activities that increase cardiorespiratory endurance.

Example: Demonstrate engagement in physical fitness activities and describe the effects of exercise on the heart and lungs (e.g., increased heart and breathing rates, increase in perspiration).

1.4.5 Demonstrate stretches that will improve flexibility.

Example: Demonstrate standing straddle toe touch, splits, lunge, and seal stretches.

1.4.6 Participate in an active physical education class to maintain age appropriate intensity and duration for improved physical fitness.

Example: Participate in skill development activities and/or games for 20 minutes or more in each physical education class to maintain or improve cardiorespiratory endurance, muscle strength and endurance, and flexibility (e.g., partners take turns to run/walk a lap, with the non-runner choosing a skill development practice station, combined with 20 second periodic breaks for upper body and abdominal exercises and stretching; obstacle course designed with a variety of movement and physical fitness challenges).

Standard 5

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Students develop respect for individual similarities and differences through positive interaction among participants in physical activity. Variations exist in motor performance, mental and physical abilities, physical characteristics, race, and socioeconomic status. Cooperation and teamwork promote personal and group success in activity settings. Students learn and apply safety practices.

1.5.1 Identify and demonstrate safety practices and personal responsibility during physical education class, recess and after school physical activities.

Example: Describe safety rules for participating in activities/games with boundary lines (e.g., play in the area identified with cones or lines) in which everyone is moving, and activities/games that involve objects being thrown (e.g., maintain personal space, maintain ready hands and eyes, wear tennis shoes, keep hair out of eyes).

1.5.2 Demonstrate and apply an understanding of rules and directions for an active class.

Example: Practice skills and follow rules and directions when participating in activities/games (e.g., tell what consequences will occur for continued disregard of the rules and directions: 1st- a warning, 2nd- a time out from the practice or game).

1.5.3 Demonstrate cooperative play with children of varying abilities.

Example: Participate with a child of different ability (e.g., less fit, more skilled) in class activities (e.g., student and classmate cooperatively play together in an indoor soccer leadup game).

1.5.4 Demonstrate respect and compassion for children with individual differences.

Example: Dance with an assigned classmate; support the participation of a student with a disability in a skill development or physical fitness activity/game.

Standard 6

Value of Physical Activity: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Enjoyable and challenging physical activities will develop self-confidence and promote a positive self-image. In first grade, children begin to recognize their own abilities and choose activities/sports to improve their skills.

1.6.1 Identify personal goals and demonstrate a willingness to achieve specific movement skills and physical fitness challenges.

Example: Identify goals, with teacher guidance, and practice to improve and achieve goals (e.g., land on feet for cartwheel improvement and success; overhand throw to hit the target from a 10 foot distance for overhand throw success; reach or exceed a personal goal one can walk/run laps in 10 minutes for cardio-respiratory improvement and success).

1.6.2 Respond to and apply basic skill elements, given by the teacher, for learning and developing motor skills.

Example: Demonstrate skill acquisition and/or improvement when striking with a racquet (e.g., keep wrist firm on the racquet handle, put two hands on the handle, watch the balloon/ball, move feet).

1.6.3 Demonstrate self-expression in a physical activity setting.

Example: Show creativity in a partner Follow the Leader game with bouncing (dribbling) a ball (e.g., one student, as a leader, creates a ball bouncing sequence as a classmate follows).

1.6.4 Express enthusiasm for participating in physical activity.

Example: Express excitement for physical education class with verbal and nonverbal communication about skill development activities and/or physical fitness activities/games (e.g., the teacher uses conversation from students and observation of students to evaluate a lesson).

GRADE 2

LITERACY STANDARDS FOR PHYSICAL EDUCATION

Reading for Literacy in PE

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

- 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text (**This standard not required in PE**).
- 2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text (**This standard not required in PE**).

Craft and Structure

- 2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- 2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently (**This standard not required in PE**).
- 2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe (**This standard not required in PE**).

Integration of Knowledge and Ideas

- 2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- 2.RI.8 Describe how reasons support specific points the author makes in a text.
- 2.RI.9 Compare and contrast the most important points presented by two texts on the same topic (**This standard not required in PE**).

Range of Reading and Level of Text Complexity

2.RI.10 By the end of year, read and comprehend informational texts, including technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing for Literacy in PE

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Text Types and Purposes

2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section **(This standard not required in PE).**

2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure **(This standard not required in PE).**

Production and Distribution of Writing

2.W.4 (Begins in grade 3)

2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing **(This standard not required in PE).**

2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers **(This standard not applicable in PE).**

Research to Build and Present Knowledge

2.W.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations) **(This standard not required in PE).**

2.W.8 Recall information from experiences or gather information from provided sources to answer a question.

2.W.9 (Begins in grade 4)

Range of Writing

2.W.10 (Begins in grade 3)

GRADE 2 ACADEMIC STANDARDS FOR PHYSICAL EDUCATION

Standard 1

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Students are practicing, developing, and refining fundamental movement skills to achieve maturity. In second grade, students are able to combine locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (object handling) skills. Students practice and develop these combinations of fundamental skills.

2.1.1 Perform locomotor skills proficiently and in combinations with developmentally appropriate challenges.

Example: Demonstrate locomotor moving in basic combinations in skill development practice/activities and physical fitness activities/games (e.g., run and leap over a series of obstacles, hop and jump a pattern on a floor ladder, walk and skip in a dance).

2.1.2 Perform stability skills proficiently and in combinations, with developmentally appropriate challenges.

Example: Demonstrate static balance and dynamic balance in combinations on stable and unstable objects (e.g., walk on a balance board on an incline, travel over tires and carry an object extended above head, skip on a balance board, perform a one leg pose on a stepping stone); weight transfer/tumbling skills (e.g., tumbling routine with four skills).

2.1.3 Perform manipulative skills proficiently with developmentally appropriate challenges.

Example: Demonstrate eye-hand and eye-foot coordination skills in physical fitness activities/games (e.g., develop coordination and accuracy in the overhand throw to a target with increasing distances; pass a beach ball over a 5 - 6 foot high net with the overhand technique; develop new footwork and skills for jumping rope: skier, one foot, turn the rope backwards).

2.1.4 Perform fundamental rhythmic skills proficiently alone, with a partner or in a group.

Example: Perform a dance with challenging steps (e.g., dos-a-dos and sashay with a partner in circle and line dances); demonstrate a consistent rhythm while jumping rope, (e.g., achieve 15 or more consecutive jumps while jumping to music).

- 2.1.5 Perform locomotor and manipulative combined skills with developmentally appropriate challenges.

Example: Demonstrate motor skill combinations in skill development practice/activities and physical fitness activities/games (e.g., while bouncing a ball, walk/run to pick up items from the floor and take to a collection box; dribble and pass the ball to a teammate in an indoor soccer leadup game; while walking, toss and catch a beanbag on a racquet or paddle).

Standard 2

Movement Concepts: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Students learn to utilize cognitive information to achieve mature (proficient) fundamental motor skills. Knowledge and application of movement concepts (body, spatial, directional, and temporal awareness), relationships, and strategies enhance independent learning and effective participation in physical activity.

- 2.2.1 Identify and demonstrate efficient movement with objects that present balance, change of direction and spatial awareness challenges.

Example: Successfully navigate through an obstacle course (e.g., over and under hurdles, stepping stones, travel over tires, crawl through a tunnel, travel through a mat maze, jump down from a height, walk on a balance board carrying an object).

- 2.2.2 Identify and begin to demonstrate techniques for efficient and safe movement.

Example: Demonstrate straight arms with a cartwheel; a landing with soft knees/slight flex when jumping down from a height; jumping on balls of the feet and keeping arms and hands at sides when jumping rope.

- 2.2.3 Identify and apply the basic elements for efficient locomotor, nonlocomotor, stability, and manipulative skills.

Example: Verbally identify and practice the basic elements for gallop (e.g., moving forward: step, together, step, together); cartwheel (e.g., straight arms and hand, hand, foot, foot); overhand throw to a target (e.g., opposite shoulder points to the target, elbow back, ball back, step and turn to face target, throw); jumping rope (e.g., jump softly on balls of feet, keep arms and hands at sides when turning the rope); jumping from a 1 to 3 foot height (e.g., balanced landing with soft knees/slight bend and arms extend out).

- 2.2.4 Understand and demonstrate strategies for active games.

Example: Recognize and apply basic strategies in playing games (e.g., small-sided defense and offense skills in an indoor soccer leadup game played with four high density foam balls; fast running, dodging and agility skills in a tag game).

- 2.2.5 Develop selected academic concepts to integrate in fitness workouts and/or games.

Example: Apply interdisciplinary connections while jumping rope by solving math problems or spelling words (e.g., jump the answer to a math problem: $5 + 8$; spell words with warm-up exercises: day of the week, words from spelling lists, names of muscles; body, muscles, and bones quiz station in a physical fitness activity).

Standard 3

Physical Activity: Students participate regularly in physical activity.

Second grade students enjoy learning new skills and they recognize their developing competence in movement abilities. Enjoyable and challenging physical activity will develop self-confidence and promote a positive self-image. They observe positive attitudes of athletes and family members engaged in physical activity.

- 2.3.1 Participate actively in all physical education classes and in unorganized or organized physical fitness and play opportunities during after school time.

Example: Enter a game situation, skills practice, and/or family physical activity voluntarily (e.g., competition is minimal to encourage participation).

- 2.3.2 Participates in and keeps a record of activities outside of physical education class that provide opportunities to demonstrate a healthy lifestyle.

Example: Record participation time from a gymnastics, swimming, martial arts class, or other physical activities in a student activity portfolio (e.g., child-friendly designed weekly chart is provided for periodic activity recording).

Standard 4

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

The development of students' health knowledge and movement skills continue in second grade. Students participate in physical activity for a longer time and at a higher intensity. Their physical fitness is expected to improve and be maintained. The relationship between physical fitness and an active lifestyle is emphasized.

- 2.4.1 Participate in an active physical education class to maintain the intensity and duration for improved physical fitness.

Example: Participate in skill development activities/games and physical fitness activities

for 20 minutes or more to maintain or improve cardiorespiratory endurance, muscle strength and endurance, and flexibility (e.g., skill and fitness activities stations: eye-hand coordination skill development practice stations, rope jump station, flexibility station, muscle strength and endurance stations).

