

PROPOSED K – 12 STANDARDS

<p>Current Goal (2004)</p>	
<p>The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.</p>	
<p>Proposed Goal</p>	<p>Rationale</p>
<p>The goal of physical education is to develop physically <u>literate</u> individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.</p> <p>To pursue a lifetime of healthful physical activity, a physically literate individual:</p> <ul style="list-style-type: none"> • has learned the skills necessary to perform a variety of physical activities • knows the implications of and the benefits from involvement in physical activities • does participate regularly in physical activity • is physically fit • values physical activity and its contributions to a healthful lifestyle <p>NASPE (2004)</p> <p><i>*Physical literacy is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person. (Mandigo, J., Francis, N., Lodewyk, K & Lopez, R., 2012., p.28)</i></p> <p><i>*Physical literacy is “a disposition acquired by human beings encompassing the motivation, confidence, and physical competence that establishes purposeful physical activity as an integral part of their lifestyle” (Whitehead, 2001, p. 127). Simply put, physical literacy is the application of the motor competence, understanding of movement concepts, achievement and maintenance of physical fitness, social responsibility in physical activity settings, as well as enjoyment and self-efficacy to living a physically active life.</i></p>	<p>The term “physical literacy” is parallel to current terminology used in other subject areas, such as “health literacy” and “math literacy.” It is comprehensive in conveying what we are trying to accomplish in physical education.</p>

Current Standard 1 (2004)	
A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.	
Proposed Standard 1	Rationale
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	This change is editorial. Initial feedback from members indicated that keeping the idea of “variety” was important.

Current Standard 2 (2004)	
A physically educated person demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.	
Proposed Standard 2	Rationale
The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.	The proposed changes here are mainly editorial. “Apply” is easier to assess than “demonstrates understanding”.

Current Standard 3 (2004)	Current Standard 4 (2004)
A physically educated person participates regularly in physical activity.	A physically educated person achieves and maintains a health-enhancing level of physical fitness.
Proposed Standard 3	Rationale
The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Current Standards 3 and 4 are written in a way that reflects the goal of physical education rather than “content standard” language. The language in this revision seeks to correct that and combine the concepts of the two standards. Teachers provide students with the content and opportunities to acquire the knowledge and skills needed for achieving and maintaining health-related fitness and participating in physical activity.

Current Standard 5 (2004)	
A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings.	
Proposed Standard 4	Rationale
The physically literate individual exhibits responsible personal and social behavior that respects self and others.	These changes are editorial only.

Current Standard 6 (2004)	
A physically educated person values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	
Proposed Standard 5	Rationale
The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	Current Standard 6 is written in a way that reflects the goal of physical education rather than “content standard” language. It is difficult to ensure that students “value” physical activity, however, the content of physical education does provide students with the knowledge of the value of it.

Overview
Physically Literate Individuals
College and Career Ready

Level	Standard 1 <i>TL demonstrates competency in a variety of motor skills and movement patterns.</i>	Standard 2 <i>TL demonstrates and applies knowledge of concepts, principles, strategies, and tactics related movement and performance.</i>	Standard 3 <i>TL demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.</i>	Standard 4 <i>TL exhibits responsible personal and social behavior that respects self and others.</i>	Standard 5 <i>TL recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</i>
Secondary 9 – 12	<i>Specialized skills for</i> - individual/dual activities - outdoor pursuits - fitness activities - dance Aquatics*	Use movement concepts and principles to analyze and improve performance of self and/or others in a selected skill	Plan and implement a personal fitness program Describe key concepts associated with successful participation in physical activity	Model responsible behavior and utilize problem – solving and communication skills while engaging in physical activity	Design and implement a physical activity program that meets the need for self-expression, challenge, social interaction and enjoyment
Middle School 6 – 8	<i>Specialized skills for</i> - modified sports and small-sided games <i>Introduction to</i> -individual/dual activities -outdoor pursuits -fitness activities Dance Aquatics*	Utilize tactics and performance concepts in physical activities	Apply health-related fitness concepts	Exhibit responsible interpersonal behavior while engaging in physical activities	Analyze the benefits of a physically active lifestyle
Elementary K - 5	<i>Fundamental motor skills</i> Combinations of skills Small-sided practice tasks Dance Gymnastics Aquatics*	Use basic movement concepts in dance, gymnastics, and games environments	Identify basic health-related fitness concepts	Accept self and others in physical activities	Identify benefits of physically active lifestyle

