

Kentucky Academic Standards



Physical Education

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Kentucky Academic Standards Physical Education

INTRODUCTION

Background

The goal of physical education is to provide Kentucky students with the knowledge and skills needed to establish and maintain physically healthy lifestyles. According to the *Shape of the Nation Report* (2016), “studies show that active and fit children consistently outperform less active, unfit students academically in both the short and the long term. They also demonstrate better classroom behavior, greater ability to focus and lower rates of absenteeism.” As a result, students need exposure to a quality physical education program that includes opportunities for the exploration of a variety of lifetime physical activities.

Kentucky’s Vision for Students

The Kentucky Board of Education’s (KBE) vision is for each and every student to be empowered and equipped with the knowledge, skills and dispositions to pursue a successful future. The following capacity and goal statements of the Kentucky Education Reform Act (KERA) of 1990, as found in Kentucky Revised Statute (KRS) 158.645 and KRS 158.6451, are the basis for instructional programs in Kentucky public schools. All students shall have the opportunity to acquire the following capacities and learning goals:

- Communication skills necessary to function in a complex and changing civilization;
- Knowledge to make economic, social and political choices;
- Understanding of governmental processes as they affect the community, the state and the nation;
- Sufficient self-knowledge and knowledge of their mental health and physical wellness;
- Sufficient grounding in the arts to enable each student to appreciate their cultural and historical heritage;
- Sufficient preparation to choose and pursue their life’s work intelligently; and
- Skills to enable students to compete favorably with students in other states and other parts of the world.

Furthermore, schools shall:

- Expect a high level of achievement from all students;
- Develop their students’ abilities to:
 - Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives;

- Apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, English/language arts, health, mathematics, practical living, including physical education, to situations they will encounter throughout their lives;
 - Become self-sufficient individuals;
 - Become responsible members of a family, work group or community as well as an effective participant in community service;
 - Think and solve problems in school situations and in a variety of situations they will encounter in life;
 - Connect and integrate experiences and new knowledge from all subject matter fields with what students have previously learned and build on past learning experiences to acquire new information through various media sources;
 - Express their creative talents and interests in visual arts, music, dance, and dramatic arts.
- Increase student attendance rates;
 - Reduce dropout and retention rates;
 - Reduce physical and mental health barriers to learning; and
 - Be measured on the proportion of students who make a successful transition to work, postsecondary education and the military.

Legal Basis

The following Kentucky Revised Statutes (KRS) and Kentucky Administrative Regulations (KAR) provide a legal base for this publication:

KRS 156.160 Promulgation of administrative regulations by the Kentucky Board of Education

With the advice of the Local Superintendents Advisory Council (LSAC), the KBE shall promulgate administrative regulations establishing standards that public school districts shall meet in student, program, service and operational performance. These regulations shall comply with the expected outcomes for students and schools set forth in KRS 158:6451.

KRS 158.6453 Review of Academic Standards and Assessments

Beginning in fiscal year 2017-2018, and every six (6) years thereafter, the Kentucky Department of Education shall implement a process for reviewing Kentucky's academic standards and the alignment of corresponding assessments for possible revision or replacement to ensure alignment with postsecondary readiness standards necessary for global competitiveness and with state career and technical education standards.

The revisions to the content standards shall:

- Focus on critical knowledge, skills, and capacities needed for success in the global economy;
- Result in fewer but more in-depth standards to facilitate mastery learning;
- Communicate expectations more clearly and concisely to teachers, parents, students, [RM-DoPS2] and citizens;
- Be based on evidence-based research;
- Consider international benchmarks; and
- Ensure that the standards are aligned from elementary to high school to postsecondary education so that students can be successful at each education level.

KRS 160.345 School Wellness Policy

Required adoption of school councils for school-based decision making: Wellness policy. Each school council of a school containing grades K-5 or any combination thereof, or if there is no school council, the principal, shall develop and implement a wellness policy that includes moderate to vigorous physical activity each day and encourages healthy choices among students. The policy may permit physical activity to be considered part of the instructional day, not to exceed thirty (30) minutes per day, or one hundred and fifty (150) minutes per week. Each school council, or if there is no school council, the principal, shall adopt an assessment tool to determine each child's level of physical activity on an annual basis. The council or principal may utilize an existing assessment program. The Kentucky Department of Education shall make available a list of available resources to carry out the provisions of this subsection. The department shall report to the Legislative Research Commission no later than November 1 of each year on how the schools are providing physical activity under this subsection and on the types of physical activity being provided. The policy developed by the school council or principal shall comply with provisions required by federal law, state law, or local board policy.

Local School Wellness Policy

The Local School Wellness Policy (LSWP) requirement was established by the Child Nutrition and WIC Reauthorization Act of 2004 and further strengthened by the final ruling of the Healthy, Hunger-Free Kids Act (HHFKA) in August 2016. It requires each Local Education Agency (LEA) participating in the National School Lunch Program and/or School Breakfast Program to develop a LSWP that promotes the health of students and addresses the growing problem of childhood obesity.

School districts can develop wellness policies to meet the unique needs of each school under its jurisdiction, but at a minimum are required to: include goals for nutrition promotion and education, physical activity and other school-based activities that promote students wellness. In developing these goals, LEAs must review and consider evidence-based strategies.

704 KAR 8:050 Physical Education

Adopts into law the *Kentucky Academic Standards for Physical Activity*. All elementary and secondary school pupils shall receive organized physical education instruction as recorded in the *Kentucky Academic Standards* and in the minimum unit requirements for high school graduation.

WRITERS' VISION STATEMENT

The writing team collectively envisioned physical education standards that afford each child the opportunity to become physically literate. Due to the importance of helping students understand the benefits of living a healthy lifestyle that promotes personal development, the writers constructed standards that afford teachers the autonomy to successfully convey the benefits of regular physical activity in tandem with the skills needed to sustain lifelong health and wellness. While the standards provide schools the flexibility to design curriculum that best meets the needs of their students, the writers explicitly attempted to outline learning experiences that ultimately contribute to each students' well-being.

The KDE provided the following foundational documents to inform the writing team's work:

- Review of state academic standards documents (Arizona, California, Georgia, Nebraska, Oklahoma, Washington, Washington D.C.)
- Miscellaneous resources from the Center for Disease Control and Prevention
- Miscellaneous resources from SHAPE America

Additionally, participants brought their own knowledge to the process, along with documents and information from the following:

- Centers for Disease Control and Prevention. (2006). *Physical education curriculum analysis tool*. Retrieved from <https://www.cdc.gov/healthyschools/pecat/index.htm>
- Couturier, L., Chepko, S., & Holt-Hale, S. (2014). *National standards & grade-level outcomes for K-12 physical education by SHAPE America*. Champaign, IL: Human Kinetics.
- SHAPE America. (2013). *Grade-level outcomes for K-12 physical education*. Retrieved from <http://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf>
- Society of Health and Physical Educators. (2013). *National standards for K-12 physical education*. SHAPE America. Retrieved from <http://www.shapeamerica.org/standards/pe/>

STANDARDS USE AND DEVELOPMENT

The Kentucky Academic Standards (KAS) are Standards, not Curriculum

The *Kentucky Academic Standards for Physical Education* outline the minimum content standards Kentucky students should have the opportunity to learn and practice. The standards address what is to be learned and demonstrated, but they do not address how learning experiences are to be designed or what resources should be used.

A standard represents a goal or outcome of an educational program. The standards do not dictate how teachers should design a lesson, what programs or curricula to use or how units should be organized. The standards establish what students should be able to know and demonstrate at the conclusion of a course. The instructional program should emphasize the development of students' abilities to acquire and apply the standards and assure that appropriate accommodations are made for the diverse populations of students found within Kentucky schools.

Translating the Standards into Curriculum

The KDE does not require specific curriculum or strategies to be used to teach physical education, only the *Kentucky Academic Standards for Physical Education*. In order to meet the specific needs of local student populations, teachers and School-Based Decision Making (SBDM) councils should review regional student health data (Youth Risk Behavior Survey (YRBS), Kentucky Incentives for Prevention (KIP) and Safe Schools), take into consideration effective practices, healthy behavior outcomes (using the Center for Disease Control and Prevention's (CDC) Physical Education Curriculum Analysis Tool (PECAT)) and their own community needs, and prioritize content that aligns to the standards.

Local schools and districts then choose to meet those minimum required standards using a locally adopted curriculum. This means that decisions about courses, subjects and content are made at the local level. As educators implement standards, they, along with community members, must guarantee 21st-century readiness that will prepare learners to be transition ready. Kentucky students expect a curriculum designed and structured for a rigorous, relevant and personalized learning experience, including anytime/anywhere learning opportunities. The *Kentucky Model Curriculum Framework* serves as a resource to help an instructional supervisor, principal and/or teacher leader revisit curriculum planning, and it offers background information and exercises to generate "future-oriented" thinking, while suggesting a process for designing and reviewing the local curriculum.

Organization of the Standards

Physical education encompasses five standards which provide cognitive content to develop and maintain physically active lifestyles throughout childhood, adolescence and into adulthood. The practice, listed below the standard further explains the physical education standard and what students will be able to demonstrate as being physically literate in movement competency, application of movement performance, health-enhancing physical activity, personal and social behaviors, and value of physical activity. The physical education standards are based on grade-level performance indicators that focus on building physical competence, motivation, confidence and knowledge. The physical education standards document is organized into three different parts: the standards, practice and performance indicators.

How to Read the Kentucky Academic Standards for Physical Education

Standard 1: Demonstrate competency in a variety of motor skills and movement patterns.								
Practices for Movement Competency: Physically literate individuals practice skills for achieving competency and confidence in a variety of physical activities. These performance indicators focus on identifying skills that will help students effectively engage in lifelong physical activities.								
Performance Indicators								
<table border="1"> <tr> <td style="background-color: #D3D3D3;">Locomotor</td> <td>K.1.L1. Explore a variety of locomotor movements, travelling in different directions.</td> </tr> <tr> <td style="background-color: #D3D3D3;">Non-Locomotor</td> <td>K.1.NL1. Explore non-locomotor skills, using different body parts.</td> </tr> <tr> <td style="background-color: #D3D3D3;">Body Management</td> <td>K.1.BM1. Maintain momentary stillness on different bases of support and transfers weight from one foot to another. K.1.BM2. Transfer weight from one foot to the other.</td> </tr> <tr> <td style="background-color: #D3D3D3;">Manipulative Skills</td> <td>K.1.MS1. Explore manipulative skills with a variety of objects using performance cues. <i>*See Tables 1 and 2.</i></td> </tr> </table>	Locomotor	K.1.L1. Explore a variety of locomotor movements, travelling in different directions.	Non-Locomotor	K.1.NL1. Explore non-locomotor skills, using different body parts.	Body Management	K.1.BM1. Maintain momentary stillness on different bases of support and transfers weight from one foot to another. K.1.BM2. Transfer weight from one foot to the other.	Manipulative Skills	K.1.MS1. Explore manipulative skills with a variety of objects using performance cues. <i>*See Tables 1 and 2.</i>
Locomotor	K.1.L1. Explore a variety of locomotor movements, travelling in different directions.							
Non-Locomotor	K.1.NL1. Explore non-locomotor skills, using different body parts.							
Body Management	K.1.BM1. Maintain momentary stillness on different bases of support and transfers weight from one foot to another. K.1.BM2. Transfer weight from one foot to the other.							
Manipulative Skills	K.1.MS1. Explore manipulative skills with a variety of objects using performance cues. <i>*See Tables 1 and 2.</i>							

Standard

Performance Indicators

Practice

Practice

Each of the performance indicators are coded to identify the grade level, standard and indicator being identified.



