

PHYSICAL EDUCATION

GRADUATION PROFICIENCIES AND SUPPORTING STANDARDS



GRADUATION PROFICIENCY

GRADUATION PROFICIENCY #1:

MOTOR SKILLS AND MOVEMENT

Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

[K - 6 Supporting Standards](#)

[7 - 12 Supporting Standards](#)

GRADUATION PROFICIENCY #2:

CONCEPTS AND PRINCIPLES

Students will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to development of motor skills and the learning and performance of physical activities.

[K - 6 Supporting Standards](#)

[7 - 12 Supporting Standards](#)

GRADUATION PROFICIENCY #3:

PHYSICAL FITNESS

Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

[K - 6 Supporting Standards](#)

[7 - 12 Supporting Standards](#)

GRADUATION PROFICIENCY #4:

PERSONAL AND SOCIAL BEHAVIOR

Students will exhibit responsible personal and social behavior that respects self and others.

[K - 6 Supporting Standards](#)

[7 - 12 Supporting Standards](#)

GRADUATION PROFICIENCY #5:

HEALTHY LIFESTYLE

Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

[K - 6 Supporting Standards](#)

[7 - 12 Supporting Standards](#)

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#1 MOTOR SKILLS AND MOVEMENT

Students will demonstrate a variety of motor skills and movement patterns necessary to participate in various physical activities.

#1 SUPPORTING STANDARDS K - 6

Students will...

	K	1	2	3	4	5	6
A	Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.	Hops, gallops, jogs and slides using a mature pattern.	Balances on different bases of support, combining levels and shapes.	Passes and receives a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass.	Runs for distance using a mature pattern.	Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments.	Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency
B	Maintains momentary stillness on different bases of support.	Maintains stillness on different bases of support with different body shapes.	Throws overhand, demonstrating 2 of the 5 critical elements of a mature pattern.	Volley an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern.	Throws overhand to a partner or at a target with accuracy at a reasonable distance.	Throws with reasonable accuracy in dynamic, small sided practice tasks.	Performs the following offensive skills without defensive pressure: pivot, give and go, and fakes
C	Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 critical elements of a mature kicking pattern.	Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern.	Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern.	Uses a continuous running approach and kicks a stationary ball for accuracy.	Throws to a moving partner with reasonable accuracy in a non-dynamic environment	Catches with reasonable accuracy in dynamic, small sided practice tasks.	Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player.

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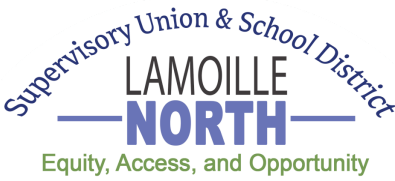
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D					Kicks along the ground and in the air, and punts using mature patterns.	Demonstrates mature patterns in kicking and punting in small-sided practice task environments.	Combines manipulative skills and traveling for execution to a target
E						Combines manipulative skills and traveling for execution to a target	Performs a legal underhand serve with control for net and wall games
F							Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games

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#1 MOTOR SKILLS AND MOVEMENT

Students will demonstrate a variety of motor skills and movement patterns necessary to participate in various physical activities.

#1 SUPPORTING STANDARDS 7 - 12

Students will...

	7	8	HS LEVEL I	HS LEVEL II
A	Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed with competency in invasion games.	Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games.	Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities.	Refines activity-specific movement skills in 1 or more lifetime activities .
B	Performs the following offensive skills with defensive pressure: pivot, give and go, and fakes (Body Control/Balancing/Strategy).	Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes (Body Control/Balancing/Strategy).	Demonstrates competency in 1 or more specialized skills in a unit of instruction.	Demonstrates competency in 2 or more specialized skills in a unit of instruction.
C	Slides in all directions while on defense without crossing feet	Drop-steps in the direction of the pass during player-to-player defense.		
D	Executes hand-eye coordination striking an object without a manipulative.	Executes hand-eye coordination striking an object without a manipulative for distance and accuracy.		
E	Demonstrates hand-eye coordination while striking an object with a long-handled manipulative.	Demonstrates hand-eye coordination while striking an object with a short- or long-handled manipulative. tennis, badminton or paddle ball.		

#2 CONCEPTS AND PRINCIPLES

Students will apply concepts, principles, strategies, and tactics related to movement and performance.

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#2 SUPPORTING STANDARDS K - 6

Students will...

