

2018 KANSAS MODEL GRADE-LEVEL OUTCOMES FOR PHYSICAL EDUCATION

By Standard

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Background

In 2005, a committee of Kansas physical educators authored the Kansas Model Curriculum Standards for Physical Education to assist professionals statewide in their efforts to design meaningful and effective PE programs. The Kansas standards were based upon the 2004 National Standards for K-12 Physical Education from the National Association for Sport and Physical Education (NASPE). NASPE was one of five associations within the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD).

The NASPE National Standards were revised in April 2013. Later that year, the five associations of AAHPERD were unified under the new name SHAPE America—Society of Health and Physical Educators. To reflect current professional research and trends, the 2005 Kansas Model Curriculum Standards have been rewritten to align with the 2013 SHAPE America National Standards. The 2018 Kansas PE Standards Revision Committee members were as follows:

Chairperson: Susan E. King, University of Kansas

Members: Derek Berns, USD 435
Ben Bond, USD 229
Karl Ely, USD 262
Glenda Jones, USD 385
Brad King, Mid-America Nazarene University
Kathy Kochersperger, USD 512
Jill Larson-Bradney, USD 343
Mackayla Martin, USD 365
Mary McGroarty, USD 443
Derek Scott, USD 475
Amy Sommers, USD 259
Becky Winter, USD 259

The goal of an effective physical education teacher is to produce physically literate individuals. Physical literacy is generated through innovative, standards-based curricula delivered with excellence by qualified professionals and monitored by consistent and comprehensive assessment. To that end, the Committee endeavored to create a series of grade-level outcomes that would clearly define developmentally-appropriate knowledge and skills, thereby enabling physical educators to assess and monitor their students' progress toward physical literacy.

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How to use this document

The 2018 Kansas Model Grade-Level Outcomes for Physical Education are organized in accordance with the five National Standards for K-12 Physical Education by SHAPE America (2014). Under each standard are listed two or more concepts that further define the meaning and intent of the standard. The grade levels were aligned with those found on the Kansas State Department of Education's PE Kansas Lesson Plans website (<http://www.pe-kansas.com>). Each grade-level outcome statement was written to indicate what the physically literate individual should know or be able to do by the end of each level, i.e. by the end of grade 2, grade 5, grade 8, and high school.

The K-2 level was expanded to PK-2 to reflect the current PK-12 licensure endorsement for physical education in the state of Kansas. For Standards 1 and 2, this level was further divided into PK-K and Grades 1-2, enabling the statements to clearly express the progressive nature of learning during this developmental phase. The high school level is divided into Level 1 which represents appropriate outcomes for students completing the required PE program, and Level 2 for those who complete elective PE programming.

Grade levels are labeled as follows: E=Early Primary (PK-K); P=Primary (Grs. 1-2); EP=Early Primary/Primary (Grs. PK-2); IM=Intermediate (Grs. 3-5); MS=Middle School (Grs. 6-8); HS=High School (Grs. 9+)—L1=Level 1 (required PE), L2=Level 2 (elective PE). Each grade-level outcome is identified by a code signifying its connection to a standard, concept, and level. For example, the code 3A.HS2.L2 represents:

- Standard 3
- Concept A
- Grade Level: High School
- Outcome #2
- HS Level 2

References:

National Standards for K-12 Physical Education Copyright 2013, SHAPE America – Society of Health and Physical Educators, 1900 Association Drive, Reston, VA 20191, www.shapeamerica.org. All rights reserved.

SHAPE America. (2014). National standards & grade-level outcomes for K-12 physical education. Champaign, IL: Human Kinetics.