These five standards communicate the broader learning of performance indicators that promote and produce physically literate students in all grade levels. Standards are the overarching ideas that support reaching the end goal of creating physically literate students. Standards are not meant to be mastered in one or two lessons; rather, acquiring these skills is the outcome of a comprehensive, sequential, physical education.

The practices provide clarity, direction and understanding for the standards and how they connect to the performance indicators. Performance indicators are the expectation of what students should know and be able to do by the end of each grade level. Performance indicators clearly define grade level expectations that lead to the goal of physically literate students.

Supplementary Materials to the Standards

The *Kentucky Academic Standards for Physical Education* are the result of educator involvement and public feedback. A short summary of each of the appendices are located below.

Appendix A: Physical Activity Performance Cues and Manipulative Skills

These tables provide outcomes for levels of motor skills and movement patterns and reflect the developmental expectations for most children.

Table One: Performance Cues -- fundamental motor skills arranged by categories.

Table Two: Manipulative Skills – fundamental motor skills are placed in a progression.

Appendix B: Glossary of Terms

Disciplinary terms are used throughout the *Kentucky Academic Standards for Physical Education* and its supporting materials. This document provides definitions and descriptions of these terms.

Appendix C: References

Sources consulted or cited throughout the development and/or revision of the *Kentucky Academic Standards for Physical Education*.

Appendix D: Grade Band Progressions

This document is formatted in such a way that the reader can view the cumulative progression for a single standard by grade band.

Kentucky Academic Standards for Physical Education: Grades K-5 Overview

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
<ul style="list-style-type: none"> ● Explore and perform a variety of locomotor and non-locomotor skills and movements, alone or with others, traveling in different directions, with and without equipment. ● Explore and apply different combinations of locomotor and non-locomotor skills and movements alone and with others at different levels, in different directions, and in game-like situations with and without equipment. 	<ul style="list-style-type: none"> ● Apply the concepts of general and personal space to movement, speed and force in a variety of activities. ● Combine spatial concepts with combination movements and apply speed, endurance and force in activities and game-like situations with offensive and defensive strategies. 	<ul style="list-style-type: none"> ● Identify opportunities for and the importance of participating in daily physical activity and balancing that activity with daily nutrition. ● Identify factors that motivate daily participation in physical activity, and record progress toward daily activity recommendations. ● Identify factors that can motivate or deter people from daily physical activity, and analyze the impact of food choices relative to personal health. 	<ul style="list-style-type: none"> ● Work with others independently in partner environments. ● Recognize and follow the established rules in physical education. ● Work cooperatively and communicate positively with others. ● Accept, recognize and actively involve others. 	<ul style="list-style-type: none"> ● Identify physical activities that contribute to a healthy lifestyle, provide self-expression, bring confidence and challenge, and the benefits of working cooperatively with others in physical activities. ● Explain how physical activities are enjoyable, challenging, beneficial and provide opportunities for social interaction. ● Describe the social benefits gained from participating in enjoyable and/or challenging physical activity, and develop a personal implementation plan.

Kentucky Academic Standards for Physical Education Kindergarten

Standard 1: Demonstrate competency in a variety of motor skills and movement patterns.	
Practices for Movement Competency: Physically literate individuals practice skills for achieving competency and confidence in a variety of physical activities. These performance indicators focus on identifying skills that will help students effectively engage in lifelong physical activities.	
Performance Indicators	
Locomotor	K.1.L1. Explore a variety of locomotor movements, travelling in different directions.
Non-Locomotor	K.1.NL1. Explore non-locomotor skills, using different body parts.
Body Management	K.1.BM1. Maintain momentary stillness on different bases of support and transfers weight from one foot to another. K.1.BM2. Transfer weight from one foot to the other.
Manipulative Skills	K.1.MS1. Explore manipulative skills with a variety of objects using performance cues. <i>*See Tables 1 and 2.</i>
Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.	
Application of Performance: Physically literate individuals understand the purpose of movement through performance. These performance indicators focus on quality of movement that enhances physical activity experiences critical to their development and long-term success as healthy and productive citizens.	
Performance Indicators	
Space	K.2.SP1. Explore the difference between personal and general space.
Pathways, Shapes and Levels	K.2.PS1. Explore pathways, levels and relationships.
Speed, Direction and Force	K.2.SD1. Explore travel in general space with different speeds.
Standard 3: Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
Demonstrate a Health-Enhancing Level of Physical Activity: Physically literate individuals understand the benefits and implications of lifelong physical activity to improve their quality of life. Understanding one’s overall physical health and fitness status provides the basis for personal responsibility. These performance indicators focus on empowering students to commit to being lifelong physically active individuals.	
Performance Indicators	

Physical Activity Knowledge	K.3.PA1. Identify a variety of ways to be physically active at school and home.
Physical Fitness Knowledge	K.3.PF1. Identify the importance of daily activity. K.3.PF2. Recognize that moving increases heart and respiratory rate.
Nutrition	K.3.N1. Recognize that food provides energy for physical activity.
Standard 4: Demonstrate responsible personal and social behavior that exhibits respect for self and others.	
Demonstrate Personal and Social Behavior: Physically literate individuals respect themselves and others in physical activity settings. These performance indicators focus on the positive development of personal, responsible and social behaviors that are demonstrated through sportsmanship, etiquette, safety, teamwork, cooperation and conflict resolution skills.	
Performance Indicators	
Social Interactions/Working with Others	K.4.SW1. Share equipment and space with others in physical activity settings.
Rules and Etiquette	K.4.RE1. Recognize and follow the established rules, protocol and etiquette in physical education.
Safety	K.4.SA1. Follow teacher directions for safe participation and proper use of equipment, independently and with others.
Standard 5: Demonstrate value of physical activity for health, enjoyment, challenge, self-expression and social interaction.	
Demonstrate Value of Physical Activity: Physically literate individuals value physical activity and its contribution to a healthy lifestyle. These performance indicators focus on an active lifestyle as a vehicle for enjoyment, advocacy, challenge and social interaction of a healthy community.	
Performance Indicators	
Health	K.5.H1. Identify physical activity as a component of good health.
Challenge	K.5.C1. Acknowledge that some physical activities are challenging.
Self-Expression and Enjoyment	K.5.SE1. Explore enjoyable physical activities.
Social Interaction	K.5.SI1. Explore social interaction through physical activity.
Advocacy	K.5.A1. Recognize the importance of promoting physical activity.

Kentucky Academic Standards for Physical Education Grade 1

Standard 1: Demonstrate competency in a variety of motor skills and movement patterns.	
Practices for Movement Competency: Physically literate individuals practice skills for achieving competency and confidence in a variety of physical activities. These performance indicators focus on identifying skills that will help students effectively engage in lifelong physical activities.	
Performance Indicators	
Locomotor	1.1.L1. Perform a variety of locomotor movements using different body parts.
Non-Locomotor	1.1.NL1. Perform a variety of non-locomotor skills, using different body parts at different levels.
Body Management	1.1.BM1. Perform a variety of balances using different body parts. 1.1.BM2. Transfer weight from one body part to another with control.
Manipulative Skills	1.1.MS1. Demonstrate manipulative skills with a variety of objects using appropriate performance cues. <i>*See Tables 1 and 2.</i>
Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.	
Application of Performance: Physically literate individuals understand the purpose of movement through performance. These performance indicators focus on quality of movement that enhances physical activity experiences critical to their development and long-term success as healthy and productive citizens.	
Performance Indicators	
Space	1.2.SP1. Recognize the difference between personal and general space.
Pathways, Shapes and Levels	1.2.PS1. Travel with objects, demonstrating a variety of pathways, levels and relationships to their environment.
Speed, Direction and Force	1.2.SD1. Differentiate between fast and slow speeds as well as light and strong force.
Strategy	1.2.ST1. Apply a variety of simple tactics to increase chances of success while exploring physical activities.
Standard 3: Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
Demonstrate a Health-Enhancing Level of Physical Activity: Physically literate individuals understand the benefits and implications of lifelong physical activity to improve their quality of life. Understanding one's overall physical health and fitness status provides the basis for personal responsibility. These performance indicators focus on empowering students to commit to being lifelong physically active individuals.	
Performance Indicators	

Physical Activity Knowledge	1.3.PA1. Identify reasons for participating in daily physical activity.
Physical Fitness Knowledge	1.3.PF1. Identify the recommended amount of physical activity for children. 1.3.PF2. Relate intensity to increased heart rate and muscle endurance.
Nutrition	1.3.N1. Differentiate between healthy and unhealthy foods.
Standard 4: Demonstrate responsible personal and social behavior that exhibits respect for self and others.	
Demonstrate Personal and Social Behavior: Physically literate individuals respect themselves and others in physical activity settings. These performance indicators focus on the positive development of personal, responsible and social behaviors that are demonstrated through sportsmanship, etiquette, safety, teamwork, cooperation and conflict resolution skills.	
Performance Indicators	
Social Interactions/Working with Others	1.4.SW1. Work with others independently in a variety of physical activity settings.
Rules and Etiquette	1.4.RE1. Recognize and follow the rules, protocols and etiquette in physical education.
Safety	1.4.SA1. Follow teacher directions for safe participation and proper use of equipment, independently and with others.
Standard 5: Demonstrate value of physical activity for health, enjoyment, challenge, self-expression and social interaction.	
Demonstrate Value of Physical Activity: Physically literate individuals value physical activity and its contribution to a healthy lifestyle. These performance indicators focus on an active lifestyle as a vehicle for enjoyment, advocacy, challenge and social interaction of a healthy community.	
Performance Indicators	
Health	1.5.H1. Acknowledge the health benefits of participating in physical activities.
Challenge	1.5.C1. Recognize that challenge in physical activity can lead to success.
Self-Expression and Enjoyment	1.5.SE1. Describe positive feelings that result from participating in physical activities.
Social Interaction	1.5.SI1. Recognize personal likes and dislikes regarding participation in physical activities with others.
Advocacy	1.5.A1. Explore opportunities that encourage others to be physically active.