- 2.4.2 Describe what can happen to the body of a person who does not exercise and who consumes too much food.

Example: Verbally describe how body composition is affected by sedentary activity and food consumption (e.g., class discussion of too much screen time, video games, over-eating and how these affect a healthy level of body fat and muscle).

- 2.4.3 Develop and describe the components of health-related physical fitness.

Example: Participate in a circuit training activity and follow with discussion to identify the components of health-related physical fitness (e.g., strong muscles, basic heart and lung function, flexibility, and body fat).

- 2.4.4 Perform and recognize the difference between high, medium, and low intensity activities for developing cardiorespiratory endurance.

Example: Identify walking as a low intensity activity, jogging as a medium intensity activity, and running as a high intensity activity for developing cardiorespiratory endurance (e.g., students feel their heart beats and observe their breathing rate after trying each of these levels of activity).

Standard 5

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Students develop respect for individual similarities and differences through positive interaction among participants in physical activity. Variations exist in motor performance, mental and physical abilities, physical characteristics, race, and socioeconomic status. Cooperation and teamwork promote personal and group success in activity settings. Students continue to learn and apply safety practices in an active class.

- 2.5.1 Identify and demonstrate safety practices and personal responsibility for an active class and games.

Example: Describe safety rules for participating in activities/games with boundary lines (e.g., play in the area identified with cones or lines), activities/games in which everyone is moving and that involve objects being thrown (e.g., maintain personal space, maintain ready hands and eyes, wear tennis shoes, keep hair out of eyes); notify the teacher if a student has an injury so activity can be suspended and care provided to the student.

- 2.5.2 Demonstrate and apply rules and directions for an active class.

Example: Recall rules before participating in an activity/game and describe positive and negative consequences (e.g., sticker reward for following rules and directions; 1st – a warning, 2nd – a time out from class activity for disregarding rules and directions).

- 2.5.3 Demonstrate cooperative play with a partner and small or large groups regardless of personal differences.

Example: Demonstrate a positive attitude for all classmates in skill development and physical fitness activities and practice positive sportsmanship (e.g., resolve conflict with honesty and respect).

- 2.5.4 Demonstrate respect and compassion for students with individual differences.

Example: Demonstrate assistance and encouragement to a peer who is struggling with a skill (e.g., verbal and nonverbal language is used respectfully with peers).

Standard 6

Value of Physical Activity: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Students continue to understand how being physically active contributes to their health and ability to learn. Regular participation in physical activity enhances the physical and psychological health of the body, social opportunities, and quality of life. Students also begin to observe the negative consequences of physical inactivity. Social interaction is enhanced with their ability to work cooperatively in a group.

- 2.6.1 Identify personal goals and demonstrate a willingness to achieve specific movement skills and physical fitness challenges.

Example: Identify goals to achieve, self determined and/or teacher determined, and practice to improve skills (e.g., jump rope skills for improvement and success: turning the rope backwards, skier jump, side straddle jump; 15 or more bump-ups with a racquet or a paddle for eye-hand coordination improvement and success; reach or exceed the personal goal one can walk/run laps in 10 minutes for cardio-respiratory improvement and success).

- 2.6.2 Respond to and apply basic skill elements, given by the teacher, for learning and developing motor skills.

Example: Demonstrate skill improvement and/or acquisition when striking a beach ball and progressing to a trainer volleyball (e.g., various sizes: medium and large; light weight and oversized) with forearms/bumping (e.g., hands together, arms straight, watch the ball, move feet, arms meet the ball gently).

- 2.6.3 Express enthusiasm as a result of participation in physical activity.

Example: Express excitement for physical education class with verbal and nonverbal communication after participation in skill development activities and/or physical fitness activities/games (e.g., the teacher uses conversation from students and observation of students to evaluate a lesson); willingly self evaluates specific motor skill or physical fitness improvement (e.g., the teacher designs an age appropriate checklist for student self evaluation).

GRADE 3

LITERACY STANDARDS FOR PHYSICAL EDUCATION

Reading for Literacy in PE

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

- 3.RI.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RI.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 3.RI.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect **(This standard not required in PE).**

Craft and Structure

- 3.RI.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- 3.RI.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently **(This standard not required in PE).**
- 3.RI.6** Distinguish their own point of view from that of the author of a text **(This standard not required in PE).**

Integration of Knowledge and Ideas

- 3.RI.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- 3.RI.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- 3.RI.9** Compare and contrast the most important points and key details presented in two texts on the same topic **(This standard not required in PE).**

Range of Reading and Level of Text Complexity

- 3.RI.10** By the end of the year, read and comprehend informational texts, including technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently **(This standard not required in PE).**

Writing for Literacy in PE

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Text Types and Purposes

- 3.W.1** Write opinion pieces on topics or texts, supporting a point of view with reasons **(This standard not required in PE)**.
- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - Provide reasons that support the opinion.
 - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
 - Provide a concluding statement or section.
- 3.W.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - Develop the topic with facts, definitions, and details.
 - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
 - Provide a concluding statement or section.
- 3.W.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences **(This standard not required in PE)**.
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - Use temporal words and phrases to signal event order.
 - Provide a sense of closure.

Production and Distribution of Writing

- 3.W.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose **(This standard not required in PE)**.
- 3.W.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing **(This standard not required in PE)**.
- 3.W.6** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others **(This standard not required in PE)**.

Research to Build and Present Knowledge

3.W.7 Conduct short research projects that build knowledge about a topic (**This standard not required in PE**).

3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

3.W.9 (Begins in grade 4)

Range of Writing

3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

GRADE 3

ACADEMIC STANDARDS FOR PHYSICAL EDUCATION

Standard 1

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

By third grade, most students have developed mature (proficient) fundamental locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (object handling) skills. They begin to practice these skills to adapt and refine them to be used in a variety of games.

3.1.1 Demonstrate mature fundamental locomotor and manipulative movement skills with variations.

Example: Demonstrate variations of jumping (e.g., vertical, horizontal) and throwing a ball (e.g., two hands, underhand, sidearm).

3.1.2 Demonstrate different fundamental movement skills to form increasingly complex skills.

Example: Combine bouncing (dribbling) a ball while running at different speeds, using the inside and outside of the feet, and passing accurately to a teammate.

3.1.3 Utilize manipulative equipment combined with movement skills to perform specific sport skills.

Example: Use an appropriate size bat and demonstrate striking a ball that is tossed by a partner; use a short handled paddle or racquet to strike a moving object (e.g., ball, shuttlecock/birdie, etc.); manipulate tinkling sticks in a rhythmic manner in a dance.

3.1.4 Demonstrate movement skills and patterns following specific rhythms.

Example: Perform a ball routine consisting of a bounce, pass and catch with a partner in rhythm to the music.

Standard 2

Movement Concepts: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Students explore movement concepts (body awareness, spatial awareness, qualities of movement, relationships) that allow them to adapt to changes in their environment. As they gain more motor control, students begin to adapt their skills in order to produce efficient movement.

3.2.1 Describe various balance forms utilizing base of support concepts.

Example: Demonstrate stability awareness (e.g., lower center of gravity, wide base of support, number of balance points for more stability) as applied to stable bases of support (e.g., arabesque or scale, wrestler's bridge, tripod, bear walk, football stance).

3.2.2 Describe movement principles and apply mature movement patterns in various manipulative challenges.

Example: Identify striking a ball (batting), juggling, and alternating toe touches as being skills that cross the midline; observe the performance of others (in class, on videotape) to detect performance errors in efficient movement.

3.2.3 Describe and demonstrate the use of force to move objects various distances.

Example: Practice kicking a ball with ankle flexion, knee extension, and hip flexion producing light, medium, and hard force (power) to observe the distance the ball travels at each level of force.

Standard 3

Physical Activity: Students participate regularly in physical activity.

Students are actively involved in activities that produce higher levels of physical fitness. Most are naturally physically active at this age and thrive on activities that provide challenge and opportunities for movement.

3.3.1 Select and participate in moderate to vigorous physical activity in physical education class and during after school time.

Example: Record participation in healthy lifestyle activities/sports while playing with friends and family, and attempt to learn challenging sport skills.

3.3.2 Identify healthy behaviors that represent a physically active lifestyle.

Example: Discuss quality nutrition and rest for one's body and how it compliments a physically active lifestyle (e.g., junk food versus fruits and vegetables; cola drinks versus water; lack of rest versus a minimum of 9-10 hours of sleep per night).

Standard 4

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

Students identify cause and effect in relationship to a healthy lifestyle. They are able to demonstrate the components of health-related physical fitness in activities that will produce a training effect.

3.4.1 Participate in self assessments and formal fitness assessments.

Example: Evaluate personal fitness using the results of weekly fitness workouts and a standardized fitness test (e.g., refer to age/grade scores on a chart, determine levels of self improvement).

3.4.2 Identify strengths and areas needing improvement in personal fitness.

Example: Utilize a performance chart from a criterion-referenced assessment to determine if individual fitness level is within the healthy fitness zone (e.g., child-friendly designed weekly chart is provided for periodic activity recording).

3.4.3 Establish personal goals based upon results of fitness assessments.

Example: Establish a goal to do daily flexibility (range of motion of a joint) exercises with the hamstring muscles (back of thigh) and lower back to improve test results; create a list of physical activities to participate in after school and/or weekends with goals for frequency and duration.

3.4.4 Define and develop the five components of health-related physical fitness.

Example: Describe cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition and develop skills through a gymnastics circuit (e.g., tumbling skills stations, balance board skills stations, low parallel bars basic skills station, rings basic skills station, vault and take-off board basic skills station, flexibility stations, muscle strength and endurance stations).

3.4.5 Describe and demonstrate examples of the five components of health-related physical fitness.

Example: Identify and demonstrate an exercise to increase muscular strength of the upper arms (e.g., biceps curl, triceps extension) and/or an awareness of continuous movement in caloric expenditure to achieve healthy level of body composition.

3.4.6 Participate in activities that enhance health-related physical fitness on a regular basis.

Example: Participate in daily aerobic workouts or active games/sports, in physical education class and/or at home, to develop cardio-respiratory endurance.

Standard 5

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Students begin to experience more activity-based social situations and become more accepting of others. They can describe rules and policies although during play will need guidance and direction. Students are aware of right and wrong behaviors as well as safe and unsafe practices in physical activity environments.