Kansas Model Grade-Level Outcomes for Physical Education STANDARD 1

STANDARD 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Concept	Grade Level	Grade-Level Outcome
1A. Locomotor	PK-K	Executes basic locomotor skills (i.e. walk, run, hop, skip, jump, gallop, slide, leap). (1A.E1)
	1-2	Performs hopping, skipping, galloping, sliding and leaping competently. (1A.P1)
		Achieves mature form* of running. (1A.P2)
		Utilizes correct mechanics* for take-off and landing while jumping for height and for distance. (1A.P3)
	3-5	Selects sprinting or jogging as appropriate for short- and long-distance running. (1A.IM1)
		Links a variety of locomotor skills into a continuous movement sequence. (1A.IM2)
6-8	Combines locomotor skills and manipulative skills (i.e. throwing, catching, dribbling, kicking and striking) in various activities. (1A.MS1)	

*See Appendix.

STANDARD 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Concept	Grade Level	Grade-Level Outcome
1B. Non-locomotor (stability)	PK-K	Demonstrates body awareness and control by performing a variety of shapes (e.g. wide, narrow, curled, twisted, and stretched, etc.). (1B.E1)
		Sustains a stationary pose on various bases of support. (1B.E2)
	1-2	Controls body while balancing in a variety of shapes on different levels and bases of support. (1B.P1)
		Transfers weight appropriately between bases of support. (1B.P2)
	3-5	Balances and/or transfers weight on apparatus or with a partner. (1B.IM1)

STANDARD 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Concept	Grade Level	Grade-Level Outcome
1C. Manipulatives	PK-K	Throws underhand while stepping forward with opposite foot. (1C.E1)
		Catches a large ball before it bounces twice. (1C.E2)
		Dribbles a ball at least two times with one hand. (1C.E3)
		Dribbles a ball forward with the inside of the dominant foot. (1C.E4)
		Kicks a ball with the top of the foot. (1C.E5)
		Volleys upward a large, slow-moving object. (1C.E6)
		Strikes a slow-moving object using a short implement. (1C.E7)
		Jumps a self-turned rope at least once. (1C.E8)
	1-2	Performs the following skills with 2-3 critical elements* of a mature pattern: throwing (overhand and underhand), catching, dribbling with hands, kicking, volleying (underhand and overhead), striking (short and long implements). (1C.P1) *See appendix
		Dribbles with either foot and maintains control of the ball for a short distance. (1C.P2)
		Strikes a slow-moving object upward repeatedly using a short implement. (1C.P3)
		Strikes a stationary object with a long implement. (1C.P4)
		Jumps a self-turned rope repeatedly and a long rope at least five times. (1C.P5)
	3-5	Performs the following skills with 4-5 critical elements* of a mature pattern: throwing (overhand and underhand), catching, dribbling with hands, kicking, volleying (underhand and overhead), striking (short and long implements). (1C.IM1) *See appendix
		Throws to a target or partner with objects of varied weight and size while stationary or moving. (1C.IM2)
		Catches a thrown or batted ball while moving or stationary at high, medium, and low levels. (1C.IM3)
		Dribbles with either hand while jogging. (1C.IM4)
		Passes and receives a ball with the feet while moving. (1C.IM5)
		Volleys underhand over a net or to a target. (1C.IM6)
		Strikes a stationary or moving object to a partner or in a game situation, using short and/or long implements. (1C.IM7)
		Jumps with short or long ropes in a self-created jump rope routine. (1C.IM8)
	6-8	Performs manipulative skills consistently with a mature pattern. (1C.MS1)
		Executes manipulative skills with dominant and nondominant hand or foot. (1C.MS2)

STANDARD 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Concept	Grade Level	Grade-Level Outcome
1D. Offensive and Defensive Skills	6-8	Demonstrates basic offensive skills (i.e. pivot, fake, jab step, screen) in modified and small-sided games. (1D.MS1)
		Performs defensive skills (i.e. drop step, defensive stance and movement) in modified and small-sided games. (1D.MS2)
		Changes direction and speed as necessary during gameplay. (1D.MS3)
	HS Level 1	Selects and uses appropriate offensive and defensive skills in a variety of individual, dual and team activities. (1D.HS1.L1)
	HS Level 2	<i>If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.</i>

