

Critical Concepts & Priority Standards for Middle School Physical Education

Taken from the [“Physical Education Framework for California Public Schools”](#)

[PRINT VERSION](#)

DRAFT - Last edited, 8.25.2021 (please check regularly for updates)

Priority standards are a carefully selected subset of the total list of the grade-specific and course-specific standards within physical education that students must know and be able to do by the end of each school year in order to be prepared to enter the next grade level or course. (Ainsworth, Rigorous Curriculum Design, 2010)

By giving priority to certain standards, teachers can provide comprehensive instruction and target their support for students. These are standards that you are guaranteeing ALL students will know and be able to do at the end of the year. Priority Standards do not represent all that a teacher will teach. They represent the minimum a student must learn to reach high levels of learning. These are the standards teachers will develop proficiency scales and write common formative assessments around.

Prioritized standards can be determined using five criteria.

1. Endurance—Knowledge and skills that will last beyond a class period or course
2. Leverage—Knowledge and skills that cross over into many domains of learning
3. Readiness—Knowledge and skills important to subsequent content or courses
4. Teacher Judgment—Knowledge of content area and ability to identify more- and less-important content
5. Assessment—Student opportunity to learn content that will be assessed

Elementary Physical Education Critical Concepts - Quick Links		
6th Grade	7th Grade	8th Grade

To **PRINT** these Critical Concepts, you can access [this PDF version](#).

Resource: [A Teacher's Guide To Standards-Based Learning](#)

2021

Grade 6

Critical Concept 6.1	Priority Standards	Supporting Standards	Suggested Cycles	Proficiency Scales
<p>Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</p>	<p><i>Manipulative Skills</i></p> <p><i>1.1 Volley an object repeatedly with a partner, using the forearm pass.</i></p> <p><i>1.2 Strike a ball continuously against a wall and with a partner, using a paddle for the forehand stroke and the backhand stroke.</i></p> <p><i>1.3 Strike an object consistently, using a body part, so that the object travels in the intended direction at the desired height.</i></p> <p><i>1.4 Strike an object consistently, using an implement, so that the object travels in the intended direction at the desired height.</i></p> <p><i>1.5 Dribble and pass a ball to a partner while being guarded.</i></p> <p><i>1.6 Throw an object accurately and with applied force, using the</i></p>	<p>Combinations of Movement Patterns and Skills</p> <p>1.9 Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.</p> <p>1.10 Combine motor skills to play a lead-up or modified game.</p> <p>1.11 Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.</p>	<p>Volleytennis Paddle ball Handball Bonkerball Softball Racquetball Pickleball Soccer Basketball Disc Sports</p>	

	<i>underhand, overhand, and sidearm movement (throw) patterns.</i>			
	<i>Rhythmic Skills</i> <i>1.8 Develop, refine, and demonstrate routines to music.</i>	<i>1.7 Perform folk and line dances.</i>	Folk Dance Line Dance	

Critical Concept 6.2	Priority Standards	Supporting Standards	Suggested Cycles	Proficiency Scales
<p>202-</p> <p>Students demonstrate knowledge of movement concepts, principles, strategies that apply to the learning and performance of physical activities.</p>	2.3 Analyze and correct errors in movement patterns.	<p>Movement Concepts</p> <p>2.1 Explain how to increase force based on the principles of biomechanics.</p> <p>2.2 Explain how impact force is reduced by increasing the duration of impact.</p> <p>2.4 Provide feedback to a partner to assist in developing and improving movement skills.</p> <p>2.5 Identify practices and</p>		

		procedures necessary for safe participation in physical activities.		
		<p>Manipulative Skills</p> <p>2.6 Explain the role of the legs, shoulders, and forearm in the forearm pass.</p> <p>2.7 Identify the time necessary to prepare for and begin a forehand stroke and a backhand stroke.</p> <p>2.8 Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact.</p> <p>2.9 Identify opportunities to pass or dribble while being guarded.</p>		
	<p>Rhythmic Skills</p> <p>2.10 Identify steps and rhythm patterns for folk and line dances.</p>	<p>2.11 Explain how movement qualities contribute to the aesthetic dimension of physical activity.</p>		
		Combination of Movement Patterns and		

