



Washington Office of Superintendent of
PUBLIC INSTRUCTION

*DRAFT Washington State
K–12 Learning Standards for
Physical Education*

DRAFT WASHINGTON STATE K–12 LEARNING STANDARDS FOR PHYSICAL EDUCATION

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INTRODUCTION

The Washington State K–12 Learning Standards for Physical Education (WA PE 2026) define what students should know and be able to do in a comprehensive K–12 Physical Education program. The WA PE 2026 standards have been revised for clarity, prioritization, and inclusivity. The standards reflect the 2024 updates to the National SHAPE standards for physical education, changes in structure and naming to align with other content standard revisions, grouping of standards by grade bands, and support meaningful connections between physical education and health standards.

Key Goals of the Revisions

Revisions were guided by the following goals:

- **Structure** – support student learning progressions and educator access to nationally aligned SHAPE resources to support high-quality physical education instruction.
- **Grade Band** – organize the standards by grade band for skill building across developmental stages.
- **Inclusivity** – on equity, social emotional learning, and local context and connections.
- **Prioritize** – clearly identify standards to ensure all students have equitable access to the knowledge and skills that can be leveraged, both in school and beyond.

Structure

The standards clarify the language of the standards by shifting from “Grade Level Outcomes” to “Standards” and from “Practices” to “Domains”. This brings the PE standards into alignment with the rest of the Washington standards by having consistent terminology across content areas. The four domains in the WA PE 2026 match the four big categories of the National SHAPE standards. Most of the National SHAPE standards is used in the 2026 standards, which will allow educators to use a variety of national resources to support physical education instruction.

Grade Band

Standards in elementary and middle school are combined into grade bands. This allows for development and understanding of skills and concepts that support developmental growth for each grade range.

Inclusivity

Updates to the standards intentionally include opportunities for equity and inclusion for students of all ability levels. There are connections throughout the standards to support student development of social emotional learning skills, and the incorporation of local context and community.

Examples:

Equity:

PE.MS.3.2 *Understands, accepts, and interacts with students of different ability levels in a variety of physical activities.*

Social Emotional Learning:

Priority PE.3-5.4.7

Identifies and/or demonstrates personally effective techniques that assist with managing one's emotions and behaviors in a physical activity setting (e.g., breathing, counting, positive self-talk, etc.).

Local Context and Connections:

Priority PE.K-2.2.16

Describes and/or explains/applies the skills needed to avoid or reduce health risks that are specific to physical activities in the community (e.g., pedestrian safety, bicycle safety, water safety, etc.).

Priority Learning Standards

Priority Learning Standards are the most essential academic skills and concepts students need to succeed from one grade range to the next. These standards were selected to ensure all students have equitable access to the knowledge and skills that can be leveraged, both in school and beyond. Other learning standards serve to support and reinforce the Priority Learning Standards. The Priority Learning Standards identify the universal set of standards that each and every student should have the opportunity to learn and be able to do.

Because state standards encompass many learning goals for each subject and grade, OSPI collaborated with groups of educators from kindergarten through 12th grade over two years to identify the standards that are most critical to focus on in teaching and assessment. The process was guided by national best practices. Educators had multiple opportunities to review and give feedback before the Priority Learning Standards were finalized.

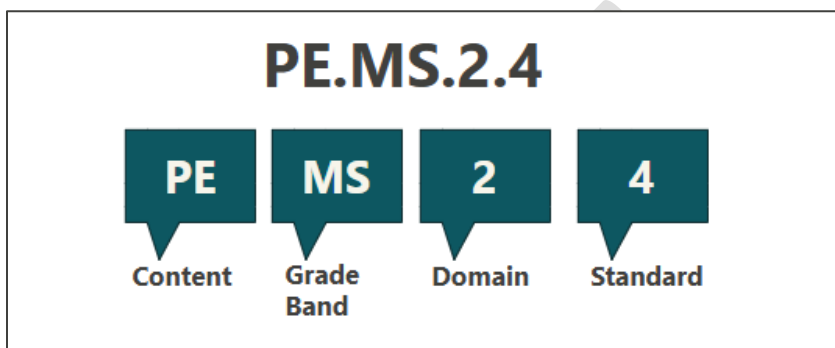
Priority Learning Standards were identified using the following criteria:

- **Endurance:** Will this skill or knowledge still be valuable beyond a single test, school year, or post-high school?
- **Leverage:** Is this skill or knowledge useful across multiple subjects?
- **Readiness:** Does this skill or knowledge prepare students for success in the next grade level, course, or post-high school option?