STANDARD 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Concept	Grade Level	Grade-Level Outcome
1E. Dance and Rhythms	PK-2	Performs rhythmic activities created by the teacher and/or students. (1E.EP1)
	3-5	Creates an original dance utilizing a combination of locomotor skills and movement concepts (e.g. changes in speed, direction, level, flow, etc.). (1E.IM1)
		Performs cultural dances (i.e. folk and square dance) with proper rhythm and movement. (1E.IM2)
	6-8	Designs original movement sequences to music with proper timing. (1E.MS1)
		Executes synchronized original dance movements with another individual or group. (1E.MS2)
		Performs beginner social dances with a partner or group (e.g. ballroom dance, line dance, etc.). (1E.MS3)
	HS Level 1	Performs intermediate or advanced dances appropriate for social settings (i.e. weddings or community gatherings). (1E.HS1.L1)
	HS Level 2	Exhibits competency in one or more forms of theatre dance (i.e. ballet, modern, tap, jazz, hip hop, ethnic). (1E.HS1.L2)
		Choreographs and presents an original theatre dance piece (solo or group). (1E.HS2.L2)

STANDARD 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Concept	Grade Level	Grade-Level Outcome
1F. Lifetime Activities	6-8	Participates competently in lifetime activities such as individual/dual sports and self-defense. (1F.MS1)
	HS Level 1	Demonstrates ability in one or more lifetime activities (e.g. individual/dual sports, outdoor sports, swimming, self-defense, etc.). (1F.HS1.L1)
	HS Level 2	Exhibits proficiency in two or more lifetime activities. (1F.HS1.L2)

Kansas Model Grade-Level Outcomes for Physical Education STANDARD 2

STANDARD 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Concept	Grade Level	Grade-Level Outcome
2A. Movement concepts, principles and knowledge	PK-K	Names various locomotor movements performed in general space and personal space. (2A.E1)
		Recognizes different body parts and their relation to movement. (2A.E2)
		Explains three different movement pathways (e.g. straight, curved, zigzag, etc.). (2A.E3)
		Regulates movement in general space by speed. (2A.E4)
	1-2	Demonstrates multiple levels of movement, speed, direction, rhythm, pathways, force, time. (2A.P1)
		Applies corrective feedback to movement errors during performance. (2A.P2)
		States the short-term effects of physical activity on the heart and lungs. (2A.P3)
	3-5	Describes how heart rate and other biological indicators are used to monitor exercise intensity. (2A.IM1)
		Explains the importance of practice for improving skill performance. (2A.IM2)
		Recognizes the necessity of transferring weight from the back leg to the front leg during any action that propels an object forward. (2A.IM3)
		Identifies the key elements of a catch and provides feedback to a fellow student. (2A.IM4)
		Applies appropriate force while dribbling a ball with hands. (2A.IM5)
		Describes foot placement when dribbling a ball and for kicking a stationary or moving ball. (2A.IM6)
		Identifies the key elements of a proper grip when holding a short or long implement. (2A.IM7)
	6-8	Utilizes instructional cues to self-assess while performing complex skills in dance, gymnastics, and invasion games. (2A.MS1)
		Selects practice procedures to learn and master skills and movement patterns. (2A.MS2)
		Evaluates and applies safe protocol to activities based on weather, levels of difficulty, and ability. (2A.MS3)

2A. Movement concepts, principles and knowledge (cont')	HS Level 1	Uses performance terminology accurately (e.g. "balance," "follow through," "eye on the ball," etc.) for a variety of activities. (2A.HS1.L1)
		Designs a conditioning program for a self-selected game/activity to engage in for life. (2A.HS2.L1)
		Explains the impact of participation in selected sports and activities on various components of fitness. (2A.HS3.L1)
	HS Level 2	Explains the historical and cultural roles that games, sports, and dance play in society. (2A.HS1.L2)
		Analyzes biomechanical principles related to performing motor skills. (2A.HS2.L2)