		<p>Skills</p> <p>2.12 Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person.</p>		
--	--	--	--	--

Critical Concept 6.3	Priority Standards	Supporting Standards	Suggested Cycles	Proficiency Scales
<p>Students assess and maintain a level of physical fitness to improve health and performance.</p>	<p>3.1 Assess the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition) by using a scientifically based health-related fitness assessment.</p> <p>3.4 Participate in moderate to vigorous physical activity a minimum of four days each week.</p>	<p>3.2 Compare individual physical fitness results with research-based standards for good health. 3.3 Develop individual goals for each of the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition).</p> <p>3.5 Measure and evaluate changes in health-related physical fitness based on physical activity patterns.</p> <p>3.6 Monitor the intensity of one's heart rate during physical activity.</p>		

--	--	--	--	--

Critical Concept 6.4	Priority Standards	Supporting Standards	Suggested Cycles	Proficiency Scales
<p>Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</p>	<p><i>4.2 Develop a one-day personal physical fitness plan specifying the intensity, time, and types of physical activities for each component of health-related physical fitness.</i></p>	<p>4.1 Distinguish between effective and ineffective warm-up and cool-down techniques.</p> <p>4.3 Identify contraindicated exercises and their adverse effects on the body.</p> <p>4.4 Classify physical activities as aerobic or anaerobic.</p> <p>4.5 Explain methods of monitoring heart rate intensity.</p> <p>4.6 List the long-term benefits of participation in regular physical activity.</p> <p>4.7 Compile and analyze a log noting the food intake/calories consumed and energy expended through physical activity.</p>		

Critical Concept 6.5	Priority Standards	Supporting Standards	Suggested Cycles	Proficiency Scales
----------------------	--------------------	----------------------	------------------	--------------------

<p>Students demonstrate and utilize knowledge of psychological and psychological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p>	<p><i>Self-Responsibility</i></p> <p>5.2 Evaluate individual responsibility in group efforts.</p>	<p>5.1 Participate productively in group physical activities.</p>		
	<p><i>Social Interaction</i></p> <p>5.3 Identify and define the role of each participant in a cooperative physical activity.</p>			
	<p><i>Group Dynamics</i></p> <p>5.4 Identify and agree on a common goal when participating in a cooperative physical activity.</p>	<p>5.5 Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.</p>		

Grade 7

Critical Concept 7.1	Priority Standards	Supporting Standards	Suggested Cycles	Proficiency Scales
<p>Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</p>	<p><i>Manipulative Skills</i></p> <p>1.1 Demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p>	<p>1.4 Demonstrate body management and object-manipulation skills needed for successful participation in individual and dual physical activities.</p>	<p>Throwing, Catching, Striking Disc Sports 5 passes Bonker Ball Softball Soccer Volleyball / Volleytennis Swim / Water Polo Football</p>	
	<p><i>Rhythmic Skills</i></p> <p>1.2 Perform multicultural dances.</p>	<p>1.5 Demonstrate body management and locomotor skills needed for successful participation in track and field and combative activities.</p>	<p>Multicultural Dance from various countries Tinikling</p>	
	<p>1.3 Combine manipulative, locomotor, and nonlocomotor skills into movement patterns.</p>	<p>1.6 Demonstrate body management and object-manipulation skills needed for successful participation in introductory adventure/outdoor activities.</p>	<p>Track & Field Self-Defense Martial Arts Orienteering Geocache Recreational games</p>	

Critical Concept 7.2	Priority Standards	Supporting Standards	Suggested Cycles	Proficiency Scales
	<p><i>Manipulative Skills</i></p>			