Kentucky Academic Standards for Physical Education Grade 2

Standard 1: Demonstrate competency in a variety of motor skills and movement patterns.	
Practices for Movement Competency: Physically literate individuals practice skills for achieving competency and confidence in a variety of physical activities. These performance indicators focus on identifying skills that will help students effectively engage in lifelong physical activities.	
Performance Indicators	
Locomotor	2.1.L1. Perform a variety of locomotor movements traveling in different directions, at different speeds and in different pathways.
Non-Locomotor	2.1.NL1. Perform non-locomotor skills, with and without equipment.
Body Management	2.1.BM1. Perform a variety of balances using different body parts with and without equipment. 2.1.BM2. Transfer weight to different body parts using control, with and without equipment.
Manipulative Skills	2.1.MS1. Demonstrate manipulative skills with a variety of objects using appropriate performance cues. <i>*See Tables 1 and 2.</i>
Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.	
Application of Performance: Physically literate individuals understand the purpose of movement through performance. These performance indicators focus on quality of movement that enhances physical activity experiences critical to their development and long-term success as healthy and productive citizens.	
Performance Indicators	
Space	2.2.SP1. Perform movement skills in general space.
Pathways, Shapes and Levels	2.2.PS1. Combine shapes, levels and pathways into travel sequences.
Speed, Direction and Force	2.2.SD1. Vary time and force with gradual increases and decreases.
Strategy	2.2.ST1. Apply a variety of simple tactics to increase chances of success during the performance of physical activities.
Standard 3: Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
Demonstrate a Health-Enhancing Level of Physical Activity: Physically literate individuals understand the benefits and implications of lifelong physical activity to improve their quality of life. Understanding one’s overall physical health and fitness status provides the basis for personal responsibility. These performance indicators focus on empowering students to commit to being lifelong physically active individuals.	

Performance Indicators	
Physical Activity Knowledge	2.3.PA1. Identify opportunities to participate in physical activity in various settings.
Physical Fitness Knowledge	2.3.PF1. Identify the importance of daily physical activity and track the amounts in a variety of settings. 2.3.PF2. Describe different activities that improve strength of the heart and lungs.
Nutrition	2.3.N1. Describe the balance between nutrition and physical activity.
Standard 4: Demonstrate responsible personal and social behavior that exhibits respect for self and others.	
Demonstrate Personal and Social Behavior: Physically literate individuals respect themselves and others in physical activity settings. These performance indicators focus on the positive development of personal, responsible and social behaviors that are demonstrated through sportsmanship, etiquette, safety, teamwork, cooperation and conflict resolution skills.	
Performance Indicators	
Social Interactions/Working with Others	2.4.SW1. Work with others independently in partner environments.
Rules and Etiquette	2.4.RE1. Recognize and follow the established rules, protocols and etiquette in physical education.
Safety	2.4.SA1. Follow teacher directions for safe participation and proper use of equipment, independently and with others.
Standard 5: Demonstrate value of physical activity for health, enjoyment, challenge, self-expression and social interaction.	
Demonstrate Value of Physical Activity: Physically literate individuals value physical activity and its contribution to a healthy lifestyle. These performance indicators focus on an active lifestyle as a vehicle for enjoyment, advocacy, challenge and social interaction of a healthy community.	
Performance Indicators	
Health	2.5.H1. Identify physical activities that contribute to a healthy lifestyle.
Challenge	2.5.C1. Compare physical activities that bring confidence and challenge.
Self-Expression and Enjoyment	2.5.SE1. Identify physical activities that provide self-expression.
Social Interaction	2.5.SI1. Identify the benefits of working cooperatively with others.
Advocacy	2.5.A1. Identify various ways to encourage peers to be physically active.

Kentucky Academic Standards for Physical Education Grade 3

Standard 1: Demonstrate competency in a variety of motor skills and movement patterns.	
Practices for Movement Competency: Physically literate individuals practice skills for achieving competency and confidence in a variety of physical activities. These performance indicators focus on identifying skills that will help students effectively engage in lifelong physical activities.	
Performance Indicators	
Locomotor	3.1.L1. Perform, alone and with others, a variety of locomotor movements at different levels and in different pathways and directions, with and without equipment.
Non-Locomotor	3.1.NL1. Apply non-locomotor skills in various activities using different body parts, shapes and levels, with and without equipment.
Body Management	3.1.BM1. Perform a variety of controlled transitions in movement, with and without equipment. 3.1.BM2. Transfer weight to different body parts for momentary weight support.
Manipulative Skills	3.1.MS1. Demonstrate manipulative skills using a variety of objects with a partner by demonstrating appropriate performance cues. <i>*See Tables 1 and 2.</i>
Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.	
Application of Performance: Physically literate individuals understand the purpose of movement through performance. These performance indicators focus on quality of movement that enhances physical activity experiences critical to their development and long-term success as healthy and productive citizens.	
Performance Indicators	
Space	3.2.SP1. Apply the concepts of general and personal space to movement.
Speed, Direction and Force	3.2.SD1. Apply the movement concepts of speed and force in a variety of activities.
Strategy	3.2.ST1. Apply simple strategies and tactics in a variety of activities.
Standard 3: Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
Demonstrate a Health-Enhancing Level of Physical Activity: Physically literate individuals understand the benefits and implications of lifelong physical activity to improve their quality of life. Understanding one’s overall physical health and fitness status provides the basis for personal responsibility. These performance indicators focus on empowering students to commit to being lifelong physically active individuals.	
Performance Indicators	

Physical Activity Knowledge	3.3.PA1. Describe the benefits of participating in physical activity every day.
Physical Fitness Knowledge	3.3.PF1. Discuss strategies for using skills learned in physical education in a variety of settings to meet physical activity guidelines. 3.3.PF2. Identify the components of health related fitness.
Nutrition	3.3.N1. Identify a variety of nutritious food choices from each food group that will help balance the body before and after physical activity.
Standard 4: Demonstrate responsible personal and social behavior that exhibits respect for self and others.	
Demonstrate Personal and Social Behavior: Physically literate individuals respect themselves and others in physical activity settings. These performance indicators focus on the positive development of personal, responsible and social behaviors that are demonstrated through sportsmanship, etiquette, safety, teamwork, cooperation and conflict resolution skills.	
Performance Indicators	
Social Interactions/Working with Others	3.4.SW1. Work cooperatively and communicate positively with others in physical education, regardless of skill level.
Rules and Etiquette	3.4.RE1. Recognize and follow the established rules, protocols and etiquette in physical education.
Safety	3.4.SA1. Follow teacher directions for safe participation and proper use of equipment, independently and with others.
Standard 5: Demonstrate value of physical activity for health, enjoyment, challenge, self-expression and social interaction.	
Demonstrate Value of Physical Activity: Physically literate individuals value physical activity and its contribution to a healthy lifestyle. These performance indicators focus on an active lifestyle as a vehicle for enjoyment, advocacy, challenge and social interaction of a healthy community.	
Performance Indicators	
Health	3.5.H1. Explain the health benefits of participating in physical activity.
Challenge	3.5.C1. Discuss the challenge that comes with learning new activities.
Self-Expression and Enjoyment	3.5.SE1. Explain how physical activities are enjoyable.
Social Interaction	3.5.SI1. Explain how physical activity provides opportunity for social interaction.
Advocacy	3.5.A1. Encourage peers to be physically active.

Kentucky Academic Standards for Physical Education Grade 4

Standard 1: Demonstrate competency in a variety of motor skills and movement patterns.	
Practices for Movement Competency: Physically literate individuals practice skills for achieving competency and confidence in a variety of physical activities. These performance indicators focus on identifying skills that will help students effectively engage in lifelong physical activities.	
Performance Indicators	
Locomotor	4.1.L1. Perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways and traveling in different directions.
Non-Locomotor	4.1.NL1. Apply non-locomotor skills in various activities, using a variety of body parts and shapes, at different levels, individually and with partners and equipment.
Body Management	4.1.BM1. Perform a variety of controlled transitions between balances with partners. 4.1.BM2. Transfer weight to different body parts at varying speeds, with and without equipment.
Manipulative Skills	4.1.MS1. Apply manipulative skills with a partner, using a variety of objects, while demonstrating appropriate performance cues. <i>*See Tables 1 and 2.</i>
Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.	
Application of Performance: Physically literate individuals understand the purpose of movement through performance. These performance indicators focus on quality of movement that enhances physical activity experiences critical to their development and long-term success as healthy and productive citizens.	
Performance Indicators	
Space	4.2.SP1. Combine spatial concepts with combination movements for small group activities in a variety of environments.
Speed, Direction and Force	4.2.SD1. Apply speed, endurance and force in activities and game-like situations.
Strategy	4.2.ST1. Apply basic offensive and defensive strategies and tactics in a variety of activities.
Standard 3: Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
Demonstrate a Health-Enhancing Level of Physical Activity: Physically literate individuals understand the benefits and implications of lifelong physical activity to improve their quality of life. Understanding one’s overall physical health and fitness status provides the basis for personal responsibility. These performance indicators focus on empowering students to commit to being lifelong physically active individuals.	

Performance Indicators	
Physical Activity Knowledge	4.3.PA1. Identify factors that motivate daily participation in physical activity.
Physical Fitness Knowledge	4.3.PF1. Record physical activity minutes inside and outside of school to determine progress toward daily recommendation. 4.3.PF2. Identify physical activities that improve the components of health related fitness.
Nutrition	4.3.N1. Discuss the importance of hydration choices relative to physical activities.
Standard 4: Demonstrate responsible personal and social behavior that exhibits respect for self and others.	
Demonstrate Personal and Social Behavior: Physically literate individuals respect themselves and others in physical activity settings. These performance indicators focus on the positive development of personal, responsible and social behaviors that are demonstrated through sportsmanship, etiquette, safety, teamwork, cooperation and conflict resolution skills.	
Performance Indicators	
Social Interactions/Working with Others	4.4.SW1. Encourage and accept all peers in a variety of physical activities.
Rules and Etiquette	4.4.RE1. Recognize and follow the established rules, protocols and etiquette in physical education.
Safety	4.4.SA1. Follow teacher directions for safe participation and proper use of equipment, independently and with others.
Standard 5: Demonstrate value of physical activity for health, enjoyment, challenge, self-expression and social interaction.	
Demonstrate Value of Physical Activity: Physically literate individuals value physical activity and its contribution to a healthy lifestyle. These performance indicators focus on an active lifestyle as a vehicle for enjoyment, advocacy, challenge and social interaction of a healthy community.	
Performance Indicators	
Health	4.5.H1. Compare the health benefits of various physical activities.
Challenge	4.5.C1. Rate the enjoyment of participating in challenging and mastered physical activities.
Self-Expression and Enjoyment	4.5.SE1. Rank the enjoyment of participating in various physical activities.
Social Interaction	4.5.SI1. Compare positive social interactions when engaged in a variety of physical activities.
Advocacy	4.5.A1. Examine personal beliefs that may encourage others to be physically active.

Kentucky Academic Standards for Physical Education Grade 5

Standard 1: Demonstrate competency in a variety of motor skills and movement patterns.	
Practices for Movement Competency: Physically literate individuals practice skills for achieving competency and confidence in a variety of physical activities. These performance indicators focus on identifying skills that will help students effectively engage in lifelong physical activities.	
Performance Indicators	
Locomotor	5.1.L1. Explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels and using different pathways in game-like situations.
Non-Locomotor	5.1.NL1. Apply non-locomotor skills in various activities and game-like situations.
Body Management	5.1.BM1. Perform controlled transfers of weight in a variety of physical activities. 5.1.BM2. Combine weight transfer with movement concepts to perform a skill in a game-like situation.
Manipulative Skills	5.1.MS1. Apply manipulative skills in game-like situations using various objects. <i>*See Tables 1 and 2.</i>
Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.	
Application of Performance: Physically literate individuals understand the purpose of movement through performance. These performance indicators focus on quality of movement that enhances physical activity experiences critical to their development and long-term success as healthy and productive citizens.	
Performance Indicators	
Space	5.2.SP1. Apply spatial concepts and combination skills in game-like situations.
Speed, Direction and Force	5.2.SD1. Analyze movement situations and apply movement concepts in small-sided practice tasks and game-like situations.
Strategy	5.2.ST1. Apply basic offensive and defensive strategies and tactics in activities and game-like situations.
Standard 3: Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
Demonstrate a Health-Enhancing Level of Physical Activity: Physically literate individuals understand the benefits and implications of lifelong physical activity to improve their quality of life. Understanding one's overall physical health and fitness	

status provides the basis for personal responsibility. These performance indicators focus on empowering students to commit to being lifelong physically active individuals.