3.5.1 Work cooperatively with others to obtain common goals in a game situation.

Example: Practice the instep soccer pass with a partner while applying concepts of movement (e.g., power, direction, time) to make the passes more accurate.

3.5.2 Recognize and avoid unsafe practices and situations.

Example: Adhere to recommended safety rules and use of safety equipment while skating in physical education class, home and/or the community (e.g., wear wrist guards and elbow pads, skate under control).

3.5.3 Demonstrate respect and compassion for the individual differences of others while participating in physical activities.

Example: Share equipment with classmates of varying ability (lower fitness, more skill) during physical activities; choose to participate in a game or dance activity with a classmate of another gender, race, culture, or country.

3.5.4 Encourage classmates who demonstrate difficulty with skill performance.

Example: Express encouragement to a classmate attempting to finish the one mile walk/run at a comfortable pace; help a classmate learn and practice a new skill.

Standard 6

Value of Physical Activity: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Students develop an increased awareness of the importance of health-related physical fitness. They can describe activities that enhance fitness and which are enjoyable to do with friends. Students accept challenges in activities that involve new or recently attained skills.

3.6.1 Demonstrate feelings through a pattern of locomotor and nonlocomotor movements.

Example: Create a dance that expresses a variety of emotions (e.g., happiness, sadness, excitement, calmness).

3.6.2 Express enjoyment when applying new skills while participating in partner and group physical activities.

Example: Choose to do an activity at recess with a friend rather than by self; move with a partner over, under, and through an obstacle course while helping each other as needed.

3.6.3 Participate in cooperative problem-solving physical activity challenges.

Example: Participate in a cooperative education initiative, with a small group of students, in an attempt to move from one side of the activity area to the other using a variety of equipment (e.g., long boards, scooters, carpet squares).

Grade 4

LITERACY STANDARDS FOR PHYSICAL EDUCATION

Reading for Literacy in PE

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text (**This standard not required in PE**).

Craft and Structure

4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text (**This standard not required in PE**).

4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided (**This standard not required in PE**).

Integration of Knowledge and Ideas

4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.

4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably **(This standard not required in PE)**.

Range of Reading and Level of Text Complexity

4.RI.10 By the end of year, read and comprehend informational texts, including technical physical education related texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range **(This standard not required in PE)**.

Writing for Literacy in PE

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Text Types and Purposes

4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information **(This standard not required in PE)**.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- d. Provide a concluding statement or section related to the opinion presented.

4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences **(This standard not required in PE)**.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.

- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

- 4.W.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience **(This standard not required in PE).**
- 4.W.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing **(This standard not required in PE).**
- 4.W.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting **(This standard not required in PE).**

Research to Build and Present Knowledge

- 4.W.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic **(This standard not required in PE).**
- 4.W.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- 4.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research **(This standard not required in PE).**
 - a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
 - b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.")

Range of Writing

- 4.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

GRADE 4

ACADEMIC STANDARDS FOR PHYSICAL EDUCATION

Standard 1

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Students begin fourth grade with refined movement skills and work toward demonstrating correct form in locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (object handling) skills. Variations of motor skills are combined to form more complex patterns (combinations) of movement. These combinations are then applied in specialized skills for individual, dual, and/or team sport activities.

- 4.1.1 Demonstrate mature movement patterns in locomotor, nonlocomotor, and manipulative

skills.

Example: Demonstrate a mature (proficient) hop (e.g., nonsupport leg flexed 90°, nonsupport thigh lifts with vertical thrust of support foot, greater body lean, rhythmical action of nonsupport leg, arms move together in rhythmical lifting as support foot leaves ground).

4.1.2 Practice combinations of movement skills for specific sports.

Example: Perform a catch, dribble, and pass with a ball to a moving partner.

4.1.3 Demonstrate complex patterns of movement.

Example: Design and demonstrate a movement routine using a series of related movements (e.g., tumbling routine, aerobic dance).

4.1.4 Demonstrate movement skills and patterns following specific rhythms.

Example: Perform a jump rope routine with a partner consisting of a variety of skills in rhythm to music (e.g., skier, criss-cross, side and front straddle); execute an aerobic dance routine in rhythm to music.

Standard 2

Movement Concepts: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Students strengthen their ability to apply basic concepts of movement (body awareness, spatial awareness, qualities of movement, relationships) to improve their individual performances. They observe, analyze, and critique their own and other students' performance. Students demonstrate an understanding of these movement concepts in their movement performances.

4.2.1 Describe critical elements of correct movement pattern for fundamental movement skills.

Example: Describe and demonstrate body positions for each of the parts of bouncing (dribbling) a ball (e.g., feet placed in narrow stride, slight forward trunk lean, ball held waist high, ball pushed toward ground with fingertips).

4.2.2 Apply the concept of practice to improve movement skills.

Example: Work toward accurately passing a ball to a target using a chest pass.

4.2.3 Observe the performance of others to provide feedback to help improve motor skills.

Example: Carefully observe another student (in class, on videotape) kicking a ball and complete a peer evaluation with a checklist or rubric.

4.2.4 Recognize and describe critical elements of complex movement patterns.

Example: Describe the use of specific body parts and summation of forces (e.g., arms back, knees bent, lower level) for increasing distance in the standing long jump.

Standard 3

Physical Activity: Students participate regularly in physical activity.

Students begin to develop an understanding of the benefits of participation in health-related physical fitness activities. They develop awareness about the kinds of activities that are part of a healthy lifestyle and begin to choose more of these activities to participate in during their leisure time outside of class.

4.3.1 Identify and demonstrate the physical, mental, social, and emotional benefits of participation in health-related physical fitness activities.

Example: List the benefits that result from participation in physical fitness activities (e.g., decreases heart disease, strengthens sport performance, increases mental alertness, improves attention and memory, improves self-esteem, decreases stress); and/or contrast excessive sedentary activities to a physically active lifestyle (e.g., TV, video games, screen time versus ice skating, swimming, hiking).

4.3.2 Demonstrate regular participation in health-related physical fitness activities outside of class.

Example: Participate in family fitness activities or practice independently for a youth sport league two to three afternoons per week.

4.3.3 Identify and participate in lifetime physical activities.

Example: Discuss why tennis, softball, swimming, golfing, hiking, and jogging learned in physical education class are considered lifetime physical activities that can be enjoyed in the community.

Standard 4

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

Students begin to understand the cause and effect relationship of physical activity and health. They are able to analyze criterion-referenced assessment data and develop personal fitness goals. Students can identify many physical activities that influence health-related physical fitness.

4.4.1 Participate in self-assessments for physical fitness and meet the criterion for specific age groups.

Example: Strive to achieve the healthy fitness zone standard for a criterion-referenced

assessment of health-related physical fitness; use results of heart rate monitor or computer generated reports to reinforce fitness understanding.

- 4.4.2 Establish personal goals based upon results of fitness assessments.

Example: To improve pushup test result, establish a goal to do upper body strength exercises (e.g., partner tug of war, pushup hockey, pushup style Tic-Tac-Toe).

- 4.4.3 Describe exercises/activities that will improve each component of health-related physical fitness.

Example: List specific stretches and activities that will improve flexibility of specific muscle groups (e.g., lower back, hamstrings, quadriceps).

- 4.4.4 Participate in an activity program that is designed to improve health-related physical fitness.

Example: Participate in an after school exercise program (e.g., fitness, yoga, walking) several days per week; join family and friends to walk/jog at a neighborhood park at least three times per week.

Standard 5

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Students continue to strengthen cooperation skills that were begun in earlier grades. They can follow rules and procedures with few reminders. Students observe differences between themselves and classmates and start to develop an appreciation for these differences.

- 4.5.1 Exhibit independence and the ability to succeed in groups in physical activity settings.

Example: Participate in cooperative and challenge activities (student designed game); participate cooperatively with friends in a self-officiated game.

- 4.5.2 Follow rules and safe practices in all class activities without being reminded.

Example: Stop activity immediately upon signal from a student referee.

- 4.5.3 Describe the similarities and differences between games of different countries.

Example: Compare and contrast baseball in the United States with cricket in England.

- 4.5.4 Recognize the various abilities and limitations of classmates and understand the adaptations they make when participating in different physical activities.

Example: While participating blindfolded, students work with a partner to maneuver through an obstacle course.

Standard 6

Value of Physical Activity: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Students in the fourth grade can list the physical activities they enjoy and understand that satisfaction is dependent upon their competence in the activity. They willingly participate in new activities and relish opportunities to learn new skills. However, at this level, students typically participate in activities that offer them the least amount of failure.

4.6.1 Participate in physical activities that are enjoyable.

Example: Participate on the school's demonstration/after school team for jumping rope; record physical activity participation during recess and after school in student activity portfolio.

4.6.2 Interact positively with classmates and friends in physical activities.

Example: Cooperatively participate in physical activity with friends during physical education class and after school play sessions.

4.6.3 Participate in new and challenging physical activities.

Example: Traverse the low elements on an adventure education initiative (e.g., balance beam, spider web) in physical education class; learn a new physical activity or sport.

GRADE 5

LITERACY STANDARDS FOR PHYSICAL EDUCATION

Reading for Literacy in PE

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text **(This standard not required in PE).**

Craft and Structure

5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts **(This standard not required in PE)**.

5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent **(This standard not required in PE)**.

Integration of Knowledge and Ideas

5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably **(This standard not required in PE)**.

Range of Reading and Level of Text Complexity

5.RI.10 By the end of the year, read and comprehend informational texts, including technical music texts, at the high end of the grades 4-5 text complexity band independently and proficiently **(This standard not required in PE)**.

Writing for Literacy in PE

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Text Types and Purposes

5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information **(This standard not required in PE)**.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

b. Provide logically ordered reasons that are supported by facts and details.

c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

d. Provide a concluding statement or section related to the opinion presented.

5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences **(This standard not required in PE)**.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience **(This standard not required in PE)**.

5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach **(This standard not required in PE)**.

5.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting **(This standard not required in PE)**.

Research to Build and Present Knowledge

5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic **(This standard not required in PE)**.

5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research **(This standard not required in PE)**.

- a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].").
- b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s].")