STANDARD 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Concept	Grade Level	Grade-Level Outcome
2B. Strategies and Tactics	3-5	Applies movement concepts to strategies used in games (e.g. direction, force, speed, pathways, etc.). (2B.IM1)
		Executes basic offensive and defensive strategies and tactics used in a variety of activities, invasion games, net/wall games, throws, volleys, and striking. (2B.IM2)
	6-8	Applies appropriate speed, trajectory, direction, pathway, and positioning for game play. (2B.MS1)
		Creates or reduces space in invasion games through approach or retreat. (2B.MS2)
		Selects an offensive or defensive tactic while performing with or without objects. (2B.MS3)
		Calibrates the full width and length of the field or court to regulate personal speed and movement during play. (2B.MS4)
		Manages performance angles, force, and direction to gain or deny competitive advantage. (2B.MS5)
		Communicates with teammates effectively during game play. (2B.MS6)
	HS Level 1	Identifies principles used to improve skill performance (force, motion, rotation, speed, accuracy). (2B.HS1.L1)
		Explains accurately the steps for performing basic motor skills. (2B.HS2.L1)
		Transfers tactical knowledge from one sport to a similar sport. (2B.HS3.L1)
	HS Level 2	Applies offensive or defensive tactics and strategies to move or block opponent. (2B.HS1.L2)
		Designs a practice plan for improving skills and game play. (2B.HS2.L2)

**Kansas Model Grade-Level Outcomes for Physical Education
STANDARD 3**

STANDARD 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Concept	Grade Level	Grade-Level Outcome
3A. Physical Activity Knowledge	PK-2	States the benefits of being physically active. (3A.EP1)
	3-5	Recognizes the effects of different levels of exertion during physical activity (i.e. sedentary vs. vigorous). (3A.IM1)
	6-8	Explains how physical activity benefits physical, mental, and social health. (3A.MS1)
		Identifies major muscle groups used in various physical activities. (3A.MS2)
	HS Level 1	Describes the relationship between physical activity, nutrition and body composition. (3A.HS1.L1)
		Appraises health risk factors associated with a sedentary lifestyle. (3A.HS2.L1)
	HS Level 2	Identifies benefits of a physically active lifestyle and its relationship to educational and professional success. (3A.HS1.L2)
		Evaluates barriers that prevent participation in lifetime physical activity and creates solutions to overcome these barriers. (3A.HS2.L2)

STANDARD 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Concept	Grade Level	Grade-Level Outcome
3B. Fitness Knowledge	PK-2	Recognizes the relationship between movement, heart rate and breathing (i.e. increased movement causes increased heart rate and faster breathing). (3B.EP1)
		Names physical activities that enhance fitness. (3B.EP2)
	3-5	Lists the components of health-related fitness (cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, body composition). (3B.IM1)
		Recalls the components of skill related fitness (agility, balance, coordination, power, reaction time, speed). (3B.IM2)
		Describes the importance of warm-up and cool-down. (3B.IM3)
		Defines the target heart zone. (3B.IM4)
		Explains the importance of exercising in the target heart zone. (3B.IM5)
	6-8	Describes the components of health-related fitness. (3B.MS1)
		Recognizes a variety of aerobic training methods (e.g. low, medium or high intensity, interval, circuit, etc.). (3B.MS2)
		Identifies a variety of strength training methods (e.g. resistance, body weight, free weights, Pilates, yoga, etc.). (3B.MS3)
		Discusses the relationship of warm-up and cool-down to injury prevention. (3B.MS4)
		Calculates target heart rate zone. (3B.MS5)
		Explains the FITT principle (Frequency, Intensity, Time, Type). (3B.MS6)
	HS Level 1	Utilizes technology to monitor heart rate and maintain target heart zone. (3B.HS1.L1)
		Explains principles for performing strength training exercises safely and effectively. (3B.HS2.L1)
		Compares and selects appropriate stretching methods (dynamic or static). (3B.HS3.L1)
		Describes basic training principles (e.g. overload, specificity, progression, diminishing return, rest, and recovery, etc.) and how they improve fitness. (3B.HS4.L1)
	HS Level 2	<i>If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.</i>