ELEMENTARY SCHOOL OUTCOMES DRAFT

By the end of 5th grade, the learner will (TLW) demonstrate competence in fundamental motor skills and selected combinations of skills; utilize basic movement concepts in dance, gymnastics, and games' environments; identify basic health-related fitness concepts; exhibit acceptance of self and others in physical activities; and identify the benefits of physically active lifestyle.

***Swimming skills and water safety activities should be taught if facilities permit.*

Standard 1	Kindergarten	1 st grade	2 nd grade	3 rd grade	4 th grade	5 th grade
<i>TL DEMONSTRATES COMPETENCY IN A VARIETY OF MOTOR SKILLS AND MOVEMENT PATTERNS.</i>						
<i>Locomotor</i>	Perform locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance	Hop, gallop, jog and slide using a mature pattern	Skip using a mature pattern	Leap using a mature pattern	Use various locomotor skills in a variety of small-sided practice tasks, dances, and educational gymnastics experiences	Demonstrate mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics, and dance Combine locomotor and manipulative skills in a variety of small-sided practice tasks/games environment Combine traveling with manipulative skills for execution to a target, e.g., scoring in soccer, hockey and basketball

Standard 1	Kindergarten	1 st grade	2 nd grade	3 rd grade	4 th grade	5 th grade
Locomotor			Demonstrate jogging and sprinting	Demonstrate sprinting and running	Run for distance using a mature pattern	Demonstrate appropriate pacing for a variety of running distances
	Perform jumping/landing actions with good balance	Demonstrate 2 of the 5 critical elements for jumping and landing in a horizontal plane using two foot take-offs and landings	Demonstrate 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of one and two foot take-offs and landings	Jump and land in the horizontal and vertical planes using a mature pattern	Use spring and step take-offs and landings specific to gymnastics	Combine jumping and landing patterns with locomotors and manipulative skills in dance, gymnastics, and small-sided practice tasks/games environment
		Demonstrate 2 of the 5 critical elements for jumping and landing in a vertical plane	Demonstrate 4 of the 5 critical elements for jumping and landing in a vertical plane			
	Perform locomotor skills in response to teacher-led creative dance	Combine locomotor and non-locomotor skills in teacher-designed creative dance	Perform a teacher/student designed rhythmic activity with correct response to simple rhythms	Demonstrate designated developmentally appropriate dance steps and movement patterns	Combine locomotors, movement patterns, and dance steps to create and perform a new dance	Demonstrate combinations of locomotor skills in specific dances, with correct rhythm and pattern
				Demonstrate a sequence of locomotor skills, transitioning from one skill to another smoothly/without hesitation	Combine traveling with manipulative skills of dribbling, throwing, catching, striking in teacher and/or student designed small-sided practice tasks environments	

Standard 1	Kindergarten	1 st grade	2 nd grade	3 rd grade	4 th grade	5 th grade
Non-locomotor	Maintain momentary stillness on different bases of support Form wide, narrow, curled and twisted body shapes	Maintain stillness on different bases of support with different body shapes	Balance on different bases of support, combining levels and shapes Balance in an inverted position* with stillness and supportive base	Balance on different bases of support, demonstrating muscular tension and extensions of free body parts	Balance on different bases of support on apparatus, demonstrating levels and shapes	Combine balance and transferring weight in a gymnastics sequence with a partner
			Transfer weight from feet to different body parts/bases of support for balances and/or travel ¹	Transfer weight from feet to hands for momentary weight support	Transfer weight from feet to hands varying speed and using large extensions, e.g. mulekick, handstand, cartwheel	
	Roll sideways in a narrow body shape	Roll with either a narrow or curled body shape	Roll in different directions with either a narrow or curled body shape			
	Contrast the actions of curling and stretching	Demonstrate/ differentiate among twisting, curling, stretching, bending actions		Move into and out of gymnastics balances with curling, twisting, and stretching actions	Move into and out of balances on apparatus with curling, twisting, and stretching actions	Perform curling, twisting, stretching actions with correct application in dance, gymnastics, and small-sided practice tasks/games environment