<p>Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</p>	<p>2.1 Identify and describe key elements in the mature performance of overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying</p>	<p>2.3 Use principles of motor learning to establish, monitor, and meet goals for motor skill development.</p> <p>2.4 Explain and demonstrate spin and rebound principles for performing manipulative skills.</p>	<p>Throwing, Catching, Striking Disc Sports 5 passes Bonker Ball Softball Soccer Volleyball / Volleytennis Swim / Water Polo Football</p>	
	<p><i>Movement Concepts</i></p> <p>2.2 Analyze movement patterns and correct errors.</p> <p>2.6 Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities.</p>	<p>2.5 Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts.</p>		
	<p><i>Combination of Movement Patterns and Skills</i></p> <p>2.7 Develop an individual or dual game that uses a manipulative skill, two different offensive strategies, and a scoring system and teach it to another person.</p>		<p>Cooperative Games Recreational Games</p>	

Critical Concept 7.3	Priority Standards	Supporting Standards	Suggested Cycles	Proficiency Scales
-----------------------------	---------------------------	-----------------------------	-------------------------	---------------------------

<p>Students assess and maintain a level of physical fitness to improve health and performance.</p>	<p>3.1 Assess one's own muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition by using a scientifically based health-related fitness assessment.</p>	<p>3.2 Evaluate individual measures of physical fitness in relationship to patterns of physical activity.</p> <p>3.3 Develop individual goals, from research-based standards, for each of the five components of health-related physical fitness.</p>		
	<p>3.5 Participate in moderate to vigorous physical activity a minimum of four days each week.</p>	<p>3.4 Plan a weekly personal physical fitness program in collaboration with the teacher.</p>		
	<p>3.6 Assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program.</p>			

Critical Concept 7.4	Priority Standards	Supporting Standards	Suggested Cycles	Proficiency Scales
<p>Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</p>	<p>4.1 Develop a one-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each component of health-related physical</p>	<p>4.2 Identify physical activities that are effective in improving each of the health-related physical fitness components.</p> <p>4.3 Match personal</p>		

	fitness.	preferences in physical activities with each of the five components of health-related physical fitness.		
	4.5 Describe the role of physical activity and nutrition in achieving physical fitness.	<p>4.4 Explain the effects of physical activity on heart rate during exercise, during the recovery phase, and while the body is at rest.</p> <p>4.6 Identify and apply the principles of overload in safe, age-appropriate activities.</p> <p>4.7 Explain progression, overload, and specificity as principles of exercise.</p> <p>4.8 Discuss the effect of extremity growth rates on physical fitness.</p>		

Critical Concept 7.5	Priority Standards	Supporting Standards	Suggested Cycles	Proficiency Scales
Students demonstrate and utilize knowledge	<i>Self-Responsibility</i> 5.2 Accept responsibility for individual	5.1 Identify appropriate and inappropriate risks involved in adventure, individual, and dual		

of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity	improvement	physical activities.		
	<i>Social Interaction</i> 5.3 Demonstrate an acceptance of differences in physical development and personal preferences as they affect participation in physical activity			
	<i>Group Dynamics</i> 5.5 Identify the responsibilities of a leader in physical activity.	5.4 Evaluate the effect of expressing encouragement to others while participating in a group physical activity.		

Grade 8

Critical Concept 8.1	Priority Standards	Supporting Standards	Suggested Cycles	Proficiency Scales
<p style="text-align: center;">Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</p>	<p><i>Rhythmic Skills</i></p> <p>1.2 Create and perform a square dance</p>	<p>1.1 Identify and demonstrate square dance steps, positions, and patterns set to music.</p>	<p>Square Dance</p>	
	<p><i>Combinations of Movement Patterns and Skills</i></p> <p>1.3 Demonstrate basic offensive and defensive skills and strategies in team physical activities.</p>	<p>1.4 Apply locomotor, nonlocomotor, and manipulative skills to team physical activities.</p>	<p>Team Games & Sports Team Building Activities</p>	
	<p><i>Combinations of Movement Patterns and Skills</i></p> <p>1.6 Create and perform a routine using fundamental gymnastic/tumbling skills, locomotor and nonlocomotor movement patterns, and the elements of speed, direction, and level.</p>	<p>1.5 Demonstrate fundamental gymnastic/tumbling skills.</p>	<p>Gymnastics Tumbling Stunts</p>	