STANDARD 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Concept	Grade Level	Grade-Level Outcome
3C. Assessment and Program Planning	3-5	Analyzes and interprets results of fitness assessments. (3C.IM1)
		Sets goals for improvement of physical fitness based upon a fitness assessment. (3C.IM2)
	6-8	Sets SMART (specific, measurable, attainable, realistic, and timely) goals to improve or maintain three areas of health-related fitness based on a fitness assessment. (3C.MS1)
		Develops a personal fitness program by applying the FITT principle. (3C.MS2)
		Maintains a physical activity and/or nutrition log reflecting the results of a self-assessment. (3C.MS3)
	HS Level 1	Sets realistic short-term and long-term goals for all five health-related fitness components. (3C.HS1.L1)
		Uses training principles to design a personal workout. (3C.HS2.L1)
		Implements a personal fitness plan that includes assessment scores, goals for improvement, plan for improvement, activity log, and timelines. (3C.HS3.L1)
	HS Level 2	<i>If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.</i>

STANDARD 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Concept	Grade Level	Grade-Level Outcome
3D. Nutrition	PK-2	Distinguishes between healthy and unhealthy foods. (3D.EP1)
		Describes the relationship between food, energy, and physical activity. (3D.EP2)
	3-5	Chooses foods that support participation in sport and physical activity. (3D.IM1)
		Recognizes the importance of hydration during and after physical activity. (3D.IM2)
	6-8	Uses MY PLATE to define basic food groups and explain the healthy balance between food, water and physical activity. (3D.MS1)
		Describes the health risks of poor nutrition. (3D.MS2)
	HS Level 1	Creates a nutrition plan based on individual caloric needs for one week that includes meals, snacks, and hydration needs. (3D.HS1.L1)
	HS Level 2	Compares and contrasts a nutrition plan for an active lifestyle and a sedentary lifestyle. (3D.HS1.L2)

STANDARD 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Concept	Grade Level	Grade-Level Outcome
3E. Stress Management	6-8	Recognizes situations that produce stress. (3E.MS1)
		Performs stress-reducing activities such as yoga, deep breathing, and progressive muscle relaxation. (3E.MS2)
	HS Level 1	Selects appropriate stress management methods in response to hypothetical stressful scenarios. (3E.HS1.L1)
	HS Level 2	Is proactive in planning management strategies before stressful situations occur. (3E.HS1.L2)

**Kansas Model Grade-Level Outcomes for Physical Education
STANDARD 4**

STANDARD 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Concept	Grade Level	Grade-Level Outcome
4A. Demonstrating Personal Responsibility	PK-2	Plays independently with responsible personal behavior. (4A.EP1)
	3-5	Participates responsibly both independently and with others. (4A.IM1)
		Accepts responsibility if personal behavior affects others negatively. (4A.IM2)
		Uses equipment responsibly and appropriately. (4A.IM3)
	6-8	Assumes responsibility for improving their personal fitness. (4A.MS1)
		Respects others by using self-management skills to adjust behavior as necessary. (4A.MS2)
	HS Level 1	Exhibits a positive self-image regarding their physical skills and fitness. (4A.HS1.L1)
HS Level 2	<i>If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.</i>	

STANDARD 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Concept	Grade Level	Grade-Level Outcome
4B. Accepting/Providing Feedback	PK-2	Accepts corrective feedback from the teacher. (4B.EP1)
	3-5	Provides encouragement to peers. (4B.IM1)
	6-8	Utilizes corrective feedback from teacher and peers. (4B.MS1)
	HS Level 1	Provides feedback to promote team or group dynamics. (4B.HS1.L1)
	HS Level 2	Uses communication skills and strategies to share feedback in a leadership role (e.g. group leader, referee, coach, etc.). (4B.HS1.L2)

STANDARD 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Concept	Grade Level	Grade-Level Outcome
4C. Working with Others	PK-2	Works cooperatively with the teacher and others. (4C.EP1)
	3-5	Works with peers of all skill abilities. (4C.IM1)
		Demonstrates socially acceptable conflict resolution strategies. (4C.IM2)
	6-8	Accepts peers with different ideas, cultural background, and body types in physical activities. (4C.MS1)
		Resolves conflict in a variety of class settings. (4C.MS2)
	HS Level 1	Seeks to include diverse peers in group activities. (4C.HS1.L1)
HS Level 2	Thinks critically and leads group members in implementing conflict resolution strategies. (4C.HS1.L2)	