Performance Indicators

Physical Activity Knowledge	5.3.PA1. Identify factors that can either motivate or deter people from daily physical activity.
Physical Fitness Knowledge	5.3.PF1. Record and review physical activity minutes inside and outside of school to determine progress toward daily recommendation. 5.3.PF2. Identify the benefits associated with developing and maintaining health-related fitness.
Nutrition	5.3.N1. Analyze the impact of food choices relative to physical activity, sports and personal health.

Standard 4: Demonstrate responsible personal and social behavior that exhibits respect for self and others.

Demonstrate Personal and Social Behavior: Physically literate individuals respect themselves and others in physical activity settings. These performance indicators focus on the positive development of personal, responsible and social behaviors that are demonstrated through sportsmanship, etiquette, safety, teamwork, cooperation and conflict resolution skills.

Performance Indicators

Social Interactions/Working with Others	5.4.SW1. Accept, recognize and actively involve others, with both higher and lower skill abilities, into physical activities and group projects.
Rules and Etiquette	5.4.RE1. Recognize and follow the established rules, protocols and etiquette in physical education.
Safety	5.4.SA1. Follow teacher directions for safe participation and proper use of equipment, independently and with others.

Standard 5: Demonstrate value of physical activity for health, enjoyment, challenge, self-expression and social interaction.

Demonstrate Value of Physical Activity: Physically literate individuals value physical activity and its contribution to a healthy lifestyle. These performance indicators focus on an active lifestyle as a vehicle for enjoyment, advocacy, challenge and social interaction of a healthy community.

Performance Indicators

Health	5.5.H1. Develop a personal implementation plan outlining physical activities and their health benefits.
Challenge	5.5.C1. Express the enjoyment and/or challenge of participating in a physical activity.
Self-Expression and Enjoyment	5.5.SEE1. Analyze different physical activities for enjoyment and challenge identifying reasons for a positive or negative response.

Social Interaction	5.5.S11. Describe the social benefits gained from participating in physical activity.
Advocacy	5.5.A1. Create strategies on how to encourage others to make healthy physical activity choices.

Kentucky Academic Standards for Physical Education: Grades 6-12 Overview

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
<ul style="list-style-type: none"> ● Demonstrate simple, refined, and advanced movement concepts and combined motor skills in a variety of games and activities, using different pathways and directions while moving around others and/or equipment. ● Demonstrate the mastery of skills and tactics needed to participate in lifetime physical activities. 	<ul style="list-style-type: none"> ● Demonstrate how movement concepts, principles, strategies and tactics apply to the performance of various physical activities and game-like situations. ● Demonstrate how motor skills and techniques are refined, combined and varied in specialized skilled performance. ● Use movement concepts and principles to analyze and improve performance of self and/or others. 	<ul style="list-style-type: none"> ● Explain the physical, social and mental/emotional benefits of being physically active, and analyze various physical activities that help with stress reduction. ● Evaluate the physical, social and mental/emotional benefits of being physically active, and self-monitor physical activity and nutritional choices. ● Analyze and explain how each component of fitness impacts lifetime physical wellness. 	<ul style="list-style-type: none"> ● Demonstrate knowledge of rules, cooperation skills and safety principles in a variety of physical activities. ● Accept differences among classmates. ● Provide encouragement and positive feedback. ● Demonstrate respect for others' diversity, and apply conflict resolution, rules of behavior and fair play in a variety of physical activities. 	<ul style="list-style-type: none"> ● Evaluate the benefits gained from regular participation in physical activity. ● Evaluate the personal benefits derived from regular participation in physical activity as it relates to the quality of life.

Kentucky Academic Standards for Physical Education Grade 6

Standard 1: Demonstrate competency in a variety of motor skills and movement patterns.	
Practices for Movement Competency: Physically literate individuals practice skills for achieving competency and confidence in a variety of physical activities. These performance indicators focus on identifying skills that will help students effectively engage in lifelong physical activities.	
Performance Indicators	
Combinations of Movement Patterns and Skills	<p>6.1.MP1. Demonstrate simple movement concepts, principles, strategies and tactics when learning and performing physical activities.</p> <p>6.1.MP2. Demonstrate simple and combined motor skills in a variety of games and activities.</p> <p>6.1.MP3. Perform a wide variety of locomotor movements in combination, using different pathways and directions, while moving around others and/or equipment.</p>
Manipulative Skills	<p>6.1.MS1. Send and receive a variety of objects, adjusting for speed and distance, while applying appropriate performance cues.</p>
Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.	
Application of Performance: Physically literate individuals understand the purpose of movement through performance. These performance indicators focus on quality of movement that enhances physical activity experiences critical to their development and long-term success as healthy and productive citizens.	
Performance Indicators	
Combinations of Movement Concepts	<p>6.2.MC1. Demonstrate how movement concepts, principles, strategies and tactics apply to the performance of various physical activities.</p> <p>6.2.MC2. Demonstrate how motor skills and techniques need to be refined, combined and varied in the development of specialized skills for participation in games and activities.</p> <p>6.2.MC3. Demonstrate how non-locomotor, locomotor and combination skills are used to build simple, creative sequences.</p>
Standard 3: Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
Demonstrate a Health-Enhancing Level of Physical Activity: Physically literate individuals understand the benefits and implications of lifelong physical activity to improve their quality of life. Understanding one’s overall physical health and fitness status provides the basis for personal responsibility. These performance indicators focus on empowering students to commit to being lifelong physically active individuals.	

Performance Indicators	
Physical Activity Knowledge and Engagement	6.3.PA1. Describe how being physically active leads to better health. 6.3.PA2. Participate in a variety of physical activities.
Physical Fitness Knowledge	6.3.PF1. Identify the components of skill-related fitness. 6.3.PF2. Identify each of the components of the FITT principle for different types of physical activity.
Nutrition	6.3.N1. Identify food from each of the basic food groups and select appropriate servings and proportions for his/her age and physical activity levels.
Stress Management	6.3.SM1. Recognize physical activity as a positive way of dealing with stress.
Standard 4: Demonstrate responsible personal and social behavior that exhibits respect for self and others.	
Demonstrate Personal and Social Behavior: Physically literate individuals respect themselves and others in physical activity settings. These performance indicators focus on the positive development of personal, responsible and social behaviors that are demonstrated through sportsmanship, etiquette, safety, teamwork, cooperation and conflict resolution skills.	
Performance Indicators	
Social Interactions/Working with Others	6.4.SW1. Accept differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.
Rules and Etiquette	6.4.RE1. Demonstrate knowledge of rules and etiquette by self-officiating standard and modified physical activities. 6.4.RE2. Demonstrate cooperation skills by establishing rules and guidelines for resolving conflict.
Safety	6.4.SA1. Demonstrate knowledge of appropriate safety principles, rules and procedures in a variety of physical activities.
Standard 5: Demonstrate value of physical activity for health, enjoyment, challenge, self-expression and social interaction.	
Demonstrate Value of Physical Activity: Physically literate individuals value physical activity and its contribution to a healthy lifestyle. These performance indicators focus on an active lifestyle as a vehicle for enjoyment, advocacy, challenge and social interaction of a healthy community.	
Performance Indicators	
Health	6.5.H1. Demonstrate that regular participation in physical activities supports the goals of fitness, reducing stress and a healthier lifestyle.

Challenge	6.5.C1. Explain that physical activities provide opportunities for self-expression, social interactions and can be enjoyable and challenging.
Self-Expression and Enjoyment	6.5.SE1. Identify and use appropriate strategies to self-reinforce positive fitness behaviors.
Social Interaction	6.5.SI1. Use personal and social behaviors that show respect to self and others in physical activity settings.
Advocacy	6.5.A1. State a health-enhancing position about being physically active, supported with accurate information, to improve the health of others.

Kentucky Academic Standards for Physical Education Grade 7

Standard 1: Demonstrate competency in a variety of motor skills and movement patterns.	
Practices for Movement Competency: Physically literate individuals practice skills for achieving competency and confidence in a variety of physical activities. These performance indicators focus on identifying skills that will help students effectively engage in lifelong physical activities.	
Performance Indicators	
Combinations of Movement Patterns and Skills	<p>7.1.MP1. Apply refined movement concepts, principles, strategies and tactics when learning and performing physical activities.</p> <p>7.1.MP2. Demonstrate combined motor skills in a variety of games and activities.</p> <p>7.1.MP. Perform controlled movements in game-like situations.</p>
Manipulative Skills	7.1.MS1. Demonstrate how to send, receive and retain a variety of objects, while taking into account position and motion in relation to others, equipment and boundaries, while applying appropriate performance cues.
Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.	
Application of Performance: Physically literate individuals understand the purpose of movement through performance. These performance indicators focus on quality of movement that enhances physical activity experiences critical to their development and long-term success as healthy and productive citizens.	
Performance Indicators	
Combinations of Movement Concepts	<p>7.2.MC1. Demonstrate how movement concepts, principles, strategies and tactics apply to the performance of various physical activities and game-like situations.</p> <p>7.2.MC2. Demonstrate how motor skills and techniques need to be refined, combined and varied in the development of specialized skills for participation in physical activities and game-like situations.</p> <p>7.2.MC3. Demonstrate how non-locomotor, locomotor and combination skills are used to build simple, creative sequences in physical activities and game-like situations.</p>
Standard 3: Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
Demonstrate a Health-Enhancing Level of Physical Activity: Physically literate individuals understand the benefits and implications of lifelong physical activity to improve their quality of life. Understanding one’s overall physical health and fitness status provides the basis for personal responsibility. These performance indicators focus on empowering students to commit to being lifelong physically active individuals.	

