



Utah Physical Education Standards

7.5.26 Board Draft

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Draft 1 Physical Education Standards

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Introduction

Why is Physical Education Important for Students? Physical education addresses the holistic development of students physically, socially, and mentally. The goal of physical education is to develop physically literate individuals who possess the knowledge, motor skills, dispositions, and behaviors to maintain healthy, active lifestyles throughout life. ~~Physical education is more than playing games, it is teaching the physical literacy that you implement into the games and how it builds a healthy and active lifestyle. Taking care of our mind and body is critical to healthy functioning.~~ A focus on physical literacy transforms physical education from a series of isolated gym activities into a lifelong pathway for health, well-being, and personal success.

Utah Physical Education Expectations Physical Education is an elementary and secondary core academic subject (Utah Board Rule R277-700-4,5,6). Physical Education is taught by a Utah licensed teacher in grades K-12 (Board Rule R277-309). The Centers for Disease Control and Prevention (CDC) recommends at least 60 minutes of moderate-to-vigorous physical activity per day for youth ages 6-17 years. A quality physical education course is taught with clear learning intentions, purposeful engagement in movement, and opportunities for reflection on personal growth.

Development of the Standards Utah Physical Education standards were written by a team of Utah professional educators representing a variety of grade levels, LEAs (Local Education Agency), geographical areas, and higher education institutions. The writing team explored and considered a variety of resources and research from Utah, other states, and national organizations to craft the Utah State standards. These research-informed standards provide a framework of learning across physical, social, and personal development domains. The aim of these standards is to address what students should know and understand to be able to take personal responsibility for their own wellness, and maintain participation in lifelong physical activities that lead to a healthy lifestyle.

Organization of the Standards

The Utah Core Standards are organized into strands, which represent significant areas of learning within content areas. In physical education, the strands are organized by overarching themes but do not represent isolated topics. Movement skills, physical activity knowledge, social skills, and personal development are connected across multiple strands, grade levels, and courses. The trajectory of the strands is designed to follow a logical learning progression that supports students as they develop the knowledge, skills, confidence, dispositions, and habits necessary to value and take responsibility for maintaining wellness and lifelong physical activity.

Each strand contains learning standards. A standard articulates the knowledge to be obtained and skills to be practiced and applied by students. A standard represents the essential elements of expected learning outcomes. In physical education, standards describe what students should know, understand, and be able to do as they develop movement competence, apply fitness and movement concepts, demonstrate responsible social behaviors, and build personal habits that support health and wellness.

The Utah Physical Education Standards are organized around four strands:

Strand 1: Motor Skills

Students develop and refine motor skills and movement patterns necessary for participation in a wide range of physical activities. This strand includes locomotor, non-locomotor, manipulative, rhythmic, fitness, and activity-specific movement skills that support efficiency, control, and adaptability in movement.

Strand 2: Physical Activity Knowledge and Application

Students gain and apply knowledge of movement concepts, tactics, strategies, fitness principles, rules, and safety practices. This strand helps students make informed decisions, improve performance, and participate safely and successfully in a variety of physical activities.

Strand 3: Social Skills

Students develop character, interpersonal skills, and ~~social~~ personal responsibility through shared movement experiences. This strand emphasizes respect,

cooperation, teamwork, communication, inclusion, and community-based opportunities for physical activity.

Strand 4: Personal Development toward Health and Wellness

Students develop personal responsibility and self-management skills that support lifelong engagement in physical activity. This strand emphasizes goal setting, emotional regulation, personal fitness planning, reflection, and the ability to make choices that support a healthy, active lifestyle and identify the personally relevant benefits of regular physical activity.

These strands are designed to build across grade levels from early movement exploration in preschool through increasing independence, competence, and application in secondary physical education courses. The standards show this progression from early locomotor, balance, and manipulative skill development in the preschool and elementary grades to more refined technique, tactical application, fitness knowledge, and personal responsibility in middle school and high school courses.

Preschool: Age 3 Physical Education

Strand 1: Motor Skills

Students develop and refine motor skills and movement patterns necessary for participation in a wide range of physical activities. Emphasis is placed on locomotor, non-locomotor, and manipulative skills that support efficiency, control, and adaptability in movement. Motor skill competency provides the foundation for lifelong physical activity and physical literacy.

Movement skills

Standard P3.1.1 Attempt ~~initial~~ locomotor movements, including crawling, climbing, walking, running, jumping, sliding, hopping, and galloping in a safe environment.

Standard P3.1.2 Attempt ~~initial~~ balance and body control, transfer weight across different body parts with teacher guidance.

Standard P3.1.3 Attempt ~~early~~ rhythmic movement activities, including music and simple dance, with guidance.

Manipulative skills

Standard P3.1.4 Attempt ~~initial~~ manipulative skills, including rolling, tossing, throwing, catching, and kicking ~~equipment objects in a controlled environment~~ with guidance.

Standard P3.1.5 Attempt ~~initial~~ equipment manipulation skills while moving ~~safely~~ through general space.

Standard P3.1.6 Attempt ~~initial~~ striking skills with hands, feet, or ~~equipment objects~~ in a controlled environment.

Standard P3.1.7 Attempt ~~beginning~~ jumping and landing over a line or a low object.

Strand 2: Physical Activity Knowledge and Application

Students gain and apply knowledge of movement concepts, tactics, strategies, and fitness principles to enhance movement efficiency and performance in physical activities and personal wellness. Knowledge of movement and fitness concepts enables students to make safe and informed decisions and engage successfully in a variety of physical activities.

Movement Concepts

Standard P3.2.1 Attempt ~~initial~~ personal and general space awareness and navigate safely within general space using different pathways, levels, **spatial relationships**, and speeds with guidance.

~~**Standard P3.2.2** Attempt initial movement concepts of levels, directions, pathways, and spatial relationships during a variety of movement activities.~~

Standard P3.2.3 Attempt ~~initial~~ use of time, force, speed, and rhythm during a variety of movement activities to help the body move with guidance.

Strategies and Tactics

Standard P3.2.4 Attempt ~~initial~~ strategies and tactics for chasing, fleeing, and dodging activities with guidance.

Fitness

Standard P3.2.5 Identify physical and outdoor activities that help strengthen the heart, muscles, and lungs to improve overall health and physical fitness.

Rules and Safety

Standard P3.2.6 Demonstrate ~~initial~~ safe and responsible behavior during physical activity by following directions and established procedures to help prevent injuries and keep the body and others safe.

Standard P3.2.7 Identify ~~essential~~ safety protocols for injury prevention and risk management in physical and outdoor recreation activities (e.g., including warm-up, cool down, safe use of equipment, water safety, bicycle safety, and firearm safety).

Strand 3: Social Skills

Students develop character, interpersonal skills, and social responsibility through shared movement experiences that prepare them for lifelong participation in physical activity and productive contributions to personal relationships, career readiness, and community engagement.

Respect

Standard P3.3.1 Demonstrate respectful behavior by following simple expectations, including taking turns, using kind actions, and participating with others with guidance.

Cooperation and Teamwork

Standard P3.3.2 Participate with others by taking turns, sharing space and equipment, and participating with others in group activities with guidance.

Community opportunities

Standard P3.3.3 List places in the community that provide opportunities to be physically active.

Strand 4: Personal Development toward Health and Wellness

Students develop personal responsibility and self-management skills that support lifelong engagement in physical activity. These skills empower students to pursue lifelong wellness and movement as part of a healthy, active lifestyle.

Behavior Management

Standard P3.4.1 Develop coping skills and techniques to assist with managing behaviors and regulating emotions with guidance.

Goal setting

Standard P3.4.2 Explore how personal effort during physical activity helps improve active skills.

Lifelong wellness

Standard P3.4.3 Identify preferred physical activities based on personal preferences, social awareness, and outdoor recreational opportunities.

Preschool: Age 4 Physical Education

Strand 1: Motor Skills

Students develop and refine motor skills and movement patterns necessary for participation in a wide range of physical activities. Emphasis is placed on locomotor, non-locomotor, and manipulative skills that support efficiency, control, and adaptability in movement. Motor skill competency provides the foundation for lifelong physical activity and physical literacy.

Movement skills

Standard P4.1.1 Explore emerging locomotor movements, including crawling, climbing, walking, running, jumping, sliding, hopping, and galloping in a safe environment.

Standard P4.1.2 Explore emerging balance and body control, transfer weight across different body parts with teacher guidance.

Standard P4.1.3 Explore beginning rhythmic movement activities, including music and simple dance, with guidance.

Manipulative skills

Standard P4.1.4 Explore emerging manipulative skills, including rolling, tossing, throwing, catching, and kicking ~~equipment objects in a controlled environment with guidance.~~

Standard P4.1.5 Explore emerging equipment manipulation skills while moving safely through general space.

Standard P4.1.6 Explore emerging striking skills with hands, feet, or ~~equipment objects~~ in a controlled environment.

Standard P4.1.7 Explore improved jumping and landing over a line or a low object.

Strand 2: Physical Activity Knowledge and Application

Students gain and apply knowledge of movement concepts, tactics, strategies, and fitness principles to enhance movement efficiency and performance in physical activities and personal wellness. Knowledge of movement and fitness concepts enables students to make safe and informed decisions and engage successfully in a variety of physical activities.

Movement Concepts

Standard P4.2.1 Explore emerging personal and general space awareness and navigate safely within general space using different pathways, levels, spatial relationship, and speeds with guidance.

~~**Standard P4.2.2** Explore emerging movement concepts of levels, directions, pathways, and spatial relationships during a variety of movement activities.~~

Standard P4.2.3 Explore emerging use of time, force, speed, and rhythm during a variety of movement activities to help the body move with guidance.

Strategies and Tactics

Standard P4.2.4 Explore emerging strategies and tactics for chasing, fleeing, and dodging activities with guidance.

Fitness

Standard P4.2.5 Identify physical and outdoor activities that help strengthen the heart, muscles, and lungs to improve overall health and physical fitness.

Rules and Safety

Standard P4.2.6 Demonstrate emerging safe and responsible behavior during physical activity by following directions and established procedures to help prevent injuries and keep the body and others safe.

Standard P4.2.7 Identify ~~essential~~ safety protocols for injury prevention and risk management in physical and outdoor recreation activities (~~e.g.,~~ including warm-up, cool down, safe use of equipment, water safety, bicycle safety, and firearm safety).

Strand 3: Social Skills

Students develop character, interpersonal skills, and social responsibility through shared movement experiences that prepare them for lifelong participation in physical activity and productive contributions to personal relationships, career readiness, and community engagement.

Respect

Standard P4.3.1 Demonstrate respectful behavior by following simple expectations, including taking turns, using kind actions, and participating with others with guidance.

Cooperation and Teamwork

Standard P4.3.2 Participate with others by taking turns, sharing space and equipment, and participating with others in group activities with guidance.

Community opportunities

Standard P4.3.3 List places in the community that provide opportunities to be physically active.

Strand 4: Personal Development toward Health and Wellness

Students develop personal responsibility and self-management skills that support lifelong engagement in physical activity. These skills empower students to pursue lifelong wellness and movement as part of a healthy, active lifestyle.

Behavior Management

Standard P4.4.1 Develop coping skills and techniques to assist with managing behaviors and regulating emotions with guidance.

Goal setting

Standard P4.4.2 Explore how personal effort during physical activity helps improve active skills.

Lifelong wellness

Standard P4.4.3 Identify preferred physical activities based on personal preferences, social awareness, and outdoor recreational opportunities.

Kindergarten Physical Education

Strand 1: Motor Skills

Students develop and refine motor skills and movement patterns necessary for participation in a wide range of physical activities. Emphasis is placed on locomotor, non-locomotor, and manipulative skills that support efficiency, control, and adaptability in movement. Motor skill competency provides the foundation for lifelong physical activity and physical literacy.