How to Read the Standards

The WA PE 2026 numbering contains a code to convey specific information. The coding system will eventually apply to all Washington learning standards, making it easier for educators who work with multiple sets of standards to identify standards. The order of the standards within a grade level do not indicate the order in which they should be taught. Figure 1 shows an example of the coding for a middle school standard.

Figure 1: Physical education code example



Content code tells which content area or subject the standard is for. The WA PE 2026 standards use "PE".

Grade band tells which grade level(s) the physical education standard is for:

- Kindergarten through 2nd grade use K–2.
- 3rd grade through 5th grade use 3–5.
- Middle school standards use "MS".
- High school standards use "HS".

Domains group the physical education knowledge together into the structure of the SHAPE national standards:

- Domain 1: Develops a variety of motor skills.
- Domain 2: Applies knowledge related to movement and fitness concepts.
- Domain 3: Develops social skills through movement.
- Domain 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Topics are groups of standards which align the categories within each domain. Topics are retained from the 2016 version of the physical education learning standards to support educators in connecting to instructional materials. Topics are not included in the code but can be found in subheadings within each domain and in the excel crosswalk.

Standards define what students should understand and be able to do and have a number from 1 to 20 in the code.

Lettered indicators provide specificity for the numbered standards. Some standards have these indicators, others do not.

Key Features of the Domains

Domain 1: Develops a Variety of Motor Skills

Through learning experiences in physical education, the student develops motor skills across a variety of environments. Motor skills are a foundational part of child development and support the movements of everyday life. The development of motor skills contributes to an individual's physical literacy journey. (SHAPE, 2024)

Domain 2: Applies Knowledge Related to Movement and Fitness Concepts

Through learning experiences in physical education, the student uses their knowledge of movement concepts, tactics, and strategies across a variety of environments. This knowledge helps the student become a more versatile and efficient mover. Additionally, the student applies knowledge of health-related and skill-related fitness to enhance their overall well-being. The application of knowledge related to various forms of movement contributes to an individual's physical literacy journey. (SHAPE, 2024)

Domain 3: Develops Social Skills Through Movement

Through learning experiences in physical education, the student develops the social skills necessary to exhibit empathy and respect for others and foster and maintain relationships. In addition, students develop skills for communication, leadership, cultural awareness, and conflict resolution in a variety of physical activity settings. (SHAPE, 2024)

Domain 4: Develops Personal Skills, Identifies Personal Benefits of Movement, and Chooses to Engage in Physical Activity

Through learning experiences in physical education, the student develops an understanding of how movement is personally beneficial and subsequently chooses to participate in physical activities that are personally meaningful (e.g., activities that offer social interaction, cultural connection, exploration, choice, self-expression, appropriate levels of challenge, and added health benefits). The student develops personal skills including goal setting, identifying strengths, and reflection to enhance their physical literacy journey. (SHAPE, 2024)

Domain Revisions

Table 1: Domain Revisions

2016 PE Outcomes & Practices	2026 Domains	Standards and Priorities
5 Standards	4 Domains	Added Priorities
Number of Outcomes	Number of Standards	Priorities
Standard 1:	Domain 1:	Domain 1:
K-5 122	K-2: 13	K-2: 5
6-8 38	3-5: 11	3-5: 4
HS: 6	6-8: 15	6-8: 10
Standard 2:	HS: 8	HS: 6
K-5: 26	Domain 2:	Domain 2:
6-8: 30	K-2: 13	K-2: 7
HS: 8	3-5: 14	3-5: 8
Standard 3:	6-8: 20	6-8: 7
K-5: 57	HS: 15	HS: 7
6-8: 45	Domain 3:	Domain 3:
HS: 19	K-2: 8	K-2: 4
Standard 4:	3-5: 8	3-5: 6
K-5: 37	6-8: 10	6-8: 6
6-8: 15	HS: 9	HS: 3
HS: 9	Domain 4:	Domain 4:
Standard 5:	K-2: 5	K-2: 2
K-5: 19	3-5: 5	3-5: 2
6-8: 12	6-8: 7	6-8: 3
HS: 6	HS: 7	HS: 4