Range of Writing

5.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

GRADE 5

ACADEMIC STANDARDS FOR PHYSICAL EDUCATION (PE)

Standard 1

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Students continue to achieve maturity with locomotor (traveling actions), nonlocomotor (movement in place) and manipulative (object handling) skills. They begin the process of integrating (putting together) these skills into a variety of individual and small sided team sports and activities that have been adapted to their developmental level.

5.1.1 Demonstrate the ability to integrate locomotor and nonlocomotor movements in more complex skills.

Example: Demonstrate mature (proficient) movement patterns in increasingly challenging environments (e.g., obstacle course, stunts and tumbling routine).

5.1.2 Develop the ability to manipulate objects with the skills necessary to participate in games and leadup activities.

Example: Engage in leadup activities (mini-game applying several skills) requiring manipulative skills (e.g., small-sided soccer game with no goalies; three versus three floor hockey or basketball).

5.1.3 Demonstrate the ability to perform more complex rhythmic skills alone and with a partner.

Example: Perform rhythmic movement sequences with music (e.g., cooperative jump rope routine with a partner, basketball dribbling routine, line dance).

Standard 2

Movement Concepts: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Students demonstrate an understanding of movement concepts (body awareness, spatial awareness, qualities of movement, relationships) and mature (proficient) movement forms. They self assess their skills and those of classmates and discuss methods for improving performance.

5.2.1 Identify movement concepts used to refine movement skills.

Example: Describe how timing and power improves performance of propelling a gymnasium-type bowling ball at the pins.

5.2.2 Describe and demonstrate critical elements of mature movement patterns.

Example: Describe the movement of the arm and trunk in accurately throwing a ball overhand at a target.

5.2.3 Critique the performance of a partner by providing feedback to help improve skill.

Example: Observe a classmate (in class, on videotape) kicking a ball at a target and complete a peer evaluation with checklist or rubric.

Standard 3

Physical Activity: Students participate regularly in physical activity.

Students develop a more thorough understanding of the relationship between lifestyle and health. Through observation and analysis, students are able to critique others as they begin to develop an awareness of the physical, mental, social, and emotional importance of physical activity. Students choose to participate in activities during leisure time that will maintain or enhance health-related physical fitness.

5.3.1 Participate in health-enhancing physical activity.

Example: Establish personal physical activity goals (e.g., independently practice five times a week for participation in a youth soccer league); log participation of after school physical activities in a student activity portfolio.

5.3.2 Recognize the positive effects of participation in leisure time physical activity.

Example: Awareness of mental benefits (e.g., alertness, focus) of physical activity participation; discuss emotional benefits (e.g., joy, acceptance, satisfaction) of being physically active in a game that is personally enjoyable.

Standard 4

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

As their fitness level improves, students participate in moderate to vigorous activity for longer periods of time. They are able to describe how improved fitness is achieved and identify what their age appropriate physical fitness goals should be. Students participate in self- and group-assessment activities.

- 5.4.1 Establish personal goals to achieve an age appropriate fitness level in all components of health-related physical fitness.

Example: Using the results of a fitness pretest, demonstrate how to set personal fitness goals; using posttest results, determine if goals were achieved.

- 5.4.2 Demonstrate a healthy level of cardiorespiratory endurance.

Example: Participate in an active game for 30 minutes or more while wearing a pedometer and identify the number of steps range to achieve a healthy level for age/grade.

- 5.4.3 Demonstrate age appropriate levels of muscular strength and muscular endurance for major muscle groups.

Example: Participate in a developmentally appropriate exercise circuit designed to improve muscular strength and endurance.

- 5.4.4 Demonstrate a healthy level of flexibility.

Example: Create a warm-up routine to target areas of the body on which the student needs to improve flexibility; practice slow martial arts movements.

- 5.4.5 Demonstrate a healthy level of body composition.

Example: Measure body fat and calculate body mass index (BMI) to determine if within healthy fitness zone of criterion-referenced fitness assessment.

Standard 5

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Students begin to show competence for working independently and cooperatively, in pairs and small groups, as they observe, explore, and apply the principles of physical activity in both physical education class and after school. They are willing to work with classmates of varying abilities and interests and are able to apply conflict management skills when needed.

- 5.5.1 Demonstrate the qualities of a competent and enthusiastic physical activity participant.

Example: Accept loss with a respectful attitude; win gracefully in game situations.

- 5.5.2 Perform activities safely and follow rules.

Example: Describe appropriate conduct including social behaviors (e.g., wear provided safety equipment, share by moving the ball around to others, take turns when there is limited equipment).

5.5.3 Demonstrate positive attitude towards self and others during physical activity.

Example: Demonstrate a respect for peers of varying skill levels; encourage others, including those on the opposing team, by recognizing their good play.

5.5.4 Resolve conflict in socially acceptable ways.

Example: Discuss rule infraction with a classmate who does not feel he/she was fouled in the game.

5.5.5 Accept partners and teammates regardless of personal differences.

Example: Demonstrate acceptance of other's limitations with positive verbal and nonverbal behavior.

Standard 6

Value of Physical Activity: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Students are able to better identify activities they enjoy, as well as those in which they have greater skill or less skill. They articulate why they like or dislike certain activities. Although students can work cooperatively, they identify those classmates with whom they prefer playing or engaging in physical activity. They participate in challenging activities with less intimidation.

5.6.1 Exhibit positive feelings about participation in physical activity.

Example: Celebrate individual success and group accomplishment following the completion of a challenging jump rope routine to music.

5.6.2 Engage in the challenge of new activities.

Example: Develop skills to participate in new games, sports, or rhythmic activities.

5.6.3 Engage in and enjoy independent and interactive physical activity.

Example: Incorporate physical activities with friends and family during leisure time; use fitness-based video games at home; record activity, time, intensity, and social experience in a chart and/or notebook.

5.6.4 Use physical activity as a means of self-expression.

Example: Create and perform a movement sequence with a small group that dramatizes a chapter from a book read in language arts class.

GRADE 6

LITERACY STANDARDS FOR PHYSICAL EDUCATION

The Literacy Standards for Physical Education are presented in grade-level bands. Students at the beginning of a grade-band continuum will require a blend of scaffolding and direct, explicit instruction. By the end of the grade-band continuum, students should demonstrate proficiency of the literacy standards independently.

The grades 6-8 standards below define what students should understand and be able to do by the end of grade 8. These are to serve as a complement to the specific content demands of the physical education standards and be taught as skills that allow students to communicate and comprehend the physical education content.

Reading for Literacy in Physical Education

Students need to develop the skills that allow them to read complex informational health, fitness and physical education related texts with independence and confidence. Students need to build an appreciation of the norms and conventions of reading in physical education, an understanding of domain-specific words and phrases, an attention to precise details, the capacity to evaluate detailed arguments, synthesize complex information and follow detailed descriptions and procedures.

Key Ideas and Details

- 6-8.RT.1** Cite specific textual evidence to support analysis of technical health, fitness, sport and physical education texts.
- 6-8.RT.2** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions **(This standard not required in PE)**.
- 6-8.RT.3** Follow precisely a multistep procedure when performing physical education tasks.

Craft and Structure

- 6-8.RT.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific, fitness, sport or health contexts relevant to *grades 6-8 texts and topics*.
- 6-8.RT.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic **(This standard not required in PE)**.
- 6-8.RT.6** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Integration of Knowledge and Ideas

- 6-8.RT.7** Integrate technical health, fitness, sport, and physical education information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
- 6-8.RT.8** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text **(This standard not required in PE)**.
- 6-8.RT.9** Compare and contrast the information gained from performances, simulations, video, or multimedia sources with that gained from reading a text on the same topic **(This standard not required in PE)**.

Range of Reading and Level of Text Complexity

6-8.RT.10 By the end of grade 8, read and comprehend technical texts in the grades 6-8 text complexity band independently and proficiently **(This standard not required in PE)**.

Writing for Literacy in Physical Education

Students need to be able use writing as a key means to defend and assert claims, showing what they know about a subject and conveying what they have experienced, imagined, thought, and felt. They must be adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in clear manner.

Text Types and Purposes

6-8.WT.1 Write arguments focused on *discipline-specific content* **(This standard not required in PE)**.

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

6-8.WT.2 Write informative/explanatory texts, including technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

6-8.WT.3 Not applicable as a separate requirement **(This standard not required in PE)**.

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.

Production and Distribution of Writing

6-8.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6-8.WT.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed (**This standard not required in PE**).

6-8.WT.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

6-8.WT.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration (**This standard not required in PE**).

6-8.WT.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (**This standard not required in PE**).

6-8.WT.9 Draw evidence from informational texts to support analysis, reflection, and research (**This standard not required in PE**).

Range of Writing

6-8.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

GRADE 6

ACADEMIC STANDARDS FOR PHYSICAL EDUCATION

Standard 1

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Most sixth grade students have mastered the fundamental movement skills for locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (object handling) activities. Motor skills become more complex and are combined to be used in more specific game and performance situations. Students participate in modified and unstructured games and use the fundamental motor skills in these activities while developing more specialized movement skills.

6.1.1 Demonstrate more advanced forms in locomotor, nonlocomotor, and manipulative skills.

Example: Dribble a basketball around objects using both left and right hands with greater accuracy and control.

- 6.1.2 Demonstrate basic competency in more specialized movement skills related to specific physical activities.

Example: Design and perform a 60 second dance sequence using combinations of locomotor and nonlocomotor skills with changes of direction, force, and level.

Standard 2

Movement Concepts: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

The student applies and generalizes movement to apply and generalize movement concepts (body awareness, spatial awareness, qualities of movement, relationships) to build greater levels of fitness. Movement skills are now more strategic and students use learned strategies in performance of physical activities.

- 6.2.1 Identify basic concepts that apply to the movement and sport skills being practiced.

Example: Observe a student throwing a softball different distances using varied trajectories (angles) and amounts of force.

- 6.2.2 Explain how practicing movement skills improve performance.

Example: Maintain a log of practice attempts for throwing a disc at a target, comparing differences in successful throws from first attempts to last attempts.

- 6.2.3 Describe basic strategies for offense and defense in simple leadup games.

Example: Mark (guard) another player who is dribbling a soccer ball and attempt to prevent a pass or shot; throw a pass to an open teammate who has eluded the defense in a small-sided football game (e.g., game played on a smaller field with fewer players to allow for more student participation).