¹ All transfers of weight from feet to other body parts must be presented with differentiated instruction and developmentally appropriate practice tasks for individual learners

Standard 1	Kindergarten	1 st grade	2 nd grade	3 rd grade	4 th grade	5 th grade
Non-locomotor			Combine balances and transfers into a three-part sequence, i.e., dance or gymnastics	Combine locomotors and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance	Combine locomotors and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner	Combine locomotors and movement concepts to create and perform a group dance
				Combine balance and weight transfers with movement concepts to create and perform a dance	Combine traveling with balance and weight transfers to create a gymnastics sequence with and without equipment/apparatus	Combine actions, balances, and transferring weight to create a gymnastics sequence with a partner on equipment/apparatus
Manipulative	Throw underhand with opposite foot forward	Throw underhand, demonstrating 2 of the 5 critical elements of a mature pattern	Throw underhand using a mature pattern	Throw underhand to a partner or target with reasonable accuracy		Throw (underhand and overarm) using a mature pattern in non-dynamic environments with different sizes and types of objects
			Throw overarm demonstrating 2 of the 5 critical elements of a mature pattern	Throw overarm, demonstrating 3 of the 5 critical elements of a mature pattern, in non-dynamic environments, for distance and/or force	Throw overarm using a mature pattern in non-dynamic environments Throw overarm to a partner or at a target with accuracy at a	Throw to a large target with accuracy, both

					reasonable distance	underhand and overarm
Standard 1	Kindergarten	1 st grade	2 nd grade	3 rd grade	4 th grade	5 th grade
Manipulative					Throw to a moving partner with reasonable accuracy in a non-dynamic environment	Throw with accuracy, both partners moving Throw with reasonable accuracy in dynamic, small-sided practice tasks
	Drop a ball and catch it before it bounces twice Catch a large ball tossed by a skilled thrower	Catch a soft object from a self-toss before it bounces Catch various sizes of balls self-tossed/tossed by a skilled thrower	Catch a self-tossed or quality thrown large ball with hands, not trapping or cradling against the body	Catch a gently tossed hand-sized ball from a partner, demonstrating 3 of 4 critical elements of a mature pattern	Catch a thrown ball, above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment	Catch a batted ball, above the head, at chest or waist level, and along the ground using a mature pattern in a non-dynamic environment Catch with accuracy, both partners moving Catch with reasonable accuracy in dynamic, small-sided practice tasks
Standard 1	Kindergarten	1 st grade	2 nd grade	3 rd grade	4 th grade	5 th grade
Manipulative	Dribble a ball with one hand, attempting the second contact	Dribble continuously in self-space, using the dominant hand	Dribble in self-space with preferred hand demonstrating a mature pattern Dribble and walk in general space, using the dominant hand	Dribble and travel in general space at slow to moderate jogging speed with control of ball and body	Dribble in self-space with both the preferred and the non-preferred hand using a mature pattern	Demonstrate hand dribbling in combination with other skills using strategies/tactics during one-on-one practice tasks

		Tap/dribble a ball using inside of feet while walking in general space	Dribble with the feet in general space with control of ball and body	Dribble with the feet in general space at slow to moderate jogging speed with control of ball and body	Dribble with the hand and/or feet in general space with control of ball and body while increasing and decreasing speed	Demonstrate foot dribbling in combination with other skills using strategies/tactics during one-on-one practice tasks
				Receive and pass a ball with the inside of the foot to a stationary partner, “giving” on reception before returning the pass	Receive and pass a ball with the inside of the foot to a moving partner in a non-dynamic environment Receive and pass a ball with the outside and inside of the feet to a stationary partner, “giving” on reception before returning the pass	Pass with the feet, using a mature pattern, as both partners travel Receive a pass, using a mature pattern, with the feet as both partners travel
					Dribble with hand/feet in combination with other skills, e.g., passing, receiving, shooting	Hand/feet dribble with mature patterns in a variety of small-sided practice tasks
Standard 1	Kindergarten	1st grade	2nd grade	3rd grade	4th grade	5th grade
Manipulative	Kick a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a mature kicking pattern	Approach a stationary ball and kick it forward, demonstrating 2 of the 5 critical elements of a mature pattern	Use a continuous running approach and kick a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern	Use a continuous running approach and intentionally perform a kick along the ground and a kick in the air, demonstrating 3 of the 5 critical	Kick along the ground, in the air, and punting using mature patterns	Demonstrate mature patterns in kicking and punting in small-sided practice tasks