	K	1	2	3	4	5	6
A	Travels in three different pathways.	Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through)	Combines locomotor skills in general space to a rhythm.	Recognizes the concept of open spaces in a movement context.	Applies the concept of closing spaces in small-sided practice tasks.	Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics.	Creates open space by using the width and length of the field/court on offense.
B	Travels in general space with different speeds	Differentiates between fast and slow speeds.	Varies time and force with gradual increases and decreases.	Combines movement concepts(direction, levels, force, time) with skills as directed by the teacher.	Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target.	Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks.	Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass.
C		Differentiates between strong and light force.		Applies simple strategies and tactics in chasing activities.	Applies simple offensive and defensive strategies and tactics in chasing and fleeing activities	Recognizes the type of throw, volley, or striking action needed for different games and sports situations.	Transitions from offense to defense or defense to offense by recovering quickly
D							Identifies open spaces and attempts to strike object into that space.

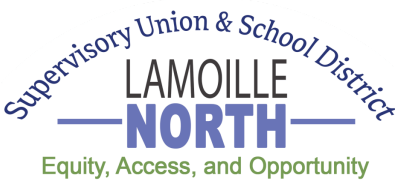
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#2 CONCEPTS AND PRINCIPLES

Students will apply concepts, principles, strategies, and tactics related to movement and performance.

#2 SUPPORTING STANDARDS 7 - 12

Students will...

	7	8	HS LEVEL I	HS LEVEL II
A	Creates open space by staying spread on offense, and cutting and passing quickly.	Creates open space by staying spread on offense, cutting and passing quickly, and using fakes.	Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others.	Identifies and discusses the historical and cultural roles of a variety of activities in a society.
B	Reduces open space or anticipating the speed of the object and person for the purpose of interception or deflection.	Reduces open space and anticipating the speed of the object and person for the purpose of interception or deflection.	Creates a plan to improve performance for health-related fitness.	Understands the difference and connection between speed vs. accuracy.
C	Transitions from offense to defense or defense to offense by recovering quickly and communicating.	Transitions from offense to defense or defense to offense by recovering quickly, communicating and capitalizing on an advantage.		Applies strategies and tactics when analyzing errors.
D	Uses a variety of skills to create strategic advantages.	Identifies advantage situations and attempts strategic attacks to capitalize on the advantage.		
E	Selects the correct defensive play based on the situation (e.g., number of outs).	Reduces open spaces by working with peers to maximize coverage.		

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F	Analyzes the situation and makes adjustments to ensure the safety of self and others.	Implements safe protocols in activities.		
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#3 PHYSICAL FITNESS

Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

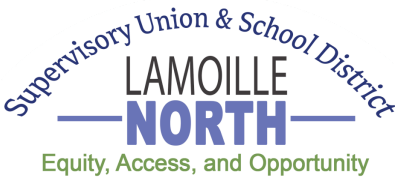
#3 SUPPORTING STANDARDS K - 6

Students will...

	K	1	2	3	4	5	6
A	Participates actively in physical education class.	Engages actively in physical education class.	Engages actively in physical education class in response to instruction and practice.	Engages actively in the activities of physical education class without teacher prompting.	Engages actively in the activities of physical education class, both teacher-directed and independent.	Engages actively in all of the activities of physical education.	Describes how being physically active leads to a healthy body.
B	Recognizes that when you move fast, your heart beats faster and you breathe faster.	Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity.	Identifies physical activities that contribute to fitness.	Describes the concept of fitness and provides examples of physical activity to enhance fitness.	Identifies the components of health-related fitness.	Analyzes results of fitness assessment (pre and post), comparing results to fitness components for good health.	Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities.
C						Designs a fitness plan to address ways to use physical activity to enhance fitness.	Sets and monitors a self-selected physical activity goal for aerobic and/ or muscle- and bone-strengthening activity based on current fitness level.

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#3 PHYSICAL FITNESS

Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

#3 SUPPORTING STANDARDS 7 - 12

Students will...

	7	8	HS LEVEL I	HS LEVEL II
A	Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.	Identifies the five components of health-related fitness and explains the connections between fitness and overall physical and mental health.	Discusses the benefits of a physically active lifestyle as it relates to a future of wellness.	Investigates the relationships among physical activity, nutrition and health-related fitness components. .
B	Participates in a variety of lifetime dual and individual sports, martial arts or aquatic activities.	Participates in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day.	Evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle.	Analyzes the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity.
C	Participates in moderate to vigorous muscle- and bone-strengthening physical activity at least 3 times a week.	Participates in moderate to vigorous aerobic and/or muscle- and bone strengthening physical activity for at least 60 minutes per day at least 2 times a week.	Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion).	Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle.
D	Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.	Uses available technology to self monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.	Calculates target heart rate and applies that information to personal fitness plan.	Identifies the structure of skeletal muscle and fiber types as they relate to muscle development.