Movement skills

Standard K.1.1 Demonstrate developing ~~competence skills~~ while performing a variety of locomotor movements, including walking, running, jumping, sliding, hopping, galloping, skipping, and leaping ~~in a safe environment~~.

Standard K.1.2 Demonstrate developing balance, coordination, stretches, and weight transfer ~~in structured environments~~.

Standard K.1.3 ~~Demonstrate developing participation, control, and confidence during teacher-guided rhythmic activities or dance.~~ Participate and follow teacher-demonstrated movements during rhythmic activities or dance.

Manipulative skills

Standard K.1.4 Demonstrate developing ~~skills control, competence, and confidence~~ while throwing and catching ~~with hands~~ using proper form ~~in a safe, controlled environment~~.

Standard K.1.5 Demonstrate basic manipulative skills by rolling, underhand tossing, overhand throwing, and kicking ~~equipment objects with control, coordination, and safety awareness in a controlled environment.~~

Standard K.1.6 Demonstrate developing control of equipment while moving safely through general space, including dribbling with the hands or feet.

Standard K.1.7 Demonstrate developing striking skills using hands, short- or long-handled implements ~~in a controlled practice environment~~.

Standard K.1.8 Demonstrate developing control when striking and volleying equipment objects with hands ~~in a safe, controlled environment.~~

Standard K.1.9 Demonstrate developing jumping skills used in various jump games by applying fundamental movement patterns with control ~~in a controlled or teacher-supported environment.~~

Strand 2: Physical Activity Knowledge and Application

Students gain and apply knowledge of movement concepts, tactics, strategies, and fitness principles to enhance movement efficiency and performance in physical activities and personal wellness. Knowledge of movement and fitness concepts enables students to make safe and informed decisions and engage successfully in a variety of physical activities.

Movement Concepts

Standard K.2.1 Demonstrate developing awareness of personal space and navigate safely within general space using different pathways, levels, and spatial relationships to prevent collisions and support safe, efficient movement.

Standard K.2.2 Demonstrate developing use of time, force, speed, and rhythm during a variety of movement activities to help the body move efficiently, safely, and with control.

Strategies and Tactics

Standard K.2.3 Identify and demonstrate developing use of strategies and tactics in chasing, fleeing, and dodging activities to help the body move safely, change direction efficiently, and avoid contact.

Fitness

Standard K.2.4 Participate in physical and outdoor activities that help strengthen the heart, muscles, and lungs to improve overall health and physical fitness.

Rules and Safety

~~Standard K.2.5 Demonstrate developing safe and responsible behavior during physical activity by following directions and established procedures to help prevent injuries and keep the body and others safe.~~

Standard K.2.6-5 Identify ~~essential~~ safety protocols for injury prevention and risk management in physical and outdoor recreation activities (~~e.g., including warm-up, cool down, safe use of equipment,~~ water safety, bicycle safety, and firearm safety).

Strand 3: Social Skills

Students develop character, interpersonal skills, and social responsibility through shared movement experiences that prepare them for lifelong participation in physical activity and productive contributions to personal relationships, career readiness, and community engagement.

Respect

Standard K.3.1 Demonstrate respect in an active learning setting by providing encouragement, maintaining fairness, showing inclusivity, and working to resolve conflicts.

Cooperation and Teamwork

Standard K.3.2 Demonstrate cooperation by taking turns, sharing space and equipment, and participating with others ~~in a variety of settings.~~

~~Standard K.3.3 Demonstrate self-management strategies.~~

Community opportunities

Standard K.3.4 3 Identify places in the community that provide opportunities to be physically active.

Strand 4: Personal Development toward Health and Wellness

Students develop personal responsibility and self-management skills that support lifelong engagement in physical activity. These skills empower students to pursue lifelong wellness and movement as part of a healthy, active lifestyle.

Behavior Management

Standard K.4.1 Demonstrate coping skills and techniques to assist with managing behaviors and regulating emotions.

Goal setting

Standard K.4.2 Set observable, short-term goals for skills and reflect on the improvement process.

Lifelong wellness

Standard K.4.3 ~~Discuss preferred physical activities based on personal preferences, social awareness, and outdoor recreational opportunities.~~ Students will try new physical activities, discuss outdoor recreational opportunities, and personal preferences.

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First Grade Physical Education

Strand 1: Motor Skills

Students develop and refine motor skills and movement patterns necessary for participation in a wide range of physical activities. Emphasis is placed on locomotor, non-locomotor, and manipulative skills that support efficiency, control, and adaptability in movement. Motor skill competency provides the foundation for lifelong physical activity and physical literacy.

Movement skills

Standard 1.1.1 Demonstrate improving skills in ~~competence and confidence while performing~~ a variety of locomotor movements, including walking, running, jumping, sliding, hopping, galloping, skipping, and leaping ~~in a safe environment.~~

Standard 1.1.2 Demonstrate improving balance, coordination, stretches, and weight transfer ~~in structured environments.~~

Standard 1.1.3 ~~Demonstrate improving participation, control, and confidence during teacher-guided rhythmic activities or dance.~~ Participate and follow teacher-demonstrated movements during rhythmic activities or dance.

Manipulative skills

Standard 1.1.4 Demonstrate improving skills ~~control, competence, and confidence~~ while throwing and catching ~~with hands~~ using proper form ~~in a safe, controlled environment.~~

Standard 1.1.5 ~~Demonstrate~~ developing manipulative skills by rolling, underhand tossing, overhand throwing, and kicking ~~objects with control, coordination, and safety awareness in a controlled environment.~~

Standard 1.1.6 Demonstrate improving control of equipment while moving safely through general space, including dribbling with the hands or feet.

Standard 1.1.7 Demonstrate improving striking skills using hands, short- or long-handled implements ~~in a controlled practice environment.~~

Standard 1.1.8 Demonstrate improving control when striking and volleying ~~equipment objects~~ with hands ~~in a safe, controlled environment~~.

Standard 1.1.9 Demonstrate improving jumping skills in a variety of jump games by applying fundamental movement patterns with control ~~in a controlled or teacher-supported environment~~.

Strand 2: Physical Activity Knowledge and Application

Students gain and apply knowledge of movement concepts, tactics, strategies, and fitness principles to enhance movement efficiency and performance in physical activities and personal wellness. Knowledge of movement and fitness concepts enables students to make safe and informed decisions and engage successfully in a variety of physical activities.

Movement Concepts

Standard 1.2.1 ~~Demonstrate improving awareness of personal space and Navigate safely~~ **Develop movement concepts** within general space using different pathways, levels, and spatial relationships to prevent collisions and support safe, efficient movement.

Standard 1.2.2 Demonstrate improving use of time, force, speed, and rhythm during a variety of movement activities to help the body move efficiently, safely, and with control.

Strategies and Tactics

Standard 1.2.3 ~~Identify and demonstrate improving~~ Use **of** strategies and tactics in chasing, fleeing, and dodging activities to help the body move **safely**, change direction efficiently, and avoid contact.

Fitness

Standard 1.2.4 Participate in physical and outdoor activities that help strengthen the heart, muscles, and lungs to improve overall health and physical fitness.

Rules and Safety

~~**Standard 1.2.5** Demonstrate improving safe and responsible behavior during physical activity by following directions and established procedures to help prevent injuries and keep the body and others safe.~~

Standard 1.2.6-5 Identify ~~essential~~ safety protocols for injury prevention and risk management in physical and outdoor recreation activities (~~e.g., including warm-up, cool down, safe use of equipment,~~ water safety, bicycle safety, and firearm safety).

Strand 3: Social Skills

Students develop character, interpersonal skills, and social responsibility through shared movement experiences that prepare them for lifelong participation in physical activity and productive contributions to personal relationships, career readiness, and community engagement.

Respect

Standard 1.3.1 Demonstrate respect in an active learning setting by providing encouragement, maintaining fairness, showing inclusivity, and working to resolve conflicts.

Cooperation and Teamwork

Standard 1.3.2 Demonstrate cooperation by taking turns, sharing space and equipment, and participating with others in a variety of settings.

~~**Standard 1.3.3** Demonstrate self-management strategies.~~

Community opportunities

Standard 1.3.43 Identify places in the community that provide opportunities to be physically active.

Strand 4: Personal Development toward Health and Wellness

Students develop personal responsibility and self-management skills that support lifelong engagement in physical activity. These skills empower students to pursue lifelong wellness and movement as part of a healthy, active lifestyle.

Behavior Management

Standard 1.4.1 Demonstrate coping skills and techniques to assist with managing behaviors and regulating emotions.

Goal setting

Standard 1.4.2 Set observable, short-term goals for skills and fitness, using results from a variety of measurements such as the Presidential Physical Fitness Test as appropriate, and reflect on the improvement process.

Lifelong wellness

Standard 1.4.3 ~~Discuss preferred physical activities based on personal preferences, social awareness, and outdoor recreational opportunities.~~ Students will try new physical activities, discuss outdoor recreational opportunities, and personal preferences.

Second Grade Physical Education

Strand 1: Motor Skills

Students develop and refine motor skills and movement patterns necessary for participation in a wide range of physical activities. Emphasis is placed on locomotor, non-locomotor, and manipulative skills that support efficiency, control, and adaptability in movement. Motor skill competency provides the foundation for lifelong physical activity and physical literacy.

Movement skills

Standard 2.1.1 Demonstrate competence and confidence while performing a variety of locomotor movements, including walking, running, jumping, sliding, hopping, galloping, skipping, and leaping ~~in a safe environment.~~

Standard 2.1.2 Demonstrate ~~consistent~~ balance, coordination, stretches, and weight transfer ~~in structured environments.~~

Standard 2.1.3 ~~Demonstrate consistent active participation, control, and confidence during teacher-guided rhythmic activities or dance.~~ Participate and follow teacher-demonstrated movements during rhythmic activities or dance.

Manipulative skills

Standard 2.1.4 Demonstrate ~~control, competence, and confidence while~~ throwing and catching ~~with hands~~ using proper form ~~in a safe, controlled environment.~~

Standard 2.1.5 Demonstrate improving manipulative skills by rolling, underhand tossing, overhand throwing, and kicking equipment ~~objects~~ with control, coordination, and safety awareness ~~in a controlled environment.~~

Standard 2.1.6 Demonstrate ~~consistent~~ control of equipment while moving safely through general space, including dribbling with the hands or feet.

Standard 2.1.7 Demonstrate ~~consistent~~ striking skills using hands, short- or long-handled implements ~~in a controlled practice environment.~~

Standard 2.1.8 Demonstrate ~~consistent~~ control when striking and volleying ~~equipment~~ ~~objects~~ with hands in a safe, controlled environment.

Standard 2.1.9 Demonstrate ~~consistent~~ basic jumping skills and patterns in a variety of jump games by applying fundamental movement patterns with control in a controlled or teacher-supported environment.

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Strand 2: Physical Activity Knowledge and Application

Students gain and apply knowledge of movement concepts, tactics, strategies, and fitness principles to enhance movement efficiency and performance in physical activities and personal wellness. Knowledge of movement and fitness concepts enables students to make safe and informed decisions and engage successfully in a variety of physical activities.

Movement Concepts

Standard 2.2.1 ~~Demonstrate improving awareness of personal space and Navigate safely~~
~~Develop movement concepts~~ within general space using different pathways, levels, and spatial relationships to prevent collisions and support safe, efficient movement.

Standard 2.2.2 Demonstrate improving use of time, force, speed, and rhythm during a variety of movement activities to help the body move efficiently, safely, and with control.

Strategies and Tactics

Standard 2.2.3 ~~Identify and demonstrate improving~~ Use of strategies and tactics in chasing, fleeing, and dodging activities to help the body move safely, change direction efficiently, and avoid contact.

Fitness

Standard 2.2.4 Participate in physical and outdoor activities that help strengthen the heart, muscles, and lungs to improve overall health and physical fitness.