				elements of a mature pattern for each		
				Use a continuous running approach and kick a stationary ball for accuracy		
	Volley a lightweight object (balloon), sending it upward	Volley an object with an open palm, sending it upward	Volley an object upward with consecutive hits	Volley an object with a underhand or sidearm striking pattern sending it forward over a net, to the wall, or over a line to a partner, demonstrating 3 of the 4 critical elements of a mature pattern	Underhand volley, using a mature pattern, in a dynamic environment, e.g., 2 square, 4 square, handball	

Standard 1	Kindergarten	1 st grade	2 nd grade	3 rd grade	4 th grade	5 th grade
Manipulative					Strike/volley with a two-hand/overhead pattern sending a ball upward, demonstrating 4 out of 5 critical elements of a mature pattern	Strike/volley a ball, two hand/overhead pattern, sending it upward to a target
	Strike a lightweight object with a paddle/ short handled	Strike a ball with a short-handled implement sending	Strike an object upward with a short-handled	Strike an object with a short handled implement sending	Strike an object with a short handled implement	Strike consecutively with a partner, using a short implement

	racket	it upward	implement, consecutive hits	it forward over a low net or to the wall Strike an object with a short handled implement demonstrating 3 of 5 critical elements of a mature pattern	demonstrating a mature pattern Strike an object with a short handled implement, alternating hits with a partner over a low net or against the wall	(over a net, against a wall) in either competitive or cooperative games
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Standard 1	Kindergarten	1 st grade	2 nd grade	3 rd grade	4 th grade	5 th grade
Manipulative			Strike a ball off a tee or cone with a bat , using correct grip and side-orientation/proper body orientation	Strike a ball with a long handled implement , sending it in a forward direction (proper grip—hockey stick, bat; batting tee or ball tossed by teacher for batting)	Strike an object with a long handled implement demonstrating 3 of the 5 critical elements of a mature pattern for the specific implement (hockey stick, bat, tennis, badminton rackets—grip, stance, body orientation, swing plane, follow-through)	Strike a pitched ball with a bat using mature pattern Combine striking with a long implement with receiving, traveling skills in a small-sided practice tasks (batting, hockey)
					Combine traveling with manipulative skills of dribbling, throwing, catching, striking in teacher and/or student designed small-sided practice tasks environments	Combine manipulative skills and traveling for execution to a target, e.g., scoring in soccer, hockey and basketball
	Execute a single jump with self-turned rope	Demonstrate consecutive jumps forward or backward from a self-turned rope	Demonstrate consecutive forward and backward jumping from a self-turned rope, mature pattern	Demonstrate intermediate jump rope skills for both long and short rope (variety of tricks, running in/out of long rope)	Create a jump rope routine with either short or long rope	Create a jump rope routine with a partner, either short or long rope
	Jump a long rope with teacher-assisted turning	Demonstrate jumping with a long rope up to 5 times	Demonstrate jumping with a long rope 5 times			

		consecutively with teacher-assisted turning	consecutively with student turners			
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Standard 2	Kindergarten	1 st grade	2 nd grade	3 rd grade	4 th grade	5 th grade
TL APPLIES KNOWLEDGE OF CONCEPTS, PRINCIPLES, STRATEGIES AND TACTICS RELATED TO MOVEMENT AND PERFORMANCE.						
Spatial Awareness, Body Awareness, Effort & Relationships	Maintain their personal space while moving in general space	Move in self and general space in response to fast and slow beats/rhythms	Combine locomotor skills in general space to a rhythm	Recognize the concept of open spaces in a movement context	Apply the concept of open spaces to combination skills involving traveling, e.g., dribbling and traveling	
	Move in personal space to a rhythm				Apply the concept of closing spaces in small-sided practice tasks	
	Travel in three different pathways	Travel demonstrating low, middle and high levels Travels demonstrating a variety of relationships with objects, e.g., over, under, around, through	Combine shapes, levels and pathways into simple travel, dance, and gymnastics sequences	Recognize locomotor skills specific to a wide variety of physical activities	Combine movement concepts with skills in small- sided practice tasks, gymnastics and dance situations	Combine movement concepts with skills in small-sided practice tasks/games environment, gymnastics and dance with self-direction