Critical Concept 8.2	Priority Standards	Supporting Standards	Suggested Cycles	Proficiency Scales
----------------------	--------------------	----------------------	------------------	--------------------

<p>Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</p>	<p><i>Movement Concepts</i></p> <p>2.2 Explain the rotation principles used in performing various manipulative skills.</p>	<p>2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity.</p>	<p>Racquet Sports Team Sports Dual Sports Disc Games Team Building Activities</p>	
	<p><i>Combination of Movement Patterns and Skills</i></p> <p>2.5 Diagram, explain, and justify offensive and defensive strategies in modified and team sports, games, and activities.</p>	<p>2.3 Explain how growth in height and weight affects performance and influences the selection of developmentally appropriate physical activities.</p> <p>2.4 Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance.</p> <p>2.6 Develop and teach a team game that uses elements of spin or rebound, designated offensive and defensive space, a penalty system, and a scoring system.</p>	<p>Team Sports Dual Sports</p>	

Critical Concept 8.3	Priority Standards	Supporting Standards	Suggested Cycles	Proficiency Scales
<p>Students assess and maintain a level of physical fitness to improve health and performance.</p>	<p>3.1 Assess the components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity,</p>	<p>3.2 Refine individual personal physical fitness goals for each of the five components of health related physical fitness, using research-based</p>		

	flexibility, and body composition) by using a scientifically based health-related physical fitness assessment..	criteria		
	3.4 Participate in moderate to vigorous physical activity a minimum of four days each week.	3.3 Plan and implement a two-week personal physical fitness plan in collaboration with the teacher. 3.6 Participate safely in moderate to vigorous physical activity when conditions are atypical (weather, travel, injury).		
	3.5 Assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program.			

Critical Concept 8.4	Priority Standards	Supporting Standards	Suggested Cycles	Proficiency Scales
Students demonstrate knowledge of physical fitness concepts, principles, and strategies to	4.1 Develop a two-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each of the five components of health related physical fitness.	4.2 Identify appropriate physical activities that can be performed if one's physical fitness program is disrupted by inclement weather, travel from home or school, or a minor injury.		
		4.3 Identify ways of increasing physical activity in routine daily		

<p>improve health and performance.</p>	<p>4.5 Explain the effects of nutrition and participation in physical activity on weight control, self-concept, and physical performance.</p>	<p>activities.</p> <p>4.4 Identify and apply basic principles in weight/resistance training and safety practices.</p> <p>4.6 Explain the different types of conditioning for different physical activities.</p>		
---	---	---	--	--

<p>Critical Concept 8.5</p>	<p>Priority Standards</p>	<p>Supporting Standards</p>	<p>Suggested Cycles</p>	<p>Proficiency Scales</p>
<p>Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p>	<p><i>Self-Responsibility</i></p> <p>5.2 Organize and work cooperatively with a group to achieve the goals of the group.</p>	<p>5.1 Abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants.</p> <p>5.3 Identify and evaluate three preferences for lifelong physical activity and determine one's responsibility for developing skills, acquiring knowledge of concepts, and achieving fitness.</p>		
	<p><i>Social Interaction</i></p> <p>5.4 Identify the</p>			

	<p>contributions of members of a group or team and reward members for accomplishing a task or goal.</p>			
	<p><i>Group Dynamics</i></p> <p>5.5 Accept the roles of group members within the structure of a game or activity.</p>	<p>5.6 Describe leadership roles and responsibilities in the context of team games and activities.</p> <p>5.7 Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.</p>		

[Elementary Critical Concepts & Priority Standards for Physical Education 2021](#)
[High School Critical Concepts & Priority Standards for Physical Education 2021](#)