Rules and Safety

Standard 2.2.5 ~~Demonstrate improving safe and responsible behavior during physical activity by following directions and established procedures to help prevent injuries and keep the body and others safe.~~

Standard 2.2.6 Identify essential safety protocols for injury prevention and risk

management in physical and outdoor recreation activities (e.g., including warm-up, cool down, safe use of equipment, water safety, bicycle safety, and firearm safety).

Strand 3: Social Skills

Students develop character, interpersonal skills, and social responsibility through shared movement experiences that prepare them for lifelong participation in physical activity and productive contributions to personal relationships, career readiness, and community engagement.

Respect

Standard 2.3.1 Demonstrate respect in an active learning setting by providing encouragement, maintaining fairness, showing inclusivity, and working to resolve conflicts.

Cooperation and Teamwork

Standard 2.3.2 Demonstrate cooperation by taking turns, sharing space and equipment, and participating with others in a variety of settings.

~~**Standard 2.3.3** Demonstrate self-management strategies.~~

Community opportunities

~~**Standard 2.3.4**~~**3** Identify places in the community that provide opportunities to be physically active.

Strand 4: Personal Development toward Health and Wellness

Students develop personal responsibility and self-management skills that support lifelong engagement in physical activity. These skills empower students to pursue lifelong wellness and movement as part of a healthy, active lifestyle.



Behavior Management

Standard 2.4.1 Demonstrate coping skills and techniques to assist with managing behaviors and regulating emotions.

Goal setting

Standard 2.4.2 Set observable, short-term goals for skills and fitness, using results from a variety of measurements such as the Presidential Physical Fitness Test as appropriate, and reflect on the improvement process.

Lifelong wellness

Standard 2.4.3 ~~Discuss preferred physical activities based on personal preferences, social awareness, and outdoor recreational opportunities.~~ Students will try new physical activities, discuss outdoor recreational opportunities, and personal preferences.



3rd Grade Physical Education

Strand 1: Motor Skills

Students develop and refine motor skills and movement patterns necessary for participation in a wide range of physical activities. Emphasis is placed on locomotor, non-locomotor, and manipulative skills that support efficiency, control, and adaptability in movement. Motor skill competency provides the foundation for lifelong physical activity and physical literacy.

Movement Skills:

Standard 3.1.1 Apply foundational and advanced locomotor skills (e.g., running, jumping with spring-and-step, skipping) in a variety of environments, ~~including outdoors, with ongoing skill progression across grade levels.~~

Standard 3.1.2 Demonstrate ~~consistent~~ balance, coordination, stretches, and weight transfer ~~in both structured and unstructured environments.~~

Standard 3.1.3 ~~Demonstrate active participation, control, and confidence during teacher-guided or student-created rhythmic activities or dance.~~ Participate and follow teacher-guided or student-created movements during rhythmic activities or dance.

Manipulative Skills:

Standard 3.1.4 Demonstrate throwing, catching, and receiving ~~equipment objects~~ at varying heights and distances with accuracy and control.

Standard 3.1.5 Demonstrate control when passing, receiving, dribbling, and kicking ~~equipment objects~~ using hands and feet, adjusting speed and direction while interacting with stationary and moving partners in a variety of activities.

Standard 3.1.6 Demonstrate striking and volleying ~~equipment objects~~ with hands and implements, applying concepts of direction, force, and accuracy.

Standard 3.1.7 Demonstrate fluency and rhythmic control while performing individual and partner jumping patterns and games, combining various footwork and advanced skills (e.g., varied jumps, landing mechanics, and rhythmic sequences).

Skill Integration:

~~**Standard 3.1.8** Refine traveling (locomotor) skills with manipulative skills.~~

~~**Standard 3.1.9** Use skill progressions to refine movement and adapt to increasingly complex activities.~~

~~**Standard 3.1.10** Refine locomotor, non-locomotor, and manipulative skills in complex movement sequences.~~

Strand 2: Physical Activity Knowledge and Application

Students gain and apply knowledge of movement concepts, tactics, strategies, and fitness principles to enhance movement efficiency and performance in physical activities and personal wellness. Knowledge of movement and fitness concepts enables students to make safe and informed decisions and engage successfully in a variety of physical activities.

Movement Concepts:

~~**Standard 3.2.1** Apply movement concepts, including levels, directions, pathways, body control, and spatial awareness, to safely and efficiently navigate space and achieve controlled movement during a variety of individual and group physical activities. Demonstrate improving awareness of personal space and~~ Navigate movement concepts in general space using different pathways, levels, and spatial relationships to prevent collisions and support safe, efficient movement.

Standard 3.2.2 Apply time, force, speed, and rhythm during a variety of movement activities to help the body move efficiently, safely, and with control.

Strategies and Tactics:

Standard 3.2.3 Demonstrate knowledge of offensive and defensive strategies in games, including the use of open space, and problem-solving in team challenges.

Fitness:

Standard 3.2.4 Explore the components of health-related and skill-related fitness, including pacing, and identify activities that develop each component.

Standard 3.2.5 Describe the impact of food, hydration, and sleep on physical activity and overall health, and explain and demonstrate appropriate warm-up and cool-down routines.

Rules and Safety:

Standard 3.2.6 Identify ~~essential~~ safety protocols for injury prevention and risk management in physical and outdoor recreation activities (~~e.g., including warm-up, cool down, safe use of equipment,~~ water safety, bicycle safety, and firearm safety).

Strand 3: Social Skills

Students develop character, interpersonal skills, and social responsibility through shared movement experiences that prepare them for lifelong participation in physical activity and productive contributions to personal relationships, career readiness, and community engagement.

Respect:

Standard 3.3.1 Demonstrate respect ~~in by consistently exhibiting~~ responsible and safe behaviors, following rules ~~and~~ showing good sportsmanship, ~~and valuing all participants regardless of skill level to foster positive group interactions.~~

Cooperation and Teamwork:

Standard 3.3.2 Collaborate effectively in pairs or groups by sharing equipment and space, and ~~use effective ways communicating kindly~~ to choose roles, solve problems, and offer encouragement and help ~~with in both indoor and outdoor~~ activities.

~~**Standard 3.3.3** Demonstrate self-management strategies, including seeking and responding to feedback.~~

Community Opportunities:

Standard 3.3.4-3 Identify and reflect on personal interests and enjoyment in a variety of physical activities, including recognizing local opportunities for outdoor and community recreation.

Strand 4: Personal Development toward Health and Wellness

Students develop personal responsibility and self-management skills that support lifelong engagement in physical activity. These skills empower students to pursue lifelong wellness and movement as part of a healthy, active lifestyle.

Behavior Management:

Standard 3.4.1 Demonstrate persistence when learning new skills or facing challenges, and manage feelings during activities and competition.

Goal Setting:

Standard 3.4.2 Set, monitor, and celebrate observable goals for skill and fitness, using results from a variety of measurements such as the Presidential Physical Fitness Test to identify areas for personal growth. ~~(Goals and data may be aligned with district-determined fitness assessments).~~

Lifelong Wellness:

Standard 3.4.3 ~~Identify and reflect on preferred physical activities based on personal preferences, social awareness, and outdoor recreational opportunities.~~ Students will try new physical activities, discuss outdoor recreational opportunities, and personal preferences.

4th Grade Physical Education

Strand 1: Motor Skills

Students develop and refine motor skills and movement patterns necessary for participation in a wide range of physical activities. Emphasis is placed on locomotor, non-locomotor, and manipulative skills that support efficiency, control, and adaptability in movement. Motor skill competency provides the foundation for lifelong physical activity and physical literacy.

Movement Skills:

Standard 4.1.1 Refine foundational and advanced locomotor skills (e.g., running, jumping with spring-and-step, skipping) in a variety of environments, ~~including outdoors, with ongoing skill progression across grade levels.~~

Standard 4.1.2 Maintain balance, coordination, stretches, and weight transfer ~~in both structured and unstructured environments.~~

Standard 4.1.3 Actively participate in teacher-guided or student-created rhythmic activities or dance with control and confidence.

Manipulative Skills:

Standard 4.1.4 Consistently execute throwing, catching, and receiving ~~equipment objects~~ at varying heights and distances with accuracy and control.

Standard 4.1.5 Consistently execute control when passing, receiving, dribbling, and kicking ~~equipment objects~~ using hands and feet, adjusting speed and direction while interacting with stationary and moving partners in a variety of activities.

Standard 4.1.6 Consistently execute striking and volleying ~~equipment objects~~ with hands and implements, applying concepts of direction, force, and accuracy.

Standard 4.1.7 Consistently execute individual and partner jumping patterns across a variety of games, combining various footwork and advanced skills with rhythmic control.

Skill Integration:

~~**Standard 4.1.8** Combine traveling (locomotor) skills with manipulative skills.~~

~~**Standard 4.1.9** Use skill progressions to combine movements and adapt to increasingly complex activities.~~

~~**Standard 4.1.10** Combine locomotor, non-locomotor, and manipulative skills in complex movement sequences.~~

Strand 2: Physical Activity Knowledge and Application

Students gain and apply knowledge of movement concepts, tactics, strategies, and fitness principles to enhance movement efficiency and performance in physical activities and personal wellness. Knowledge of movement and fitness concepts enables students to make safe and informed decisions and engage successfully in a variety of physical activities.

Movement Concepts:

Standard 4.2.1 ~~Refine movement concepts, including levels, directions, pathways, body control, and spatial awareness, to safely and efficiently navigate space and achieve controlled movement during a variety of individual and group physical activities~~ Navigate movement concepts in general space using different pathways, levels, and spatial relationships to prevent collisions and support safe, efficient movement.

Standard 4.2.2 Monitor time, force, speed, and rhythm during a variety of movement activities to help the body move efficiently, safely, and with control.

Strategies and Tactics:

Standard 4.2.3 Refine knowledge of offensive and defensive strategies in games, including the use of open space, and problem-solving in team challenges.

Fitness:

Standard 4.2.4 Explore and compare the components of health-related and skill-related fitness, including pacing, and identify activities that develop each component.

Standard 4.2.5 ~~Analyze~~ **Recognize** the impact of food, hydration, and sleep on physical activity and overall health, and explain and demonstrate appropriate warm-up and cool-down routines.

Rules and Safety:

Standard 4.2.6 Identify ~~essential~~ safety protocols for injury prevention and risk management in physical and outdoor recreation activities (~~e.g., including warm-up, cool down, safe use of equipment,~~ water safety, bicycle safety, and firearm safety).

Strand 3: Social Skills

Students develop character, interpersonal skills, and social responsibility through shared movement experiences that prepare them for lifelong participation in physical activity and productive contributions to personal relationships, career readiness, and community engagement.

Respect:

Standard 4.3.1 ~~Demonstrate respect in by consistently exhibiting~~ responsible and safe behaviors, following rules ~~and showing good sportsmanship, and valuing all participants regardless of skill level to foster positive group interactions.~~

Cooperation and Teamwork:

Standard 4.3.2 ~~Coordinate effectively in pairs or groups by sharing equipment and space, and communicating kindly to choose roles, solve problems, and offer encouragement and help in both indoor and outdoor activities.~~ Collaborate effectively in pairs or groups by sharing equipment and space, and to choose roles, solve problems, and offer encouragement and help activities.

Standard 4.3.3 ~~Refine self-management strategies, including seeking and responding to feedback.~~

Community Opportunities:

Standard 4.3.4 Investigate and reflect on personal interests and enjoyment in a variety of physical activities, including recognizing local opportunities for outdoor and community recreation.

Strand 4: Personal Development toward Health and Wellness

Students develop personal responsibility and self-management skills that support lifelong engagement in physical activity. These skills empower students to pursue lifelong wellness and movement as part of a healthy, active lifestyle.

Behavior Management:

Standard 4.4.1 Refine strategies to manage persistence when learning new skills or facing challenges, and manage feelings during activities and competition.

