

Minnesota K-12 Physical Education Standards

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DRAFT Four

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Minnesota K-12 Physical Education Standards (DRAFT Three)

Contents

Introduction	3
How to read the standards	4
Minnesota K-12 Academic Standards in Physical Education Grades K-5 Standards Progressions	5
Minnesota Academic Standards in Physical Education Grades 6-8 Standards Progressions	18
Minnesota K-12 Academic Standards in Physical Education Grades 9-12 Standards Progressions	28
APPENDIX A.....	32
APPENDIX B.....	37
APPENDIX C.....	39

Introduction

The goal of the 2017 Minnesota K-12 Academic Standards in Physical Education is to develop “physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. To pursue a lifetime of healthful physical activity, a physically literate individual—

- Has learned the skills necessary to participate in a variety of physical activities;
- Knows the implications and the benefits of involvement in various types of physical activities;
- Participates regularly in physical activity;
- Is physically fit;
- Values physical activity and its contributions to a healthful lifestyle.”

Source: Society of Health and Physical Educators. (2014). *National standards & grade-level outcomes for K-12 physical education*. Champaign, IL: Human Kinetics.

Using the SHAPE America *National Standards & Grade-Level Outcomes for K-12 Physical Education* as a base, the Standards Committee determined the changes needed to ensure that the national standards address state statutory requirements and best practices in physical education. The new (2017) standards will replace the state’s current standards, the National Standards for Physical Education, which were developed by the National Association for Sport and Physical Education, adopted by Minnesota in 2010, and implemented in all schools in the 2012-13 school year.

How to read the standards

This document utilizes an “anchor standard” approach. Five standards establish the overall goals for student learning and these standards are repeated from kindergarten through grade 12.

Each standard is comprised of one or more benchmarks that are unique to that grade level. The benchmarks are organized into focus areas. For example, the benchmarks for the first standard are organized into the focus areas of locomotor, non-locomotor, and manipulative.

Each standard and benchmark begins with the phrase, “*The student will...*”

Examples provided in this document are intended to clarify the meaning of the benchmark and are optional.

There are some K-5 benchmark progressions that emerge after kindergarten due to skills in the benchmark progression that are not developmentally appropriate in earlier grade levels. These benchmarks are indicated by the statement “*Developmental and emerging benchmarks first appear in grade...*”

The benchmarks for each standard are designated by four-digit codes. For example, in the code **0.1.3.16**—

- The 0 refers to grade *Kindergarten*;
- The 1 refers to the first standard, *Demonstrates competency in a variety of motor skills and movement patterns*;
- The 3 refers to the third focus area, *Manipulative*;
- The 16 refers to the sixteenth benchmark for focus area three, *Jump a single jump with a self-turned rope*.

Standard	Focus Area	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1 Demonstrates competency in a variety of motor skills and movement patterns.	3 Manipulative	0.1.3.16 Jump a single jump with a self-turned rope.	1.1.3.16 Consecutively jump forward or backward using a self-turned rope.	2.1.3.16 Consecutively jump forward and backward, demonstrating a maturing pattern, jump using a self-turned rope.	3.1.3.16 Perform a variety of jump rope skills with a short rope.	4.1.3.16 Combine jump rope skills to perform a routine using either a short or long rope.	5.1.3.16 Combine jump rope skills to perform a routine using either a long or short rope, with a partner.

The 2017 physical education standards include an appendix that further clarifies terminology used in the benchmarks. Information in the appendix includes the following—

- A Glossary of terms referenced in the standards;
- A description of Activity Categories referenced in the standards;
- A narrative of Critical Elements referenced in the standards.

Minnesota K-12 Academic Standards in Physical Education Grades K-5 Standards Progressions

Standard	Focus Area	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1 Demonstrates competency in a variety of motor skills and movement patterns.	1 Locomotor	0.1.1.1 Hop, gallop, slide, skip, and run while maintaining balance.	1.1.1.1 Hop, gallop, and slide using a maturing pattern.	2.1.1.1 Skip and run using a maturing pattern.	3.1.1.1 Leap using a maturing pattern.	4.1.1.1 Use various locomotor skills in educational games, educational dance, and educational gymnastics.	5.1.1.1 Combine locomotor and manipulative skills in educational games, educational dance, and educational gymnastics.
1 Demonstrate competency in a variety of motor skills and movement patterns.	1 Locomotor	0.1.1.2 Jump and land in the horizontal plane while maintaining balance.	1.1.1.2 Jump and land in the horizontal plane demonstrating two of the five critical elements, while taking off and landing with two feet.	2.1.1.2 Jump and land in the horizontal plane demonstrating four of the five critical elements, while taking off and landing with two feet.	3.1.1.2 Jump and land in the horizontal plane using a maturing pattern while taking off and landing on two feet.	4.1.1.2 Jump and land in the horizontal plane using spring-and-step take-off and landing as used in educational games, educational dance, and educational gymnastics.	5.1.1.2 Combine jumping and landing in the horizontal plane with locomotor and manipulative skills in educational games, educational dance, and educational gymnastics.
1 Demonstrate competency in a variety of motor skills and movement patterns.	1 Locomotor	0.1.1.3 Jump and land in the vertical plane while maintaining balance.	1.1.1.3 Jump and land in the vertical plan demonstrating two of the five critical elements, while taking off and landing with two feet.	2.1.1.3 Jump and land in the vertical plane demonstrating four of the five critical elements while taking off and landing on two feet.	3.1.1.3 Jump and land in the vertical plane using a maturing pattern, while taking off and landing with two feet.	4.1.1.3 Jump and land in the vertical plane using spring step take-off and landing as used in educational games, educational dance, and educational gymnastics.	5.1.1.3 Combine jumping and landing in the vertical plane with locomotor and manipulative skills in educational games, educational dance, and educational gymnastics.

Standard	Focus Area	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1 Demonstrate competency in a variety of motor skills and movement patterns.	1 Locomotor	0.1.1.4 Perform locomotor skills in educational dance while maintaining balance	1.1.1.4 Combine locomotor and non-locomotor skills in educational dance while maintaining balance.	2.1.1.4 Combine locomotor and non-locomotor skills in educational dance with correct response to simple rhythms.	3.1.1.4 Combine and sequence locomotor and non-locomotor skills in educational dance transitioning from one skill to another smoothly without hesitation.	4.1.1.4 Combine and sequence locomotor and non-locomotor skills transitioning from one skill to another smoothly without hesitation and with correct response to various rhythms.	5.1.1.4 Combine and sequence locomotor and non-locomotor skills transitioning from one skill to another smoothly without hesitation while maintaining rhythm in culturally relevant and creative dances.
1 Demonstrate competency in a variety of motor skills and movement patterns.	2 Non-Locomotor	0.1.2.1 Maintain momentary stillness on different bases of support with different body shapes.	1.1.2.1 Maintain balance on different bases of support with different body shapes.	2.1.2.1 Maintain balance on different bases of support, combining levels and shapes.	3.1.2.1 Maintain balance on different bases of support, combining levels and shapes with a partner or using an object.	4.1.2.1 Maintain balance on different bases of support combining levels and shapes on an apparatus. For example: balance beam, dome cones, stepping stones, mats, balance ball, aerobic step benches.	5.1.2.1 Combine balance and weight transfer in an educational gymnastics and educational dance sequence.
1 Demonstrate competency in a variety of motor skills and movement patterns.	2 Non-Locomotor	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 1.</i>	1.1.2.2 Transfer weight from one body part to another in personal space (self-space).	2.1.2.2 Transfer weight from feet to different body parts or bases of support for balances or travel.	3.1.2.2 Transfer weight from feet to hands to different body parts and bases of support for balances and travel.	4.1.2.2 Transfer weight from feet to hands varying speed and using large extensions. For example: mule kick, handstand, cartwheel.	5.1.2.2 Combine balance and weight transfer in an educational gymnastics and educational dance sequence.

Standard	Focus Area	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1 Demonstrate competency in a variety of motor skills and movement patterns.	2 Non-Locomotor	0.1.2.3 Roll sideways in a narrow body shape. For example: pencil roll, log roll.	1.1.2.3 Roll forwards or backwards with a curled body shape. For example: rocker, egg roll.	2.1.2.3 Roll in different directions with either a narrow or curled body shape.	3.1.2.3 Move into and out of a roll while maintaining balance and body control.	4.1.2.3 Perform rolling as part of an educational gymnastic sequence, with fluid and balanced transition into and out of rolls.	5.1.2.3 Combine rolling with traveling and non-locomotor skills as part of an educational gymnastic sequence, with fluid and balanced transition from one skill to the next.
1 Demonstrate competency in a variety of motor skills and movement patterns.	2 Non-Locomotor	0.1.2.4 Perform non-locomotor skills.	1.1.2.4 Perform non-locomotor skills with body in a variety of stationary positions. For example: different levels, shapes, sizes.	2.1.2.4 Perform non-locomotor skills with body in a variety of stationary positions, while maintaining balance.	3.1.2.4 Perform non-locomotor skills as the body moves into and out of balances.	4.1.2.4 Perform non-locomotor skills as the body moves into and out of balances on apparatus.	5.1.2.4 Perform non-locomotor skills as part of an educational game, and educational gymnastics or educational dance sequence.
1 Demonstrate competency in a variety of motor skills and movement patterns.	2 Non-Locomotor	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 2.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 2.</i>	2.1.2.5 Combine balances, non-locomotor skills and locomotor skills to perform a three-part educational dance and an educational gymnastics sequence.	3.1.2.5 Combine balances, non-locomotor skills, locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to perform an educational dance and educational gymnastics sequence.	4.1.2.5 Combine balances, non-locomotor skills, locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to perform an educational dance and an educational gymnastic sequence with a partner.	5.1.2.5 Combine balances, non-locomotor skills, locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to perform an educational dance and an educational gymnastics sequence with a group.