KINDERGARTEN, GRADE 1, GRADE 2

Standards in this grade band reflect the student proficiency by the end of the 2nd grade. Educators should plan, adjust, and develop a scope and sequence of instruction based on the developmental needs of students at each grade. Students should have opportunities for learning at each grade level to support the priority standards. Students should have equitable opportunities to develop and demonstrate learning using adapted equipment, modified activities, assistive technologies, etc.

Domain 1: Develops a variety of motor skills

Note: Motor skills in this grade band should be assessed in repetitive, non-dynamic, predictable ways.

Locomotor and Non-locomotor

PRIORITY PE.K-2.1.1

Demonstrates a variety of locomotor skills (*e.g., walk, jog, run, gallop, slide, skip, jump, hop, leap, roll, etc.*).

PE.K-2.1.2 Demonstrates a variety of non-locomotor skills (*e.g., push, pull, twist, turn, bend, stretch, swing, sway, rock, etc.*).

Balance and Weight Transfer

PE.K-2.1.3 Demonstrates transferring weight on multiple body parts (*e.g., tumbling, animal walks, etc.*).

PRIORITY PE.K-2.1.4

Demonstrates balancing on different body parts in a predictable environment (*e.g., 1-2-3-4 point balances, etc.*).

Manipulative Skills

PRIORITY PE.K-2.1.5

Demonstrates underhand throwing/rolling in a variety of predictable practice tasks.

PRIORITY PE.K-2.1.6

Demonstrates catching in a variety of predictable practice tasks.

PE.K-2.1.7 Demonstrates overhand throwing in a variety of predictable practice tasks

PE.K-2.1.8 Demonstrates hand dribbling with preferred hand in a variety of predictable practice tasks (*e.g., dribbling in place, dribbling while walking, etc.*).

PRIORITY PE.K-2.1.9

Demonstrates kicking a ball in a variety of predictable practice tasks.

PE.K-2.1.10 Demonstrates dribbling with feet in a variety of predictable practice tasks.

PE.K-2.1.11 Demonstrates striking with hands and arms in a variety of predictable practice tasks.

PE.K-2.1.12 Demonstrates striking with a short-handled (*e.g., paddles and racquet, etc.*) and long-handled (*e.g., hockey stick, bat, etc.*) implement in a variety of predictable practice tasks.

Rhythmic Activity

PE.K-2.1.13 Demonstrates locomotor, non-locomotor, and manipulative skills in a variety of rhythmic activities (*e.g., dance, jump rope, etc.*).

Domain 2: Applies knowledge related to movement and fitness concepts

Movement Concepts, Strategies, and Tactics

PRIORITY PE.K-2.2.1

Recognizes personal space and how to move safely in general space.

PRIORITY PE.K-2.2.2 Identifies simple strategies in chasing and fleeing activities (*e.g., change directions, move to open space, be aware of the tagger, rescue each other, etc.*).

PE.K-2.2.3

Understands the differences between offense and defense in a variety of activities.

PE.K-2.2.4 Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills (*e.g., speed, pathways, force/effort, levels*).

Critical Elements of Skill

PRIORITY PE.K-2.2.5

Recognizes the critical elements that contribute to effective execution of a skill (*e.g., underhand throw = toes to target, step, swing, throw*).

PE.K-2.2.6 Identifies physical activities that contribute to different types of health-related fitness (*e.g., cardio-respiratory fitness, flexibility, muscular strength, and endurance*).

Health Related Fitness Knowledge

PE.K-2.2.7 Recognizes the importance of stretching to increase flexibility.

PRIORITY PE.K-2.2.8

Identifies the heart as a muscle that gets stronger with certain types of physical activity.