		Differentiate between fast and slow speeds Differentiate between strong and light force	Demonstrate gradual increases and decreases in time and force	Combine movement concepts (direction, levels, force, time) with skills as directed by the teacher	Apply the movement concepts of speed, endurance, and pacing for running Apply the concepts of direction and force when striking an object with a short handled implement sending to a designated target	Apply movement concepts for strategies in game situations Apply the concepts of direction and force to strike an object with a long handled implement Analyze movement situations and apply movement concepts in small-sided practice tasks/games, dance, and gymnastics (force, direction, speed, pathways, extensions)
Standard 2	Kindergarten	1st grade	2nd grade	3rd grade	4th grade	5th grade
				Demonstrate the concept of alignment in gymnastics Demonstrate the concept of muscular tension with balance in gymnastics		
Standard 2	Kindergarten	1st grade	2nd grade	3rd grade	4th grade	5th grade
Strategies/tactics				Apply simple strategies/tactics in chasing activities	Apply simple offensive strategies/tactics in	Apply basic offensive and defensive

				Apply simple strategies/tactics in fleeing activities	<p>chasing and fleeing games</p> <p>Apply simple strategies/tactics in chasing and fleeing games</p> <p>Develop fundamental skills to a peer</p> <p>Recognize the specific type of kick needed for games/sports situations</p>	<p>strategies/tactics in invasion small-sided practice tasks</p> <p>Apply basic offensive and defensive strategies/ tactics in net/wall small-sided practice tasks</p> <p>Recognize the specific type of throw, volley, striking action needed for games/ sports situations</p>
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Standard 3	Kindergarten	1 st grade	2 nd grade	3 rd grade	4 th grade	5 th grade
TL DEMONSTRATES THE KNOWLEDGE AND SKILLS TO ACHIEVE AND MAINTAIN A HEALTH-ENHANCING LEVEL OF PHYSICAL ACTIVITY AND FITNESS						
	Actively participate in physical education class	Actively engage in physical education class	Actively engage in physical education class in response to instruction and practice	Engage in the activities of physical education without teacher prompting	Actively engage in the activities of physical education class, both teacher directed and independent	Actively engage in all the activities of physical education
	Identify active play opportunities outside physical education class	Discuss benefits of being active and exercising/playing	Describe large motor and/or manipulative physical activities for participation outside physical education class-- before and after school, e.g., at home, at the park,	<p>Chart participation in physical activities outside physical education class</p> <p>Identify physical activity benefits as a way to become healthier</p>	Analyze opportunities for participation in physical activity outside physical education class	Chart and analyze physical activity outside physical education class for fitness benefits of activities

			with friends, with the family	Describe the concept of fitness and provide examples of physical activity to enhance fitness	Identify the components of health-related fitness	Differentiate between skill-related and health-related fitness
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Standard 3	Kindergarten	1st grade	2nd grade	3rd grade	4th grade	5th grade
	Recognize that when you move fast, your heart beats faster and you breathe faster	Identify the heart as a muscle that gets stronger with exercise/play and physical activity	Demonstrate own body for making one stronger, e.g., hold body in plank position, animal walks Identify physical activities that contribute to fitness	Demonstrate, with teacher direction, the health-related fitness components	Complete a fitness assessment (pre- and post) test Identify areas of needed remediation from personal test and with teacher assistance identify strategies for progress in those areas	Analyze results of fitness assessment (pre- and post), test comparing results to fitness components for good health Design a fitness plan to address ways to use physical activity to enhance fitness
				Recognize the importance of warm-up/cool down relative to vigorous physical activity	Demonstrate warm-up/cool down relative to the cardio-respiratory fitness assessment	Identify the need for warm-up/cool down relative to various physical activities
	Recognize that food provides energy for physical activity	Recognize between healthy and unhealthy foods	Recognize the “Good Health Balance” of good nutrition with physical activity	Identify foods beneficial for pre- and post-physical activity	Discuss the importance of hydration and hydration choices relative to physical activities	Analyze the impact of food choices relative to physical activity, youth sports, personal health