Standard 3

Physical Activity: Students participate regularly in physical activity.

Grade six students explore and identify activities they enjoy, meet their interests and needs, and which are within their level of competency. This information is utilized when participating in new activities, choosing movement activities, and setting goals for participation.

- 6.3.1 Identify and participate in activities that, when done consistently, can contribute to an active lifestyle.

Example: List activities that can increase cardiorespiratory endurance and/or muscular strength and endurance, as well as other components of health-related physical fitness, and participate in a chosen activity at least 5 days per week.

- 6.3.2 Participate in activities, outside of school, that are health-enhancing and can be continued throughout a lifetime.

Example: Report in a student activity portfolio the participation level in golfing, cycling, or walking with a parent during the weekend (e.g., played nine holes of golf while walking the course, cycling five miles, walking 20 blocks).

- 6.3.3 Describe the elements of a healthy lifestyle.

Example: Use the FITT (frequency, intensity, type, and time) principle to describe activities that would lead to an active lifestyle.

Standard 4

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

Students comprehend the important relationship between activity and physical fitness. They explore various activities and rate them on their potential to increase health-related physical fitness levels (muscular strength and endurance, flexibility, body composition, and cardio-respiratory endurance). Students assess their individual levels of fitness and use the results to develop personal goals.

- 6.4.1 Increase the intensity and duration of an activity while performing locomotor skills.

Example: Keep a record of the heart rate after participation in a physical activity and evaluate whether the exercise intensity of the activity was sufficient to produce a target heart rate

- 6.4.2 Develop personal goals for each of the health-related physical fitness components.

Example: Set a goal to achieve a healthy fitness level for upper body strength (e.g., pull ups, push-ups) or for cardio-respiratory endurance (e.g., 10,000 steps daily using a pedometer).

- 6.4.3 Measure personal fitness levels in each of the health-related physical fitness components in relation to age.

Example: Participate in a fitness test; record and review the results.

Standard 5

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Sixth grade students demonstrate cooperative skills in group activities and identify examples where teamwork is critical to success. They analyze and compare the contributions of different cultures in the development of sport and recreational activities popular today. Students continue to develop an appreciation for individuals who are different and willingly display inclusive behavior in most activities.

6.5.1 Participate in cooperative activities in a leadership or followership role.

Example: Work efficiently and successfully with classmates in a cooperative activity to reach a group goal.

6.5.2 Acknowledge and apply rules to game situations to ensure personal and group safety.

Example: Refrain from using a tackling maneuver when playing flag football.

6.5.3 Participate in dances and games from various world cultures.

Example: Participate in a German Polka, Tinikling (Philippine dance), Troika (Russian dance), or Takraw (kick volleyball).

6.5.4 Illustrate an appreciation of the accomplishments of all group members in group or team physical activities.

Example: Participate in a follow-up discussion after a cooperative game and express positive contributions of each group member.

Standard 6

Value of Physical Activity: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Adolescents seek physical activity experiences for group membership and positive social interaction. They pursue opportunities for continued personal growth in physical skills. As their self-esteem and physical skill levels increase, students choose activities that provide excitement, challenge, and healthy competition.

6.6.1 Engage in physical activities as an opportunity to socialize with friends and family.

Example: Participate in an impromptu game of touch football with neighborhood friends.

6.6.2 Participate in challenging activities requiring the utilization of newly acquired skills.

Example: Join a family member or friend in tennis, orienteering, or canoeing.

6.6.3 Identify the social, emotional, and physical benefits of participation in physical activities.

Example: Write a paragraph, create a power point, or videotape a testimonial about how it feels to successfully master a new physical skill; identify the skills learned from participating in a new physical activity; and/or describe games or sports that can provide opportunities for individuals of all skill levels to participate.

GRADE 7

LITERACY STANDARDS FOR PHYSICAL EDUCATION

The Literacy Standards for Physical Education are presented in grade-level bands. Students at the beginning of a grade-band continuum will require a blend of scaffolding and direct, explicit instruction. By the end of the grade-band continuum, students should demonstrate proficiency of the literacy standards independently.

The grades 6-8 standards below define what students should understand and be able to do by end of grade 8. These are to serve as a complement to the specific content demands of the physical education standards and be taught as skills that allow students to communicate and comprehend the physical education content.

Reading for Literacy in Physical Education

Students need to develop the skills that allow them to read complex informational health, fitness and physical education related texts with independence and confidence. Students need to build an appreciation of the norms and conventions of reading in physical education, an understanding of domain-specific words and phrases, an attention to precise details, the capacity to evaluate detailed arguments, synthesize complex information and follow detailed descriptions and procedures.

Key Ideas and Details

6-8.RT.1 Cite specific textual evidence to support analysis of technical health, fitness, sport and physical education texts.

6-8.RT.2 Determine the central ideas or conclusions of a text; provide an accurate Summary of the text distinct from prior knowledge or opinions (**This standard not required in PE**).

6-8.RT.3 Follow precisely a multistep procedure when performing physical education tasks.

Craft and Structure

6-8.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific, fitness, sport or health context relevant to *grades 6-8 texts and topics*.

6-8.RT.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic (**This standard not required in PE**).

6-8.RT.6 Analyze the author's purpose in providing an explanation, describing a

procedure, or discussing an experiment in a text.

Integration of Knowledge and Ideas

6-8.RT.7 Integrate technical health, fitness, sport, and physical education information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, sport diagram, model, graph, or table).

6-8.RT.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text **(This standard not required in PE)**.

6-8.RT.9 Compare and contrast the information gained from performances, simulations, video, or multimedia sources with that gained from reading a text on the same topic **(This standard not required in PE)**.

Range of Reading and Level of Text Complexity

6-8.RT.10 By the end of grade 8, read and comprehend technical texts in the grades 6-8 text complexity band independently and proficiently **(This standard not required in PE)**.

Writing for Literacy in Physical Education

Students need to be able use writing as a key means to defend and assert claims, showing what they know about a subject and conveying what they have experienced, imagined, thought, and felt. They must be adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in clear manner.

Text Types and Purposes

6-8.WT.1 Write arguments focused on *discipline-specific content* **(This standard not required in PE.)**

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

6-8.WT.2 Write informative/explanatory texts, including technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

6-8.WT.3 Not applicable as a separate requirement **(This standard not required in PE)**.

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.

Production and Distribution of Writing

6-8.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6-8.WT.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed **(This standard not required in PE)**.

6-8.WT.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently .

Research to Build and Present Knowledge

6-8.WT.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration **(This standard not required in PE)**.

6-8.WT.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation **(This standard not required in PE)**.

6-8.WT.9 Draw evidence from informational texts to support analysis, reflection, and research **(This standard not required in PE)**.

Range of Writing

6-8.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

GRADE 7

ACADEMIC STANDARDS FOR PHYSICAL EDUCATION

Standard 1

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Most seventh grade students have mastered the fundamental movement skills and now begin to put skills into combinations of increasing complexity. They modify skills to adapt to others while doing several movements in game, sport, and/or physical activity situations.

- 7.1.1 Demonstrate a movement sequence in a physical activity or game.

Example: Move back from the net, when playing a game of pickleball, allow the ball to bounce and return it over the net with an underhand movement.

- 7.1.2 Demonstrate more complex combinations of movement forms in various sport and rhythmic activities.

Example: Perform the schottische step in a folk dance, moves in a hip hop dance, or a right and left hand star in a square dance.

Standard 2

Movement Concepts: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Students begin to apply concepts from other disciplines to movement skills. They analyze movement forms and reactions of projectiles in relationship to basic concepts. Application of more advanced strategies is demonstrated in physical activities.

- 7.2.1 Learn and apply principles necessary for skilled performance.

Example: Throw a ball for distance using the most appropriate trajectory (angle).

- 7.2.2 Recognize the open person concept in team sport activities.

Example: Practice the skill of open-positioning during a game of disc golf and/or deliver a pass to an open teammate moving downfield through defenders to score a goal.

- 7.2.3 Describe and demonstrate the difference between being on offense and defense in various activities.

Example: Move into proper position for receiving a serve in badminton and then quickly change to offense in anticipation of the return shot and/or move into proper position on the court to apply a person-to-person or zone defense in a basketball game and be able to quickly transition from defense to offense.

- 7.2.4 Describe variations of movement skills that occur in sport activities.

Example: Break down the sport of softball by identifying the locomotor, nonlocomotor, and manipulative skills important in the game (e.g., underhand throw, overhand throw, catching).

Standard 3

Physical Activity: Students participate regularly in physical activity.

Students demonstrate an understanding of the relationship between participation in physical activities and wellness. They participate in after school activities that can lead to a healthier lifestyle. Students independently choose leisure time activities that are health-enhancing.

7.3.1 Select and participate in activities that will build a repertoire of lifetime physical activities.

Example: Identify, describe and participate in individual and dual lifetime activities, as well as team sports that can be played in community leagues throughout life.

7.3.2 Select and participate in a new sport or physical activity.

Example: Participate in a school or community sponsored youth activity (e.g., canoe and/or camping trip during school break).

Standard 4

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

Students begin to demonstrate a respect for maintaining a healthy fitness level. They are capable of choosing health-enhancing activities for participation in their leisure time. Students can describe and apply the components of health-related physical fitness (muscular strength and endurance, flexibility, body composition, and cardiorespiratory endurance) to most of their activities. They become aware of the changes the body goes through as they grow and develop and change individual goals to reflect those changes.

7.4.1 Utilize self-assessment of physical fitness to identify strengths and weaknesses and use this information to develop a personal fitness program.

Example: Develop a personal physical fitness program that addresses all components of health-related fitness (e.g., use the FITT principal and use a portfolio to document improvement).

7.4.2 Demonstrate the importance of all components of physical fitness in achieving a desired level of health-enhancing physical fitness.

Example: Participate in stretching to improve flexibility and cool down after physical activity.

7.4.3 Describe and apply an understanding of the concepts of health-related physical fitness to an individual exercise program.

Example: Select and participate in an exercise program utilizing curl-ups and push-ups to improve muscular strength and endurance; develop an aerobic dance routine; and/or create and participate in five partner exercises using medicine balls.

Standard 5

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Students can apply the rules for the school, gymnasium, and game situations through individual decision making. Seventh grade students are capable of understanding and showing compassion for individuals of varying abilities. Students model social responsibility to increase personal responsibility levels. They are receptive to learning about different cultures and how they relate to the physical activities of those countries.