Standard	Focus Area	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	0.1.3.1 Throw and roll underhand with opposite foot forward.	1.1.3.1 Throw and roll underhand demonstrating two of the five critical elements of a maturing pattern.	2.1.3.1 Throw and roll underhand using a maturing pattern.	3.1.3.1 Throw and roll underhand using a maturing pattern to a partner or target.	4.1.3.1 Throw and roll underhand with accuracy in practice tasks.	5.1.3.1 Throw and roll underhand in small-sided games.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	0.1.3.2 Throw overhand while maintaining balance.	1.1.3.2 Throw overhand with opposite foot forward.	2.1.3.2 Throw overhand with side facing target and opposite foot forward.	3.1.3.2 Throw overhand within a task that requires force for distance, demonstrating three of the five critical elements.	4.1.3.2 Throw overhand within a task that requires force for distance, demonstrating four of the five critical elements of a maturing pattern, in closed environments.	5.1.3.2 Throw overhand within a task that requires force for distance, using a maturing pattern in closed environments.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	3.1.3.3 Throw with accuracy to a stationary target.	4.1.3.3 Throw with accuracy to a moving target.	5.1.3.3 Throw with accuracy in small-sided games.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	0.1.3.4 Drop and catch a ball before it bounces twice.	1.1.3.4 Catch a self-tossed ball adjusting hands and arms to the location of the ball.	2.1.3.4 Catch a self-tossed hand-sized ball demonstrating two of the four critical elements of a maturing pattern.	3.1.3.4 Catch a gently tossed hand-sized ball from a partner, demonstrating three of the four critical elements of a maturing pattern.	4.1.3.4 Catch a thrown ball, above the head, at chest or waist level and below the waist, in practice tasks.	5.1.3.4 Catch a thrown ball, above the head, at chest or waist level and below the waist, in small-sided games.

Standard	Focus Area	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	0.1.3.5 Dribble with one hand, attempting a second contact.	1.1.3.5 Dribble with preferred hand while remaining in personal space (self-space).	2.1.3.5 Dribble with preferred hand while remaining in personal space (self-space), demonstrating a maturing pattern.	3.1.3.5 Dribble with preferred hand, traveling through general space.	4.1.3.5 Dribble with both the preferred and non-preferred hand while traveling through general space, increasing and decreasing speed.	5.1.3.5 Dribble with the preferred or non-preferred hand in small sided games.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	0.1.3.6 Dribble with inside of the foot, attempting a second contact.	1.1.3.6 Dribble with inside of the foot while remaining in personal space (self-space).	2.1.3.6 Dribble with the feet while traveling through general space.	3.1.3.6 Dribble with the feet while traveling through general space with control of ball and body.	4.1.3.6 Dribble with the feet while traveling through general space, increasing and decreasing speed.	5.1.3.6 Dribble with the feet in small-sided games.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	0.1.3.7 Pass with the feet, while maintaining balance.	1.1.3.7 Pass with the feet to a stationary target, while maintaining balance.	2.1.3.7 Receive a partner-pass with the feet, while maintaining control of the object and the body.	3.1.3.7 Pass and receive a ball with the feet, “giving” on reception before returning the pass.	4.1.3.7 Pass and receive a ball with the feet in practice tasks.	5.1.3.7 Pass and receive a ball with the feet in small-sided games.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 4.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 4.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 4.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 4.</i>	4.1.3.8 Dribble with hands or feet in combination with other skills, while controlling the ball and the body in practice tasks. For example: passing, receiving, shooting.	5.1.3.8 Dribble with hands or feet in combination with other skills while controlling the ball and the body in small- sided games.

Standard	Focus Area	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	0.1.3.9 Kick while maintaining balance.	1.1.3.9 Kick demonstrating two of the five critical elements of a maturing pattern.	2.1.3.9 Kick demonstrating three of the five critical elements of a maturing pattern.	3.1.3.9 Kick a moving ball along the ground and in the air demonstrating four of the five critical elements of a maturing pattern.	4.1.3.9 Kick a moving ball along the ground and in the air demonstrating a maturing pattern.	5.1.3.9 Kick in small-sided games.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	3.1.3.10 Punt while maintaining balance.	4.1.3.10 Punt contacting the ball with shoelaces or top of the foot.	5.1.3.10 Punt contacting the ball with shoelaces or top of the foot, sending it forward in practice tasks.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	0.1.3.11 Volley individually using various body parts, attempting a second hit.	1.1.3.11 Volley individually using various body parts making multiple contacts, while maintaining balance.	2.1.3.11 Volley with a partner using hands only while maintaining balance.	3.1.3.11 Volley underhand with a partner, using hands only, making multiple contacts while maintaining balance.	4.1.3.11 Volley underhand in practice tasks.	5.1.3.11 Volley underhand in small-sided games.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	3.1.3.12 Volley using a two-hand overhead pattern with a partner making multiple contacts while maintaining balance.	4.1.3.12 Volley using a two-hand overhead pattern in practice tasks.	5.1.3.12 Volley using a two-hand overhead pattern in small-sided games.

Standard	Focus Area	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	0.1.3.13 Strike using a body part, while maintaining balance.	1.1.3.13 Strike using a short-handled implement, while maintaining balance.	2.1.3.13 Strike using a short-handled implement while controlling direction.	3.1.3.13 Strike using a short-handled implement while controlling direction, and demonstrating correct body alignment relative to the target and striking skill.	4.1.3.13 Strike using a short-handled implement in practice tasks.	5.1.3.13 Strike using a short-handled implement in small-sided games.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 2.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 2.</i>	2.1.3.14 Strike using a long-handled implement while controlling direction.	3.1.3.14 Strike using a long-handled implement while controlling direction, and demonstrating correct body alignment relative to the target and striking skill.	4.1.3.14 Strike using a long-handled implement in practice tasks.	5.1.3.14 Strike using a long-handled implement in small-sided games.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 4.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 4.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 4.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 4.</i>	4.1.3.15 Combine traveling with the manipulative skills of dribbling, throwing, catching and striking in practice tasks.	5.1.3.15 Combine traveling with the manipulative skills of dribbling, throwing, catching and striking with accuracy small-sided games.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	0.1.3.16 Jump a single jump with a self-turned rope.	1.1.3.16 Consecutively jump forward or backward using a self-turned rope.	2.1.3.16 Consecutively jump forward and backward, demonstrating a maturing pattern, using a self-turned rope.	3.1.3.16 Perform a variety of jump rope skills with a short rope.	4.1.3.16 Combine jump rope skills to perform a routine using either a short or long rope.	5.1.3.16 Combine jump rope skills to perform a routine using either a long or short rope, with a partner.

Standard	Focus Area	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Manipulative	0.1.3.17 Jump a long rope with teacher-assisted turning.	1.1.3.17 Consecutively jump a long rope with teacher-assisted turning.	2.1.3.17 Enter a long rope with teacher-assisted turning.	3.1.3.17 Exit a long rope with teacher-assisted turning.	4.1.2.17 Enter, jump continuously, and exit a long rope with teacher-assisted turning.	<i>Skill met in Grade 4.</i>
2 Apply knowledge of concepts, principles, strategies and tactics to movement and performance.	1 Movement concepts, principles and knowledge.	0.2.1.1 Travel in different pathways differentiating between movement in personal space (self-space) and general space. For example: straight, curvy, zig zag.	1.2.1.1 Travel at different levels differentiating between movement in personal space (self-space) and general space. For example: low, middle, high.	2.2.1.1 Travel in different directions differentiating between movement in personal space (self-space) and general space. For example: up, down, forward, backward, right, left.	3.2.1.1 Travel in different directions, pathways, levels and extensions in personal space (self-space) and general space. For example: large, small, near, far.	4.2.1.1 Apply the space awareness concepts of directions, pathways, levels and extensions in practice tasks and educational gymnastics or educational dance.	5.2.1.1 Apply the space awareness concepts of directions, pathways, levels and extensions in small-sided games and educational gymnastics or educational dance.
2 Apply knowledge of concepts, principles, strategies and tactics to movement and performance.	1 Movement concepts, principles and knowledge.	0.2.1.2 Travel using body parts in different relationships to each other. For example: round, narrow, wide, twisted, symmetrical.	1.2.1.2 Travel in different relationships to others and objects. For example: over, under, through, around, behind.	2.2.1.2 Manipulate and control equipment in different relationships to others and objects. For example: over, under, through, around, behind.	3.2.1.2 Travel within different relationships with others. For example: alone, partners, groups, leading, following, mirroring, unison.	4.2.1.2 Apply the relationship awareness concepts in practice tasks and educational gymnastics or educational dance.	5.2.1.2 Apply the relationship awareness concepts in small-sided games and educational gymnastics or educational dance.
2 Apply knowledge of concepts, principles, strategies and tactics to movement and performance.	1 Movement concepts, principles and knowledge.	0.2.1.3 Travel using slow and fast speeds.	1.2.1.3 Travel using strong and light forces.	2.2.1.3 Travel using varying speeds and forces with gradual increases and decreases in both speed and force.	3.2.1.3 Apply the effort awareness concepts of speed and force in educational games and educational gymnastics or educational dance.	4.2.1.3 Travel using varying degrees of flow. For example: bound, free.	5.2.1.3 Apply the effort awareness concepts of speed, force and flow in small-sided games and educational gymnastics or educational dance.