Standard 4	Kindergarten	1 st grade	2 nd grade	3 rd grade	4 th grade	5 th grade
TL EXHIBITS RESPONSIBLE PERSONAL AND SOCIAL BEHAVIOR THAT RESPECTS SELF AND OTHERS.						
	Follow directions in group settings (safe behaviors, following rules, taking turns, etc.)	Demonstrate personal responsibility by using equipment and space appropriately	Practice skills with minimal teacher prompting	Demonstrate responsibility for class protocols	Accept responsibility for personal behavior in group situations	Accept responsibility for interpersonal behavior in physical activity environments, e.g., peer to peer, student to teacher, student to referee
						Accept responsibility for personal behavior in physical activity environments
	Demonstrate ability to accept instruction/directions when prompted	Accept general feedback given by the teacher	Accept specific corrective feedback from the teacher	Accept and implement specific corrective teacher feedback	Listen respectfully to corrective feedback from others (e.g., peers, adults)	Respectively give corrective feedback to peers
	Demonstrate ability to acknowledge responsibility for behavior when prompted	Follow the rules/parameters of the learning environment	Follow the rules/parameters of the physical activity Safely work with equipment	Work independently for extended periods of time	Reflect on personal social behavior in physical activity	Exhibit respect for self (e.g. display of inflated/deflated ego) while engaging in physical activity
	Share equipment and space with others		Work independently with other in partner environments	Work cooperatively with others	Praise the movement performance of the more and less skilled	Accept, recognize, and actively involve others, both higher and lower skill abilities, into physical activities

				Praise others for their success in movement performance	Accept “players” of all skill levels into the physical activity	and group projects
Standard 4	Kindergarten	1 st grade	2 nd grade	3 rd grade	4 th grade	5 th grade
			Recognize the role of rules and etiquette in teacher designed physical activities	Recognize the role of rules and etiquette in physical activity with peers	Demonstrate etiquette and adherence of rules in a variety of physical activities	Critique etiquette involved in rules in a variety of physical activities
	Follow teacher directions for safe participation and proper use of equipment with minimal reminders	Follow teacher directions for safe participation proper use of equipment without teacher reminders	Work independently and safely in physical education	Work independently and safely in physical activity settings	Work safely with peers and equipment in physical activity settings	Apply safety principles with age-appropriate physical activities

Standard 5	Kindergarten	1 st grade	2 nd grade	3 rd grade	4 th grade	5 th grade
<i>TL RECOGNIZES THE VALUE OF PHYSICAL ACTIVITY FOR HEALTH, ENJOYMENT, CHALLENGE, SELF-EXPRESSION, AND/OR SOCIAL INTERACTION.</i>						
	Identify physical activities that are enjoyable Discuss the enjoyment of playing with friends	Describe positive feelings which result from participation in physical activities Discuss personal reasons for enjoyment in physical activities (THE WHY)	Identify physical activities that provide self-expression, e.g., dance, gymnastics routines, practice tasks/games environment	Describe the positive social interactions that come when engaged with others in physical activity	Rank the enjoyment of participation in different physical activities Reflect on the reasons for enjoyment in selected physical activities	Analyze different physical activities for enjoyment and challenge, identifying the reasons for a positive or negative response
			Compare physical activities that bring confidence and challenge	Discuss the challenge that comes from learning a new physical activity		Rate the enjoyment of participation in challenging and mastered physical activities

						<p>Describe the social benefits gained from participation in physical activity, e.g., recess, youth sports</p> <p>Express (via written essay, visual art, creative dance) the enjoyment and/or challenge of participation in a favorite physical activity</p>
Standard 5	Kindergarten	1st grade	2nd grade	3rd grade	4th grade	5th grade
				Discuss the relationship between physical activity and good health	Examine the health benefits of participation in physical activity	Compare the health benefits of participation in selected physical activities