Goal Setting:

Standard 4.4.2 Set, monitor, adjust, and celebrate observable goals for skill and fitness, using results from a variety of measurements such as the Presidential Physical Fitness Test to identify areas for personal growth and monitor progress. ~~(Goals and data may be aligned with district-determined fitness assessments).~~

Lifelong Wellness:

Standard 4.4.3 ~~Investigate and reflect on preferred physical activities based on personal preferences, social awareness, and outdoor recreational opportunities.~~ Students will try new physical activities, discuss outdoor recreational opportunities, and personal preferences.

5th Grade Physical Education

Strand 1: Motor Skills

Students develop and refine motor skills and movement patterns necessary for participation in a wide range of physical activities. Emphasis is placed on locomotor, non-locomotor, and manipulative skills that support efficiency, control, and adaptability in movement. Motor skill competency provides the foundation for lifelong physical activity and physical literacy.

Movement Skills:

Standard 5.1.1 Analyze foundational and advanced locomotor skills (e.g., running, jumping with spring-and-step, skipping) in a variety of environments, ~~including outdoors, with ongoing skill progression across grade levels.~~

Standard 5.1.2 Consistently execute balance, coordination, stretches, and weight transfer ~~in both structured and unstructured environments.~~

Standard 5.1.3 ~~Lead with active participation, control, and confidence during teacher-guided or student-created rhythmic activities or dance.~~ Actively participate in teacher-guided or student-created rhythmic activities or dance with control and confidence.

Manipulative Skills:

Standard 5.1.4 Adjust throwing, catching, and receiving ~~equipment objects~~ at varying heights and distances with accuracy and control.

Standard 5.1.5 Manipulate ~~equipment objects~~ when passing, receiving, dribbling, and kicking ~~equipment objects~~ using hands and feet, adjusting speed and direction while interacting with stationary and moving partners in a variety of activities.

Standard 5.1.6 Apply striking and volleying ~~equipment objects~~ with hands and implements, applying concepts of direction, force, and accuracy.

Standard 5.1.7 Create individual, partner, and group jumping patterns across a variety of games, combining various footwork and advanced skills with fluency and rhythmic control.

Skill Integration:

Standard 5.1.8 ~~Apply traveling (locomotor) skills with manipulative skills.~~

~~**Standard 5.1.9** Independently refine movement using skill progressions and adapts to increasingly complex activities.~~

~~**Standard 5.1.10** Apply locomotor, non-locomotor, and manipulative skills in complex movement sequences.~~

Strand 2: Physical Activity Knowledge and Application

Students gain and apply knowledge of movement concepts, tactics, strategies, and fitness principles to enhance movement efficiency and performance in physical activities and personal wellness. Knowledge of movement and fitness concepts enables students to make safe and informed decisions and engage successfully in a variety of physical activities.

Movement Concepts:

~~**Standard 5.2.1** Analyze movement concepts, including levels, directions, pathways, body control, and spatial awareness, to safely and efficiently navigate space and achieve controlled movement during a variety of individual and group physical activities.~~

Navigate movement concepts in general space using different pathways, levels, and spatial relationships to prevent collisions and support safe, efficient movement.

Standard 5.2.2 Differentiate time, force, speed, and rhythm during a variety of movement activities to help the body move efficiently, safely, and with control.

Strategies and Tactics:

Standard 5.2.3 Apply knowledge of offensive and defensive strategies in games, including the use of open space, and problem-solving in team challenges.

Fitness:

Standard 5.2.4 Set goals using the components of health-related and skill-related fitness, including pacing, and identify activities that develop each component.

~~**Standard 5.2.5** Choose activities and routines based on knowledge of the impact of food, hydration, and sleep on physical activity and overall health, and explains and demonstrates appropriate warm-up and cool-down routines.~~ Analyze the impact of food, hydration, and sleep on physical activity and overall health, and explain and demonstrate appropriate warm-up and cool-down routines.

Rules and Safety:

Standard 5.2.6 Identify ~~essential~~ safety protocols for injury prevention and risk management in physical and outdoor recreation activities (~~e.g., including warm-up, cool down, safe use of equipment,~~ water safety, bicycle safety, and firearm safety).

Strand 3: Social Skills

Students develop character, interpersonal skills, and social responsibility through shared movement experiences that prepare them for lifelong participation in physical activity and productive contributions to personal relationships, career readiness, and community engagement.

Respect:

Standard 5.3.1 Mediate conflicts and demonstrates respect by ~~consistently exhibiting~~ responsible and safe behaviors, following rules, showing good sportsmanship, ~~and valuing all participants regardless of skill level to foster positive group interactions.~~

Cooperation and Teamwork:

Standard 5.3.2 ~~Facilitate collaboration effectively in pairs or groups by sharing equipment and space, and communicating kindly to choose roles, solve problems, and offer encouragement and help in both indoor and outdoor activities.~~ Collaborate effectively in pairs or groups by sharing equipment and space, and to choose roles, solve problems, and offer encouragement and help activities.

Standard 5.3.3 ~~Apply self-management strategies, including seeking and responding to feedback.~~

Community Opportunities:

Standard 5.3.4 ~~3~~ Participate in and evaluate personal interests and enjoyment in a variety of physical activities, including recognizing local opportunities for outdoor and community recreation.

Strand 4: Personal Development toward Health and Wellness

Students develop personal responsibility and self-management skills that support lifelong engagement in physical activity. These skills empower

students to pursue lifelong wellness and movement as part of a healthy, active lifestyle.

Behavior Management:

Standard 5.4.1 Apply persistence when learning new skills or facing challenges, and manage feelings during activities and competition.

Goal Setting:

Standard 5.4.2 Set, monitor, adjust, and celebrate observable goals for skill and fitness, using results from a variety of measurements such as the Presidential Physical Fitness Test to identify areas for personal growth and monitor progress. ~~(Goals and data may be aligned with district-determined fitness assessments).~~

Lifelong Wellness:

Standard 5.4.3 ~~Participate in and evaluate preferred physical activities based on personal preferences, social awareness, and outdoor recreational opportunities.~~ Students will try new physical activities, discuss outdoor recreational opportunities, and personal preferences.

6th Grade Physical Education

Strand 1: Motor Skills

Students develop and refine motor skills and movement patterns necessary for participation in a wide range of physical activities. Emphasis is placed on locomotor, non-locomotor, and manipulative skills that support efficiency, control, and adaptability in movement. Motor skill competency provides the foundation for lifelong physical activity and physical literacy.

Movement Skill:

Standard 6.1.1 Consistently execute foundational and advanced locomotor skills (e.g., running, jumping with spring-and-step, skipping) in a variety of environments, ~~including outdoors, with ongoing skill progression across grade levels.~~

Standard 6.1.2 Sustain balance, coordination, stretches, and weight transfer ~~in both structured and unstructured environments.~~

Standard 6.1.3 ~~Integrate with active participation, control, and confidence during teacher-guided or student-created rhythmic activities or dance.~~ Actively participate in teacher-guided or student-created rhythmic activities or dance with control and confidence.

Manipulative Skills:

Standard 6.1.4 Strategically execute throwing, catching, and receiving ~~equipment objects~~ at varying heights and distances with accuracy and control.

Standard 6.1.5 Strategically manipulate ~~equipment objects~~ when passing, receiving, dribbling, and kicking ~~equipment objects~~ using hands and feet, adjusting speed and direction while interacting with stationary and moving partners in a variety of activities.

Standard 6.1.6 Strategically analyze striking and volleying ~~equipment objects~~ with hands and implements, applying concepts of direction, force, and accuracy.

Standard 6.1.7 Analyze individual, partner, and group jump patterns, combining various footwork and advanced skills (e.g., jumps, hops, leaps, and rhythmic sequences) with fluency and rhythmic control.

Skill Integration:

~~**Standard 6.1.8** Integrate traveling (locomotor) skills with manipulative skills.~~

~~**Standard 6.1.9** Independently combine movement using skill progressions and adapt to increasingly complex activities.~~

~~**Standard 6.1.10** Strategically integrate locomotor, non-locomotor, and manipulative skills in complex movement sequences.~~

Strand 2: Physical Activity Knowledge and Application

Students gain and apply knowledge of movement concepts, tactics, strategies, and fitness principles to enhance movement efficiency and performance in physical activities and personal wellness. Knowledge of movement and fitness concepts enables students to make safe and informed decisions and engage successfully in a variety of physical activities.

Movement Concepts:

~~**Standard 6.2.1** Consistently execute movement concepts, including levels, directions, pathways, body control, and spatial awareness, to safely and efficiently navigate space and achieve controlled movement during a variety of individual and group physical activities.~~
Navigate movement concepts in general space using different pathways, levels, and spatial relationships to prevent collisions and support safe, efficient movement.

Standard 6.2.2 Self-correct time, force, speed, and rhythm during a variety of movement activities to help the body move efficiently, safely, and with control.

Strategies and Tactics:

Standard 6.2.3 Consistently execute knowledge of offensive and defensive strategies in games, including the use of open space, and problem-solving in team challenges.

Fitness:

Standard 6.2.4 Design a fitness plan utilizing the components of health-related and skill-related fitness, including pacing, and identifies activities that develop each component.

Standard 6.2.5 Advocate for physical activity and overall health based on knowledge of the impact of food, hydration, and sleep, and explain and demonstrate appropriate warm-up and cool-down routines.

Rules and Safety:

Standard 6.2.6 Identify ~~essential~~ safety protocols for injury prevention and risk management in physical and outdoor recreation activities (~~e.g., including warm-up, cool down, safe use of equipment~~, water safety, bicycle safety, and firearm safety).

Strand 3: Social Skills

Students develop character, interpersonal skills, and social responsibility through shared movement experiences that prepare them for lifelong participation in physical activity and productive contributions to personal relationships, career readiness, and community engagement.

Respect:

Standard 6.3.1 Exemplify ~~and mediate~~ respect by ~~consistently exhibiting~~ responsible and safe behaviors, following rules, showing good sportsmanship, ~~and valuing all participants regardless of skill level to foster positive group interactions.~~

Cooperation and Teamwork:

Standard 6.3.2 ~~Lead collaboration effectively in pairs or groups by sharing equipment and space, and communicating kindly to choose roles, solve problems, and offer encouragement and help in both indoor and outdoor activities.~~ Collaborate effectively in pairs or groups by sharing equipment and space, and to choose roles, solve problems, and offer encouragement and help activities.

Standard 6.3.3 ~~Consistently execute self-management strategies, including seeking and responding to feedback.~~

Community Opportunities:

Standard 6.3.4 ~~3~~ Participate and promote personal interests and enjoyment in a variety of physical activities, including recognizing local opportunities for outdoor and community recreation.

Strand 4: Personal Development toward Health and Wellness

Students develop personal responsibility and self-management skills that support lifelong engagement in physical activity. These skills empower students to pursue lifelong wellness and movement as part of a healthy,

active lifestyle.

Behavior Management:

Standard 6.4.1 ~~Consistently adapt using~~ Increase persistence when learning new skills or facing challenges, and manage feelings during activities and competition.

Goal Setting:

Standard 6.4.2 Set, monitor, adjust, and celebrate observable short term and long term goals for skill and fitness, ~~using results from a variety of measurements such as the Presidential Physical Fitness Test to identify areas for personal growth and monitor progress. (Goals and data may be aligned with district-determined fitness assessments).~~

Lifelong Wellness:

Standard 6.4.3 ~~Design a personal wellness plan based on preferred physical activities, social awareness, and outdoor recreational opportunities.~~ Students will try new physical activities, discuss outdoor recreational opportunities, and personal preferences.

Standard 6.4.4 Describe how technology can positively and negatively influence physical activity and personal fitness supporting your fitness goals.

7th Grade Physical Education

Strand 1: Motor Skills

Students develop and refine motor skills and movement patterns necessary for participation in a wide range of physical activities. Emphasis is placed on locomotor, non-locomotor, and manipulative skills that support efficiency, control, and adaptability in movement. Motor skill competency provides the foundation for lifelong physical activity and physical literacy.

Standard 7.1.1 Demonstrate correct technique and movement sequences across outdoor activities, rhythmic movement, and/or locomotor skills.