Standard	Focus Area	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2 Apply knowledge of concepts, principles, strategies and tactics to movement and performance.	1 Movement concepts, principles and knowledge	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	3.2.1.4 Apply tactics in chasing and fleeing activities.	4.2.1.4 Apply offensive and defensive tactics in chasing and fleeing activities.	5.2.1.4 Apply offensive and defensive tactics in small-sided invasion games.
2 Apply knowledge of concepts, principles, strategies and tactics to movement and performance.	1 Movement concepts, principles and knowledge	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	3.2.1.5 Identify offensive and defensive tactics used in net and wall games.	4.2.1.5 Apply offensive and defensive tactics in net and wall game practice tasks	5.2.1.5 Apply offensive and defensive tactics in small-sided net and wall games.
2 Apply knowledge of concepts, principles, strategies and tactics to movement and performance.	1 Movement concepts, principles and knowledge	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	3.2.1.6 Identify distance and direction tactics used in target games.	4.2.1.6 Apply distance and direction tactics in target game practice tasks.	5.2.1.6 Apply distance and direction tactics in target games.
3 Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	1 Physical Activity Knowledge	0.3.1.1 Identify ways to be physically active outside of physical education class, both indoors and outdoors.	1.3.1.1 Identify basic benefits of being physically active outside of physical education class, both indoors and outdoors.	2.3.1.1 Identify physical activity recommendations and recognize indoor and outdoor physical activities that could be used to meet these recommendations outside of physical education class.	3.3.1.1 Identify personal participation in physical activity outside of physical education class and compare it to the physical activity recommendations.	4.3.1.1 Chart and analyze personal participation in physical activity outside of physical education class, and compare it to the physical activity recommendations.	5.3.1.1 Chart and analyze personal participation in physical activity outside of physical education class for health benefits.

Standard	Focus Area	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3 Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	2 Engages in Physical Activity	0.3.2.1 Actively participates in physical activities with teacher prompting.	1.3.2.1 Actively participates in physical activities with minimal teacher prompting.	2.3.2.1 Actively participates in physical activities without teacher prompting.	3.3.2.1 Actively participates in practice tasks with minimal teacher prompting.	4.3.2.1 Actively participates in practice tasks without teacher prompting.	5.3.2.1 Actively participates in small-sided games without teacher prompting.
3 Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	3 Fitness Knowledge	0.3.3.1 Recognize that faster movement corresponds to faster heartbeat and breathing.	1.3.3.1 Identify the heart as a muscle that grows stronger with exercise, play and physical activity.	2.3.3.1 Describe what it feels like to work one's heart.	3.3.3.1 Define cardiorespiratory fitness and provide examples of physical activities that enhance cardiorespiratory fitness.	4.3.3.1 Identify the components of the F.I.T.T. principle for cardiorespiratory fitness.	5.3.3.1 Apply the F.I.T.T. principle for cardiorespiratory fitness to personal behaviors and identify the need for warm-up and cool down when participating in these types of activities.
3 Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	3 Fitness Knowledge	0.3.3.2 Recognize that the body has muscles.	1.3.3.2 Describe the connection between muscles and one's ability to move.	2.3.3.2 Describe what it feels like to work one's muscles.	3.3.3.2 Define the concepts of muscular endurance, muscular strength, and flexibility, and provide examples of physical activities that enhance these components.	4.3.3.2 Identify the components of the F.I.T.T. principle for muscular endurance, muscular strength, and flexibility.	5.3.3.2 Apply the F.I.T.T. principle for muscular endurance, muscular strength, and flexibility to personal behaviors, and identify the need for warm-up and cool down when participating in these types of activities.

Standard	Focus Area	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3 Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	4 Assessment and program planning	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	3.3.4.1 Define the health-related fitness components, and match them to the fitness assessment tool being used.	4.3.4.1 Describe pre- and post-fitness assessment results, making connections to the health-related fitness components and the recommendations for good health.	5.3.4.1 Analyze pre-and post-fitness assessment results, compare results to recommendations for good health and describe personal strategies to enhance fitness through physical activity participation.
3 Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	5 Nutrition	0.3.5.1 Recognize that food provides energy for physical activity.	1.3.5.1 Differentiate between foods to eat often, foods to eat some of the time, and foods to eat in moderation.	2.3.5.1 Recognize the relationship between nutrition and physical activity.	3.3.5.1 Identify foods that are beneficial for before and after physical activity, and explain why these are good food choices.	4.3.5.1 Explain the importance of hydration and hydration choices relative to physical activity participation.	5.3.5.1 Analyze the impact of food choices relative to physical activity and personal health.
4 Exhibit responsible personal and social behavior that respects self and others.	1 Personal Responsibility	0.4.1.1 Identify class rules and protocols related to self, space and equipment.	1.4.1.1 Follow class rules and protocols related to self, space and equipment with minimal teacher prompting.	2.4.1.1 Follow class rules and protocols related to self, space and equipment.	3.4.1.1 Work independently for extended periods of time while exhibiting personal responsibility related to self, space and equipment.	4.4.1.1 Reflect on personal behaviors in physical activity and identify impact on self and others.	5.4.1.1 Engage in physical activity while demonstrating responsible interpersonal behavior. For example: peer to peer, student to teacher, student to referee.
4 Exhibit responsible personal and social behavior that respects self and others.	2 Feedback	0.4.2.1 Use feedback from the teacher.	1.4.2.1 Consistently use feedback from the teacher.	2.4.2.1 Accept corrective feedback from the teacher.	3.4.2.1 Accept and implement corrective feedback from the teacher.	4.4.2.1 Give and receive feedback respectfully to and from peers.	5.4.2.1 Give and receive corrective feedback respectfully to and from peers.

Standard	Focus Area	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4 Exhibit responsible personal and social behavior that respects self and others.	3 Working with others	0.4.3.1 Share equipment and space with others.	1.4.3.1 Work respectfully with a partner while sharing equipment and space.	2.4.3.1 Work respectfully in small or large group activities while sharing equipment and space.	3.4.3.1 Work cooperatively and respectfully with classmates in small or large group activities.	4.4.3.1 Reflect on personal behaviors within group physical activities and identify the impact on others.	5.4.3.1 Work cooperatively and respectfully with classmates of all skill levels in small or large group activities.
4 Exhibit responsible personal and social behavior that respects self and others.	4 Rules and etiquette	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	<i>Developmentally appropriate and emerging benchmarks first appear in Grade 3.</i>	3.4.4.1 Identify the role of rules and etiquette used in a variety of physical activities.	4.4.4.1 Follow rules and etiquette in practice tasks, educational dance, and educational gymnastics.	5.4.4.1 Follow rules and etiquette in small-sided games, educational dance, and educational gymnastics
4 Exhibit responsible personal and social behavior that respects self and others.	5 Safety	0.4.5.1 Move safely in personal space with minimal reminders.	1.4.5.1 Move safely in general space with minimal reminders.	2.4.5.1 Move safely using equipment in personal space with minimal reminders.	3.4.5.1 Move safely using equipment in general space with minimal reminders.	4.4.5.1 Move safely in practice tasks, educational dance, and educational gymnastics.	5.4.5.1 Move safely in small-sided games, educational dance, and educational gymnastics.
5 Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	1 Health	0.5.1.1 Recognize that physical activity is important for good health.	1.5.1.1 Identify physical activities that can enhance good health.	2.5.1.1 Identify the overall benefits of participation in physical activity For example: mental-emotional health, physical health, social health, cognitive health.	3.5.1.1 Recognize how the body and mind respond during and after physical activity participation.	4.5.1.1 Recognize the relationship between participation in physical activity and its impact on mental-emotional health, physical health, social health, and cognitive health.	5.5.1.1 Analyze participation in physical activity and describe the personal impact it has on mental-emotional health, physical health, social health, and cognitive health.

Standard	Focus Area	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5 Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	2 Challenge	0.5.2.1 Recognize that some physical activities are challenging or difficult.	1.5.2.1 Recognize that learning something new can be challenging, but practice and effort can lead to success.	2.5.2.1 List physical activities that bring confidence and challenge.	3.5.2.1 Describe the challenge and personal enjoyment that comes from learning a new physical activity.	4.5.2.1 Rate various physical activities according to personal levels of challenge.	5.5.2.1 Analyze physical activities based on personal levels of challenge and identify ways to overcome challenges to enhance enjoyment, confidence, and willingness to participate.
5 Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	3 Self-expression and enjoyment.	0.5.3.1 Express enjoyment when being physically active individually and with others.	1.5.3.1 Identify physical activities that can be played alone and with others that are personally enjoyable.	2.5.3.1 Describe positive feelings associated with participation in physical activities that are done alone and with others.	3.5.3.1 Describe characteristics of physical activities that make them personally enjoyable.	4.5.3.1 Describe and provide examples of how participation in personally enjoyable physical activities allows for self-expression and social interaction.	5.5.3.1 Analyze physical activities based on personal levels of enjoyment, and opportunities for social interaction and self-expression.

Minnesota Academic Standards in Physical Education Grades 6-8 Standards Progressions

Standard	Focus Area	Grade 6	Grade 7	Grade 8
1 Demonstrate competency in a variety of motor skills and movement patterns.	1 Dance and Rhythms	6.1.1.1 Demonstrate correct rhythm and pattern for one of the following dance forms: folk, social, creative, line, or world dance.	7.1.1.1 Demonstrate correct rhythm and pattern for two of the following dance forms: folk, social, creative, line or world dance.	8.1.1.1 Demonstrate a movement sequence using correct rhythm and timing as an individual or in a group.
1 Demonstrate competency in a variety of motor skills and movement patterns.	2 Games and Sports: Invasion and Field Games	6.1.2.1 Throw for distance appropriate to the invasion or field game practice task. For example: outfield to home plate; outfield to 3 rd base.	7.1.2.1 Throw for distance and accuracy appropriate to the invasion or field game practice task.	8.1.2.1 Throw for distance, accuracy and speed appropriate to the activity during invasion or field small-sided games.
1 Demonstrate competency in a variety of motor skills and movement patterns.	2 Games and Sports: Invasion and Field Games	6.1.2.2 Catch from a variety of trajectories using different objects in varying invasion or field game practice tasks.	7.1.2.2 Catch from a variety of trajectories using different objects in invasion or field small-sided games	8.1.2.2 Catch using an implement during invasion or field small-sided games.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Games and Sports: Invasion Games	6.1.3.1 Pass and receive with competency, using hands in combination with locomotor patterns of running and change of direction and speed in invasion game practice tasks. For example: basketball, flag football, speedball, team handball.	7.1.3.1 Pass and receive with competency using feet in combination with locomotor patterns of running and change of direction and speed in invasion game small-sided games. For example: soccer or speedball.	8.1.3.1 Pass and receive with competency using an implement in combination with locomotor patterns of running and change of direction and speed in small-sided invasion games. For example: floor hockey, field hockey, ice hockey, lacrosse (traditional or American).