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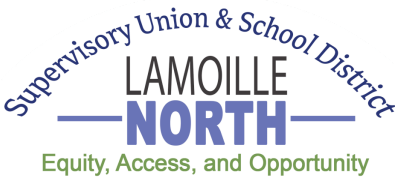
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E	Describes the role of exercise and nutrition in weight management.	Describes the role of flexibility in injury prevention.	Designs a fitness program, including all components of health-related fitness, for a college student and/or an employee in the learner's chosen field of work.	Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., heart rate monitor), to self monitor aerobic intensity.
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4 PERSONAL AND SOCIAL BEHAVIOR

Students will exhibit responsible personal and social behavior that respects self and others.

#4 SUPPORTING STANDARDS K - 6

Students will...

	K	1	2	3	4	5	6
A	Follows directions in group settings (e.g., safe behaviors, following rules, taking turns).	Accepts personal responsibility by using equipment and space appropriately.	Accepts responsibility for class protocols with behavior and performance actions.	Exhibits personal responsibility in teacher-directed activities.	Exhibits responsible behavior in independent group situations.	Engages in physical activity with responsible interpersonal behaviors (e.g., peer to peer, student to teacher, student to referee).	Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors.
B	Follows teacher directions for safe participation and proper use of equipment with minimal reminders.	Follows teacher directions for safe participation and proper use of equipment without teacher reminders.	Accepts specific corrective feedback from the teacher.	Works cooperatively with others.	Reflects on personal social behavior in physical activity.	Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities.	Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.
C				Recognizes the role of rules and etiquette in physical activity with peers	Exhibits etiquette and adherence to rules in a variety of physical activities.	Works safely with peers and equipment in physical activity settings.	Identifies the rules and etiquette for physical activities, ex. games, dance activities, bodies in motion.

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D							Uses physical activity and fitness equipment appropriately and safely, with the teacher’s guidance.
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4 PERSONAL AND SOCIAL BEHAVIOR

Students will exhibit responsible personal and social behavior that respects self and others.

#4 SUPPORTING STANDARDS 7 - 12

Students will...

	7	8	HS LEVEL I	HS LEVEL II
A	Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates.	Accepts responsibility for improving one’s own levels of physical activity and fitness.	Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.	Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport).4
B	Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.	Responds appropriately to participants’ ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.	Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.	Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.
C	Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or by following parameters to create or modify a dance.	Applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters.	Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).	Accepts others’ ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects.

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D	Independently uses physical activity and exercise equipment appropriately and safely.	Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity.		
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5 HEALTHY LIFESTYLE

Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

#5 SUPPORTING STANDARDS K - 6

Students will...

	K	1	2	3	4	5	6
A	Identifies physical activities that are enjoyable.	Discusses personal reasons (i.e., the “why”) for enjoying physical activities.	Compares physical activities that bring confidence and challenge.	Discusses the challenge that comes from learning a new physical activity.	Compares different physical activities for enjoyment and challenge.	Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.	Describes how being physically active leads to a healthy body.
B				Describes the positive social interactions that come when engaged with others in physical activity.	Describes and compares the positive social interactions when engaged in partner, small-group, and large-group physical activities.	Describe the social benefits gained from participating in physical activity (e.g., recess, youth sports).	Identifies components of physical activity that provide opportunities for reducing stress and for social interaction.

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C							Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, and/or modifying the tasks
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5 HEALTHY LIFESTYLE

Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

#5 SUPPORTING STANDARDS 7 - 12

Students will...

	7	8	HS LEVEL I	HS LEVEL II
A	Identifies different types of physical activities and describes how each exerts a positive effect on health.	Identifies the five components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiorespiratory endurance and body composition) and explains the connections between fitness and overall physical and mental health.	Analyzes the health benefits of a self-selected physical activity.	Analyzes the health benefits of a self-selected physical activity.
B	Identifies positive mental and emotional aspects of participating in a variety of physical activities.	Analyzes and understands the benefits of being physically active.	Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity	Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
C	Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge.	Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.		Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance.

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