7.5.1 Contribute to the development of and adherence to rules that provide for safe participation in physical activities.

Example: Assist teacher with putting safety equipment (e.g., tumbling mats) where needed for physical activities and/or help develop class rules that will lead to safe participation.

7.5.2 Accept responsibilities of being a part of a team and strive to make contributions toward team success.

Example: Volunteer to play various positions in a game situation including an unfamiliar or undesirable position for the good of the team.

7.5.3 Follow the rules of games and activities to ensure a safe environment for participants.

Example: Refrain from running on a swimming pool deck, stay seated while in a kayak, and use safety equipment while riding a scooter or bicycle.

7.5.4 Identify and participate in sports or activities that are native to a selected country.

Example: Participate in a game of cricket in physical education class; explain the game of cricket in a speech to a social studies class.

7.5.5 Adapt games to allow the participation of individuals of varying abilities.

Example: Participate in a game that requires each member to touch the ball before it can be shot at the goal.

7.5.6 Participate in cooperative games that require a contribution from all team members.

Example: Participate in a parachute volleyball activity and/or a cooperative game of choice.

Standard 6

Value of Physical Activity: Students value physical activity for health,

enjoyment, challenge, self-expression, and/or social interaction.

Students participate in most activities as a member of a group. They are beginning to show increased inhibition and may need encouragement to be more expressive and perhaps less self-conscious. Students understand that competence in an activity requires practice.

7.6.1 Demonstrate movement patterns that convey various emotions.

Example: Create a modern dance that shows a feeling of exuberance; run a pass pattern with intensity.

7.6.2 Participate in challenge and adventure activities that require the development of strategies and teamwork.

Example: Design and participate in a human obstacle course or personal circuit training program.

7.6.3 Identify and practice a physical activity/exercise or movement that is difficult to perform in order to increase skill/fitness level.

Example: Utilize the freestyle stroke in swimming while concentrating on flutter kicking and rhythmic breathing; use the pass, set, hit sequence in volleyball.

GRADE 8

LITERACY STANDARDS FOR PHYSICAL EDUCATION

The Literacy Standards for Physical Education are presented in grade-level bands. Students at the beginning of a grade-band continuum will require a blend of scaffolding and direct, explicit instruction. By the end of the grade-band continuum, students should demonstrate proficiency of the literacy standards independently.

The grades 6-8 standards below define what students should understand and be able to do by end of grade 8. These are to serve as a complement to the specific content demands of the physical education standards and be taught as skills that allow students to communicate and comprehend the physical education content.

Reading for Literacy in Physical Education

Students need to develop the skills that allow them to read complex informational health, fitness and physical education related texts with independence and confidence. Students need to build an appreciation of the norms and conventions of reading in physical education, an understanding of domain-specific words and phrases, an attention to precise details, the capacity to evaluate detailed arguments, synthesize complex information and follow detailed descriptions and procedures.

Key Ideas and Details

6-8.RT.1 Cite specific textual evidence to support analysis of technical health, fitness, sport and physical education texts.

6-8.RT.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions **(This standard not required in PE)**.

6-8.RT.3 Follow precisely a multistep procedure when performing physical education tasks.

Craft and Structure

6-8.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific, fitness, sport or health context relevant to *grades 6-8 texts and topics*.

6-8.RT.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic **(This standard not required in PE)**.

6-8.RT.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Integration of Knowledge and Ideas

6-8.RT.7 Integrate technical health, fitness, sport, and physical education information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, sport diagram, model, graph, or table).

6-8.RT.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text **(This standard not required in PE)**.

6-8.RT.9 Compare and contrast the information gained from performances, simulations, video, or multimedia sources with that gained from reading a text on the same topic **(This standard not required in PE)**.

Range of Reading and Level of Text Complexity

6-8.RT.10 By the end of grade 8, read and comprehend technical texts in the grades 6-8 text complexity band independently and proficiently **(This standard not required in PE)**.

Writing for Literacy in Physical Education

Students need to be able use writing as a key means to defend and assert claims, showing what they know about a subject and conveying what they have experienced, imagined, thought, and felt. They must be adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in clear manner.

Text Types and Purposes

6-8.WT.1 Write arguments focused on *discipline-specific content* **(This standard not required in PE)**.

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from and supports the argument presented.

6-8.WT.2 Write informative/explanatory texts, including technical processes.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style and objective tone.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

6-8.WT.3 Not applicable as a separate requirement **(This standard not required in PE)**.

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.

Production and Distribution of Writing

6-8.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6-8.WT.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed **(This standard not required in PE)**.

6-8.WT.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

6-8.WT.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration **(This standard not required in PE)**.

6-8.WT.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation **(This standard not required in PE)**.

6-8.WT.9 Draw evidence from informational texts to support analysis, reflection, and research **(This standard not required in PE)**.

Range of Writing

6-8.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

GRADE 8

ACADEMIC STANDARDS FOR PHYSICAL EDUCATION

Standard 1

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Eighth grade students demonstrate more mature (proficient) patterns of motor skills and movement patterns. They apply these skills to both unstructured and structured physical activity contexts. Students begin to refine these skills and competencies in selected individual and dual lifetime physical activities, team sports, aquatics, rhythmic activities, and tumbling and gymnastics requiring more complex levels of movement competence than has been previously needed.

8.1.1 Combine and refine fundamental techniques in games and sports and work towards achieving competence in increasingly complex physical activity contexts.

Example: Participate in several different physical activities such as golf, gymnastics, inline skating, martial arts, tennis, swimming, and/or small sided team sports.

8.1.2 Create rhythmic movement patterns demonstrating an understanding of steady beat, tempo, and phrasing of music to maintain and improve fitness.

Example: Perform movements and routines in activities such as dance, aerobics, and jump rope.

Standard 2

Movement Concepts: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Students begin to learn and apply movement concepts (body awareness, spatial awareness, qualities of movement, and relationships) that enhance performance. They exhibit a higher level of complexity and breadth in learning movement skills, developing game strategies, and applying interdisciplinary knowledge (e.g. anatomy, physics) to game situations.

8.2.1 Explore basic physics principles (action-reaction, trajectory, levers, linear velocity) that are utilized in specific sport activities.

Example: Draw a racquetball court and diagram expected ball rebound angles for a variety of game situations: practice hitting a racquetball against walls at different heights

and force to explore the rebound angles; use various lengths of racquets to apply concepts of levers.

- 8.2.2 Analyze an athlete's performance of a sport skill, using technology, and provide suggestions for improving the performance.

Example: Observe a hurdler's unsuccessful attempt to clear a hurdle and describe what needs to be changed to make the attempt successful.

- 8.2.3 Describe strategies used in a net/wall game situation.

Example: Explain at least two game tactics involved in playing badminton doubles (e.g., hitting deep into opponent's court [e.g., creating space], overlap with partner for court coverage).

Standard 3

Physical Activity: Students participate regularly in physical activity.

Students begin to recognize the importance of physical activity and make independent decisions related to being active and maintaining a healthy quality of life. They seek out activities that will enhance their physical well being in physical education class and during leisure time.

- 8.3.1 Choose health-enhancing physical activities for leisure time.

Example: Participate in a game of tennis with a friend at the community courts as a preferred form of relaxation and/or recreation.

- 8.3.2 Participate in a variety of activities based upon likes, dislikes, fitness needs, environment, and availability of resources.

Example: Participate in competitive or recreational swimming after school.

- 8.3.3 Locate and participate in new activities available in the community.

Example: Learn and participate in a session of orienteering or disc golf.

- 8.3.4 Choose activities based upon skill level and individual physical needs.

Example: Participate in weight training activities to enhance the strength of specific muscles for need improvement.

Standard 4

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

Students begin to make their own decisions and develop plans to enhance their own health-related physical fitness (muscular strength and endurance, flexibility, body composition, and cardiorespiratory endurance). They participate in moderate to vigorous physical activities that are linked to their physical skills and levels of fitness.

8.4.1 Participate in a personal health-related physical fitness program.

Example: Identify target heart rate and sustain an aerobic activity for 20 minutes while maintaining target heart rate.

8.4.2 Assess fitness levels and develop a personal exercise program that will maintain or improve all fitness components.

Example: Develop a six-week, outside of class physical activity program, based on results from a physical fitness assessment and participate in sports that will improve upper body strength.

Standard 5

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Students use problem solving skills in choosing to participate in physical activities. They demonstrate an understanding of positive conduct in accordance with rules and policies. Eighth grade students characterize differences in people based on skill level, physical status, social background, ethnicity, and gender as well as beginning to display empathy and appreciation for those in less fortunate situations while seeking out opportunities to help those in need.

8.5.1 Develop leadership and followership skills and personal choice in physical activity settings.

Example: Volunteer for class leadership opportunities (e.g., lead warm-up fitness activity).

8.5.2 Perform safely and follow class rules of conduct and game rules.

Example: Play floor hockey with no stick checking (i.e., blocking an opponent with the hockey stick) and respect the safety of other participants.

8.5.3 Recognize and correct unsafe situations related to participation in physical activities.

Example: Examine the area to identify any potential hazards prior to playing; use a helmet when biking or skateboarding; and/or swim only in areas determined to be safe and guarded by a certified lifeguard.

- 8.5.4 Demonstrate a positive attitude toward self and peers through physical activity.

Example: Win and lose gracefully when participating in all physical activities and/or encourage teammates.

- 8.5.5 Value others during physical activity.

Example: Seek out, participate with, and show respect for persons of various skill levels.

- 8.5.6 Resolve conflicts and accept decisions or judgments in socially acceptable ways.

Example: Accept and respect the decisions of teacher or student officials.

Standard 6

Value of Physical Activity: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Students recognize their own likes, dislikes, strengths, and skills and use these to choose physical activities for enjoyment. They seek out opportunities to express feelings through movement and play. Students begin to see participation in physical activity as a venue for interaction with those they enjoy being near and for developing relationships with those they do not already know.

- 8.6.1 Exhibit winning and losing gracefully within the physical activity context.

Example: Describe ways to use body and movement activities to communicate ideas and feelings (e.g., spike a volleyball with force and intensity; win and lose gracefully) in a safe and positive manner.

- 8.6.2 Engage in challenging new physical activities.