Standard	Focus Area	Grade 6	Grade 7	Grade 8
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Games and Sports: Invasion Games	6.1.3.2 Throw, while stationary, a leading pass to a moving receiver in invasion game practice tasks.	7.1.3.2 Throw, while moving, a leading pass to a moving receiver in invasion game practice tasks.	8.1.3.2 Throw a lead pass to a moving partner off a dribble or pass in small-sided invasion games.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Games and Sports: Invasion Games	6.1.3.3 Execute pivots, fakes, jab steps, and give and go designed to create open space during invasion game practice tasks.	7.1.3.3 Execute at least one of the following skills designed to create open space during small-sided invasion games, with varying levels of defense: pivots, fakes, jab steps, and give and go.	8.1.3.3 Execute at least two of the following skills to create open space during small-sided invasion games: pivots, fakes, jab step, give and go, and screens.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Games and Sports: Invasion Games	6.1.3.4 Dribble with preferred hand using a change of speed and direction in a variety of invasion game practice tasks.	7.1.3.4 Dribble with preferred and non-preferred hands using a change of speed and direction in a variety of invasion game practice tasks.	8.1.3.4 Dribble with preferred and non-preferred hands using a change of speed and direction in small-sided invasion games.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Games and Sports: Invasion Games	6.1.3.5 Foot-dribble or dribble using an implement with control, changing speed and direction in a variety of invasion games.	7.1.3.5 Foot-dribble or dribble using an implement combined with passing in a variety of invasion games.	8.1.3.5 Foot-dribble or dribble using an implement with control, changing speed and direction in small-sided invasion games.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Games and Sports: Invasion Games	6.1.3.6 Shoot on goal with accuracy in invasion game practice tasks.	7.1.3.6 Shoot on goal with accuracy in small-sided invasion games.	8.1.3.6 Shoot on goal for accuracy, using a long-handled implement, in small-sided invasion games. For example: floor hockey, field hockey, ice hockey, lacrosse (traditional or American).
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Games and Sports: Invasion Games	6.1.3.7 Maintain defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the body of the offensive player in invasion game practice tasks.	7.1.3.7 Slide in all directions while on defense without crossing feet in invasion game practice tasks.	8.1.3.7 Drop-step in the direction of the pass during player-to-player defense in small-sided invasion games.

Standard	Focus Area	Grade 6	Grade 7	Grade 8
1 Demonstrate competency in a variety of motor skills and movement patterns.	4 Games and Sports: Net and Wall Games	6.1.4.1 Execute a legal underhand serve with control in net and wall practice tasks. For example: badminton, pickleball, volleyball.	7.1.4.1 Execute a legal underhand serve to a predetermined target in net and wall small-sided games. For example: badminton, pickleball, volleyball.	8.1.4.1 Execute a legal underhand serve for distance and accuracy in net and wall games. For example: badminton, pickleball, volleyball.
1 Demonstrate competency in a variety of motor skills and movement patterns.	4 Games and Sports: Net and Wall Games	6.1.4.2 Strike with an overhand pattern, in a closed environment, in varying net and wall game practice tasks. For example: badminton, handball, tennis.	7.1.4.2 Strike consistently using an overhand pattern small-sided in net and wall games. For example: badminton, handball, tennis.	8.1.4.2 Strike consistently using an overhand pattern for distance or accuracy in small-sided net and wall games. For example: badminton, handball, tennis.
1 Demonstrate competency in a variety of motor skills and movement patterns.	4 Games and Sports Net and Wall Games	6.1.4.3 Demonstrate the forehand and backhand strokes using a short-handled implement in net games. For example: paddleball, pickleball, short-handled racket tennis.	7.1.4.3 Demonstrate forehand and backhand strokes using a long-handled implement in net games. For example: badminton, tennis.	8.1.4.3 Demonstrate forehand and backhand strokes using a short- or long-handled implement with power and accuracy in net games. For example: pickleball, tennis, badminton, paddleball.
1 Demonstrate competency in a variety of motor skills and movement patterns.	4 Games and Sports: Net and Wall Games	6.1.4.4 Forehand volley, with control, using a short-handled implement in net and wall game practice tasks.	7.1.4.4 Forehand and backhand volley, with control, using a short-handled implement in net and wall game practice tasks.	8.1.4.4 Forehand and backhand volley, with control, using a short-handled implement during small-sided net and wall games.
1 Demonstrate competency in a variety of motor skills and movement patterns.	4 Games and Sports: Net and Wall Games	6.1.4.5 Two-hand volley (underhand and overhand) with control in a variety of net and wall practice tasks.	7.1.4.5 Two-hand volley (underhand and overhand) with control in a small-sided net and wall game.	8.1.4.5 Two-hand-volley (underhand and overhand) with control in a variety of small-sided net and wall games.
1 Demonstrate competency in a variety of motor skills and movement patterns.	5 Games and Sports: Target Games	6.1.5.1 Execute an underhand roll or toss for a target game practice task. For example: bowling, bocce, horseshoes.	7.1.5.1 Execute an underhand roll or toss in a small-sided target game. For example: bowling, bocce, horseshoes.	8.1.5.1 Execute consistently an underhand roll or toss with control in a small-sided target game. For example: bowling, bocce.
1 Demonstrate competency in a variety of motor skills and movement patterns.	5 Games and Sports: Target Games	6.1.5.2 Strike, using an implement, a stationary object for accuracy in target game practice tasks. For example: croquet, shuffleboard, golf.	7.1.5.2 Strike, using an implement, a stationary object for accuracy and distance in small-sided target games. For example: croquet, shuffleboard, golf.	8.1.5.2 Strike, using an implement, a stationary object for accuracy and distance in a target game. For example: croquet, shuffleboard, golf.

Standard	Focus Area	Grade 6	Grade 7	Grade 8
1 Demonstrate competency in a variety of motor skills and movement patterns.	6 Games and Sports: Fielding and Striking Games	6.1.6.1 Strike a pitched ball, using an implement, with force, in a variety of fielding and striking game practice tasks.	7.1.6.1 Strike a pitched ball, using an implement, to open space in a variety of fielding and striking game practice tasks.	8.1.6.1 Strike a pitched ball, using an implement, for power to open space in a variety of small-sided fielding and striking games. For example: cricket, softball, kickball, whiffle ball.
1 Demonstrate competency in a variety of motor skills and movement patterns.	6 Games and Sports: Fielding and Striking Games	6.1.6.2 Catch from different trajectories, using a variety of objects, in varying fielding and striking game practice tasks.	7.1.6.2 Catch from different trajectories, using a variety of objects, in small-sided fielding and striking games.	8.1.6.2 Catch, using an implement, from different trajectories and speeds, in small-sided fielding and striking games. For example: cricket, softball, kickball whiffle ball.
1 Demonstrate competency in a variety of motor skills and movement patterns.	7 Games and Sports: Outdoor Pursuits	6.1.7.1 Demonstrate correct technique for basic skills in an outdoor activity.	7.1.7.1 Demonstrate correct technique for a variety of skills in an outdoor activity.	8.1.7.1 Demonstrate correct technique for basic skills in at least two outdoor activities.
1 Demonstrate competency in a variety of motor skills and movement patterns.	8 Games and Sports: Individual-Performance	6.1.8.1 Demonstrate correct technique for basic skills in one individual-performance activity.	7.1.8.1 Demonstrate correct technique for a variety of skills in one individual-performance activity.	8.1.8.1 Demonstrate correct technique for basic skills in at least two individual-performance activities.
2 Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	1 Games and Sports: Invasion Games	6.2.1.1 Execute at least one of the following offensive tactics in invasion game practice tasks to create open space: move to open space without the ball; use a variety of passes, pivots, and fakes; and give and go.	7.2.1.1 Execute at least two of the following offensive tactics in invasion game practice tasks to create open space: use a variety of passes, pivots and fakes; and give and go.	8.2.1.1 Execute at least three of the following offensive tactics in invasion game practice tasks to create open space: move to create open space on and off the ball; use a variety of passes, fakes, and pathways; and give and go.
2 Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	1 Games and Sports: Invasion Games	6.2.1.2 Reduce open space on defense, in an invasion game practice task, by making the body larger and reducing passing angles.	7.2.1.2 Reduce open space on defense, in an invasion game practice task, by staying close to the opponent as he or she nears the goal.	8.2.1.2 Reduce open space on defense, in an invasion game practice task, by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective).