Performance Indicators	
Physical Activity Knowledge and Engagement	7.3.PA1. Explain the physical, social and mental/emotional benefits of being physically active. 7.3.PA2. Analyze self-selected physical activity and adjust activities based on current fitness level.
Physical Fitness Knowledge	7.3.PF1. Describe how the FITT principle is used to develop personal fitness goals.
Nutrition	7.3.N1. Develop strategies for balancing healthy food, snacks and water intake, along with daily physical activity.
Stress Management	7.3.SM1. Analyze various physical activities that help with stress reduction.
Standard 4: Demonstrate responsible personal and social behavior that exhibits respect for self and others.	
Demonstrate Personal and Social Behavior: Physically literate individuals respect themselves and others in physical activity settings. These performance indicators focus on the positive development of personal, responsible and social behaviors that are demonstrated through sportsmanship, etiquette, safety, teamwork, cooperation and conflict resolution skills.	
Performance Indicators	
Social Interactions/Working with Others	7.4.SW1. Accept differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.
Rules and Etiquette	7.4.RE1. Demonstrate knowledge of rules and etiquette by self-officiating standard and modified physical activities. 7.4.RE2. Demonstrate cooperation skills by establishing rules and guidelines for resolving conflict.
Safety	7.4.SA1. Demonstrate knowledge of appropriate safety principles, rules and procedures in a variety of physical activities.
Standard 5: Demonstrate value of physical activity for health, enjoyment, challenge, self-expression and social interaction.	
Demonstrate Value of Physical Activity: Physically literate individuals value physical activity and its contribution to a healthy lifestyle. These performance indicators focus on an active lifestyle as a vehicle for enjoyment, advocacy, challenge and social interaction of a healthy community.	
Performance Indicators	
Health	7.5.H1. Compare how regular participation in physical activities supports the goals of a healthy lifestyle.
Challenge	7.5.C1. Identify strategies for persevering when physical activities bring challenge.

Self-Expression and Enjoyment	7.5.SE1. Demonstrate both intrinsic and extrinsic motivation by selecting physical activities to participate in outside of class.
Social Interaction	7.5.SI1. Demonstrate positive social interactions during physical activity.
Advocacy	7.5.A1. Create physical activity messages for different audiences that persuade others to make healthy and safe physical choices.

Kentucky Academic Standards for Physical Education Grade 8

Standard 1: Demonstrate competency in a variety of motor skills and movement patterns.	
Practices for Movement Competency: Physically literate individuals practice skills for achieving competency and confidence in a variety of physical activities. These performance indicators focus on identifying skills that will help students effectively engage in lifelong physical activities.	
Performance Indicators	
Combinations of Movement Patterns and Skills	<p>8.1.MP. Apply advanced movement concepts, principles, strategies and tactics when learning and performing physical activities.</p> <p>8.1.MP. Demonstrate refined and combined motor skills in a variety of games and activities.</p> <p>8.1.MP. Perform controlled movements incorporating strategy in game-like situations.</p>
Manipulative Skills	8.1.MS1. Apply locomotor, non-locomotor and manipulative skills while using appropriate performance cues in game-like situations.
Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.	
Application of Performance: Physically literate individuals understand the purpose of movement through performance. These performance indicators focus on quality of movement that enhances physical activity experiences critical to their development and long-term success as healthy and productive citizens.	
Performance Indicators	
Combinations of Movement Concepts	<p>8.2.MC1. Demonstrate how movement concepts, principles and game strategies and critical elements of activity-specific movement skills represent skilled performance.</p> <p>8.2.MC2. Demonstrate how motor skills and techniques are refined, combined and varied in specialized skilled performance.</p>
Standard 3: Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
Demonstrate a Health-Enhancing Level of Physical Activity: Physically literate individuals understand the benefits and implications of lifelong physical activity to improve their quality of life. Understanding one’s overall physical health and fitness status provides the basis for personal responsibility. These performance indicators focus on empowering students to commit to being lifelong physically active individuals.	
Performance Indicators	

Physical Activity Knowledge and Engagement	8.3.PA1. Evaluate the physical, social and mental/emotional benefits of being physically active. 8.3.PA2. Use available technology to self-monitor physical activity and adjust activities based on current fitness level.
Physical Fitness Knowledge	8.3.PF1. Apply the FITT principle to prepare a personal workout based on current fitness goals.
Nutrition	8.3.N1. Describe the relationship between poor nutrition and health risk factors.
Stress Management	8.3.SM1. Explain how physical activity helps with stress reduction.
Standard 4: Demonstrate responsible personal and social behavior that exhibits respect for self and others.	
Demonstrate Personal and Social Behavior: Physically literate individuals respect themselves and others in physical activity settings. These performance indicators focus on the positive development of personal, responsible and social behaviors that are demonstrated through sportsmanship, etiquette, safety, teamwork, cooperation and conflict resolution skills.	
Performance Indicators	
Social Interactions/Working with Others	8.4.SW1. Accept differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.
Rules and Etiquette	8.4.RE1. Demonstrate knowledge of rules and etiquette by self-officiating standard and modified physical activities. 8.4.RE2. Demonstrate cooperation skills by establishing rules and guidelines for resolving conflict.
Safety	8.4.SA1. Demonstrate knowledge of appropriate safety principles, rules and procedures in a variety of physical activities.
Standard 5: Demonstrate value of physical activity for health, enjoyment, challenge, self-expression and social interaction.	
Demonstrate Value of Physical Activity: Physically literate individuals value physical activity and its contribution to a healthy lifestyle. These performance indicators focus on an active lifestyle as a vehicle for enjoyment, advocacy, challenge and social interaction of a healthy community.	
Performance Indicators	
Health	8.5.H1. Evaluate how personal physical, emotional/mental and social benefits gained from regular participation in physical activities support the goals of a healthy lifestyle.
Challenge	8.5.C1. Develop a plan of action when faced with individual challenges during physical activities that will contribute to a healthy lifestyle.

Self-Expression and Enjoyment	8.5.SE1. Analyze the impact of intrinsic and extrinsic motivation levels when participating in physical activity.
Social Interaction	8.5.SI1. Demonstrate respect for self and others by asking for help and/or helping others in various activities.
Advocacy	8.5.A1. Collaborate with others to advocate for individuals, families and schools to be physically active.

Kentucky Academic Standards for Physical Education High School

Standard 1: Demonstrate competency in a variety of motor skills and movement patterns.
Practices for Movement Competency: Physically literate individuals practice skills for achieving competency and confidence in a variety of physical activities. These performance indicators focus on identifying skills that will help students effectively engage in lifelong physical activities.
Performance Indicators
HS.S1.1. Demonstrate the mastery of skills and tactics needed to participate in two or more lifetime activities.
HS.S1.2. Demonstrate competency in movements and manipulative skills needed in game-like situations.
Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.
Application of Performance: Physically literate individuals understand the purpose of movement through performance. These performance indicators focus on quality of movement that enhances physical activity experiences critical to their development and long-term success as healthy and productive citizens.
Performance Indicators
HS.S2.1. Use movement concepts and principles to analyze and improve performance of self and/or others.
HS.S2.2. Describe the mechanical principles, including but not limited to force, rotation extension or leverage, that apply to movement skills in physical activities, and analyze their contribution in improving movement performance.
HS.S2.3. Analyze the relationship between and among effort, persistence, practice and improvement as they relate to skill development.
Standard 3: Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Demonstrate a Health-Enhancing Level of Physical Activity: Physically literate individuals understand the benefits and implications of lifelong physical activity to improve their quality of life. Understanding one’s overall physical health and fitness status provides the basis for personal responsibility. These performance indicators focus on empowering students to commit to being lifelong physically active individuals.
Performance Indicators

- HS.S3.1.** Explain how each component of fitness impacts lifetime physical wellness.
- HS.S3.2.** Analyze and discuss the benefits of a physically active lifestyle as it relates to college or career productivity.
- HS.S3.3.** Identify various strength and stretching exercises for personal fitness development.
- HS.S3.4.** Monitor rates of exertion while participating in physical activity.
- HS.S3.5.** Calculate target heart rate and use this information to create and/or maintain a personal fitness plan.
- HS.S3.6.** Explain how to adjust pacing to keep heart rate in the target zone.
- HS.S3.7.** Apply goal-setting and decision-making skills in developing, maintaining, implementing and evaluating a personal wellness plan.
- HS.S3.8.** Design a personal lifetime leisure/recreational plan that includes the components of health-related fitness.
- HS.S3.9.** Analyze the impact of life choices, economics, motivation and accessibility to physical activity in college or career settings.
- HS.S3.10.** Analyze and explain the relationships between caloric intake and caloric expenditure in relation to body composition, nutrition and physical activity.

Standard 4: Demonstrate responsible personal and social behavior that exhibits respect for self and others.

Demonstrate Personal and Social Behavior: Physically literate individuals respect themselves and others in physical activity settings. These performance indicators focus on the positive development of personal, responsible and social behaviors that are demonstrated through sportsmanship, etiquette, safety, teamwork, cooperation and conflict resolution skills.

Performance Indicators

- HS.S4.1.** Interact positively in social and group interactions through the use of communication skills, critical thinking, accountability and leadership in a physical activity setting.
- HS.S4.2.** Demonstrate respect for others' diversity while participating in sports and/or physical activities.
- HS.S4.3.** Apply conflict resolution/mediation skills when participating in sports and/or recreational activities.
- HS.S4.4.** Explain how ethical behavior and positive social interaction impact effective participation in sports and physical activities.
- HS.S4.5.** Apply rules of behavior and fair play in a variety of physical activities, sports and games as a competitor and/or spectator.
- HS.S4.6.** Analyze the value of rules, fair play, cooperation, sportsmanship, teamwork and conflict resolution in a variety of physical activities, sports and games.
- HS.S4.7.** Examine moral and ethical conduct in specific competitive situations, including but not limited to intentional fouls, performance-enhancing substances, gambling or current events in sport.

Standard 5: Demonstrate value of physical activity for health, enjoyment, challenge, self-expression and social interaction.

Demonstrate Value of Physical Activity: Physically literate individuals value physical activity and its contribution to a healthy lifestyle. These performance indicators focus on an active lifestyle as a vehicle for enjoyment, advocacy, challenge and social interaction of a healthy community.

Performance Indicators

- HS.S5.1.** Explain how physical, intellectual and emotional behaviors impact physical performance.
- HS.S5.2.** Analyze the physical, emotional/mental and social benefits of regular participation in physical activities.
- HS.S5.3.** Evaluate the personal benefits derived from regular participation in physical activities as they relate to quality of life.
- HS.S5.4.** Explain how physical activities provide opportunities for self-expression and social interactions.
- HS.S5.5.** Collaborate with others to advocate for a healthy community.