Standard 7.1.2 Demonstrate appropriate form for health-related and skill-related fitness activities.

Standard 7.1.3 Demonstrate striking, rolling, throwing (underhand, sidearm, overhand), catching, serving (hand and implements), forehand/backhand strokes, volleys, dribbling, and/or shooting in practice tasks and modified games.

Standard 7.1.4 Apply basic offensive and defensive strategies (e.g., creating open space, maintaining ready position, and transitioning between roles) in modified and game play across invasion, net/wall, target, and fielding activities.

Strand 2: Physical Activity Knowledge and Application

Students gain and apply knowledge of movement concepts, tactics, strategies, and fitness principles to enhance movement efficiency and performance in physical activities and personal wellness. Knowledge of movement and fitness concepts enables students to make safe and informed decisions and engage successfully in a variety of physical activities.

Standard 7.2.1 Identify and apply movement concepts (e.g., space, force, pathways, timing) to improve efficiency and effectiveness in physical activity.

Standard 7.2.2 Use strategies to make decisions in games and apply the right skills and techniques to create advantages and respond to opponents.

Standard 7.2.3 Identify and begin to demonstrate understanding of exercise science concepts—including health- and skill-related fitness, aerobic/anaerobic training, heart rate, major muscle groups, nutrition, stress, rest, and FITT Principles—and apply this knowledge to monitor, evaluate, and improve personal physical activity.

Standard 7.2.4 Identify ~~essential~~ safety protocols for injury prevention and risk management in physical and outdoor recreation activities (~~e.g., including warm-up, cool down, safe use of equipment,~~ water safety, bicycle safety, and firearm safety).

Strand 3: Social Skills

Students develop character, interpersonal skills, and social responsibility through shared movement experiences that prepare them for lifelong participation in physical activity and productive contributions to personal relationships, career readiness, and community engagement.

Standard 7.3.1 Communicate respectfully with peers during competitive physical activities.

Standard 7.3.2 Work cooperatively with peers to achieve shared goals in physical activity settings.

Standard 7.3.3 Follow rules, remain on task, and manage emotions appropriately during physical activity.

Standard 7.3.4 ~~Encourage and include others to support participation in physical activity.~~ Demonstrate empathy, inclusion, and support for others by helping create an environment that encourages participation in physical activity.

Standard 7.3.5 Respect differences in ability and experience among peers.

Standard 7.3.6 ~~Demonstrate empathy and provide support to peers during physical activity.~~

~~**Standard 7.3.7** Contribute to a safe, supportive, and inclusive physical activity environment.~~

Standard 7.3.8 Resolve conflicts and solve problems constructively with peers during physical activity.

Strand 4: Personal Development toward Health and Wellness

Students develop personal responsibility and self-management skills that support lifelong engagement in physical activity. These skills empower students to pursue lifelong wellness and movement as part of a healthy, active lifestyle.

Standard 7.4.1 Explain how self-expression, social interaction, and personal interests influence engagement and enjoyment in physical activity.

Standard 7.4.2 Engage in a variety of physical activities that support personal health, enjoyment, and ~~life-time~~ **long-term** participation.

Standard 7.4.3 Set and monitor personal goals based on individual ability, **and results from a variety of measurements such as the Presidential Physical Fitness Test,** reflect on movement experiences, and apply feedback to improve performance.

~~**Standard 7.4.4** Apply strategies to manage emotions and behaviors, overcome barriers, and engage in physical activity both in and outside of physical education.~~ Apply a variety of self-management strategies (e.g., goal setting, self-talk, planning) to overcome barriers and sustain participation both in and outside of school.

~~**Standard 7.4.5** Demonstrate personal responsibility through appropriate hygiene practices that support participation and respect for others.~~ Understand the reason for various hygiene practices.

~~**Standard 7.4.6** Demonstrate personal responsibility and the appropriate use of protective gear during physical activity.~~

Standard 7.4.7 Analyze how technology can positively and negatively influence physical activity and personal fitness supporting your fitness goals.

7.5.26 Board Draft

8th Grade Physical Education

Strand 1: Motor Skills

Students develop and refine motor skills and movement patterns necessary for participation in a wide range of physical activities. Emphasis is placed on locomotor, non-locomotor, and manipulative skills that support efficiency, control, and adaptability in movement. Motor skill competency provides the foundation for lifelong physical activity and physical literacy.

Standard 8.1.1 Demonstrate ~~effective~~ ~~consistent and efficient~~ technique and movement sequences across outdoor activities, rhythmic movement, and locomotor skills in both practice and game settings.

Standard 8.1.2 Demonstrate refined form and control in health-related and skill-related fitness activities, adjusting technique based on feedback.

Standard 8.1.3 Perform striking, rolling, throwing (underhand, sidearm, overhand), catching, serving (hand and implements), forehand/backhand strokes, volleys, dribbling, and shooting with ~~consistency~~ ~~correct technique~~ and accuracy in dynamic and game-like situations.

Standard 8.1.4 Apply and adapt offensive and defensive strategies (e.g., creating and denying space, anticipation, transition play) across invasion, net/wall, target, and fielding activities.

Strand 2: Physical Activity Knowledge and Application

Students gain and apply knowledge of movement concepts, tactics, strategies, and fitness principles to enhance movement efficiency and performance in physical activities and personal wellness. Knowledge of movement and fitness concepts enables students to make safe and informed decisions and engage successfully in a variety of physical activities.

Standard 8.2.1 Analyze and apply movement concepts (e.g., space, force, pathways, timing) to improve performance and efficiency in a variety of physical activities.

Standard 8.2.2 Assess game situations and apply appropriate strategies and skills to create advantages and respond effectively to opponents.

Standard 8.2.3 Apply exercise science concepts—including health- and skill-related fitness, aerobic/anaerobic training, heart rate, major muscle groups, nutrition, stress, rest, and FITT Principles—to design, monitor, and adjust a personal fitness plan.

Standard 8.2.4 Identify ~~essential~~ safety protocols for injury prevention and risk management in physical and outdoor recreation activities (~~e.g., including warm-up, cool down, safe use of equipment,~~ water safety, bicycle safety, and firearm safety).

Strand 3: Social Skills

Students develop character, interpersonal skills, and social responsibility through shared movement experiences that prepare them for lifelong participation in physical activity and productive contributions to personal relationships, career readiness, and community engagement.

Standard 8.3.1 ~~Consistently~~ Model respectful communication, even in high-pressure situations, and help de-escalate negative interactions among peers.

Standard 8.3.2 Actively collaborate, take initiative in group roles, and help organize or guide peers toward achieving shared goals.

Standard 8.3.3 Independently follow rules, remain focused, and ~~consistently~~ demonstrate self-regulation, even in challenging or competitive situations.

Standard 8.3.4 ~~Proactively seek to include all peers, consistently encourage participation, and advocate for inclusive practices within the group.~~ Actively engage all team members, encourage participation, value diverse abilities and experiences, and adapt personal responses to reflect a supportive team culture.

~~Standard 8.3.5~~ Actively value diversity in ability and experience, adapt behavior to support others, and promote an inclusive team culture.

~~Standard 8.3.6~~ Anticipate peers' needs, consistently demonstrate empathy, and provide meaningful support without prompting.

~~Standard 8.3.7~~ Take responsibility for maintaining a safe and inclusive environment and encourage others to do the same.

Standard 8.3.8 ~~Independently~~ Apply conflict-resolution strategies, mediate minor disputes, and promote constructive problem-solving within the group.

Strand 4: Personal Development toward Health and Wellness

Students develop personal responsibility and self-management skills that support lifelong engagement in physical activity. These skills empower students to pursue lifelong wellness and movement as part of a healthy, active lifestyle.

Standard 8.4.1 Analyze and explain how self-expression, social dynamics, and personal preferences shape motivation and engagement, and use that understanding to make informed activity choices.

Standard 8.4.2 ~~Independently~~ Select and consistently engage in a variety of activities that align with personal interests, health goals, and lifelong fitness.

Standard 8.4.3 ~~Independently~~ Set realistic, measurable goals, ~~using results from a variety of measurements such as the Presidential Physical Fitness Test~~, regularly monitor progress, adjust as needed, and intentionally apply feedback informed by personal performance.

Standard 8.4.4 ~~Independently~~ Apply a ~~range-variety~~ of self-management strategies (e.g., goal setting, self-talk, planning) to overcome barriers and sustain participation both in and outside of school.

Standard 8.4.5 Understand the reason for various hygiene practices.

Standard 8.4.6 Demonstrate personal responsibility and the appropriate use of protective gear during physical activity.

Standard 8.4.7 Evaluate how technology can positively and negatively influence physical activity and personal fitness supporting your fitness goals.

7.5.26 Board Draft

Fundamentals of Sports

Course Description

The Fundamentals of Sports course provides opportunities for motor skill development and application of movement concepts through experiencing a variety of team and group-oriented activities. Additionally, the development of social skills are necessary for students to foster and maintain relationships in future college, career, and societal environments. Through learning experiences in Fundamentals of Sports, students will develop an understanding of how movement is personally beneficial and can identify physical activities that are personally meaningful in order to enhance their physical literacy and fulfill the need for self-expression, challenge, social interaction, enjoyment, and overall wellness.

Strand 1: Motor Skills

Students develop and refine motor skills and movement patterns necessary for participation in a wide range of physical activities. Emphasis is placed on locomotor, non-locomotor, and manipulative skills that support efficiency, control, and adaptability in movement. Motor skill competency provides the foundation for lifelong physical activity and physical literacy.

Standard FOS.1.1 Demonstrate proper technique in a variety of basic movement skills (e.g., running, jumping, changing direction) at a functional level of participation in game settings.

Standard FOS.1.2 Demonstrate sport-specific skills (e.g., throwing, catching, dribbling, striking, shooting, kicking) at a functional level of participation in modified and game settings.

Standard FOS.1.3 Apply skill-related fitness components to increase individual movement efficiency in game settings (e.g., agility, balance, coordination, power, reaction time, speed).

Standard FOS.1.4 Demonstrate body control in stationary and dynamic situations (e.g., warm-up and cool-down stretching, stopping, pivoting, landing).

Strand 2: Physical Activity Knowledge and Application

Students gain and apply knowledge of movement concepts, tactics, strategies, and fitness principles to enhance movement efficiency and performance in physical activities and personal wellness. Knowledge of movement and fitness concepts enables students to make safe and informed decisions and engage successfully in a variety of physical activities.

Standard FOS.2.1 Apply movement concepts and principles (e.g. force, rotation, flexion, extension, etc.) to analyze and improve performance of self and/or others using proper terminology and skill-specific cues for a selected skill (e.g., striking, throwing, serving, etc.).

Standard FOS.2.2 Apply offensive tactics to create space, receive passes, and be in positions to score.

Standard FOS.2.3 Apply defensive tactics to guard opponents, deny passes, and defend space.

Standard FOS.2.4 Monitor personal levels of exertion during physical activity (e.g. pacing, heart rate, rate of perceived exertion) and adjust effort to experience recommended intensity related to health-related benefits of fitness.

Standard FOS.2.5 Explain how health-related fitness impacts performance and overall wellness.

~~**Standard FOS.2.6** Demonstrate proper warm-up, cool-down, and safe use of equipment.~~

Standard FOS.2.76 Identify ~~essential~~ safety protocols for injury prevention and risk management in physical and outdoor recreation activities (~~e.g., including warm-up, cool down, safe use of equipment,~~ water safety, bicycle safety, and firearm safety).

Strand 3: Social Skills

Students develop character, interpersonal skills, and social responsibility through shared movement experiences that prepare them for lifelong participation in physical activity and productive contributions to personal relationships, career readiness, and community engagement.

Standard FOS.3.1 Demonstrate responsible behavior, etiquette, and respect for

teammates, opponents, equipment, and space.