Standard	Focus Area	Grade 6	Grade 7	Grade 8
2 Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	1 Games and Sports: Invasion Games	6.2.1.3 Reduce open space, in an invasion game practice task, by not allowing the catch (denial) or by allowing the catch but not the return pass.	7.2.1.3 Reduces open space, in an invasion game practice task, by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection.	8.2.1.3 Reduces open space, in an invasion game practice task, by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection.
2 Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	1 Games and Sports: Invasion Games	6.2.1.4 Transition from offense to defense, or defense to offense, in an invasion game practice task, by recovering quickly.	7.2.1.4 Transition from offense to defense, or defense to offense, in an invasion game practice task, by recovering quickly and communicating with teammates.	8.2.1.4 Transition from offense to defense, or defense to offense, in an invasion game practice task, by recovering quickly, communicating with teammates and capitalizing on the advantage.
2 Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	2 Games and Sports: Net and Wall Games	6.2.2.1 Create open space in net and wall game practice tasks, with a short-handled implement, by varying force and direction.	7.2.2.1 Create open space in net and wall game practice tasks, with a long-handled implement, by varying force and direction, and moving an opponent from side to side.	8.2.2.1 Create open space in net and wall game practice tasks, with either a long- or short-handled implement, by varying force and direction, and moving an opponent forward and back and from side to side.
2 Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	2 Games and Sports: Net and Wall Games	6.2.2.2 Reduce offensive options for opponents, in net and wall game practice tasks, by returning to base or home position.	7.2.2.2 Select an offensive shot based on an opponent's location in net and wall game practice tasks. For example: Hit where the opponent is not.	8.2.2.2 Vary placement, force and timing of a return, in net and wall game practice tasks to prevent anticipation by opponent.
2 Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	2 Games and Sports: Target Games	6.2.3.1 Select an appropriate shot and implement based on the location of the object in relation to the target in target game practice tasks.	7.2.3.1 Vary the speed and trajectory of a shot based on the location of the object in relation to the target in small-sided target games.	8.2.3.1 Vary the speed, force and trajectory of the shot based on the location of the object in relation to the target in small-sided target games.
2 Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	4 Games and Sports: Fielding and Striking Games	6.2.4.1 Identify open space, and attempt to strike an object into that space in fielding and striking game practice tasks.	7.2.4.1 Use a variety of shots to hit into open space in fielding and striking game practice tasks. For example: bunt, line drive, high arc	8.2.4.1 Identify sacrifice situations and attempts to advance a teammate in small-sided fielding and striking games.

Standard	Focus Area	Grade 6	Grade 7	Grade 8
2 Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	4 Games and Sports: Fielding and Striking Games	6.2.4.2 Identify the correct defensive play based on the situation in fielding and striking practice tasks. For example: number of outs, positions of runners.	7.2.4.2 Analyze the correct defensive play based on the situation in fielding and striking practice tasks. For example: number of outs, position of runners.	8.2.4.2 Reduce open spaces in the field by working with teammates to maximize coverage in small-sided fielding and striking games.
2 Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	5 Games and Sports: Individual-Performance	6.2.5.1 Vary the application of force during an individual-performance activity.	7.2.5.1 Identify and apply Newton's laws of motion to various individual-performance activities.	8.2.5.1 Describe and apply mechanical advantage(s) for a variety of individual-performance activities.
2 Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	6 Games and Sports: Outdoor Pursuits	6.2.6.1 Describe the basic skills and tactics needed for participation in an outdoor activity.	7.2.6.1 Describe advanced skills and tactics needed for participation in an outdoor activity.	8.2.6.1 Describe basic and advanced skills and tactics needed for participation in two outdoor activities.
3 Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	1 Physical Activity Knowledge	6.3.1.1 Identify barriers related to maintaining a physically active lifestyle.	7.3.1.1 Describe solutions for reducing barriers related to maintaining a physically active lifestyle.	8.3.1.1 Analyze the impact a physically active lifestyle has on physical and mental health.
3 Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	2 Engages in Physical Activity	6.3.2.1 Participate in a variety of aerobic-fitness activities using technology or media. For example: cardio-kick, step aerobics and aerobic dance.	7.3.2.1 Participate in a variety of strength- and endurance-fitness activities using technology or media. For example: Pilates, resistance training, body-weight training and light free-weight training.	8.3.2.1 Participate in a variety of self-selected aerobic-fitness activities using technology. For example: walking, jogging, biking, skating, dancing and swimming.
3 Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	2 Engages in Physical Activity	6.3.2.2 Participate in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity for at least sixty minutes per day.	7.3.2.2 Participate in moderate to vigorous muscle- and bone-strengthening physical activity at least three times a week.	8.3.2.2 Participate in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least sixty minutes per day at least five days a week.

Standard	Focus Area	Grade 6	Grade 7	Grade 8
3 Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	3 Fitness Knowledge	6.3.3.1 Identify the components of skill-related fitness.	7.3.3.1 Define the components of skill-related fitness.	8.3.3.1 Analyze a physical activity by identifying its skill-related components.
3 Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	3 Fitness Knowledge	6.3.3.2 Identify correct techniques and methods of stretching.	7.3.3.2 Describe the difference between dynamic and static stretches.	8.3.3.2 Explain appropriate static-stretching techniques for all major muscle groups.
3 Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	3 Fitness Knowledge	6.3.3.3 Describe the overload training principle and how it affects fitness.	7.3.3.3 Explain the specificity principle.	8.3.3.3 Apply the overload and specificity principles in preparing a personal workout.
3 Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	3 Fitness Knowledge	6.3.3.4 Describe the role of warm-ups and cool-downs before and after physical activity.	7.3.3.4 Design a warm-up and cool-down regimen for a self-selected physical activity.	8.3.3.4 Design and implement a warm-up and cool down regimen for a self-selected physical activity.
3 Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	3 Fitness Knowledge	6.3.3.5 Identify and explain heart rate zones. For example: resting heart rate, moderate heart rate, vigorous heart rate, and maximum heart rate.	7.3.3.5 Monitor physical activity intensity by comparing and contrasting heart rate responses through a variety of physical activities.	8.3.3.5 Predict and modify activities which influence the target heart rate to meet desired goal and outcomes.
3 Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	3 Fitness Knowledge	6.3.3.6 Identify major muscles and bones used in selected physical activities.	7.3.3.6 Describe how muscles (muscular system) pull on bones (skeletal system) to create movement in pairs by relaxing and contracting.	8.3.3.6 Explain how body systems interact with one another during physical activity. For example: blood transports nutrients from the digestive system and oxygen from the respiratory system during physical activity.

Standard	Focus Area	Grade 6	Grade 7	Grade 8
3 Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	4 Assessment and Program Planning	6.3.4.1 Use SMART goals to design, implement, and modify, a maintenance or remediation program for one health-related fitness area, based on the results of a health-related fitness assessment. For example: SMART goals are specific and strategic, measurable, attainable, results-based and time-based.	7.3.4.1 Use SMART goals to design, implement, and modify a maintenance or remediation program for two health-related fitness areas, based on the results of a health-related fitness assessment. For example: SMART goals are specific and strategic, measurable, attainable, results-based and time-based.	8.3.4.1 Use SMART goals to design, implement, and modify a maintenance or remediation program for three health-related fitness areas, based on the results of a health-related fitness assessment. For example: SMART goals are specific and strategic, measurable, attainable, results-based and time-based.
3 Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	4 Assessment and Program Planning	6.3.4.2 Maintain a physical activity log for at least two weeks and reflect on activity levels as documented in the log.	7.3.4.2 Maintain a physical activity and nutrition log for at least two weeks and reflect on activity levels and nutrition as documented in the log.	8.3.4.2 Design and implement a program to improve one's physical activity levels and nutrition.
3 Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	5 Nutrition	6.3.5.1 Identify foods within each of the basic food groups and select appropriate servings and portions for one's age and physical activity levels.	7.3.5.1 Develop strategies for balancing healthy food, snacks and water intake, along with daily physical activity.	8.3.5.1 Describe the relationship between poor nutrition and health risk factors.
3 Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	6 Stress Management	6.3.6.1 Identify possible causes of stress and the negative effects of stress on health.	7.3.6.1 Identify several strategies for dealing with stress. For example: deep breathing, guided visualization, aerobic exercise.	8.3.6.1 Demonstrate several strategies for dealing with stress.
4 Exhibit responsible personal and social behavior that respects self and others.	1 Personal and Social Responsibility	6.4.1.1 Play in the spirit of the game or activity and ask for help when needed.	7.4.1.1 Accept differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and avoiding insulting or boastful speech.	8.4.1.1 Establish guidelines for resolving conflict and apply them to respond appropriately to classmates' ethical and unethical behavior during physical activity.

Standard	Focus Area	Grade 6	Grade 7	Grade 8
4 Exhibit responsible personal and social behavior that respects self and others.	1 Personal and Social Responsibility	6.4.1.2 Identify and use appropriate strategies to self-reinforce positive fitness behaviors.	7.4.1.2 Demonstrate motivation by selecting opportunities to participate in physical activity outside of class.	8.4.1.2 Use effective self-monitoring skills to incorporate opportunities for physical activity in and outside of class.
4 Exhibit responsible personal and social behavior that respects self and others.	2 Feedback	6.4.2.1 Implement specific corrective feedback to improve performance.	7.4.2.1 Provide corrective feedback to a peer using teacher-generated guidelines and incorporating appropriate tone and communication skills.	8.4.2.1 Provide encouragement and constructive feedback to peers without prompting from the teacher.
4 Exhibit responsible personal and social behavior that respects self and others.	3 Working with Others	6.4.3.1 Cooperate with a small group of classmates during game play, or team- building activities.	7.4.3.1 Problem-solve with a small group of classmates during small group initiatives or game play.	8.4.3.1 Cooperate and problem-solve with classmates in large-group initiatives or game play.
4 Exhibit responsible personal and social behavior that respects self and others.	4 Rules and Etiquette	6.4.4.1 Follow the rules and etiquette for physical activities.	7.4.4.1 Apply rules and etiquette while self-monitoring personal behavior during physical activities.	8.4.4.1 Monitor behaviors of self and others aligned to the rules and etiquette of physical activities.
4 Exhibit responsible personal and social behavior that respects self and others.	5 Safety	6.4.5.1 Use equipment and facilities appropriately and safely, with the teacher’s guidance, in a physical activity setting. For example: fitness equipment, pedometers, sport equipment.	7.4.5.1 Independently use physical activity and fitness equipment appropriately and safely. For example: fitness equipment, sport equipment, heart rate monitors	8.4.5.1 Independently use physical activity and fitness equipment appropriately, and identify specific safety concerns associated with the activity. For example: weight room equipment, cardiorespiratory equipment, sport equipment, fitness apps.
4 Exhibit responsible personal and social behavior that respects self and others.	5 Safety	6.4.5.2 Make appropriate decisions regarding physical activity based on the weather, level of difficulty due to the conditions, or ability to ensure the safety of self and others.	7.4.5.2 Analyze a physical activity situation and make adjustments to ensure the safety of self and others.	8.4.5.2 Develop safety protocols for two or more outdoor activities.