PE.K-2.2.9 Not in K-2.

PE.K-2.2.10 Not in K-2.

PE.K-2.2.11 Not in K-2.

PRIORITY PE.K-2.2.12

Recognizes that regular physical activity is good for overall health.

Body Systems

PE.K-2.2.13 Recognizes basic structure and function of the major body systems: muscular, skeletal, circulatory, respiratory, and digestive.

Nutrition

PE.K-2.2.14 Describes how each food group contributes to a healthy body.

PRIORITY PE.K-2.2.15

Recognizes food and hydration choices that provide energy for physical activity.

Community Activity Safety Skills

PRIORITY PE.K-2.2.16

Demonstrates and/or explains/applies the skills needed to avoid or reduce health risks that are specific to physical activities in the community (*e.g., pedestrian safety, bicycle safety, water safety, etc.*).

Domain 3: Develops social skills through movement

Social Awareness

PE.K-2.3.1 Recognizes the feelings of others during a variety of physical activities.

PE.K-2.3.2 Demonstrates the ability to encourage others.

PRIORITY PE.K-2.3.3

Demonstrates respectful behaviors that contribute to positive social interactions in movement activities.

PE.K-2.3.4 Identifies and participates in physical activities representing different cultures.

PRIORITY PE.K-2.3.5

Uses communication skills to participate respectfully and safely with others during physical activity.

PE.K-2.3.6 Not in K-2.

Safety

PRIORITY PE.K-2.3.7

Describes that following rules is important for safety and fairness.

PRIORITY PE.K-2.3.8

Demonstrates safe and appropriate choices with physical education equipment.

Working With Others

PE.K-2.3.9 Discusses problems and solutions with teacher support in a physical activity setting.

Domain 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity

Self-Awareness

PE.K-2.4.1 Identifies physical activities that can meet the need for self-expression and/or social interaction (e.g., *making friends*).

PRIORITY PE.K-2.4.2

Identify ways that movement positively affects personal health.

PE.K-2.4.3 Identifies preferred physical activities based on personal interests.

PE.K-2.4.4 Not in K–2.

PE.K-2.4.5 Not in K–2.

PE.K-2.4.6 Recognizes own movement strengths and potential areas of improvement.

PRIORITY PE.K-2.4.7

Demonstrates strategies for managing emotions and behaviors in a physical activity setting (e.g., *breathing, counting, etc.*).

GRADE 3, GRADE 4, GRADE 5

Standards in this grade band reflect the student proficiency by the end of the 5th grade. Educators should plan, adjust, and develop a scope and sequence of instruction based on the developmental needs of students at each grade. Students should have opportunities for learning at each grade level to support the priority standards. Students should have equitable opportunities to develop and demonstrate learning using adapted equipment, modified activities, assistive technologies, etc.

Domain 1: Develops a variety of motor skills

Note: Motor skills in this grade band can be assessed in unpredictable and dynamic tasks.

Locomotor and Non-locomotor

PE.3-5.1.1 Combines locomotor and manipulative skills in a variety of practice tasks.

PE.3-5.1.2 Not in 3–5.

Balance and Weight Transfer

PE.3-5.1.3 Demonstrates transferring weight on multiple body parts in a variety of activities (*e.g., parkour, rhythmic activities, gymnastics, obstacle course, etc.*).

PE.3-5.1.4 Combines jumping/landing, rolling, balancing and transfer of weight on different body parts in a predictable environment (*e.g., parkour, rhythmic activities, gymnastics, obstacle course, etc.*).

Manipulative Skills

PE.3-5.1.5 Not in 3–5.

PRIORITY PE.3-5.1.6

Demonstrates catching in a variety of dynamic practice tasks and in modified game play.

PRIORITY PE.3-5.1.7

Demonstrates underhand and overhand throwing in a variety of dynamic practice tasks and in modified game play.

PE.3-5.1.8 Demonstrates hand dribbling with preferred and non-preferred hand in a variety of dynamic practice tasks and in modified game play.

PRIORITY PE.3-5.1.9

Demonstrates kicking a ball using the instep in a variety of practice tasks and in modified game play.