Standard FOS.3.2 Demonstrate ability to assume a positive supportive role (e.g., constructive feedback, analyzing technique, encouragement, partnering, inclusion, etc.).

Standard FOS.3.3 Use effective communication skills and conflict-resolution strategies to solve problems, avoid confrontation, & demonstrate sportsmanship in collaborative and group settings.

Standard FOS.3.4 Demonstrate ability to work cooperatively within group settings in active leadership and contributing roles to promote positive team culture and work toward common goals.

Standard FOS.3.5 Demonstrate social awareness by recognizing other people's emotions and perspectives in physical activity settings and practice appropriate personal responses (e.g., empathy, patience, self control, etc.).

Strand 4: Personal Development toward Health and Wellness

Students develop personal responsibility and self-management skills that support lifelong engagement in physical activity. These skills empower students to pursue lifelong wellness and movement as part of a healthy, active lifestyle.

Standard FOS.4.1 Select and participate in physical activities ~~outside of class~~ that meet one or more relevant personal needs: self-expression, social interaction, cultural connection, self-challenge, exploration, or specific health benefits.

Standard FOS.4.2 Analyze factors that influence regular physical activity participation both during and after high school (e.g., ~~excessive technology use~~, motivation, personal interests, lifestyle, accessibility, economics, etc.).

Standard FOS.4.3 Identify the physical, emotional, social, and psychological health benefits of a ~~self-selected~~ physical activity that ~~are is~~ personally relevant.

Standard FOS.4.4 Establish movement goals that are personally meaningful and implement a plan that incorporates consistent exercise and considers potential barriers and strategies that promote goal achievement and personal progress.

Standard FOS.4.5 Identify personal strengths & character skills that one already possesses

to increase self efficacy toward goal achievement and reflect on strategies to develop or enhance character skills that may currently be a personal limitation.

Standard FOS.4.6 Assess personal fitness using results from a variety of measurements such as the Presidential Fitness Test to create and implement a fitness plan.

Standard FOS.4.67 Research, analyze, and apply the use of various forms of technology (e.g., smart watch, heart rate monitor, pedometers, fitness apps, etc.) and reflect on the effectiveness of the tool to support a more active lifestyle.

Standard FOS.4.78 Identify, explore, and participate in physical activity opportunities within the local community based on personal interests and reflect on the experience.

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Fitness for Life

Course Description

The Fitness for Life course focuses on the knowledge, skills, and habits necessary to maintain personal health and physical fitness throughout the lifespan. Instruction emphasizes health-related fitness components (ie: cardiovascular endurance, muscular strength and endurance, flexibility, & body composition), principles of fitness, and the development of individualized fitness plans. Students analyze the impact of physical activity on overall wellness, including physical, mental, and emotional health, while learning to set goals, monitor progress, and apply fitness concepts to support long-term healthy lifestyles.

Strand 1: Motor Skills

Students develop and refine motor skills and movement patterns necessary for participation in a wide range of physical activities. Emphasis is placed on locomotor, non-locomotor, and manipulative skills that support efficiency, control, and adaptability in movement. Motor skill competency provides the foundation for lifelong physical activity and physical literacy.

Standard FFL.1.1 Demonstrate correct technique in various cardiovascular and anaerobic training modes (e.g., running form, rowing, or high-intensity interval training (HIIT), etc.) maintaining efficiency, control, and correct form.

Standard FFL.1.2 Demonstrate safe and biomechanically effective technique in resistance training movements (e.g., squat, hinge, push, pull).

Standard FFL.1.3 Apply flexibility and mobility strategies that improve movement quality and reduce injury risk.

Standard FFL.1.4 Apply skill-related fitness components (e.g., agility, balance, coordination, reaction time, power, speed) in various activity settings.

Standard FFL.1.5 Apply movement skills and training techniques appropriately across varied activities, environments, and equipment.

Strand 2: Physical Activity Knowledge and Application

Students gain and apply knowledge of movement concepts, tactics, strategies, and fitness principles to enhance movement efficiency and performance in physical activities and personal wellness. Knowledge of movement and fitness concepts enables students to make safe and informed decisions and engage successfully in a variety of physical activities.

Standard FFL.2.1 Analyze physiological responses to exercise (heart rate zones, energy systems, muscle involvement) to regulate training intensity.

Standard FFL.2.2 Apply training principles (FITT, overload, progression, specificity) to design, implement, and adjust a personal fitness plan.

Standard FFL.2.3 ~~Use~~ Apply fitness data ~~and using~~ technology to monitor performance and modify activity goals and intensity.

Standard FFL.2.4 Evaluate the credibility of fitness information, trends, products, and media claims.

Standard FFL.2.5 Explain how nutrition, recovery, and environmental factors influence performance and long-term health.

Standard FFL.2.6 Analyze environmental, situational, and personal safety factors (e.g., heat, altitude, aquatic settings, cycling, health status) and apply appropriate strategies or training modifications to support safe physical activity.

Standard FFL.2.7 Analyze how maintaining a physically active lifestyle supports long-term health, overall wellness, and chronic disease prevention.

Standard FFL.2.8 Identify ~~essential~~ safety protocols for injury prevention and risk management in physical and outdoor recreation activities (~~e.g., including warm-up, cool down, safe use of equipment~~, water safety, bicycle safety, and firearm safety).

Strand 3: Social Skills

Students develop character, interpersonal skills, and social responsibility through shared movement experiences that prepare them for lifelong participation in physical activity and productive contributions to personal relationships, career readiness, and community engagement.

Standard FFL.3.1 Demonstrate responsible behavior, etiquette, and respect for **shared** equipment, space, and diverse participant needs.

Standard FFL.3.2 Provide constructive peer feedback and physical support (e.g., spotting, form correction, motivational encouragement, etc.) to enhance safety and movement performance.

Standard FFL.3.3 Use effective communication skills and conflict-resolution strategies to solve problems in collaborative or group fitness settings.

Standard FFL.3.4 Identify and communicate safety protocols to minimize risks during physical activity related to potential hazards and equipment maintenance.

Standard FFL.3.5 Promote inclusive participation by respecting differences in ability, culture, body types, and physical preferences.

Strand 4: Personal Development toward Health and Wellness

Students develop personal responsibility and self-management skills that support lifelong engagement in physical activity. These skills empower students to pursue lifelong wellness and movement as part of a healthy, active lifestyle.

Standard FFL.4.1 Set and monitor personal fitness goals that are challenging, realistic, personally meaningful, and growth-oriented.

Standard FFL.4.2 Assess personal fitness using results from a variety of measurements such as the Presidential Fitness Test to create and implement a fitness plan.

Standard FFL.4.3 Analyze factors that influence regular physical activity participation both during and after high school (e.g., excessive technology use, motivation, personal interests,

lifestyle, accessibility, economics, etc.).

~~**Standard FFL.4.24** Develop, implement, and adjust a personal fitness plan based on assessment results and progress tracking.~~

Standard FFL.4.34 Apply self-management strategies (e.g., time management, scheduling, behavior modification, habit tracking) to support consistent activity participation.

Standard FFL.4.45 Select and reflect on physical activities that are meaningful, enjoyable, and appropriately challenging to support lifelong engagement and personal wellness (mental/physical).

Standard FFL.4.56 Analyzes the physical, mental, social, and psychological benefits of being physically active.

Lifetime Activities

Course Description

The Lifetime Activities course is designed to prepare students for lifelong engagement in physical activity through participation in a variety of individual and dual activities that can be sustained beyond the school environment. Instruction emphasizes personal responsibility, self-directed learning, and informed decision-making as students explore activities that promote independence, adaptability, and long-term participation. Through goal setting, self-assessment, and reflection, students develop the confidence and competence needed to pursue physical activity based on personal interests, available resources, and lifelong health goals.

Strand 1: Motor Skills

Students develop and refine motor skills and movement patterns necessary for participation in a wide range of physical activities. Emphasis is placed on locomotor, non-locomotor, and manipulative skills that support efficiency, control, and adaptability in movement. Motor skill competency provides the foundation for lifelong physical activity and physical literacy.

Standard LA.1.1 Demonstrate competent performance in a variety of lifetime activities (e.g., outdoor pursuits, aquatics, target activities, aerobics, dance fitness).

Standard LA.1.2 Refine and adjust performance in a variety of selected lifetime activities using structured feedback, self-assessment, and principles of motor learning.

Standard LA.1.3 Apply strategies and rules during participation in multiple different lifetime activities.

Standard LA.1.4 Perform at least one specialized skill that promotes health-related fitness with competence and control.

Standard LA.1.5 Apply movement concepts (e.g., force, timing, accuracy, balance) to improve performance across a variety of lifetime activities.

Strand 2: Physical Activity Knowledge and Application

Students gain and apply knowledge of movement concepts, tactics, strategies, and fitness principles to enhance movement efficiency and performance in physical activities and personal wellness. Knowledge of

movement and fitness concepts enables students to make safe and informed decisions and engage successfully in a variety of physical activities.

Standard LA.2.1 Apply terminology and principles of motor learning and biomechanics to improve performance and ensure safety in multiple different lifetime activities.

Standard LA.2.2 Design and implement a practice or training plan to improve a self-selected skill and incorporate appropriate safety measures.

Standard LA.2.3 Apply principles of training and conditioning to develop a balanced fitness program that supports participation in lifetime activities.

Standard LA.2.4 Monitor and interpret physiological data (e.g., heart rate, perceived exertion) to guide activity decisions.

Standard LA.2.5 Evaluate the credibility of fitness, nutritional, and commercial health claims related to lifetime physical activity.

Standard LA.2.6 Identify ~~essential~~ safety protocols for injury prevention and risk management in physical and outdoor recreation activities (e.g., including warm-up, cool down, safe use of equipment, water safety, bicycle safety, and firearm safety).

Strand 3: Social Skills

Students develop character, interpersonal skills, and social responsibility through shared movement experiences that prepare them for lifelong participation in physical activity and productive contributions to personal relationships, career readiness, and community engagement.

Standard LA.3.1 Demonstrate ethical behavior and responsible decision-making during participation in multiple lifetime activities.

Standard LA.3.2 Demonstrate leadership and collaboration while participating in lifetime activity settings.

Standard LA.3.3 Communicate effectively to resolve conflict and promote a positive activity environment.

Standard LA.3.4 Demonstrate respect for individual differences and promote inclusion in all lifetime activities.

Standard LA.3.5 Self-officiate and enforce rules to ensure safe and fair participation.

Strand 4: Personal Development toward Health and Wellness

Students develop personal responsibility and self-management skills that support lifelong engagement in physical activity. These skills empower students to pursue lifelong wellness and movement as part of a healthy, active lifestyle.

Standard LA.4.1 Analyze the physical, mental, social, and psychological benefits of participation in lifetime activities.

Standard LA.4.2 Develop and implement a personalized lifelong physical activity plan that reflects individual goals, interests, level of challenge, and life circumstances.

Standard LA.4.3 Assess personal fitness using results from a variety of measurements such as the Presidential Fitness Test to create and implement a fitness plan.

Standard LA.4.34 Explain the effects of age on activity performance and choice in creating a lifelong fitness and activity plan.

Standard LA.4.45 Demonstrate independent decision-making in selecting healthy activity and nutritional choices, including resistance to peer and media influences.

Standard LA.4.56 Evaluate environmental, cultural, social, and safety factors that influence participation in lifetime activities.

Standard LA.4.67 Participate regularly in and document self-selected lifetime activities beyond the school setting that support long-term wellness.

Dance Fitness (Supplemental Standards)

Course Description

The Dance Fitness course combines cardiovascular exercise, rhythm, and movement through a variety of dance-based fitness activities. Students will participate in energetic and engaging formats such as Zumba, step aerobics, dance aerobics, cardio dance, line dancing, and other choreographed movement styles designed to improve overall fitness while building confidence and coordination.