Standard	Focus Area	Grade 6	Grade 7	Grade 8
5 Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	1 Health	6.5.1.1 Describe the impact of screen time on levels of health.	7.5.1.1 Chart and analyze personal screen time behaviors.	8.5.1.1 Explain how the over-use of technology impacts health.
5 Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	1 Health	7.5.1.2 Identify components of physical activity that provide opportunities for reducing stress and social interaction.	8.5.1.2 Identify different types of physical activities and describe how each exerts a positive impact on health.	8.5.1.2 Identify positive mental and emotional aspects of participating in a variety of physical activities.
5 Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	2 Challenge	6.5.2.1 Recognize individual challenges in physical activity and implement methods of coping with them in a positive way. For example: extending effort, asking for help or feedback, or modifying the tasks.	7.5.2.1 Generate positive statements such as offering suggestions or assistance, leading or following others, and providing possible solutions when faced with a group challenge.	8.5.2.1 Develop a plan of action and make appropriate decisions based on that plan when faced with an individual or group challenge.
5 Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	3 Self-expression and Enjoyment	6.5.3.1 Describe how moving competently in a physical activity setting creates enjoyment.	7.5.3.1 Describe how self-selected physical activities create enjoyment.	8.5.3.1 Analyze how enjoyment could be increased in self-selected physical activities.
5 Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	3 Self-expression and Enjoyment	6.5.3.2 Describe how physical activity provides opportunities for self-expression.	7.5.3.2 Explain how the relationship between physical activity and self-expression can lead to lifelong enjoyment of physical activity.	8.5.3.2 Identify and participate in a physical activity that provides opportunities for enjoyment and explain how it could lead to lifelong enjoyment.

Minnesota K-12 Academic Standards in Physical Education Grades 9-12 Standards Progressions

Standard	Focus Area	High School (9-12)
1 Demonstrate competency in a variety of motor skills and movement patterns.	1 Lifetime Activities	9.1.1.1 Demonstrate competency and refine activity-specific movement skills in two of the following lifetime activities: individual performance activities, outdoor pursuits.
1 Demonstrate competency in a variety of motor skills and movement patterns.	1 Lifetime Activities	9.1.1.2 Demonstrate competency and refine activity-specific movement skills in two of the following lifetime activities: net and wall games, target games, aquatics.
1 Demonstrate competency in a variety of motor skills and movement patterns.	2 Dance and Rhythms	9.1.2.1 Demonstrate competency in one or more forms of dance. For example: ballroom, ballet, cultural dances, hip hop, modern, social dances, tap.
1 Demonstrate competency in a variety of motor skills and movement patterns.	3 Fitness Activities	9.1.3.1 Demonstrate competency in each of the following specialized skills in health-related fitness: muscular strength, muscular endurance, flexibility, Cardio-respiratory fitness.
2 Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.	1 Movement Concepts, Principles and Knowledge	9.2.1.1 Apply terminology associated with exercise and participation in selected individual performance activities.
2 Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.	1 Movement Concepts, Principles and Knowledge	9.2.1.2 Use movement concepts and principles (force, motion, rotation) to analyze and improve performance for a self-selected skill.
2 Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.	1 Movement Concepts, Principles and Knowledge	9.2.1.3 Design a practice plan to improve performance for a self-selected skill and justify how the components of the plan will address the areas of concern.
2 Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.	1 Movement Concepts, Principles and Knowledge	9.2.1.4 Analyze similarities and differences between various dance forms.
3 Demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	1 Physical Activity Knowledge	9.3.1.1 Explain the benefits of a physically active lifestyle as it relates to college or career productivity.

Standard	Focus Area	High School (9-12)
3 Demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	1 Physical Activity Knowledge	9.3.1.2 Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.
3 Demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	1 Physical Activity Knowledge	9.3.1.3 Apply technology and social media as tools to support a healthy, active lifestyle.
3 Demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	1 Physical Activity Knowledge	9.3.1.4 Identify issues associated with exercising in heat, humidity and cold and provide strategies for addressing the issues.
3 Demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	1 Physical Activity Knowledge	9.3.1.5 Evaluate physical activities that can be pursued in the local environment for their benefits, social support network, and participation requirements.
3 Demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	1 Physical Activity Knowledge	9.3.1.6 Evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle.
3 Demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	2 Engages in Physical Activity	9.3.2.1 Participate in moderate to vigorous aerobic or muscle- and bone-strengthening physical activity several times per week.
3 Demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	2 Engages in Physical Activity	9.3.2.2 Participate several times per week in a self-selected lifetime activity, dance, or fitness activity outside of the school day.
3 Demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	3 Fitness Knowledge	9.3.3.1 Explain appropriate techniques for resistance training machines, free weights, or body-weight exercises.
3 Demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	3 Fitness Knowledge	9.3.3.2 Analyze short and long term physiological responses to regular physical activity.
3 Demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	3 Fitness Knowledge	9.3.3.3 Differentiate among types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, dynamic) for personal fitness development.

Standard	Focus Area	High School (9-12)
3 Demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	3 Fitness Knowledge	9.3.3.4 Calculate target heart rate and apply that information to a personal fitness plan.
3 Demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	3 Fitness Knowledge	9.3.3.5 Adjust pacing to keep one's heart rate in the target zone using available technology to self-monitor aerobic intensity.
3 Demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	4 Assessment and Program Knowledge	9.3.4.1 Create a behavior modification plan that enhances a healthy active lifestyle in a college or career setting.
3 Demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	4 Assessment and Program Knowledge	9.3.4.2 Design a fitness program, including all components of health-related fitness, for a college student or an employee in the learner's chosen field of work.
3 Demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	5 Nutrition	9.3.5.1 Design a nutritional plan to maintain an appropriate energy balance that supports a healthy active lifestyle for a college student or an employee in the learner's chosen field of work.
3 Demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	6 Stress management	9.3.6.1 Explain how stress-management strategies in physical activity settings can reduce stress and effect health. For example: physical activities such as aerobic exercise, deep breathing, meditation, mental imagery, relaxation techniques.
4 Exhibit responsible personal and social behavior that respects self and others.	1 Personal Responsibility	9.4.1.1 Employ effective self-management skills to analyze barriers and appropriately modify physical activity patterns as needed.
4 Exhibit responsible personal and social behavior that respects self and others.	2 Rules and Etiquette	9.4.2.1 Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity or social dance.
4 Exhibit responsible personal and social behavior that respects self and others.	3 Working with Others	9.4.3.1 Apply positive communication skills and strategies to the completion of a group task in a physical activity setting.
4 Exhibit responsible personal and social behavior that respects self and others.	3 Working with Others	9.4.3.2 Solve problems and think critically in physical activity or dance settings both as an individual and in groups.
4 Exhibit responsible personal and social behavior that respects self and others.	4 Safety	9.4.4.1 Apply best practices for safe participation in physical activity, exercise or dance. For example: injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection.

Standard	Focus Area	High School (9-12)
5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	1 Health	9.5.1.1 Analyze the health benefits of a self-selected physical activity.
5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	2 Challenge	9.5.3.1 Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	3 Self-Expression and Enjoyment	9.5.3.1 Select and participate in physical activities that meet the need for self-expression and enjoyment.
5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	4 Social Interaction	9.5.4.1 Identify the opportunity for social support in a self-selected physical activity or dance.

APPENDIX A

Glossary

Academic Standard - A summary description of student learning in a content area (Minn. Stat. § 120B.018)

Accuracy - For the purposes of these standards, reasonable accuracy is defined as 60 percent successful performance; accuracy is 80 percent or above. Scores in the range of 60 percent to 79 percent are considered reasonably accurate.

Applying - Learners can demonstrate the critical elements of the motor skills or knowledge components of the grade-level benchmarks in a variety of physical activity environments.

Benchmark - Specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band. (Minn. Stat. § 120B.018)

- Schools must offer and students must achieve all benchmarks for a standard to satisfactorily complete that state standard. (Minn. Stat. § 120B.023, Subd. 1(a))
- Used to inform and guide parents, teachers, school districts and others and for use in developing college and career ready assessments. (Minn. Stat. § 120B.023, Subd. 1(b))

Cardiorespiratory Fitness - The ability of the body's circulatory and respiratory systems to supply fuel and oxygen during sustained physical activity.

Closed Environment - Skills performed in a nondynamic environment that is constant, predictable or stationary. The goal of the performer is to produce movement or skills that are constant and accurate because the environmental context is nondynamic, stable and unchanging (Schmidt & Wrisberg, 2008). Examples include performance sports such as gymnastics or diving and target games such as darts or archery.

Competency - Sufficient ability, skill and knowledge to meet the demands of a specific task or activity. For these standards, competency is defined as the ability for individuals to participate at the recreational level with skill and ability in self-selected activities.

Educational Dance - Provides experiences for students to move with confidence, enjoyment, and freedom while communicating messages, feelings and emotions. Educational dance emphasizes the development of rhythmical movement, specifically an ability to move to internal and external rhythms, as applied to the performance of single or combinations of fundamental movements skills (i.e., locomotor, non-locomotor,

and manipulative/object control skills) and movement concepts (i.e., space awareness, effort awareness, and relationship awareness). Educational dance differs from professional dance, which centers on defined dance skills performed the same way by all students.

Educational Games - Provide experiences for students to become versatile, adaptable, and skillful game players in meaningful game situations. Educational games emphasize the application of fundamental movement skills (i.e., locomotor, non-locomotor, and manipulative skills) and movement concepts (i.e., space awareness, effort awareness, and relationship awareness), in progressively dynamic game play. Educational games differ from traditional games, which provide minimal activity time, use adult-like equipment, include elimination, and spotlight skilled and unskilled students, where teams are chosen, winners and losers are identified, and the goal is simply to play the game as opposed to skill development.