Appendix A: Physical Activity Performance Cues and Manipulative Skills

Table 1 – Performance Cues

Performance Cues			
<p>Throwing Underhand:</p> <ul style="list-style-type: none"> ● Face target in preparation for throwing action. ● Arm back in preparation for action. ● Step with opposite foot as throwing arm moves forward. ● Release ball between knee and waist level. ● Follow through on target. 	<p>Throwing Overhand:</p> <ul style="list-style-type: none"> ● Side to target in preparation for throwing action. ● Arm back and extend elbow at shoulder height, elbow leads. ● Step with opposite foot as throwing arm moves forward. ● Hip and spine rotate as throwing action occurs. ● Follow through toward target and across body. 	<p>Catching:</p> <ul style="list-style-type: none"> ● Extend arms outward to reach for ball. ● Thumbs in to catch above the waist. ● Thumbs out to catch at or below the waist. ● Watch the ball all the way into the hands. ● Catch with hands only. ● Pull the ball into the body as the catch is made. ● Curl the body slightly around the ball. 	<p>Dribbling:</p> <ul style="list-style-type: none"> ● Knees slightly bent. ● Opposite foot forward when dribbling in self-pace. ● Contact ball with finger pads. ● Firm contact with top of ball. ● Contact slightly behind ball for travel. ● Ball to side and in front of body for travel. ● Eyes looking over not down at the ball.
<p>Volleying Underhand:</p> <ul style="list-style-type: none"> ● Face the target in preparation for the volley. ● Opposite foot forward. ● Flat surface with hand for contact of the ball/volley bird. ● Contact with ball/volley bird between knee and waist level. 	<p>Volleying Overhead:</p> <ul style="list-style-type: none"> ● Body aligned and positioned under the ball. ● Knees, arms and ankles bent in preparation for the volley. ● Hands rounded; thumbs and first fingers make triangle (without touching) in preparation. ● Ball contacts only the fender pads; wrists stay firm. ● Arms extended upward on contact; follow through slightly toward target. 	<p>Striking with Short Implement:</p> <ul style="list-style-type: none"> ● Racket back in preparation for striking. ● Step on opposite foot as contact is made. ● Swing racket or paddle low to high. ● Coil and uncoil the trunk for preparation and execution of the striking action. ● Follow through for completion of the striking action. 	<p>Striking with Long Implement:</p> <ul style="list-style-type: none"> ● Bat up and back in preparation for the striking action. ● Step forward on opposite foot as contact is made. ● Coil and uncoil the trunk for preparation and execution of the striking action. ● Swing the bat on a horizontal plane. ● Wrists uncocks on follow-through for completion of the striking action.
<p>Kicking:</p> <ul style="list-style-type: none"> ● Arms extend forward in preparation for kicking action. ● Contact with ball is made directly below center of ball when traveling in the air. 			

- Contact with ball is made directly behind center of ball traveling on the ground.
- Contact the ball with shoelaces or top of foot for kicking action.
- Trunk leans back slightly in preparation for kicking action.
- Follow through with kicking leg extending forward and upward toward target.

Table 2 – Manipulative Skills

Progression of Manipulative Skills					
Throwing Underhand					
<ul style="list-style-type: none"> Students throw underhand. 	<ul style="list-style-type: none"> Students throw underhand using two out of the five performance cues. 	<ul style="list-style-type: none"> Students throw underhand using a three out of the five performance cues. 	<ul style="list-style-type: none"> Students throw underhand using appropriate performance cues to a partner or target with reasonable accuracy. 	<ul style="list-style-type: none"> Students throw underhand using appropriate performance cues with different sizes and types of objects. 	
Throwing Overhand					
<ul style="list-style-type: none"> Students throw overhand demonstrating two of the five performance cues. 	<ul style="list-style-type: none"> Students throw overhand demonstrating three of the five performance cues for distance and/or force. 	<ul style="list-style-type: none"> Students throw overhand, using appropriate performance cues to a partner or at a target with accuracy at a reasonable distance. 	<ul style="list-style-type: none"> Students throw overhand using appropriate performance cues with different sizes and types of objects to a large target with accuracy and reasonable distance. 		
Catching					
<ul style="list-style-type: none"> Students drop a ball and catch it before it bounces twice. Students catches a large ball tossed by a skilled thrower. 	<ul style="list-style-type: none"> Students catch a soft object from a self-toss before it bounces. Students catch various sizes of balls self-tossed 	<ul style="list-style-type: none"> Students catch a self-tossed or well thrown large ball with hands, not trapping against the body. 	<ul style="list-style-type: none"> Students catch a gently tossed hand-sized ball from partner demonstrating 	<ul style="list-style-type: none"> Students catch a thrown ball above the head, at a chest or waist level, and below the waist. 	<ul style="list-style-type: none"> Students catch a batted ball above the head at chest or waist level, and along the ground. Students catch with

	or tossed by a skilled thrower.		appropriate performance cues.		accuracy while both partners are moving. Students catch with reasonable accuracy in small sided practice tasks.
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Dribbling					
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<ul style="list-style-type: none"> • Students dribble a ball with one hand, attempting the second contact. • Student taps a ball using the inside of the foot, sending it forward. 	<ul style="list-style-type: none"> • Students dribble continuously in self-space using the preferred hand. • Student taps or dribbles a ball using the inside of the foot while walking in general space. 	<ul style="list-style-type: none"> • Students dribble in self-space with preferred hand demonstrating performance cues while walking in general space. • Students dribble with general feet in general space with control of the ball and body. 	<ul style="list-style-type: none"> • Students dribble and travels in general space at slow to moderate jogging speed with control of ball and body. • Students dribble with the feet in general space at a slow to moderate jogging speed with control of ball and body. 	<ul style="list-style-type: none"> • Students dribble in self-space with either hand using performance cues. • Students dribble in general space with control of ball and body while adjusting speed. • Students dribble with the feet in general space with control of ball and body while adjusting speed. 	<ul style="list-style-type: none"> • Students combine hand dribbling with other skills during a one on one game-like situation. • Students combine foot dribbling with other skills in a one on one game-like situation.
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Kicking					
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<ul style="list-style-type: none"> • Students kick a stationary ball from a stationary position demonstrating two of the five performance cues. 	<ul style="list-style-type: none"> • Students approach a stationary ball and kicks it forward demonstrating two of the five performance cues. 	<ul style="list-style-type: none"> • Students use a continuous running approach and kicks a moving ball demonstrating three out of five performance cues. 	<ul style="list-style-type: none"> • Students use a continuous running approach and intentionally performs a kick along the ground and a kick in the air 	<ul style="list-style-type: none"> • Students kick along the ground, in the air and punts using appropriate performance cues. 	<ul style="list-style-type: none"> • Students demonstrate appropriate performance cues of kicking and
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			demonstrating appropriate performance cues. <ul style="list-style-type: none"> • Students use a continuous running approach and kicks a stationary ball for accuracy. 		punting in game-like situations.
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Volleying Underhand

<ul style="list-style-type: none"> • Students volley a lightweight object sending it upward. 	<ul style="list-style-type: none"> • Students volley an object with an open palm sending it upward. 	<ul style="list-style-type: none"> • Students volley an object with consecutive hits. 	<ul style="list-style-type: none"> • Students volley an object with an underhand or sidearm striking pattern, sending it forward over a net to the wall or over a line to a partner, while demonstrating appropriate performance cues. 	<ul style="list-style-type: none"> • Students volley underhand applying and using appropriate performance cues. 	
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Volleying Overhead

<ul style="list-style-type: none"> • Students volley a ball with a two-hand overhead pattern, sending it upward demonstrating appropriate performance cues. 	<ul style="list-style-type: none"> • Students volley a ball using a two-hand pattern sending it upward using appropriate performance cues to a target. 				
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Striking with Short Implement

<ul style="list-style-type: none"> Students strike a light weight object with a paddle or short-handled racket. 	<ul style="list-style-type: none"> Students strike a ball with a short-handled implement, sending it upward. 	<ul style="list-style-type: none"> Students strike an object upward with a short-handled implement using consecutive hits. 	<ul style="list-style-type: none"> Students strike an object with a short-handled implement, sending it forward over a low net or to a wall. Students strike an object with a short-handled implement demonstrating appropriate performance cues. 	<ul style="list-style-type: none"> Students strike an object with a short-handled implement while alternating hits with a partner over a low net or against a wall. 	<ul style="list-style-type: none"> Students strike an object consecutively with a partner, using a short-handled implement over a net or against a wall in a game-like situation.
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Striking with Long Implement

<ul style="list-style-type: none"> Students strike a ball off a tee or cone with a bat using correct grip and side body orientation. 	<ul style="list-style-type: none"> Students strike a ball with a long-handled implement sending it forward, while using proper grip. 	<ul style="list-style-type: none"> Students strike a ball with a long-handled implement demonstrating appropriate performance cues. 	<ul style="list-style-type: none"> Students strike a pitched ball with a bat using appropriate performance cues. Students combine striking with receiving and traveling skills in a game-like situation. 		
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Appendix B: Glossary of Terms

Disciplinary terms are used throughout the *Kentucky Academic Standards for Physical Education* and its supporting materials. This document provides definitions and descriptions of these terms.

FITT Principle: acronym that stands for frequency, intensity, time and type, which are variables that are manipulated to create an overload

Health Related Fitness: Exercise and activities performed in order to try to improve physical health

Health-Related Fitness Components: Components that enhance fitness which include cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition

Lifetime Physical Activities: Activities that are suitable for participation across the life span and that one can undertake alone or with partner as opposed to a team

Locomotor: Activities requiring movement of the body but not manipulation of an object

Manipulative Skill: Skills that require controlling or manipulating objects, such as kicking, striking, throwing, catching and dribbling

Motor Skills: Motions carried out when the brain, nervous system, and muscles work together

Non-Locomotor: Activities that require stability, but less movement

Performance Cues: The key components of a motor skill that can be observed, the sum of which result in movement efficiency

Physical Activity: Any movement of the body that requires energy expenditure

Physical Fitness: The ability to achieve certain health-related levels of fitness based on fitness standards

Physical Literacy: Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life

Skill Related Fitness: Exercise and activities performed in order to try to improve specific skills

Static Balancing: Consists of balancing a muscle (or group of muscles) and maintaining or holding that position

Tactics: Moment-to-moment adaptations made to address the problems that arise during game play

Appendix C: References

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Appendix D: Grade Band Progressions

Table 1 -- Grades K-5

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

Practices for Movement Competency: Physically literate individuals practice skills for achieving competency and confidence in a variety of physical activities. These performance indicators focus on identifying skills that will help students effectively engage in lifelong physical activities.						
Performance Indicators						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Locomotor	K.1.L1. Explore a variety of locomotor movements, travelling in different directions.	1.1.L1. Perform a variety of locomotor movements using different body parts.	2.1.L1. Perform a variety of locomotor movements traveling in different directions, at different speeds and in different pathways.	3.1.L1. Perform, alone and with others, a variety of locomotor movements at different levels and in different pathways and directions, with and without equipment.	4.1.L1. Perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways and traveling in different directions.	5.1.L1. Explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels and using different pathways in game-like situations.

Non-Locomotor	K.1.NL1. Explore non-locomotor skills, using different body parts.	1.1.NL1. Perform a variety of non-locomotor skills, using different body parts at different levels.	2.1.NL1. Perform non-locomotor skills, with and without equipment.	3.1.NL1. Apply non-locomotor skills in various activities using different body parts, shapes and levels, with and without equipment.	4.1.NL1. Apply non-locomotor skills in various activities, using a variety of body parts and shapes, at different levels, individually and with partners and equipment.	5.1.NL1. Apply non-locomotor skills in various activities and game-like situations.
Body Management	K.1.BM1. Maintain momentary stillness on different bases of support and transfers weight from one foot to another.	1.1.BM1. Perform a variety of balances using different body parts.	2.1.BM1. Perform a variety of balances using different body parts with and without equipment.	3.1.BM1. Perform a variety of controlled transitions in movement, with and without equipment.	4.1.BM1. Perform a variety of controlled transitions between balances with partners.	5.1.BM1. Perform controlled transfers of weight in a variety of physical activities.
Body Management	K.1.BM2. Transfer weight from one foot to the other.	1.1.BM2. Transfer weight from one body part to another with control.	2.1.BM2. Transfer weight to different body parts using control, with and	3.1.BM2. Transfer weight to different body parts for momentary	4.1.BM2. Transfer weight to different body parts at varying	5.1.BM2. Combine weight transfer with movement concepts to perform a skill in

			without equipment.	weight support.	speeds, with and without equipment.	a game-like situation.
Manipulative Skills	K.1.MS1. Explore manipulative skills with a variety of objects using performance cues. <i>*See Tables 1 and 2</i>	1.1.MS1. Demonstrate manipulative skills with a variety of objects using appropriate performance cues. <i>*See Tables 1 and 2.</i>	2.1.MS1. Demonstrate manipulative skills with a variety of objects using appropriate performance cues. <i>*See Tables 1 and 2.</i>	3.1.MS1. Demonstrate manipulative skills using a variety of objects with a partner by demonstrating appropriate performance cues. <i>*See Tables 1 and 2.</i>	4.1.MS1. Apply manipulative skills with a partner, using a variety of objects, while demonstrating appropriate performance cues. <i>*See Tables 1 and 2.</i>	5.1.MS1. Apply manipulative skills in game-like situations using various objects. <i>*See Tables 1 and 2.</i>

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

Application of Performance: Physically literate individuals understand the purpose of movement through performance. These performance indicators focus on quality of movement that enhances physical activity experiences critical to their development and long-term success as healthy and productive citizens.