The course emphasizes physical activity as a fun and accessible way to support lifelong health and wellness. Through individual and group participation, students will develop cardiovascular endurance, muscular endurance, agility, balance, rhythm, and movement skills while exploring the social and emotional benefits of movement and music. Students will also learn the importance of exercise safety, teamwork, self-expression, and body positivity in an inclusive environment.

Strand 1: Motor Skills

Students develop and refine motor skills and movement patterns necessary for participation in a wide range of physical activities. Emphasis is placed on locomotor, non-locomotor, and manipulative skills that support efficiency, control, and adaptability in movement. Motor skill competency provides the foundation for lifelong physical activity and physical literacy.

Standard DF.1.1 Perform basic and intermediate dance fitness steps and combinations (e.g., grapevine, step-touch, V-step, turns) **with improving** control and coordination.

Standard DF.1.2 Maintain rhythm and timing while following instructor-led or choreographed cardio dance routines.

Standard DF.1.3 Transition smoothly between movements and combinations during continuous dance fitness activity.

Standard DF.1.4 Demonstrate spatial awareness and safe movement while participating in group fitness formats.

Standard DF.1.5 Modify intensity, range of motion, or impact level (e.g., low-impact vs. high-impact) to match personal ability.

Strand 2: Physical Activity Knowledge and Application

Students gain and apply knowledge of movement concepts, tactics, strategies, and fitness principles to enhance movement efficiency and performance in physical activities and personal wellness. Knowledge of movement and fitness concepts enables students to make safe and informed decisions and engage successfully in a variety of physical activities.

Standard DF.2.1 Demonstrate the ability to sustain moderate to vigorous physical activity during dance fitness routines.

Standard DF.2.2 Monitor exercise intensity using heart rate, perceived exertion, or the talk test during activity.

Standard DF.2.3 Apply proper body alignment and posture to perform movements safely and efficiently.

Standard DF.2.4 Demonstrate appropriate warm-up and cool-down activities for dance fitness participation.

Standard DF.2.5 Explain how dance fitness activities improve cardiovascular endurance and overall fitness.

Standard DF.2.6 Identify and demonstrate safety strategies for injury prevention and risk management in dance fitness activities (e.g., maintaining proper form and posture, selecting appropriate movement intensity and impact level, wearing appropriate footwear, and demonstrating spatial and environmental awareness).

Strand 3: Social Skills

Students develop character, interpersonal skills, and social responsibility through shared movement experiences that prepare them for lifelong participation in physical activity and productive contributions to personal relationships, career readiness, and community engagement.

Standard DF.3.1 ~~Demonstrate respect and inclusivity toward all participants in a group fitness setting~~ Demonstrate respect and inclusivity by encouraging and supporting all participants during group fitness activities, regardless of skill or fitness level.

Standard DF.3.2 Follow instructor cues and participate ~~appropriately~~ positively in structured dance fitness routines.

Standard DF.3.3 ~~Encourage and support peers during group activities regardless of skill or fitness level.~~

Standard DF.3.4 Maintain personal space and awareness to ensure safety during movement.

Standard DF.3.5 ~~Demonstrate positive participation and contribute to an engaging group environment.~~

Standard DF.3.64 Participate in dance fitness activities representing diverse cultural influences and movement styles, ~~recognizing how these activities provide inclusive opportunities for lifelong physical activity and wellness.~~

Strand 4: Personal Development toward Health and Wellness

Students develop personal responsibility and self-management skills that support lifelong engagement in physical activity. These skills empower students to pursue lifelong wellness and movement as part of a healthy, active lifestyle.

Standard DF.4.1 Demonstrate consistent effort and active participation in dance fitness activities.

Standard DF.4.2 Set and reflect on personal fitness or participation goals.

Standard DF.4.3 Demonstrate willingness to try new routines, movements, and fitness formats.

Standard DF.4.4 Use strategies such as pacing, breathing, and positive self-talk to sustain participation.

Standard DF.4.5 Recognize the physical, mental, and social benefits of participating in dance fitness.

7.5.26 B

Mind-Body Wellness Fundamentals of Mobility (Supplemental Standards)

Course Description

The Mind-Body Wellness course is designed to help students develop lifelong habits that support physical health, emotional well-being, and personal balance. Through movement practices such as yoga, Pilates, Tai Chi, mobility training, breathwork, mindfulness activities, and functional fitness exercises, students will build strength, flexibility, balance, coordination, and self-awareness in a supportive and inclusive environment.

The course emphasizes the connection between physical movement and mental wellness while encouraging students to explore healthy strategies for stress management, focus, recovery, and overall wellness. Students will participate in individual and group activities that promote confidence, resilience, posture, balance, and body control while learning how movement can positively impact daily life, academic performance, and long-term health.

The Fundamentals of Mobility course is designed to help students develop lifelong movement practices that support physical health, body awareness, and overall well-being. Through practices such as yoga, Pilates, Tai Chi, mobility training, breathwork, functional movement, and flexibility exercises, students will develop strength, flexibility, balance, coordination, mobility, and body control in a supportive and inclusive environment.

The course emphasizes purposeful movement, proper alignment, body awareness, and safe and effective movement practices. Students will participate in individual and group activities that develop posture, balance, mobility, movement efficiency, focus, recovery, and body control while learning to recognize and respect personal abilities and physical limits. Through a variety of movement experiences, students will explore how movement and mobility practices can support physical activity, daily functioning, physical performance, recovery, and lifelong health.

Strand 1: Motor Skills

Students develop and refine motor skills and movement patterns necessary for participation in a wide range of physical activities. Emphasis is placed on locomotor, non-locomotor, and manipulative skills that support efficiency, control, and adaptability in movement. Motor skill competency provides the foundation for lifelong physical activity and physical literacy.

Standard MBWFOM.1.1 Demonstrate proper posture, alignment, and body mechanics during a variety of movement practices.

Standard MBWFOM.1.2 Perform controlled movements that develop balance, flexibility, strength, coordination, and stability.

Standard MBWFOM.1.3 Apply safe techniques, including modifications and use of props or equipment, to support individual ability levels.

Standard MBWFOM.1.4 Demonstrate the ability to perform structured movement sequences (e.g., flows, routines, or patterns).

Standard MBWFOM.1.5 Exhibit body awareness by controlling movement, balance, and spatial positioning.

Strand 2: Physical Activity Knowledge and Application

Students gain and apply knowledge of movement concepts, tactics, strategies, and fitness principles to enhance movement efficiency and performance in physical activities and personal wellness. Knowledge of movement and fitness concepts enables students to make safe and informed decisions and engage successfully in a variety of physical activities.

Standard MBWFOM.2.1 Explain key concepts of posture, alignment, and body systems as they relate to safe and effective movement.

Standard MBWFOM.2.2 Demonstrate and apply a variety of breathing techniques to support movement, focus, and recovery.

Standard MBWFOM.2.3 Describe the connection between movement, breath, and mental focus during physical activity.

Standard MBWFOM.2.4 ~~Identify different types of mind-body practices (e.g., yoga, Pilates, Tai Chi, mindfulness) and their benefits.~~ Explain the benefits of different mobility exercise practices (e.g., yoga, Pilates, Tai Chi, breathwork).

Standard MBWFOM.2.5 Apply knowledge of movement and wellness concepts to improve performance and daily functioning. (Strength, Flexibility, Endurance, Core stabilization, Joint protection, etc.)

Standard MBWFOM.2.6 Identify and apply safety principles in a variety of mobility exercises ~~mind-body practices~~, including alignment, controlled movement, appropriate use of equipment, and awareness of personal limits. (Rotation limits, Joint Protection, Joint and Spine Compression, etc.)

Strand 3: Social Skills

Students develop character, interpersonal skills, and social responsibility through shared movement experiences that prepare them for lifelong participation in physical activity and productive contributions to personal relationships, career readiness, and community engagement.

Standard MBWFOM.3.1 ~~Demonstrate respect for self and others during all activities, regardless of ability level.~~ Demonstrate respect, cooperation, and empathy during all activities to support a focused, calm, and supportive learning environment.

Standard MBW.3.2 ~~Engage in activities that promote cooperation, empathy, and a supportive learning environment.~~

Standard MBWFOM.3.2 Follow instructor cues and participate positively in structured mobility exercise practices.

Standard MBWFOM.3.32 Provide and receive constructive feedback in a positive and respectful manner.

Standard MBWFOM.3.43 Demonstrate awareness of personal space and the shared environment to ensure safety and inclusion.

Standard MBW.3.5 ~~Exhibit behaviors that contribute to a focused, calm, and inclusive atmosphere.~~

Strand 4: Personal Development toward Health and Wellness

Students develop personal responsibility and self-management skills that support lifelong engagement in physical activity. These skills empower students to pursue lifelong wellness and movement as part of a healthy, active lifestyle.

Standard MBWFOM.4.1 Practice ~~mindfulness~~ breathwork and relaxation techniques ~~to~~ and recognize personal health benefits on improved focus and ~~to reduce~~ stress management.

Standard MBWFOM.4.2 ~~Demonstrate positive self-talk, self-reflection, and body awareness.~~ Apply body awareness in constructive thinking strategies to support safe, confident, and effective movement.

Standard MBWFOM.4.3 Apply stress-management and self-regulation strategies during movement and daily life.

Standard MBWFOM.4.4 Set and monitor personal wellness goals related to movement, ~~mindfulness stress reduction~~, and overall health.

Standard MBWFOM.4.5 Develop a personal plan for lifelong participation in ~~mind-body wellness activities~~ movement and body awareness.

7.5.26 Board Draft

Outdoor Recreation (Supplemental Standards)

Course Description

The Outdoor Recreation course is designed to prepare students for lifelong engagement in physical activity through participation in a variety of outdoor activities that can be sustained beyond the school environment. Instruction emphasizes personal responsibility, environmental awareness, and informed decision-making as students explore activities in natural settings that promote independence, adaptability, and safe participation. Through goal setting, self-assessment, and reflection, students develop the confidence and competence needed to engage in outdoor recreation based on personal interests, available resources, and environmental conditions, while fostering a respect for nature and a commitment to responsible outdoor practices.

Strand 1: Motor Skills

Students develop and refine motor skills and movement patterns necessary for participation in a wide range of physical activities. Emphasis is placed on locomotor, non-locomotor, and manipulative skills that support efficiency, control, and adaptability in movement. Motor skill competency provides the foundation for lifelong physical activity and physical literacy.

Standard OR.1.1 Demonstrate correct body positioning specific to the outdoor activity (e.g., athletic stance, balance, alignment).

Standard OR.1.2 Demonstrate activity-specific techniques and motor skills that improve efficiency and control (e.g., paddling, braking, climbing movement patterns).

Standard OR.1.3 Adapt movement patterns in response to changing outdoor conditions (e.g., terrain, weather, surface).

Strand 2: Physical Activity Knowledge and Application

Students gain and apply knowledge of movement concepts, tactics, strategies, and fitness principles to enhance movement efficiency and

performance in physical activities and personal wellness. Knowledge of movement and fitness concepts enables students to make safe and informed decisions and engage successfully in a variety of physical activities.

Standard OR.2.1 Apply components of health-related fitness (cardiovascular endurance, muscular strength/endurance, flexibility) to support participation in outdoor activities.

Standard OR.2.2 Apply components of skill-related fitness (balance, coordination, agility, reaction time) to improve performance in outdoor environments.

Standard OR.2.3 Participate in a variety of outdoor recreational activities to support year-round physical activity (e.g., land, water, snow).

Standard OR.2.4 Select appropriate clothing and personal gear based on weather, environment, and activity.

Standard OR.2.5 Apply basic nutrition and hydration strategies to support safe and effective outdoor participation.

Standard OR.2.6 Identify ~~essential~~ safety protocols for injury prevention and risk management in lifetime and outdoor recreation activities (~~e.g., including warm-up, cool down, safe use of equipment~~, water safety, bicycle safety, and firearm safety).

Standard OR.2.7 Assess personal fitness level and recognize individual limitations during outdoor activity.