Educational Gymnastics - Provide experiences for students to challenge themselves to maneuver their bodies effectively against the force of gravity. Educational gymnastics emphasize the development of balance, transferring weight, rolling, jumping/landing, traveling and non-locomotor actions such as bending, stretching, curling, twisting. Educational gymnastics differ from Olympic gymnastics, which center on defined stunts performed the same way by all students.

Emerging - Learners participate in deliberate practice tasks that will lead to skill and knowledge acquisition. Learners are in the beginning stages of acquiring motor skills and knowledge. Mastery of the skills is emerging through deliberate practice tasks and, at this stage, learners are developing competency.

Etiquette - Expectations regarding behavior and social norms associated with specific games or activities; rules of behavior that define and provide parameters for the appropriate participation in the activity or game.

FITT - Acronym that stands for frequency, intensity, time and type, which are variables manipulated to create an overload.

Flexibility -The range of motion of your joints or the ability of your joints to move freely. It also refers to the mobility of your muscles, which allows for more movement around the joints.

Fundamental Motor skills - Developmental movement patterns that involve various body parts and provide the basis of physical literacy and continued movement success. Fundamental motor skills are the foundational movements, or precursor patterns, to the more specialized and complex skills used in play, games and specific sports or other physical activities. Fundamental motor skills are practiced as standalone skills in tasks that allow high opportunities for practice (i.e., lots of repetition), within contexts that afford or require or pull-out the fully developed or maturing form of the skill (e.g., throwing for distance or force, which requires the use of the maturing form, as opposed to throwing for accuracy or to a partner which require modifications to the maturing form, or running in a continuous path without obstacles at a moderate to fast speed which affords the use of the fully developed or maturing form as opposed to running in a tag game which requires modification to the maturing form). There are three categories of fundamental motor skills: locomotor skills (walk, run, gallop, slide, jump, hop, leap, skip), object control skills including both ballistic skills (throwing, kicking, striking) and manipulative skills (dribbling with hand and feet, volleying, catching), and non-

locomotor skills (e.g., curl, twist, bend, swing, reach). If these are not fully developed, students will face a proficiency barrier when they attempt to learn specialized motor skills.

General Space - The space within a room or bounded area that a person can move through using any means of locomotion.

Jab Step - An offensive skill executed by stepping sharply with one foot toward an opponent to cause the opponent to hesitate or go backward, thereby creating space for the offensive player.

Health-related Fitness Components - Muscular strength, muscular endurance, flexibility, cardio-respiratory fitness and body composition.

Lacrosse (Traditional and American) - Lacrosse is a team game, originally played by North American Indians, in which the ball is thrown, caught, scored, among other aspects of the game, with the help of a stick with netting at one end. "Traditional Lacrosse," called the Creator's Game, originated by North American Indians. American Lacrosse evolved over time from traditional lacrosse. Both games differ with the types of sticks used (by length and by position), safety gear, gloves, pads and shoes.

Locomotor Skills – One category of fundamental motor skills that allow individuals to navigate through space and move their body from one point to another (e.g., run, gallop, hop, skip, jump, leap and glide). (Gallahue et al.,2012, p. 223)

Maturing - Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level benchmarks, which will continue to be refined with practice.

Maturing Pattern - Executing with efficiency the critical elements of the motor skills pattern in an authentic environment.

Moderate Physical Activity - Heart rate is between 50-69% of the maximum heart rate.

Momentary Stillness - The absence of movement or sound for a short period of time.

Movement Concepts - The application of skills and concepts related to skillful performance of movement and fitness activities, such as spatial awareness, effort, tactics, strategies and principles related to movement efficiency and health-enhancing fitness.

Muscular Endurance - The ability of a muscle or group of muscles to repeatedly exert force against resistance. Performing multiple repetitions of an exercise is a form of muscular endurance, as is running or swimming.

Muscular Strength - The amount of force a muscle can produce with a single maximal effort. Muscle strength is measured during muscular contraction. The size of your muscle fibers and the ability of nerves to activate muscle fibers are related to muscle strength.

Open Environment - Skills performed in an environment that is dynamic, unpredictable, and in motion. The goal for the performer is to adapt to movements in response to the ever-changing environment. (Schmidt & Wrisberg, 2008). Examples include invasion games such as ultimate or soccer, and net and wall games such as volleyball or tennis.

Overload Principle - Progressively places greater stress or demands on the body to cause the body to adapt (become more fit). This is accomplished by manipulating the frequency, intensity, time (duration) and type of activity.

Personal Space (self-space) – The space immediately surrounding the body.

Practice Tasks - Provide experiences for students to develop skill or technique necessary for successful participation in game play or other forms of physical activity. Practice tasks emphasize skill refinement, either in isolation or more commonly within purposefully designed game-like situations where the focus is application or use of skills in a more authentic context. Practice tasks differ from small-sided games which involve two sides competing against one another. Both however, focus on skilled performance as used in a specific game-like context.

Small-Sided Games - Provide experiences for students to practice specialized movement skills and tactics, in purposefully planned small-sided dynamic game play (i.e., less than full-sided). Small-sided games involve two sides (i.e., teams) competing directly against one another, such as 4 versus 4 soccer, or 2 versus 2 volleyball, or 6 versus 6 floor hockey, where rules and/or equipment are modified to emphasize specific skills and/or tactics. Small-sided games emphasize the application of sport specific skills and tactics used in each of the four game play categories (i.e., invasion, net and wall, target, and striking and fielding game play), specifically the ability to modify or adapt the performance of the skill to the specific game-play situation. Small-sided games differ from conventional competitive games which adhere to specific rules, including team size, and the use of regulation equipment and use of space.

Specialized Movement Skills - Activity or sport specific skills that have been refined, combined and modified to meet the demands of a given activity situation. Successful learning of specialized movement skills relies on the development of the fundamental movement skills. Students often face a proficiency barrier when fundamental movement skills are not developed, leading to reduced motivation and willingness to practice these more complex, combined skills. Specialized movement skills are practiced within tasks or small-sided games that resemble the various authentic contexts in which the skills are typically used. Skilled performance requires that technique can be modified to meet the demands of the situation. There are numerous specialized movement skills used in each of the physical activity categories (e.g., fitness, outdoor pursuits, net and wall games, invasion games, target games, dance) most of which are combinations and modification of fundamental movement skills (e.g., throwing or kicking for force at a stationary target versus throwing or kicking to a moving teammate who is being defended, jumping for distance or height versus jumping as used in volleyball or basketball).

Specificity Principle - A concept that states that exercising a certain body part, component of the body, or particular skill primarily develops that part or skill.

Strike - A fundamental movement skill (ballistic skill) performed with the hand or various implements (e.g., bats, various paddles and rackets, hockey sticks, golf clubs). A strike is defined as hitting an object with force, to project it away from the body, without the object returning. Striking can be performed in the air or along the ground, in different directions, such as upward, forward, sideways, overhead, underhand, or sidearm. Striking as a fundamental movement skills turns into a variety of specialized movement skills (e.g., batting, serving, and in some sports shooting on goal or attacking space).

Tactic – An action or method that is planned in response to game-play situations.

Vigorous Physical activity - Heart rate is between 70-90% of maximum heart rate.

Volley - A fundamental movement skill (manipulative skill) performed with self, partner, wall or within a small group. A volley is defined as consecutive upward hits without losing control of the ball. The ball can bounce, as long as control is maintained. The focus of volleying is tracking and adjusting the body to the flight of the object. Hits or volleys can be performed with body parts (e.g., head, elbows, knees, hand) or implements (e.g., lollipop paddles). Volley as a fundamental movement skill turns into a variety of specialized skills (e.g., forearm pass, overhead pass, tennis rally).

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APPENDIX B

Activity Categories

Aquatics – “Might include, but are not limited to swimming, diving, synchronized swimming and water polo” (SHAPE, 2014, p.115).

Dance and Rhythmic Activities – “Activities that focus on dance or rhythms and might include, but are not limited to, dance forms such as creative movement/dance, ballet, modern, ethnic/folk, hip hop, Latin, ballroom social and square. Rhythmic activities for early elementary focus on recognizing and moving to rhythm. Rhythmical manipulative activities for elementary include, but are not limited to, lummi sticks, tinkling, Chinese ribbons and ball gymnastics” (SHAPE, 2014, p. 115).

Fielding/Striking Games – “Games in which teams occupy positions throughout the space (field) and other team tries to score by batting or striking an object into an open space in the field providing enough time for the hitter to run between bases (or wickets). Examples include baseball, softball and cricket. Strategies and tactics include effective placement of field players so they can prevent scoring (defending team) and batting and striking the object with appropriate power to open spaces in the field (offensive team) (Haibach et al., 2011, p. 365; Mitchell, Oslin & Griffin, 2006, p.21). Fielding decisions are based on the fielders’ position and game situation, such as offensive runners’ positions, outs and score” (SHAPE, 2014, p. 116).

Fitness Activities – “Activities with a focus on improving or maintaining fitness that might include yoga, Pilates, resistance training, spinning, running, fitness walking, fitness swimming, kickboxing, cardio kick, Zumba and exergaming” (SHAPE, 2014, p. 116).

Games and Sports – “Includes the following game categories: invasion, net and wall, target, and fielding/striking” (SHAPE, 2014, p. 116).

Individual Performance Activities – “Might include gymnastics, figure skating, track and field, multisport events, in-line skating, wrestling, self-defense and skateboarding” (SHAPE, 2014, p. 116).