Performance Indicators

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Space	K.2.SP1. Explore the difference between personal and general space.	1.2.SP1. Recognize the difference between personal and general space.	2.2.SP1. Perform movement skills in general space.	3.2.SP1. Apply the concepts of general and personal space to movement.	4.2.SP1. Combine spatial concepts with combination movements for small group activities in a variety of environments.	5.2.SP1. Apply spatial concepts and combination skills in game-like situations.
Pathways, Shapes and Levels	K.2.PS1. Explore pathways, levels and relationships.	1.2.PS1. Travel with objects, demonstrating a variety of pathways, levels and relationships to their environment.	2.2.PS1. Combine shapes, levels and pathways into travel sequences.			
Speed, Direction and Force	K.2.SD1. Explore travel in general space	1.2.SD1. Differentiate between fast	2.2.SD1. Vary time and force with	3.2.SD1. Apply the movement	4.2.SD1. Apply speed, endurance	5.2.SD1. Analyze movement

	with different speeds.	and slow speeds as well as light and strong force.	gradual increases and decreases.	concepts of speed and force in a variety of activities.	and force in activities and game-like situations.	situations and apply movement concepts in small-sided practice tasks and game-like situations.
Strategy		1.2.ST1. Apply a variety of simple tactics to increase chances of success while exploring physical activities.	2.2.ST1. Apply a variety of simple tactics to increase chances of success during the performance of physical activities.	3.2.ST1. Apply simple strategies and tactics in a variety of activities.	4.2.ST1. Apply basic offensive and defensive strategies and tactics in a variety of activities.	5.2.ST1. Apply basic offensive and defensive strategies and tactics in activities and game-like situations.

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

Demonstrate a Health-Enhancing Level of Physical Activity: Physically literate individuals understand the benefits and implications of lifelong physical activity to improve their quality of life. Understanding one’s overall physical health and fitness status provides the basis for personal responsibility. These performance indicators focus on empowering students to commit to being lifelong physically active individuals.						
Performance Indicators						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Physical Activity Knowledge	K.3.PA1. Identify a variety of ways to be physically active at school and home.	1.3.PA1. Identify reasons for participating in daily physical activity.	2.3.PA1. Identify opportunities to participate in physical activity in various settings.	3.3.PA1. Describe the benefits of participating in physical activity every day.	4.3.PA1. Identify factors that motivate daily participation in physical activity.	5.3.PA1. Identify factors that can either motivate or deter people from daily physical activity.
Physical Fitness Knowledge	K.3.PF1. Identify the importance of daily activity.	1.3.PF1. Identify the recommended amount of physical activity for children.	2.3.PF1. Identify the importance of daily physical activity and track the amounts in a variety of settings.	3.3.PF1. Discuss strategies for using skills learned in physical education in a variety of settings to meet physical activity guidelines.	4.3.PF1. Record physical activity minutes inside and outside of school to determine progress toward daily recommendation.	5.3.PF1. Record and review physical activity minutes inside and outside of school to determine progress toward daily recommendation.

Physical Fitness Knowledge	K.3.PF2. Recognize that moving increases heart and respiratory rate.	1.3.PF2. Relate intensity to increased heart rate and muscle endurance.	2.3.PF2. Describe different activities that improve strength of the heart and lungs.	3.3.PF2. Identify the components of health related fitness.	4.3.PF2. Identify physical activities that improve the components of health related fitness.	5.3.PF2. Identify the benefits associated with developing and maintaining health-related fitness.
Nutrition	K.3.N1. Recognize that food provides energy for physical activity.	1.3.N1. Differentiate between healthy and unhealthy foods.	2.3.N1. Describe the balance between nutrition and physical activity.	3.3.N1. Identify a variety of nutritious food choices from each food group that will help balance the body before and after physical activity.	4.3.N1. Discuss the importance of hydration choices relative to physical activities.	5.3.N1. Analyze the impact of food choices relative to physical activity, sports and personal health.

Standard 4: Demonstrate responsible personal and social behavior that exhibits respect for self and others.

Demonstrate Personal and Social Behavior: Physically literate individuals respect self and others in physical activity settings. These performance indicators focus on positive development of personal, responsible and social behaviors that are demonstrated through sportsmanship, etiquette, safety, teamwork, cooperation and conflict resolution skills.

Performance Indicators

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Social Interactions/Working with Others	K.4.SW1. Share equipment and space with others in physical activity settings.	1.4.SW1. Work with others independently in a variety of physical activity settings.	2.4.SW1. Work with others independently in partner environments.	3.4.SW1. Work cooperatively and communicate positively with others in physical education, regardless of skill level.	4.4.SW1. Encourage and accept all peers in a variety of physical activities.	5.4.SW1. Accept, recognize and actively involve others, with both higher and lower skill abilities, into physical activities and group projects.
Rules and Etiquette	K.4.RE1. Recognize and follow the established rules, protocol and etiquette in physical education.	1.4.RE1. Recognize and follow the rules, protocols and etiquette in physical education.	2.4.RE1. Recognize and follow the established rules, protocols and etiquette in physical education.	3.4.RE1. Recognize and follow the established rules, protocols and etiquette in physical education.	4.4.RE1. Recognize and follow the established rules, protocols and etiquette in physical education.	5.4.RE1. Recognize and follow the established rules, protocols and etiquette in physical education.
Safety	K.4.SA1. Follow teacher directions for safe	1.4.SA1. Follow teacher directions for safe	2.4.SA1. Follow teacher directions for safe	3.4.SA1. Follow teacher directions for safe	4.4.SA1. Follow teacher directions for	5.4.SA1. Follow teacher directions for safe

	participation and proper use of equipment, independently and with others.	participation and proper use of equipment, independently and with others.	participation and proper use of equipment, independently and with others.	participation and proper use of equipment, independently and with others.	safe participation and proper use of equipment, independently and with others.	participation and proper use of equipment, independently and with others.
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Standard 5: Demonstrate value of physical activity for health, enjoyment, challenge, self-expression and social interaction.

Demonstrate Value of Physical Activity: Physically literate individuals value physical activity and its contribution to a healthy lifestyle. These performance indicators focus on an active lifestyle as a vehicle for enjoyment, advocacy, challenge and social interaction of a healthy community.						
Performance Indicators						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Health	K.5.H1. Identify physical activity as a component of good health.	1.5.H1. Acknowledge the health benefits of participating in physical activities.	2.5.H1. Identify physical activities that contribute to a healthy lifestyle.	3.5.H1. Explain the health benefits of participating in physical activity.	4.5.H1. Compare the health benefits of various physical activities.	5.5.H1. Develop a personal implementation plan outlining physical activities and their health benefits.
Challenge	K.5.C1. Acknowledge that some physical activities are challenging.	1.5.C1. Recognize that challenge in physical activity can lead to success.	2.5.C1. Compare physical activities that bring confidence and challenge.	3.5.C1. Discuss the challenge that comes with learning new activities.	4.5.C1. Rate the enjoyment of participating in challenging and mastered physical activities.	5.5.C1. Express the enjoyment and/or challenge of participating in a physical activity.
Self-Expression and Enjoyment	K.5.SE1. Explore enjoyable physical activities.	1.5.SE1. Describe positive feelings that result from	2.5.SE1. Identify physical activities that	3.5.SE1. Explain how physical activities are enjoyable.	4.5.SE1. Rank the enjoyment of participating	5.5.SEE1. Analyze different physical

		participating in physical activities.	provide self-expression.		in various physical activities.	activities for enjoyment and challenge identifying reasons for a positive or negative response.
Social Interaction	K.5.SI1. Explore social interaction through physical activity.	1.5.SI1. Recognize personal likes and dislikes regarding participation in physical activities with others.	2.5.SI1. Identify the benefits of working cooperatively with others.	3.5.SI1. Explain how physical activity provides opportunity for social interaction.	4.5.SI1. Compare positive social interactions when engaged in a variety of physical activities.	5.5.SI1. Describe the social benefits gained from participating in physical activity.
Advocacy	K.5.A1. Recognize the importance of promoting physical activity.	1.5.A1. Explore opportunities that encourage others to be physically active.	2.5.A1. Identify various ways to encourage peers to be physically active.	3.5.A1. Encourage peers to be physically active.	4.5.A1. Examine personal beliefs that may encourage others to be physically active.	5.5.A1. Create strategies on how to encourage others to make healthy physical activity choices.

Table 2 – Grades 6-8

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

Practices for Movement Competency: Physically literate individuals practice skills for achieving competency and confidence in a variety of physical activities. These performance indicators focus on identifying skills that will help students effectively engage in lifelong physical activities.			
Performance Indicators			
	Grade 6	Grade 7	Grade 8
Combinations of Movement Patterns and Skills	6.1.MP1. Demonstrate simple movement concepts, principles, strategies and tactics when learning and performing physical activities.	7.1.MP1. Apply refined movement concepts, principles, strategies and tactics when learning and performing physical activities.	8.1.MP. Apply advanced movement concepts, principles, strategies and tactics when learning and performing physical activities.
	6.1.MP2. Demonstrate simple and combined motor skills in a variety of games and activities.	7.1.MP2. Demonstrate combined motor skills in a variety of games and activities.	8.1.MP. Demonstrate refined and combined motor skills in a variety of games and activities.
	6.1.MP3. Perform a wide variety of locomotor movements in combination, using different pathways and directions, while moving around others and/or equipment.	7.1.MP. Perform controlled movements in game-like situations.	8.1.MP. Perform controlled movements incorporating strategy in game-like situations.
Manipulative Skills	6.1.MS1. Send and receive a variety of objects, adjusting for speed and distance, while applying appropriate performance cues.	7.1.MS1. Demonstrate how to send, receive and retain a variety of objects, while taking into account position and motion in relation to others, equipment	8.1.MS1. Apply locomotor, non-locomotor and manipulative skills while using appropriate performance cues in game-like situations.

		and boundaries, while applying appropriate performance cues.	
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Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.

Application of Performance: Physically literate individuals understand the purpose of movement through performance. These performance indicators focus on quality of movement that enhances physical activity experiences critical to their development and long-term success as healthy and productive citizens.