Strand 3: Social Skills

Students develop character, interpersonal skills, and social responsibility through shared movement experiences that prepare them for lifelong participation in physical activity and productive contributions to personal relationships, career readiness, and community engagement.

Standard OR.3.1 Identify potential environmental hazards and apply strategies to ~~reduce~~ ~~identify~~ risk during outdoor activities.

Standard OR.3.2 Demonstrate basic first aid skills appropriate for outdoor settings (e.g., minor injuries, environmental exposure).

Standard OR.3.3 Develop and communicate a basic emergency plan, including location awareness and access to assistance.

~~**Standard OR.3.4** Apply risk management strategies when planning and participating in outdoor activities.~~

Standard OR.3.5 Demonstrate safe use of equipment and practices that prevent injury to self and others.

Standard OR.3.6 Apply principles of outdoor stewardship, including Leave No Trace, to minimize environmental impact.

Standard OR.3.7 Demonstrate outdoor etiquette that supports safety and positive experiences for all participants (e.g., right of way, trail use, respect for others).

Strand 4: Personal Development toward Health and Wellness

Students develop personal responsibility and self-management skills that support lifelong engagement in physical activity. These skills empower students to pursue lifelong wellness and movement as part of a healthy, active lifestyle.

Standard OR.4.1 Demonstrate effective communication and cooperation during outdoor activities to support group success and safety.

Standard OR.4.2 Apply leadership skills and assume various roles (e.g., leader, follower, supporter) during group outdoor experiences.

Standard OR.4.3 Set and monitor personal goals related to outdoor recreation participation and performance.

Standard OR.4.4 Evaluate the personal benefits of outdoor recreation for physical health, mental well-being, and social connection.

Standard OR.4.5 Demonstrate behaviors that show respect for natural environments and contribute to positive outdoor experiences for others.

Standard OR.4.6 Identify opportunities for participation in outdoor recreation ~~within the community and beyond.~~ that meet one or more relevant personal needs: self-expression, social interaction, cultural connection, self-challenge, exploration, or specific health benefits.

Standard OR.4.7 Recognize opportunities for continued involvement in outdoor recreation, including recreation, service, and career pathways.

Standard OR.4.8 Express personal experiences in outdoor settings through reflection or creative outlets (e.g., writing, art, discussion)

Strength & Conditioning (Supplemental Standards)

Course Description

The Strength and Conditioning course is designed for high school students to develop the knowledge and skills necessary for lifelong engagement in physical activity through structured strength training and fitness-based activities. Instruction emphasizes proper technique, movement competency, and the application of training principles to support safe, effective, and independent performance.

Students learn to apply concepts such as progression, specificity, overload, and recovery while developing muscular strength, endurance, and overall fitness. Through goal setting, self-assessment, and reflection, students design and implement personal training plans aligned with individual goals and long-term health. The course promotes personal responsibility, confidence, and the value of strength and conditioning as part of a healthy, active lifestyle.

Strand 1: Motor Skills

Students develop and refine motor skills and movement patterns necessary for participation in a wide range of physical activities. Emphasis is placed on locomotor, non-locomotor, and manipulative skills that support efficiency, control, and adaptability in movement. Motor skill competency provides the foundation for lifelong physical activity and physical literacy.

Standard SC.1.1 Demonstrate proper technique in foundational strength and conditioning movements (e.g., squat, hinge, push, pull, and Olympic lift variations).

Standard SC.1.2 Demonstrate proper breathing and bracing techniques to maintain stability during lifts.

Standard SC.1.3 Demonstrate proper body alignment and posture (e.g., neutral spine, shoulder positioning, hip hinge) during all phases of movement.

Standard SC.1.4 Demonstrate appropriate grip techniques (e.g., overhand, alternating, hook) and safe control of equipment.

Standard SC.1.5 Demonstrate control, balance, and proper weight distribution throughout strength and conditioning activities.

Strand 2: Physical Activity Knowledge and Application

Students gain and apply knowledge of movement concepts, tactics, strategies, and fitness principles to enhance movement efficiency and performance in physical activities and personal wellness. Knowledge of movement and fitness concepts enables students to make safe and informed decisions and engage successfully in a variety of physical activities.

Standard SC.2.1 Apply knowledge of stance and positioning (e.g., jumper's, athletic, sumo) to support effective lifting and movement.

Standard SC.2.2 Demonstrate and apply proper jumping and landing mechanics.

Standard SC.2.3 Apply principles of alignment (e.g., knees tracking over toes, neutral head and spine) during movement.

Standard SC.2.4 Demonstrate understanding of movement mechanics in dynamic activities (e.g., running phases: start, drive, sprint).

Standard SC.2.5 Apply principles of training (e.g., overload, progression, specificity, recovery) to improve performance and fitness.

Standard SC.2.6 Identify and demonstrate safety protocols for injury prevention and risk management in strength and conditioning activities (e.g., proper spotting, equipment use, lifting technique, and environmental awareness).

Strand 3: Social Skills

Students develop character, interpersonal skills, and social responsibility through shared movement experiences that prepare them for lifelong participation in physical activity and productive contributions to personal relationships, career readiness, and community engagement.

Standard SC.3.1 Demonstrate safe and responsible use of equipment, including proper loading, unloading, and storage.

Standard SC.3.2 Demonstrate proper spotting techniques and use spotters when appropriate.

Standard SC.3.3 Communicate effectively with partners regarding repetitions, lift-offs, and safety procedures.

Standard SC.3.4 Provide and apply constructive feedback to improve technique and ensure safety.

Standard SC.3.5 Demonstrate respect, encouragement, and responsible behavior in strength and conditioning environments.

Strand 4: Personal Development toward Health and Wellness

Students develop personal responsibility and self-management skills that support lifelong engagement in physical activity. These skills empower students to pursue lifelong wellness and movement as part of a healthy, active lifestyle.

Standard SC.4.1 Understand and apply key strength and conditioning terminology and concepts (e.g., sets, reps, hypertrophy, power, overload, recovery).

Standard SC.4.2 Identify major muscle groups and their role in strength and conditioning activities.

Standard SC.4.3 Set personal fitness goals and monitor progress in strength and conditioning activities.

Standard SC.4.4 Demonstrate self-management skills (e.g., effort, time management, consistency) during training.

Standard SC.4.5 Recognize the benefits of strength and conditioning and identify opportunities for lifelong participation.

Aquatic (Supplemental Standards)

Course Description

This course is designed to develop students' aquatic knowledge, swimming skills, water safety awareness, and confidence in and around aquatic environments. Students will learn and apply foundational aquatic skills including safe water entry and exit, breath control, floating, treading water, body orientation, stroke development, and swimming for distance. Instruction may include beginning, intermediate, and advanced swim skills based on student readiness and access to aquatic facilities. Courses will introduce water safety, swim instructor training, and lifeguarding concepts where appropriate.

The course supports physical literacy by helping students make safe, informed, and responsible decisions in aquatic settings while developing the movement skills, confidence, and ~~personal responsibility~~ technical skills needed for lifelong participation in swimming and other water-based physical activities.

Strand 1: Motor Skills

Students develop and refine motor skills and movement patterns necessary for participation in a wide range of physical activities. Emphasis is placed on locomotor, non-locomotor, and manipulative skills that support efficiency, control, and adaptability in movement. Motor skill competency provides the foundation for lifelong physical activity and physical literacy.

Standard AQUA.1.1 Demonstrate safe entry and exit techniques in a variety of water conditions including shallow and deep water.

Standard AQUA.1.2 Demonstrate safe breath control, submersion, rhythmic breathing, and recovery to a standing or floating position while following established safety guidelines.

Standard AQUA.1.3 Demonstrate treading water or floating for at least 1 minute using approved techniques.

Standard AQUA.1.4 Demonstrate water orientation and body control by rolling from front to back and back to front, changing direction, and regaining a safe body position in the water.

Standard AQUA.1.5 Demonstrate basic aquatic movement skills above and under water such as gliding, kicking, pulling, streamlining, sculling, and coordinated arm-leg-breathing patterns.

Standard AQUA.1.6 Demonstrate foundational stroke skills, which may include front crawl, backstroke, breaststroke, butterfly, elementary backstroke, or sidestroke.

Standard AQUA.1.7 Swim at least 25 yards using one or a combination of approved strokes appropriate to the student's ability level.

Standard AQUA.1.8 Apply ~~beginning, intermediate, or advanced~~ swim skills in a variety of aquatic activities (i.e water polo, water aerobics, diving, lifeguarding skills) to improve efficiency, endurance, and confidence.

Strand 2: Physical Activity Knowledge and Application

Students gain and apply knowledge of movement concepts, tactics, strategies, and fitness principles to enhance movement efficiency and performance in physical activities and personal wellness. Knowledge of movement and fitness concepts enables students to make safe and informed decisions and engage successfully in a variety of physical activities.

Standard AQUA.2.1 Identify safe behaviors in and around pools, natural bodies of water, recreation areas, and other aquatic environments.

Standard AQUA.2.2 Explain how water and environmental conditions, including temperature, depth, currents, weather, visibility, water clarity, underwater hazards, and safe entry/exit points impact swim safety.

Standard AQUA.2.3 Explain the purpose of pool barriers, fencing, gates, supervision, signage, and posted rules in reducing aquatic risk.

Standard AQUA.2.4 Describe the proper use, limitations, and safety purposes of aquatic equipment, including U.S. Coast Guard-approved life jackets, flotation devices, reaching assists, rescue tubes, and other rescue equipment.

Standard AQUA.2.5 Explain how body position, breathing, propulsion, drag, buoyancy, and balance affect swimming efficiency and aquatic performance.

Standard AQUA.2.6 Analyze how physical readiness, health conditions, and environmental factors may affect safe participation in aquatic environments.

Standard AQUA.2.7 Explain how alcohol, substances, and impaired decision-making increases risk in and around aquatic environments.

Standard AQUA.2.8 Apply rules and etiquette in recreational, instructional, and fitness-based aquatic activities.

Standard AQUA.2.9 Explain the risks of prolonged underwater breath-holding, hyperventilation, and unsafe breath-control practices.

Strand 3: Social Skills

Students develop character, interpersonal skills, and social responsibility through shared movement experiences that prepare them for lifelong participation in physical activity and productive contributions to personal relationships, career readiness, and community engagement.

Standard AQUA.3.1 Demonstrate responsible behavior by following aquatic rules and responding appropriately to instructor and lifeguard directions.

Standard AQUA.3.2 Work cooperatively with partners or groups during swim practice, skill development, lifesaving scenarios, and aquatic fitness activities.

Standard AQUA.3.3 Communicate clearly and respectfully with peers and adults during aquatic instruction, feedback, peer observation, and emergency-response situations.

Standard AQUA.3.4 Apply a basic emergency action sequence by recognizing distress, calling for help, notifying a lifeguard or responsible adult, and avoiding unsafe rescue attempts.

Standard AQUA.3.5 Promote inclusive participation by respecting differences in swim ability, culture, body type, disability, physical preference, and prior aquatic experience.

Standard AQUA.3.6 Identify essential safety protocols for injury prevention and risk management in aquatics.

Strand 4: Personal Development toward Health and Wellness

Students develop personal responsibility and self-management skills that support lifelong engagement in physical activity. These skills empower students to pursue lifelong wellness and movement as part of a healthy, active lifestyle.

Standard AQUA.4.1 Develop and monitor a personal aquatic fitness or skill-development plan based on current ability, safety needs, goals, and available aquatic opportunities.

Standard AQUA.4.2 Demonstrate ~~self-management~~ **personal responsibility** by preparing appropriately for aquatic activity and personal safety.

Standard AQUA.4.3 Explain how swimming and aquatic activity support lifelong wellness, including cardiovascular fitness, muscular endurance, mobility, recreation, stress management, and inclusive physical activity participation.

Standard AQUA.4.4 Identify next steps for continued swim instruction, aquatic fitness, lifeguard certification, swim instructor certification, recreation, or employment pathways.