STANDARD 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Concept	Grade Level	Grade-Level Outcome
4D. Following Rules and Etiquette	PK-2	Follows instructions and class procedures. (4D.EP1)
	3-5	Adheres to rules and accepts consequences for infractions. (4D.IM1)
	6-8	Officiates modified physical activities and games utilizing appropriate rules and etiquette. (4D.MS1)
		Follows guidelines for completing group or individual projects (e.g. designing games, creating dance routines, etc.). (4D.MS2)
	HS Level 1	Displays moral and ethical conduct in specific competitive situations. (4D.HS1.L1)
	HS Level 2	Encourages teammates to exhibit proper etiquette and respect for opponents during game play. (4D.HS1.L2)

STANDARD 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Concept	Grade Level	Grade-Level Outcome
4E. Safety	PK-2	Follows the teacher's instructions regarding safety procedures. (4E.EP1)
	3-5	Follows safety procedures without reminders. (4E.IM1)
	6-8	Recognizes safety concerns associated with particular activities and makes choices to protect self and others from injury. (4E.MS1)
	HS Level 1	Prevents injury to self and others by utilizing appropriate safety measures in preparation for activity (e.g. warmup, proper clothing, hydration, etc.). (4E.HS1.L1)
	HS Level 2	<i>If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.</i>

Kansas Model Grade-Level Outcomes for Physical Education STANDARD 5

STANDARD 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Concept	Grade Level	Grade-Level Outcome
5A. Health	PK-2	Identifies physical activities that enhance health. (5A.EP1)
	3-5	Describes the health benefits of physical activity. (5A.IM1)
	6-8	Expresses interest in specific activities based on personal health goals. (5A.MS1)
	HS Level 1	Selects and participates in physical activities that will enhance a healthy lifestyle. (5A.HS1.L1)
	HS Level 2	Explains how physical activity can add value to both physical and emotional health. (5A.HS1.L2)

STANDARD 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Concept	Grade Level	Grade-Level Outcome
5B. Challenge	PK-2	Recognizes physical activities that are challenging. (5B.EP1)
	3-5	Selects physical activities based on personal levels of challenge. (5B.IM1)
	6-8	Demonstrates appropriate response to challenging physical activities (e.g. increased effort, asking for help, modifying the activity, etc.). (5B.MS1)
	HS Level 1	Expresses feelings of success and confidence from participation in challenging physical activities. (5B.HS1.L1)
	HS Level 2	<i>If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.</i>

STANDARD 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Concept	Grade Level	Grade-Level Outcome
5C. Self-expression and Enjoyment	PK-2	Identifies physical activities that provide opportunities for self-expression and enjoyment. (5C.EP1)
	3-5	Expresses positive feelings when participating in physical activities inside or outside of school. (5C.IM1)
	6-8	Participates in physical activity that allow for self-expression and enjoyment (e.g. dance, gymnastics, etc.). (5C.MS1)
		Supports others' enjoyment of physical activity by demonstrating respect for differences, fair play, conflict resolution and sportsmanship. (5C.MS2)
	HS Level 1	Recognizes that enjoyment of certain activities will shift as physical abilities and preferences change over time. (5C.HS1.L1)
	HS Level 2	<i>If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.</i>

STANDARD 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Concept	Grade Level	Grade-Level Outcome
5D. Social Interaction	3-5	Exhibits positive attitudes towards physical activity while interacting with peers. (5D.IM1)
		Communicates effectively with others to establish positive social interaction during physical activities. (5D.IM2)
	6-8	Expresses a desire to interact with others socially through sports and games. (5D.MS1)
		Demonstrates responsible social behavior and appropriate relationships with peers in physical activity settings. (5D.MS2)
	HS Level 1	Selects and participates in physical activities for the purpose of social interaction. (5D.HS1.L1)
	HS Level 2	Seeks physical activity opportunities for social interaction outside of school. (5D.HS1.L2)

APPENDIX

Critical Elements of Motor Skills

SHAPE America. (2014). Critical elements of motor skills. In *SHAPE America, National standards & grade-level outcomes for K-12 physical education* (pp. 19-25). Champaign, IL: Human Kinetics.