PE.3-5.1.10 Demonstrates dribbling with feet in a variety of practice tasks and in modified game

play.

PRIORITY PE.3-5.1.11

Demonstrates striking with hands and/or arms in a variety of practice tasks and in modified game play (*e.g., tetherball, volleyball, gaga ball, four-square, etc.*).

PE.3-5.1.12 Demonstrates striking an object with a short-handled (*e.g., paddles, racquet, etc.*) and long-handled (*e.g., hockey stick, bat, etc.*) implement in a variety of practice tasks and modified game play.

Rhythmic Activities

PE.3-5.1.13 Combines locomotor, non-locomotor, and manipulative movements in a variety of rhythmic activities (*e.g., dance, jump rope, etc.*).

Domain 2: Applies knowledge related to movement and fitness concepts

Movement Concepts, Strategies and Tactics

PRIORITY PE.3-5.2.1

Applies movement concepts and strategies safely in a variety of dynamic activities (*e.g., pathways, levels, change of speed, etc.*).

PE.3-5.2.2 Not in 3–5.

PRIORITY PE.3-5.2.3

Demonstrates knowledge of defensive and offensive strategies in a variety of small-sided practice tasks (*e.g., invasion, net and wall, striking and fielding, etc.*).

PRIORITY PE.3-5.2.4

Applies appropriate movement concepts for efficient performance of manipulative skills (*e.g., right amount of force, right level, right amount of speed*).

Critical Elements of Skill

PRIORITY PE.3-5.2.5

List and/or describe the critical elements that contribute to successful execution of a skill (*e.g., underhand throw = toes to target, step, swing, throw*).

PRIORITY PE.3-5.2.6

Defines and provides examples of movement activities for developing health-related fitness components (*e.g., cardio-respiratory fitness, flexibility, muscular strength, and endurance*).

Health Related Fitness Knowledge

PE.3-5.2.7 Identifies the need for warm-up and cool-down relative to various physical activities.

PE.3-5.2.8 Not in 3–5.

PE.3-5.2.9 Establishes goals to improve individual components of health-related fitness.

PE.3-5.2.10 Identifies technology tools that support physical activity goals (*e.g., activity logs, journals, pedometers, Pacer app, fitness trackers, etc.*).

PE.3-5.2.11 Defines and explains how to implement the Frequency, Intensity, Time, Type (FITT) Principle of exercise.

PRIORITY PE.3-5.2.12

Explains the benefits of physical activity (*e.g., enhance brain health, increase flexibility, improve mood, etc.*).

- a. Explains how physical activity positively impacts the body.
- b. Explains how a lack of physical activity negatively impacts the body.

Body Systems

PE.3-5.2.13 Describes connections between major body systems (muscular, skeletal, circulatory, respiratory, digestive) and their role in movement.

Nutrition

PE.3-5.2.14 Describes the benefits of each essential nutrient. (Macronutrients - carbohydrates, protein fat; Micronutrients - vitamins, minerals, water).

PRIORITY PE.3-5.2.15

Describes the impact of healthy/non-healthy food and hydration choices on physical activity.

Community Activity Safety Skills

PRIORITY PE.3-5.2.16

Describes and applies skills needed to avoid or reduce health risks that are specific to physical activities in the community (*e.g., pedestrian safety, bicycle safety, water safety, etc.*).

Domain 3: Develops social skills through movement

Social Awareness

PE.3-5.3.1 Describes potential perspectives of others during a variety of physical activities.

PRIORITY PE.3-5.3.2

Demonstrates the ability to encourage and support students with different ability levels.

PRIORITY PE.3-5.3.3

Demonstrates respectful behaviors that contribute to positive social interactions in group activities.

PE.3-5.3.4 Engages with physical activities, games, dances, and movement traditions that reflect diverse cultures, communities and historical traditions.

PRIORITY PE.3-5.3.5

Uses communication skills to negotiate roles and responsibilities in a physical activity setting.

PE.3-5.3.6 Not in 3–5.

Safety

PRIORITY PE.3-5.3.7

Describes why following rules and etiquette are important (e.g., *for safety, fairness*).