Example: Select, receive instruction, and participate in a new activity (e.g., climbing wall, ropes course, martial arts).

- 8.6.3 Engage in independent and interactive physical activity.

Example: Participate with a group of friends on a bicycle ride, canoe outing, hiking excursion, or in a pick-up game of basketball at a neighborhood park.

HIGH SCHOOL LEVEL 1 (PE I & II, REQUIRED COURSES)

LITERACY STANDARDS FOR PHYSICAL EDUCATION

The Literacy Standards for Physical Education are presented in grade-level bands. Students at the beginning of a grade-band continuum will require a blend of scaffolding and direct, explicit instruction. By the end of the grade-band continuum, students should demonstrate proficiency of the literacy standards independently.

The grades 9-12 standards below define what students should understand and be able to do by end of grade 12. These are to serve as a complement to the physical education standards and be taught as skills that allow students to communicate and comprehend content in physical education.

Reading for Literacy in PE

Students need to develop the skills that allow them to read complex informational health, fitness, and sport texts with independence and confidence. Students need to build an appreciation of the norms and conventions of reading in PE, an understanding of domain-specific words and phrases, an attention to precise details, the capacity to evaluate detailed arguments, synthesize complex information and follow detailed descriptions and procedures.

Key Ideas and Details

9-12.RT.1 Cite specific textual evidence to support analysis of technical texts, attending to the precise details of explanations or descriptions **(This standard not required in PE)**.

9-12.RT.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, concept; provide an accurate summary of the text **(This standard not required in PE)**.

9-12.RT.3 Follow precisely a complex multistep procedure when performing technical tasks, attending to special cases or exceptions defined in the text **(This standard not required in PE)**.

Craft and Structure

9-12.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical physical education context relevant to *grades 9-12 texts and topics*.

9-12.RT.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, distance, object*).

9-12.RT.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address **(This standard not required in PE)**.

Integration of Knowledge and Ideas

9-12.RT.7 Translate technical PE information expressed in words in a text into visual form (e.g., a table, chart, court and field diagrams) and translate information expressed visually or mechanically (e.g., in an equation) into words.

9-12.RT.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a technical problem **(This standard not required in PE)**.

9-12.RT.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts **(This standard not required in PE)**.

Range of Reading and Level of Text Complexity

9-12.RT.10 By the end of grade 12, read and comprehend technical texts in the grades 9-10 text complexity band independently and proficiently **(This standard not required in PE)**.

Writing for Literacy in PE

Students need to be able use writing as a key means to defend and assert claims, showing what they know about a subject and conveying what they have experienced, imagined, thought, and felt. They must be adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear manner.

Text Types and Purposes

9-12.WT.1 Write arguments focused on *discipline-specific content* **(This standard not required in PE)**.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

9-12.WT.2 Write informative/explanatory texts, including technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of

the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

9-12.WT.3 Not applicable as a separate requirement. *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

Production and Distribution of Writing

9-12.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9-12.WT.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience **(This standard not required in PE)**.

9-12.WT.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically **(This standard not required in PE)**.

Research to Build and Present Knowledge

9-12.WT.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation **(This standard not required in PE)**.

9-12.WT.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation **(This standard not required in PE)**.

9-12.WT.9 Draw evidence from informational texts to support analysis, reflection, and research **(This standard not required in PE)**.

Range of Writing

9-12.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

HIGH SCHOOL LEVEL 1 (PE I & II, REQUIRED COURSES) ACADEMIC STANDARDS PHYSICAL EDUCATION

Standard 1

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Most students in grades nine and above have reached a high level of competency in movement forms and can demonstrate mastery in selected lifetime activities. Through observation, analysis, and practice, they develop motor skills to the highest level possible for them at this developmental stage. Students participate in a variety of individual and dual lifetime activities, team sports, recreational games, dance, and fitness activities.

9.1.1 Demonstrate activity-specific skills in individual, dual, and team physical activities.

Example: Participate in tactical games that require advanced eye-hand/foot coordination and high levels of strategy (e.g., net/wall, field, invasion, and target sports using specialized skills and strategies).

9.1.2 Perform creative rhythmic movement patterns with increasing degrees of difficulty.

Example: Choreograph and perform movement sequences and/or dances to a musical selection.

9.1.3 Model or teach mature motor skills and movement patterns to another student.

Example: Instruct a peer how to perform a proficient badminton serve.

9.1.4 Perform specific skills at an advanced performance level.

Example: Practice tennis strokes by successfully executing a forehand drive, backhand drive, serve, lob, and/or overhead smash.

Standard 2

Movement Concepts: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Students strive for improving their skill level in motor skills by applying learned concepts associated with movement and through analysis of their own skills. They bring together many disciplines such as physics and anatomy to gain a better understanding of how and why they move as they do. Students assume performance outcomes based on movement principles and plan their goals for improvement.

- 9.2.1 Apply previously learned strategies and tactics in the performance of selected physical activities.

Example: Participate in physical activities (e.g., martial arts, table tennis, team handball) using appropriate tactical decisions (a plan of action to advance a purpose or gain an advantage).

- 9.2.2 Analyze and evaluate information about motor skills and patterns that lead to improved physical performance.

Example: Analyze and judge the effects of force, motion, and stability (balance) on successful physical performance (e.g., videotape a golf swing and identify the critical elements of the skill).

Standard 3

Physical Activity: Students participate regularly in physical activity.

Students participate regularly in a variety of physical activities of interest and availability that can be continued for a lifetime. These activities are representative of the goals and objectives previously designed into the student's individual fitness program and are complimentary to the student's strengths and activity preferences.

- 9.3.1 Identify available community resources that promote an active lifestyle.

Example: Construct a list of local facilities that offer fitness activities, calculate the cost of participating, and participate in at least one of these activities (e.g., inquire with a community center about the cost of attending a yoga or aerobics class).

- 9.3.2 Compare and contrast available community and/or online resources that provide active lifestyle products for purchase.

Example: Compare prices of running shoes from a variety of venues and make an informed consumer choice for the purchase.

- 9.3.3 Participate in physical activities that contribute to the improvement of specific health-related physical fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition).

Example: Perform selected physical activities that enhance flexibility (e.g., stretching, stretch bands, partner stretching, resistance exercises through the full range of motion).

- 9.3.4 Participate regularly in lifetime physical activities, with consideration of frequency, duration, and intensity, that contribute to improved physical fitness and wellness.

Example: Run, walk, or bicycle for an accumulated 60 minutes per day six days per week to achieve an age-specific and gender-specific exercise heart rate.

Standard 4

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

Students utilize learned principles and current practices to assess their own fitness levels using a variety of assessment tools. They analyze the results of these assessments and design a fitness program that meets their needs and interests and builds upon previously acquired fitness skills.

9.4.1 Create a personal workout program to achieve and maintain an optimal level of health-related physical fitness.

Example: Design, implement, and monitor a personal fitness program based upon the results of a pretest, frequent self-assessment, indicators of success, and personal goals (e.g., set a bench press lifting goal based on a pretest and gradually increase weight and repetitions).

9.4.2 Identify and evaluate personal physiological responses to exercise.

Example: Monitor body responses before, during, and after exercise by checking and recording measurements for heart rate, exertion, and recovery time (e.g., use heart rate monitor to measure body response to exercise).

9.4.3 Identify basic principles of exercise, nutrition, and chemical substances and their effects on physical performance.

Example: Investigate the prevalence of performance enhancing drugs (artificial means to improve physical abilities) on athletes and summarize the harmful impact to the individual and society; create a power point of the harmful effects to present to a class.

Standard 5

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

High school students recognize the influence of sport on society. They analyze the effects of cultural differences on the various types of sports seen in different parts of the world. Students explore the history and purpose of international competition and compare games and physical activities in different countries. They begin to develop their own feelings about inclusion of people with physical, cultural, and emotional differences in the physical activities in which they participate. Students analyze environments and situations for safety and apply this analysis to

their physical activities to ensure maximum positive results with minimum safety hazards. They anticipate potential conflicts and strive to prevent them from happening or quickly resolve conflicts that do occur in socially acceptable ways.

9.5.1 Demonstrate safe and appropriate use and care of equipment and facilities.

Example: Anticipate potentially dangerous situations related to physical activity (e.g., attach safety clip to shirt while operating the treadmill; check a softball bat prior to stepping up to the plate).

9.5.2 Relate the benefits of physical activities to social and emotional well-being.

Example: Participate with friends and/or family in physical activities to relax, relieve stress.

9.5.3 Describe the potential physiological risks associated with physical activity in various environments.

Example: Track environmental conditions to avoid dehydration, overexertion, heat exhaustion, and hypothermia during physical activity (e.g., monitor temperature and humidity; drink water while jogging and/or playing tennis or football in hot weather; wear sunscreen; identify sheltered areas for protection in hot or cold environments).

9.5.4 Identify how age, gender, ethnicity, and economic status affect physical activity selection, participation, and personal abilities.

Example: Compare similarities and differences in cross-cultural games (e.g., research differences between lacrosse and stickball, netball and basketball, and rugby and football) in relation to participation possibilities in different countries.

9.5.5 Develop strategies for inclusion of all students in physical activity.

Example: Discuss and implement how activities, games, and equipment can be adapted to meet the needs of everyone including individuals with disabilities (e.g., develop swimming strategies to include a student with cerebral palsy).

9.5.6 Apply game rules accurately and fairly during activity.

Example: Self-officiate a game of pickleball with a classmate in an agreeable manner.

Standard 6

Value of Physical Activity: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Students enjoy expressing their emotions through physical activity. Members of teams or activity groups experience positive feelings associated with individual and group successes and learn

how to control feelings in competitive situations. Students seek out challenging activities without fear of failing. They recognize and articulate the value of participation in physical activities and the social interaction provided. The intent of this standard is to develop an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning.

9.6.1 Identify positive mental and emotional aspects of participation in a variety of physical activities.

Example: Describe the psychological benefits of swimming laps with family members two times a week (e.g., mental alertness, relaxation, social interaction).

9.6.2 Express feelings of satisfaction and enjoyment as a result of participating in regular physical activity.

Example: Express emotions and release energy and/or stress by participating in a challenging game of tennis.

9.6.3 Reflect on reasons for choosing to participate in selected physical activities.

Example: Create and distribute a pamphlet to promote the health benefits of physical activity for peers.