Performance Indicators

	Grade 6	Grade 7	Grade 8
Combination of Movement Concepts	6.2.MC1. Demonstrate how movement concepts, principles, strategies and tactics apply to the performance of various physical activities.	7.2.MC1. Demonstrate how movement concepts, principles, strategies and tactics apply to the performance of various physical activities and game-like situations.	8.2.MC1. Demonstrate how movement concepts, principles and game strategies and critical elements of activity-specific movement skills represent skilled performance.
	6.2.MC2. Demonstrate how motor skills and techniques need to be refined, combined and varied in the development of specialized skills for participation in games and activities.	7.2.MC2. Demonstrate how motor skills and techniques need to be refined, combined and varied in the development of specialized skills for participation in physical activities and game-like situations.	8.2.MC2. Demonstrate how motor skills and techniques are refined, combined and varied in specialized skilled performance.
	6.2.MC3. Demonstrate how non-locomotor, locomotor and combination skills are used to build simple, creative sequences.	7.2.MC3. Demonstrate how non-locomotor, locomotor and combination skills are used to build simple, creative sequences in physical activities and game-like situations.	

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

<p>Demonstrate a Health-Enhancing Level of Physical Activity: Physically literate individuals understand the benefits and implications of lifelong physical activity to improve their quality of life. Understanding one’s overall physical health and fitness status provides the basis for personal responsibility. These performance indicators focus on empowering students to commit to being lifelong physically active individuals.</p>			
<p>Performance Indicators</p>			
	<p>Grade 6</p>	<p>Grade 7</p>	<p>Grade 8</p>
<p>Physical Activity Knowledge and Engagement</p>	<p>6.3.PA1. Describe how being physically active leads to better health.</p>	<p>7.3.PA1. Explain the physical, social and mental/emotional benefits of being physically active.</p>	<p>8.3.PA1. Evaluate the physical, social and mental/emotional benefits of being physically active.</p>
	<p>6.3.PA2. Participate in a variety of physical activities.</p>	<p>7.3.PA2. Analyze self-selected physical activity and adjust activities based on current fitness level.</p>	<p>8.3.PA2. Use available technology to self-monitor physical activity and adjust activities based on current fitness level.</p>
<p>Physical Fitness Knowledge</p>	<p>6.3.PF1. Identify the components of skill-related fitness.</p>	<p>7.3.PF1. Describe how the FITT principle is used to develop personal fitness goals.</p>	<p>8.3.PF1. Apply the FITT principle to prepare a personal workout based on current fitness goals.</p>
	<p>6.3.PF2. Identify each of the components of the FITT principle for different types of physical activity.</p>		
<p>Nutrition</p>	<p>6.3.N1. Identify food from each of the basic food groups and select appropriate servings and proportions for his/her age and physical activity levels.</p>	<p>7.3.N1. Develop strategies for balancing healthy food, snacks and water intake, along with daily physical activity.</p>	<p>8.3.N1. Describe the relationship between poor nutrition and health risk factors.</p>

Stress Management	6.3.SM1. Recognize physical activity as a positive way of dealing with stress.	7.3.SM1. Analyze various physical activities that help with stress reduction.	8.3.SM1. Explain how physical activity helps with stress reduction.
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Standard 4: Demonstrate responsible personal and social behavior that exhibits respect for self and others.

Demonstrate Personal and Social Behavior: Physically literate individuals respect self and others in physical activity settings. These performance indicators focus on positive development of personal, responsible and social behaviors that are demonstrated through sportsmanship, etiquette, safety, teamwork, cooperation and conflict resolution skills.

Performance Indicators

	Grade 6	Grade 7	Grade 8
Social Interactions/Working with Others	6.4.SW1. Accept differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.	7.4.SW1. Accept differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.	8.4.SW1. Accept differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.
Rules and Etiquette	6.4.RE1. Demonstrate knowledge of rules and etiquette by self-officiating standard and modified physical activities.	7.4.RE1. Demonstrate knowledge of rules and etiquette by self-officiating standard and modified physical activities.	8.4.RE1. Demonstrate knowledge of rules and etiquette by self-officiating standard and modified physical activities.
	6.4.RE2. Demonstrate cooperation skills by establishing rules and guidelines for resolving conflict.	7.4.RE2. Demonstrate cooperation skills by establishing rules and guidelines for resolving conflict.	8.4.RE2. Demonstrate cooperation skills by establishing rules and guidelines for resolving conflict.
Safety	6.4.SA1. Demonstrate knowledge of appropriate safety principles, rules and procedures in a variety of physical activities.	7.4.SA1. Demonstrate knowledge of appropriate safety principles, rules and procedures in a variety of physical activities.	8.4.SA1. Demonstrate knowledge of appropriate safety principles, rules and procedures in a variety of physical activities.

Standard 5: Demonstrate value of physical activity for health, enjoyment, challenge, self-expression and social interaction.

Demonstrate Value of Physical Activity: Physically literate individuals value physical activity and its contribution to a healthy lifestyle. These performance indicators focus on an active lifestyle as a vehicle for enjoyment, advocacy, challenge and social interaction of a healthy community.			
Performance Indicators			
	Grade 6	Grade 7	Grade 8
Health	6.5.H1. Demonstrate that regular participation in physical activities supports the goals of fitness, reducing stress and a healthier lifestyle.	7.5.H1. Compare how regular participation in physical activities supports the goals of a healthy lifestyle.	8.5.H1. Evaluate how personal physical, emotional/mental and social benefits gained from regular participation in physical activities support the goals of a healthy lifestyle.
Challenge	6.5.C1. Explain that physical activities provide opportunities for self-expression, social interactions and can be enjoyable and challenging.	7.5.C1. Identify strategies for persevering when physical activities bring challenge.	8.5.C1. Develop a plan of action when faced with individual challenges during physical activities that will contribute to a healthy lifestyle.
Self-Expression and Enjoyment	6.5.SE1. Identify and use appropriate strategies to self-reinforce positive fitness behaviors.	7.5.SE1. Demonstrate both intrinsic and extrinsic motivation by selecting physical activities to participate in outside of class.	8.5.SE1. Analyze the impact of intrinsic and extrinsic motivation levels when participating in physical activity.
Social Interaction	6.5.SI1. Use personal and social behaviors that show respect to self and others in physical activity settings.	7.5.SI1. Demonstrate positive social interactions during physical activity.	8.5.SI1. Demonstrate respect for self and others by asking for help and/or helping others in various activities.
Advocacy	6.5.A1. State a health-enhancing position about being physically active, supported with accurate	7.5.A1. Create physical activity messages for different audiences that persuade others to make	8.5.A1. Collaborate with others to advocate for individuals,

	information, to improve the health of others.	healthy and safe physical choices.	families and schools to be physically active.
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Table 3 – High School

Standard 1: Demonstrate competency in a variety of motor skills and movement patterns.
Practices for Movement Competency: Physically literate individuals practice skills for achieving competency and confidence in a variety of physical activities. These performance indicators focus on identifying skills that will help students effectively engage in lifelong physical activities.
Performance Indicators
HS.S1.1. Demonstrate the mastery of skills and tactics needed to participate in two or more lifetime activities.
HS.S1.2. Demonstrate competency in movements and manipulative skills needed in game-like situations.
Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.
Application of Performance: Physically literate individuals understand the purpose of movement through performance. These performance indicators focus on quality of movement that enhances physical activity experiences critical to their development and long-term success as healthy and productive citizens.
Performance Indicators
HS.S2.1. Use movement concepts and principles to analyze and improve performance of self and/or others.
HS.S2.2. Describe the mechanical principles, including but not limited to force, rotation extension or leverage, that apply to movement skills in physical activities, and analyze their contribution in improving movement performance.
HS.S2.3. Analyze the relationship between and among effort, persistence, practice and improvement as they relate to skill development.
Standard 3: Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Demonstrate a Health-Enhancing Level of Physical Activity: Physically literate individuals understand the benefits and implications of lifelong physical activity to improve their quality of life. Understanding one’s overall physical health and fitness status provides the basis for personal responsibility. These performance indicators focus on empowering students to commit to being lifelong physically active individuals.
Performance Indicators

- HS.S3.1.** Explain how each component of fitness impacts lifetime physical wellness.
- HS.S3.2.** Analyze and discuss the benefits of a physically active lifestyle as it relates to college or career productivity.
- HS.S3.3.** Identify various strength and stretching exercises for personal fitness development.
- HS.S3.4.** Monitor rates of exertion while participating in physical activity.
- HS.S3.5.** Calculate target heart rate and use this information to create and/or maintain a personal fitness plan.
- HS.S3.6.** Explain how to adjust pacing to keep heart rate in the target zone.
- HS.S3.7.** Apply goal-setting and decision-making skills in developing, maintaining, implementing and evaluating a personal wellness plan.
- HS.S3.8.** Design a personal lifetime leisure/recreational plan that includes the components of health-related fitness.
- HS.S3.9.** Analyze the impact of life choices, economics, motivation and accessibility to physical activity in college or career settings.
- HS.S3.10.** Analyze and explain the relationships between caloric intake and caloric expenditure in relation to body composition, nutrition and physical activity.

Standard 4: Demonstrate responsible personal and social behavior that exhibits respect for self and others.

Demonstrate Personal and Social Behavior: Physically literate individuals respect themselves and others in physical activity settings. These performance indicators focus on the positive development of personal, responsible and social behaviors that are demonstrated through sportsmanship, etiquette, safety, teamwork, cooperation and conflict resolution skills.

Performance Indicators

- HS.S4.1.** Interact positively in social and group interactions through the use of communication skills, critical thinking, accountability and leadership in a physical activity setting.
- HS.S4.2.** Demonstrate respect for others' diversity while participating in sports and/or physical activities.
- HS.S4.3.** Apply conflict resolution/mediation skills when participating in sports and/or recreational activities.
- HS.S4.4.** Explain how ethical behavior and positive social interaction impact effective participation in sports and physical activities.
- HS.S4.5.** Apply rules of behavior and fair play in a variety of physical activities, sports and games as a competitor and/or spectator.
- HS.S4.6.** Analyze the value of rules, fair play, cooperation, sportsmanship, teamwork and conflict resolution in a variety of physical activities, sports and games.
- HS.S4.7.** Examine moral and ethical conduct in specific competitive situations, including but not limited to intentional fouls, performance-enhancing substances, gambling or current events in sport.

Standard 5: Demonstrate value of physical activity for health, enjoyment, challenge, self-expression and social interaction.

Demonstrate Value of Physical Activity: Physically literate individuals value physical activity and its contribution to a healthy lifestyle. These performance indicators focus on an active lifestyle as a vehicle for enjoyment, advocacy, challenge and social interaction of a healthy community.

Performance Indicators

- HS.S5.1.** Explain how physical, intellectual and emotional behaviors impact physical performance.
- HS.S5.2.** Analyze the physical, emotional/mental and social benefits of regular participation in physical activities.
- HS.S5.3.** Evaluate the personal benefits derived from regular participation in physical activities as they relate to quality of life.
- HS.S5.4.** Explain how physical activities provide opportunities for self-expression and social interactions.
- HS.S5.5.** Collaborate with others to advocate for a healthy community.