PRIORITY PE.3-5.3.8

Demonstrates safe and appropriate behavior with physical education equipment independently with limited reminders.

Working With Others

PRIORITY PE.3-5.3.9

Solves problems independently, with partners, and in groups.

Domain 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity

Self-Awareness

PE.3-5.4.1 Explains how preferred physical activities meet the need for personal self-expression and/or social interaction (e.g., *making friends*).

PRIORITY PE.3-5.4.2

Describes how movement positively affects personal health and improves quality of life.

PE.3-5.4.3 Explain one's choices related to physical activity based on personal interests.

PE.3-5.4.4 Not in 3–5.

PE.3-5.4.5 Not in 3–5.

PE.3-5.4.6 Identifies movement strengths and opportunities to participate in physical activity outside of physical education class.

PRIORITY PE.3-5.4.7

Identifies and/or demonstrates personally effective techniques that assist with managing one's emotions and behaviors in a physical activity setting (*e.g., breathing, counting, positive self-talk, etc.*).

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MIDDLE SCHOOL (GRADES 6–8)

Standards in this grade band reflect student proficiency by the end of the 8th grade. Educators may plan, adjust, and develop a scope and sequence for instruction based on the developmental needs of students. Students should have opportunities to demonstrate proficiency on each priority standard in their middle school experience. Students should have equitable opportunities to develop and demonstrate learning using adapted equipment, modified activities, assistive technologies, etc.

Domain 1: Develops a variety of motor skills

Lifetime Activities

PE.MS.1.1 Demonstrates correct technique in a variety of outdoor and/or recreational activities.

Manipulative Skills

PRIORITY PE.MS.1.2

Demonstrates a successful catch in a variety of practice tasks and small-sided games.

PRIORITY PE.MS.1.3

Demonstrates effective underhand and overhand throwing technique in a variety of practice tasks and modified games with a target.

PRIORITY PE.MS.1.4

Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games.

PRIORITY PE.MS.1.5

Demonstrates dribbling an object with or without an implement in a variety of practice tasks and small-sided games.

PRIORITY PE.MS.1.6

Demonstrates passing and receiving in combination with locomotor skills in a variety of small-sided games.

PRIORITY PE.MS.1.7

Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games.

PRIORITY PE.MS.1.8

Demonstrates proper use of a short-handled and long-handled implement in a variety of practice tasks and modified net and small-sided games to:

- a. Complete forehand and backhand strokes.
- b. Complete underhand and overhand serves.
- c. Complete a volley.

PE.MS.1.9 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games.

Offensive and Defensive Skills

PE.MS.1.10 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games.

PRIORITY PE.MS.1.11

Demonstrates techniques to create open space during a variety of practice tasks and small-sided games (offense).

PRIORITY PE.MS.1.12

Demonstrates a defensive ready position, defensive movements, and techniques to close space in a variety of practice tasks and small-sided games.

Rhythmic Activities

PE.MS.1.13 Demonstrates movement sequences within varied rhythmic activities.

Health and Skill Related Fitness Techniques

PRIORITY PE.MS.1.14

Demonstrates appropriate form in a variety of health-related and skill-related fitness activities.

Water Skills

PE.MS.1.15 Demonstrates basic swimming skills if a pool facility is available.

Domain 2: Applies Knowledge Related to Movement and Fitness Concepts

Movement Concepts, Strategies, and Tactics

PRIORITY PE.MS.2.1

Identifies the effective use of movement concepts within multiple dynamic environments.

PE.MS.2.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games.

PE.MS.2.3 Demonstrates knowledge of offensive tactics in striking and fielding games.

PE.MS.2.4 Demonstrates knowledge of offensive tactics in net and wall games.

PE.MS.2.5 Demonstrates knowledge of defensive tactics to reduce open space with movement and denial in invasion games.

PE.MS.2.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games.

Critical Elements of a Skill

PE.MS.2.7 Analyzes skill performance by identifying critical elements of a skill.

PE.MS.2.8 Applies knowledge of movement concepts for the purpose of varying different types of rhythmic activities in a dynamic environment.