HIGH SCHOOL LEVEL 2 (ELECTIVE PHYSICAL EDUCATION)

LITERACY STANDARDS FOR PHYSICAL EDUCATION

The Literacy Standards for Physical Education are presented in grade-level bands. Students at the beginning of a grade-band continuum will require a blend of scaffolding and direct, explicit instruction. By the end of the grade-band continuum, students should demonstrate proficiency of the literacy standards independently.

The grades 9-12 standards below define what students should understand and be able to do by end of grade 12. These are to serve as a complement to the physical education standards and be taught as skills that allow students to communicate and comprehend content in physical education.

Reading for Literacy in PE

Students need to develop the skills that allow them to read complex informational health, fitness, and sport texts with independence and confidence. Students need to build an appreciation of the norms and conventions of reading in PE, an understanding of domain-specific words and phrases, an attention to precise details, the capacity to evaluate detailed arguments, synthesize complex information and follow detailed descriptions and procedures.

Key Ideas and Details

9-12.RT.1 Cite specific textual evidence to support analysis of technical texts, attending to the precise details of explanations or descriptions **(This standard not required in PE)**.

9-12.RT.2 Determine the central ideas or conclusions of a text; trace the text's explanation

or depiction of a complex process, phenomenon, concept; provide an accurate summary of the text **(This standard not required in PE)**.

9-12.RT.3 Follow precisely a complex multistep procedure when performing technical tasks, attending to special cases or exceptions defined in the text **(This standard not required in PE)**.

Craft and Structure

9-12.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical physical education context relevant to *grades 9-12 texts and topics*.

9-12.RT.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, distance, object*).

9-12.RT.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address **(This standard not required in PE)**.

Integration of Knowledge and Ideas

9-12.RT.7 Translate technical PE information expressed in words in a text into visual form (e.g., a table, chart, court and field diagrams) and translate information expressed visually or mechanically (e.g., in an equation) into words.

9-12.RT.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a technical problem **(This standard not required in PE)**.

9-12.RT.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts **(This standard not required in PE)**.

Range of Reading and Level of Text Complexity

9-12.RT.10 By the end of grade 12, read and comprehend technical texts in the grades 9-10 text complexity band independently and proficiently **(This standard not required in PE)**.

Writing for Literacy in PE

Students need to be able use writing as a key means to defend and assert claims, showing what they know about a subject and conveying what they have experienced, imagined, thought, and felt. They must be adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear manner.

Text Types and Purposes

9-12.WT.1 Write arguments focused on *discipline-specific content* **(This standard not required in PE)**.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

9-12.WT.2 Write informative/explanatory texts, including technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)

9-12.WT.3 Not applicable as a separate requirement. *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

Production and Distribution of Writing

9-12.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9-12.WT.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience **(This standard not required in PE).**

9-12.WT.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically **(This standard not required in PE).**

Research to Build and Present Knowledge

9-12.WT.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry

when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation **(This standard not required in PE)**.

9-12.WT.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation **(This standard not required in PE)**.

9-12.WT.9 Draw evidence from informational texts to support analysis, reflection, and research **(This standard not required in PE)**.

Range of Writing

9-12.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

HIGH SCHOOL LEVEL 2 (ELECTIVE PHYSICAL EDUCATION) ACADEMIC STANDARDS FOR ELECTIVE PHYSICAL EDUCATION

Standard 1

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Students who have completed Physical Education Level I have reached a high level of competency in movement forms and will select a few activities for regular participation within which more advanced skills are mastered. Through observation, analysis, and practice, they develop motor skills to achieve their highest individual level. High school students participate in a variety of individual and dual lifetime activities, as well as team sports, recreational games, dance, and fitness activities.

10.1.1 Perform and analyze activity-specific skills in individual, dual, and team physical activities.

Example: Demonstrate and analyze a sport skill for maximum effectiveness and efficiency (e.g., determine the best technique for performing the power clean in weight lifting).

10.1.2 Synthesize and perform creative rhythmic movement patterns with increasing degrees of difficulty.

Example: Choreograph and perform movement sequences and/or dances in a public venue.

10.1.3 Model or teach mature motor skills and movement patterns to other students.

Example: Peer instruct several students how to serve a volleyball proficiently.

10.1.4 Perform specific skills at a difficult performance level.

Example: Rescue a drowning victim, in a simulated situation, using proper lifeguard procedures; run a 5K race after training for six weeks; play in a 3 on 3 basketball tournament with friends.

Standard 2

Movement Concepts: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Students strive for improving their skill level in motor skills by applying learned concepts associated with movement and through analysis of their own skills. They bring together many disciplines such as physics and anatomy to gain a better understanding of how and why they move as they do. Students predict performance outcomes based on movement principles and plan their goals for improvement.

10.2.1 Apply previously learned strategies and tactics to advanced physical activities.

Example: Develop and execute appropriate game strategies to offset the opponent's strategies in a game of badminton.

10.2.2 Analyze and evaluate information about complex motor skills that lead to improved physical performance.

Example: Design a plan for improved performance after analyzing the biomechanical principles of several sport skills (e.g., view a DVD of an intermediate swimmer performing the butterfly stroke, analyze, and recommend skill component corrections for stroke improvement) and explain how that performance maximizes those principles.

Standard 3

Physical Activity: Students participate regularly in physical activity.

High school students regularly participate in a variety of physical activities that can be continued for a lifetime. These activities are representative of the goals and objectives (frequency, intensity, duration) previously designed in the student's personal fitness program and are complimentary to the student's interests and availability in the community.

10.3.1 Compare and contrast available community resources that promote an active lifestyle and select an activity in which to participate.

Example: Calculate the costs/benefits of joining a local fitness facility (e.g., document monetary cost, services provided, and value of fitness centers in the community).

- 10.3.2 Summarize available community and/or online resources that provide active lifestyle products and services for purchase.

Example: Recommend the best vendor from which to purchase the equipment needed to participate in a chosen physical activity after creating a chart that lists the pricing and vendors.

- 10.3.3 Describe and demonstrate physical activities that contribute to the improvement of specific fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition).

Example: Explain and perform an activity that will achieve the specific fitness components (e.g., write and produce a two minute video identifying a specific muscle group and acting out some exercises that can be used to strengthen that set of muscles to show during the weekly school television announcements).

- 10.3.4 Participate regularly in lifetime physical activities (minimum accumulated total of 60 minutes of moderate intensity activity most days of the week) that contribute to improved physical fitness and wellness.

Example: Perform and document the recommended number of minutes of moderate to vigorous physical activity outside of physical education class on six days during the week.

Standard 4

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

Students utilize learned principles and current practices to assess their own fitness levels using a variety of assessment tools. They analyze the results of these assessments and design a personal fitness program that meets their needs and interests and builds upon previously acquired levels of fitness.

- 10.4.1 Design and implement a personal workout program to achieve and maintain an optimal level of health-related physical fitness.

Example: Formulate and modify a six week fitness program or sport activity for self, family member, or friend who wants to get in better physical condition.

- 10.4.2 Identify and evaluate personal physiological responses to exercise.

Example: Record the frequency, intensity, and duration of an exercise program and interpret the data over time; strategize ways to overcome difficulties with and barriers to

exercising regularly (e.g., explain how varying intensity of workouts is important in building strong muscles).

- 10.4.3 Compare and contrast basic principles of exercise, nutrition, and chemical substances and their effects on the physical performance.

Example: Evaluate nutritional choices and steroid use and their impact on physical performance.

Standard 5

Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

High school students recognize the influence of sport on society. They analyze the effects of cultural differences on the various types of sports seen in different parts of the world. Students explore the history and purpose of international competition (e.g., Olympics and Paralympic Games) and compare games and physical activities in different countries. They begin to develop their own feelings about inclusion of people with physical, cultural, and emotional differences in the physical activities in which they participate. Students analyze environments and situations for safety and apply this analysis to their physical activities to ensure maximum positive results with minimum safety hazards. They anticipate potential conflicts and strive to prevent them from happening or quickly resolve conflicts that do occur in socially acceptable ways.

- 10.5.1 Demonstrate safe and appropriate use and care of equipment and facilities.

Example: Coordinate pool safety checks as a component of a lifeguarding class.

- 10.5.2 Advocate for the benefits of physical activities on social and emotional health.

Example: Present benefits of physical education on social and emotional well-being at a school board meeting (e.g., a group presentation relating personal experiences, present results of improved fitness and healthy weight control on self confidence of students); create and distribute a brochure on the benefits of physical activity on health and wellness.

- 10.5.3 Assess the potential physiological risks associated with physical activity in various environments.

Example: Consider the effects of humid weather on a person with a respiratory condition and adapt the physical activity if necessary (e.g., small groups of students give an interactive digital presentation showing current research on asthma and its effects on exercise).

10.5.4 Examine how age, gender, ethnicity, and economic status affect physical activity selection, participation, and personal abilities.

Example: Predict how health and physical activity are impacted by aging or examine the physical activity participation habits of males and females.

10.5.5 Develop a personal philosophy and practice that reflect inclusive practices of physical activity and sport participation.

Example: Volunteer for a health-related/special needs physical activity event in the community.

10.5.6 Apply game rules accurately and fairly during physical activity.

Example: Officiate an intramural, youth and/or community physical activity contest.

Standard 6

Value of Physical Activity: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Students enjoy expressing their emotions through physical activity. Members of teams or activity groups experience positive feelings associated with individual and group successes and learn how to control feelings in competitive emotional situations. Students seek out challenging activities without fear of failing. They recognize and articulate the value of participation in physical activities and the social interaction it provides. The intent of this standard is development of an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning.

10.6.1 Promote positive mental and emotional aspects of participation in a variety of physical activities.

Example: Advocate for opportunities to participate in physical activities before and/or after the school day as a way to keep students connected to positive role models and peers (e.g., intramurals, open gym, advanced physical education classes).

10.6.2 Appraise feelings of satisfaction and enjoyment as a result of participating in regular physical activity.

Example: Reflect on accomplishment and reward self after achieving a physical activity goal.

10.6.3 Reflect on reasons for choosing to participate in lifetime physical activities.

Example: Dialogue with classmates as to the benefits of swimming versus cycling as available individual lifetime pursuits and/or create a commercial to videotape.