CRITICAL ELEMENTS OF MOTOR SKILLS SHAPE America (2014)

RUNNING

- Arm-leg opposition throughout running action.
- Toes point forward.
- Foot lands heel to toe.
- Arms swing forward and backward—no crossing of midline.
- Trunk leans slightly forward.

JUMPING AND LANDING FOR DISTANCE (Horizontal plane)

- Arms back and knees bend in preparation for jumping action.
- Arms extend forward as body propels forward.
- Body extends and stretches slightly upward while in flight.
- Hips, knees and ankles bend on landing.
- Shoulders, knees and ankles align for balance after landing.

JUMPING AND LANDING FOR HEIGHT (Vertical plane)

- Hips, knees and ankles bend in preparation for jumping action.
- Arms extend upward as body propels upward.
- Body extends and stretches upward while in flight.
- Hips, knees and ankles bend on landing.
- Shoulders, knees and ankles align for balance after landing.

THROWING (Underhand pattern)

- Face target in preparation for throwing action.
- Arm back in preparation for action.
- Step with opposite foot as throwing arm moves forward.
- Release ball between knee and waist level.
- Follow through to target.

THROWING (Overhand pattern)

- Side to target in preparation for throwing action.
- Arm back and extended, and elbow at shoulder height or slightly above in preparation for action; elbow leads.
- Step with opposite foot as throwing arm moves forward.
- Hip and spine rotate as throwing action is executed.
- Follow through toward target and across body.

CATCHING

- Extend arms outward to reach for ball.
 - Thumbs in for catch above the waist.
 - Thumbs out for catch at or below the waist.
- Watch the ball all the way into the hands.
- Catch with hands only; no cradling against the body.
- Pull the ball into the body as the catch is made.
- Curl the body slightly around the ball.

DRIBBLING

- Knees slightly bent.
- Opposite foot forward when dribbling in self-space.
- Contact ball with finger pads.
- Firm contact with top of ball.
 - Contact slightly behind ball for travel.
 - Ball to side and in front of body for travel.
- Eyes looking “over,” not down at, the ball.

KICKING

- Arms extend forward in preparation for kicking action.
- Contact with the ball is made directly below center of ball (travel in the air); contact with ball is made directly behind center of ball (travel on the ground).
- Contact the ball with shoelaces or top of foot for kicking action.
- Trunk leans back slightly in preparation for kicking action.
- Follow through with kicking leg extending forward and upward toward target.

VOLLEYING (Underhand)

- Face the target in preparation for the volley.
- Opposite foot forward.
- Flat surface with hand for contact of the ball or volleybird.
- Contact with ball or volleybird between knee and waist level.
- Follow through upward and to the target.

VOLLEYING (Overhead)

- Body aligned and positioned under the ball.
- Knees, arms and ankles bent in preparation for the volley.
- Hands rounded; thumbs and first fingers make triangle (without touching) in preparation.
- Ball contacts only the finger pads; wrists stay firm.
- Arms extended upward on contact; follow through slightly toward target.

STRIKING WITH SHORT IMPLEMENT

- Racket back in preparation for striking.
- Step on opposite foot as contact is made.
- Swing racket or paddle low to high.
- Coil and uncoil the trunk for preparation and execution of striking action.
- Follow through for completion of the striking action.

STRIKING WITH LONG IMPLEMENT (Side-arm pattern)

- Bat up and back in preparation for the striking action.
- Step forward on opposite foot as contact is made.
- Coil and uncoil the trunk for preparation and execution of the striking action.
- Swing the bat on a horizontal plane.
- Wrist uncocks on follow-through for completion of the striking action.

SHAPE America. (2014). National standards & grade-level outcomes for K-12 physical education. Champaign, IL: Human Kinetics.