Health Related Fitness Knowledge

PRIORITY PE.MS.2.9

Applies knowledge of dynamic and static stretching in supporting warm-up and cool-down of physical activities.

PRIORITY PE.MS.2.10

Creates and monitors physical activity goals based on a self-selected health related fitness assessment.

PE.MS.2.11 Evaluates usefulness and effectiveness of technology tools to support physical activity and fitness goals (*e.g., activity logs, journals, pedometers, fitness trackers, etc.*).

PE.MS.2.12 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity.

PE.MS.2.13 Explains the relationship of cardiorespiratory fitness and RPE Scale to physical activity effort.

PRIORITY PE.MS.2.14

Demonstrates knowledge of heart rate and describes its relationship to cardiorespiratory fitness.

PE.MS.2.15 Examines how rest impacts the body's response to physical activity.

PRIORITY PE.MS.2.16

Identifies and compares the components of health and skill-related fitness.

PE.MS.2.17 Applies knowledge of skill-related fitness to different types of physical activity.

PE.MS.2.18 Identifies ways to be physically active.

Nutrition

PRIORITY PE.MS.2.19

Explains the relationships among nutrition, physical activity, and health factors.

Community Activity Safety Skills

PRIORITY PE.MS.2.20

Describes and applies skills needed to avoid or reduce health risks that are specific to physical activities in the community (*e.g., trail and pathway safety, bicycle safety, water safety, climbing safety, hunting safety, etc.*).

Domain 3: Develops social skills through movement

Social Awareness

PRIORITY PE.MS.3.1

Demonstrates consideration for others and contributes positively to the group or team.

PE.MS.3.2 Understands, accepts, and interacts with students of different ability levels in a variety of physical activities.

PE.MS.3.3 Demonstrates respectful behaviors that contribute to positive social interactions in a physical activity setting.

PE.MS.3.4 Engages with and explains the value of physical activities in a variety of cultures around the world.

PE.MS.3.5 Uses communication skills to negotiate strategies and tactics in a physical activity setting.

PRIORITY PE.MS.3.6

Implements and provides constructive feedback to and from others when prompted and supported by the teacher.

Safety

PRIORITY PE.MS.3.7

Demonstrates the ability to follow game rules and etiquette in a variety of physical activity situations.

PRIORITY PE.MS.3.8

Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment.

Working With Others

PRIORITY PE.MS.3.9

Demonstrates problem-solving skills in a variety of games and activities.

PRIORITY PE.MS.3.10

Explains how communication, feedback, cooperation, and etiquette relate to leadership roles.

Domain 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity

Self-Awareness

PE.MS.4.1 Describes how self-expression and social interaction impact individual engagement in physical activity.

PRIORITY PE.MS.4.2

Identifies a variety of physical activities that can positively affect personal health.

PE.MS.4.3 Connects how choice and personal interests impact individual engagement in physical activity.

PE.MS.4.4 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

PRIORITY PE.MS.4.5

Sets goals to participate in physical activities based on examining individual ability.

PE.MS.4.6 Examines opportunities and barriers to participating in physical activity outside of physical education class.

PRIORITY PE.MS.4.7

Utilizes a variety of techniques to manage one's emotions and behaviors in a physical activity setting.

HIGH SCHOOL (GRADES 9–12)

Standards in this grade band reflect student proficiency at the high school level. Educators may plan and adjust instruction based on offered courses to align with a 1st and 2nd credit of physical education. Students should have opportunities to demonstrate proficiency on each priority standard in their high school physical education experience.

Domain 1: Develops a variety of motor skills

Lifetime Activities

PRIORITY PE.HS.1.1

Demonstrates activity specific movement skills in a variety of lifetime sports and activities.

PRIORITY PE.HS.1.2

Demonstrates activity specific movement skills in a variety of recreational and backyard games.

PRIORITY PE.HS.1.3

Demonstrates activity specific movement skills in a variety of outdoor pursuits.

Health Related Fitness Techniques

PRIORITY PE.HS.1.4

Demonstrates appropriate technique in cardiorespiratory training.

PRIORITY PE.HS.1.5

Demonstrates appropriate technique in muscular strength and endurance training.