Invasion games – “Games in which ‘teams score by moving a ball (or a projectile) into another team’s territory and either shooting at a fixed target (a goal or basket) or moving the projectile across an open-ended target (a line). To prevent scoring, one team must stop the other from bringing the ball into its territory and attempting to score’ (Mitchell et al., 2006). Strategies and tactics include using teammates to open space on offense (with or without a ball) and reduce space on defense. Decision making for offense includes when to pass, carry the ball, shoot and move to create open space. Defenders must decide which players to cover and when to move to reduce space” (SHAPE, 2014, p. 116). Examples are, but are not limited to, lacrosse (traditional or American), ultimate frisbee, soccer.

Lifetime Activities – “Activities that are suitable for participation across the lifespan and that one can undertake alone or with a partner as opposed to a team. Includes the categories of outdoor pursuits, selected individual performance activities, aquatics, net and wall, and target games” (SHAPE, 2014, p. 117).

Net and Wall games – “Games in which ‘teams or individual players score by hitting a ball into a court space with sufficient accuracy and power so opponents cannot hit it back before it bounces once (as in badminton or volleyball) or twice (as in tennis or racquetball)’ (Mitchell et al., 2006, p. 21). Opponents are generally separated by a net, but in some cases (squash, racquetball), they share a court and the walls are in play. Offensive strategies and tactics are based on hitting the ball into an open space or pulling the opponent out of position. Defensive strategies are reducing open space by good court position and anticipating an opponent’s shot” (SHAPE, 2014, p. 117).

Outdoor Pursuits – “Activities that include recreational boating (e.g. kayaking, canoeing, sailing, rowing), hiking; backpacking; fishing; orienteering or geocaching; ice-skating; skateboarding; snow or water skiing; snowboarding; snowshoeing; surfing; bouldering, traversing or climbing; mountain biking; adventure activities; and ropes courses. Selection of activities is dependent on the environmental opportunities within the geographical region” (SHAPE, 2014, p. 117).

Target games – “Games in which ‘players score by throwing or striking an object to the target’ (Mitchell et al., 2006, p. 21). Accuracy is the primary focus of the activity, and competitors share no physical contact. (Haibach et al., 2011). Target games are considered opposed (e.g. croquet, shuffleboard, bocce) because opponents may block or hit another player’s ball to a less-desirable position. Other target games are considered unopposed (e.g. golf, bowling, archery) because opponents may not interfere with a shot (Mitchell et al., 2006). Strategies and tactics are based on movement accuracy and consistency. (SHAPE, 2014, p. 118).

Reference

Society of Health and Physical Educators. (2014). *National standards & grade-level outcomes for K-12 physical education*. Champaign, IL: Human Kinetics. (This source is referred to as ‘SHAPE’ in Appendix B).

APPENDIX C

Critical Elements

Critical Elements are key components of a motor skill that can be observed, the sum of which is movement efficiency.

Fundamental Motor Skills – Locomotor Skills

Gallop

1. Body faces forward, with entire body remaining square to the line of movement.
2. Arms are bent and lifted to waist level, and used rhythmically.
3. Forward step with lead leg followed by a closing step with trail leg. The feet perform a step-chase motion, as the trail leg remains behind the lead leg.
4. Flight phase, moving the body more forward than upward (i.e., limited vertical lift).
5. Knees give on landing and remain bent while supporting the body.
6. Able to lead with either foot.

Hop

1. Take off of and land on same foot showing a flight phase.
2. Swing leg flexed and held downward, behind the body, and used as a pendulum to generate force to propel body upward and/or forward.
3. Support leg (i.e., hopping leg) bends followed by extension.
4. Arms used to create force by moving backward as support leg bends, and forward and upward as support leg extends and swing leg swings upward.
5. Support leg bends upon landing to absorb force and maintain balance.
6. Able to hop on each leg.

Jump - Horizontal Plane

1. Take off of one or two feet, land on two feet showing a flight phase.
2. Preparatory movements of flexion (i.e., bend) in ankles, knees, and hips, as arms bend and swing backwards.
3. Full extension of ankles, knees, and hips as arms swing forward and upward, propelling body forward.
4. Ankles, knees and hips bend on landing to absorb force, as arms come down together.
5. Shoulders, knees and ankles align for balance after landing, keeping center of gravity over or behind the base of support.

Jump - Vertical Plane

1. Take off of one or two feet, land on two feet showing a flight phase.
2. Preparatory movements of flexion (i.e., bend) in ankles, knees, and hips as arms bend and swing backwards.
3. Full extension of ankles, knees, and hips as arms swing upward, propelling body upward.
4. Ankles, knees and hips bend on landing to absorb force, as arms come down together.
5. Shoulders, knees and ankles align for balance after landing, keeping center of gravity over or behind the base of support.

Leap

1. Take off of one foot and land on the other foot.
2. Body propels forward and upward during the flight phase. Flight phase is longer than it is when running.
3. Arms and legs are used in opposition, with both fully extending.
4. Full extension of take-off leg and full reach forward with front leg.
5. Knees bend to absorb force upon landing.
6. Able to lead with either leg.

Run

1. Arms and legs move in opposition, with elbows bent.
2. Arms and legs remain in the front/back plane (sagittal plane), not crossing the midline or swinging side to side.
3. Definite flight phase.
4. Foot is not flat-footed.

Slide

1. Body faces forward, while moving sideways.
2. Arms are bent and lifted to waist level, and used rhythmically.
3. Sideways step with lead leg (e.g., right leg when moving to the right) followed by a closing step with trail leg (e.g., left leg when moving to the right). The feet perform a sideways moving, step-chase motion, as the legs do not cross.
4. Flight phase, moving the body more sideways than upward (i.e., limited vertical lift).
5. Knees give on landing and remain bent while they support the body.
6. Able to lead with either foot.

Skip

1. Alternating step-hop motion with weight transfer from one foot to the other.
2. Arms and legs used in opposition to one another.
3. Rhythmical coordination of arms and legs.
4. Flight phase, propelling the body more forward than upward (i.e., limited vertical lift).
5. Toe first landing and knees bend slightly to absorb force upon landing.

Fundamental Motor Skills – Object Control and Manipulative Skills

Catch

1. Prepare for catch with elbows flexed, hands in ready position and knees bent and apart (i.e., athletic position).
2. Adjust arms and hands to the flight and location of the object
 - Thumbs in for catch above the waist
 - Thumbs out for catch at or below the waist
3. Adjust feet and trunk to flight and location of the object.
4. Arms extend to reach for object; object is pulled into the body as the arms and body give; object is caught in hands.

Dribble with Feet

1. Uses inside of the foot.
2. Body remains close to and behind the ball.
3. Body responds to movement of the ball and adjusts to maintain control.
4. Eyes looking forward, not down at the ball.

Dribble with Hands

1. Feet in narrow front back position, in opposition to dribbling hand (dribbling in self-space).
2. Slight forward lean with knees bent.
3. Ball pushed to ground from waist height with follow through of arm, wrist, and fingers.
4. Force is controlled and consistent, with firm contact and pushing with fingertips.
5. Ball is to the side and slightly in front of the body when traveling.
6. Eyes looking over the ball, not down at the ball.

Kick

1. Continuous, fluid approach to the ball.
2. Arms used in opposition to the leg motion.
3. Preparatory wind up as trunk rotates backward and kicking leg is cocked and flexed.
4. Leg rotates forward followed by leg extending before contact.
5. Straightened leg continues forward after contact into a follow through, swinging through a full range of motion at the hip.

Punt

1. Arms extend forward to drop the ball before the final stride.
2. Arms then drop to sides and move into opposition to the legs.
3. Leap onto supporting leg as punting leg swings forward.
4. Extend punting leg and foot, making contact with shoelaces or top of the foot.
5. Punting leg is kept straight with toes pointed during follow through.
6. Follow through results in a hop on the support leg.

Roll Underhand

1. Stride stance, facing target.
2. Arm back in preparation for action, as weight transfer to back foot.
3. Step with opposition as arm swings forward and weight transfers to front foot, using a pronounced knee bend.
4. Release object at or below knee level.
5. Follow through toward the target.

Strike Overarm

1. Preparatory stance appropriate to strike (overarm volley serve, tennis serve).
2. Long contralateral step. Steps with opposite foot over a distance of more than half the child's standing height.
3. Differentiated trunk rotation. Lower trunk rotates forward as upper trunk rotates back followed by the upper trunk rotating forward with the forward striking motion.
4. Holds the elbow at an angle between 90-119 degrees at the start of forward movement
5. Racket or humerus lag during the forward swing.
6. Swing through full range of motion (applies greatest force possible); extend arms just before contact; follows through across body.

Strike Sidearm

1. Sideways preparatory stance.
2. Long contralateral step. Steps with opposite foot over a distance of more than half the child's standing height.
3. Differentiated trunk rotation. Lower trunk rotates forward as upper trunk rotates back followed by the upper trunk rotating forward with the forward striking motion.
4. Delayed racket lag. Racket is lagging behind the trunk at front-facing.
5. Swing through full range of motion (applies greatest force possible); extend arms just before contact.

Throw Overhand for Force or Distance

1. Contralateral step toward the target (steps with opposition).
2. Differentiated trunk rotation. Lower trunk rotates forward as upper trunk rotates back followed by the upper trunk rotating forward with the forward motion of the throwing arm. Rotates hips and shoulders so non-throwing side faces target.
3. Backswing - Downward, backward, upward circular backswing of the throwing arm.
4. Forward swing - Shoulder rotates forward before elbow comes through (humerus lag).
5. Throwing arm follows through across the body.

Throw Underhand

1. Stride stance, facing target.
2. Arm back in preparation for action, as weight transfer to back foot.
3. Step with opposition as arm swings forward and weight transfer to front foot.
4. Release object between knee and waist, depending on location of the target.
5. Follow through toward the target.

Trapping (Receiving a ball passed with feet)

1. Adjusts body to path of the ball.
2. Body part (e.g., foot, leg) gives upon reception of the object.
3. Gains control of the object

Volley

1. Follows object through air, responds with entire body to flight of the object.
2. Moves body into a position under and behind the object.
3. Reaches for the object with arms (or implement).
4. Controls direction and force.

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