PRIORITY PE.HS.1.6

Demonstrates appropriate technique in flexibility training.

Skill Related Fitness Techniques

PE.HS.1.7 Demonstrates appropriate technique in a variety of skill-related fitness training.

Water Safety Skills

PE.HS.1.8 Demonstrates basic swimming skills if a pool facility is available.

Domain 2: Applies Knowledge Related to Movement and Fitness Concepts

Movement Concepts, Strategies, and Tactics

PRIORITY PE.HS.2.1

Demonstrates knowledge of game tactics and strategies within lifetime sports and activities.

PRIORITY PE.HS.2.2

Demonstrates knowledge of tactics and strategies within recreational and backyard games.

PRIORITY PE.HS.2.3

Demonstrates knowledge of tactics and strategies within outdoor pursuits.

PRIORITY PE.HS.2.4

Applies movement concepts and principles (*e.g., force, motion, rotation*) to analyze and improve performance of self and/or others in a selected skill (*e.g., overhand throw, back squat, archery*).

Critical Elements of Skill

PE.HS.2.5 Establishes a goal and creates a practice plan to improve performance for a self-selected skill.

PE.HS.2.6 Applies knowledge of movement sequences to create or participate in one or more forms of dance.

Health Related Fitness Knowledge

PRIORITY PE.HS.2.7

Designs and implements a plan that applies knowledge of cardiorespiratory, strength and endurance, and flexibility training exercises.

PE.HS.2.8 Applies the principles of exercise in a variety of self-selected lifetime physical activities.

PE.HS.2.9 Analyzes and applies technology (*e.g., activity logs, journals, pedometers, fitness trackers, etc.*) as tools to support a healthy, active lifestyle.

PE.HS.2.10 Evaluates perceived exertion during physical activity and adjusts effort.

PRIORITY PE.HS.2.11

Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes.

PE.HS.2.12 Applies knowledge of rest when planning regular physical activity.

PRIORITY PE.HS.2.13

Analyzes how health and fitness will impact quality of life during and after high school.

Nutrition

PE.HS.2.14 Identifies food and hydration choices that optimize fitness and well-being (*e.g., food as fuel, help and hinder performance, recovery, and enjoyment during physical activity*).

Community Activity Safety Skills

PE.HS.2.15 Describes and applies skills needed to avoid or reduce health risks that are specific to physical activities in the community (*e.g., trail and pathway safety, bicycle safety, water safety,*

climbing safety, hunting safety, etc.).

Domain 3: Develops social skills through movement

Social Awareness

PE.HS.3.1 Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.

PE.HS.3.2 Understands, accepts, and interacts with students of different ability levels in a variety of physical activities.

PRIORITY PE.HS.3.3

Utilizes personal and social responsibility skills in physical activity settings. *(e.g., managing self, working with others, conflict resolution, communication).*

PE.HS.3.4 Identifies and discusses the historical and cultural roles of games, sports, and dance in a variety of cultures.

PE.HS.3.5 Uses communication skills to determine tactics, participate respectfully, and provide feedback to improve performance in a physical activity setting.

PE.HS.3.6 Implements and provides feedback to improve performance without prompting from teacher.

Safety

PE.HS.3.7 Understands and applies proper etiquette, respect for others, and teamwork while engaging in physical activity.

PRIORITY PE.HS.3.8

Applies best practices for participating safely in physical activity *(e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).*

Working With Others

PRIORITY PE.HS.3.9

Thinks critically and solves problems in physical activity settings, both as an individual and in groups.

Domain 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity

Self-Awareness

PE.HS.4.1 Selects and participates in physical activities that meet the need for social interaction and/or self-expression.

PRIORITY PE.HS.4.2

Identifies and participates in physical activity that positively affects health.

PE.HS.4.3 Chooses and participates in physical activity based on personal interests.

PRIORITY PE.HS.4.4

Develops a fitness plan and movement/fitness goals related to personal interests.

PE.HS.4.5 Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.

PRIORITY PE.HS.4.6

Analyzes factors on regular participation in physical activity after high school (*e.g., life choices, economics, motivation, accessibility*).

PRIORITY PE.HS.4.7

Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting.

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