

# 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)**

From kindergarten through fifth grade, the content is delivered incrementally to best enable student learning at the appropriate developmental level. In sixth through eighth grade, the content is consolidated and students’ skills are refined, representing a natural progression of skill sophistication. When students reach ninth grade, they are ready to integrate all that they know with all that they can do. They become capable of higher-order thinking and of more skilled performance. Therefore, the five elementary and middle school model content standards have been combined into the three high school model content standards

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					
<a href="#">Kindergarten</a>	<a href="#">1st Grade</a>	<a href="#">2nd Grade</a>	<a href="#">3rd Grade</a>	<a href="#">4th Grade</a>	<a href="#">5th Grade</a>

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

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

## Grade Kindergarten

Critical Concept K.1	Priority Standards	Supporting Standards	Proficiency Scales
<p>2022</p> <p><b>Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</b></p>	<p><i>Movement Concepts</i></p> <p>1.1 Travel within a large group, without bumping into others or falling, while using locomotor skills.</p>	<p>1.2 Travel forward and sideways while changing direction quickly in response to a signal.</p> <p>1.3 Demonstrate contrasts between slow and fast speeds while using locomotor skills.</p> <p>1.4 Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations.</p>	
	<p><i>Body Management</i></p> <p>1.6 Balance on one, two, three, four, and five body parts.</p>	<p>1.5 Create shapes by using nonlocomotor movements.</p> <p>1.7 Balance while walking forward and sideways on a narrow, elevated surface.</p> <p>1.8 Demonstrate the relationship of under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of by using the body and an object.</p>	
	<p><i>Locomotor Movement</i></p> <p>1.11 Jump over a stationary rope several times in succession, using forward-and-back and side-to-side movement patterns.</p>	<p>1.9 Perform a continuous log roll.</p> <p>1.10 Travel in straight, curved, and zigzag pathways.</p>	
	<p><i>Manipulative Skills</i></p> <p>1.12 Strike a stationary ball or balloon with the hands, arms, and feet.</p> <p>1.13 Toss a ball to oneself, using the underhand throw pattern, and catch it before it bounces twice.</p> <p>1.14 Kick a stationary object, using a simple kicking pattern.</p>		

	1.15 Bounce a ball continuously, using two hands.		
	<i>Rhythmic Skills</i> 1.16 Perform locomotor and nonlocomotor movements to a steady beat.	1.17 Clap in time to a simple, rhythmic beat.	

Critical Concept K.2	Priority Standards	Supporting Standards	Proficiency Scales
<p><b>Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</b></p>		<p>Movement Concepts</p> <p>2.1 Explain the difference between under and over, behind and in front of, next to and through, up and down, forward and backward, and sideways.</p> <p>2.2 Identify and independently use personal space, general space, and boundaries and discuss why they are important.</p>	
	<p><i>Body Management</i></p> <p>2.3 Identify and describe parts of the body: the head, shoulders, neck, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes.</p>	<p>2.4 Explain base of support.</p>	
	<p><i>Locomotor Movement</i></p> <p>2.5 Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop.</p>		
	<p><i>Manipulative Skills</i></p> <p>2.6 Explain the role of the eyes when striking objects with the hands, arms, and feet.</p>	<p>2.7 Identify the point of contact for kicking a ball in a straight line.</p> <p>2.8 Describe the position of the fingers in the follow-through phase of bouncing a ball continuously.</p>	

Critical Concept K.3	Priority Standards	Supporting Standards	Proficiency Scales
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<p><b>Students assess and maintain a level of physical fitness to improve health and performance.</b></p>		<p><i>Fitness Concepts</i></p> <p>3.1 Participate in physical activities that are enjoyable and challenging.</p>	
	<p><i>Aerobic Capacity</i></p> <p>3.2 Participate three to four days each week in moderate to vigorous physical activities that increase breathing and heart rate.</p>		
	<p><i>Muscular Strength/Endurance</i></p> <p>3.4 Climb a ladder, jungle gym, or apparatus.</p>	<p>3.3 Hang from overhead bars for increasing periods of time.</p>	
		<p><i>Flexibility</i></p> <p>3.5 Stretch shoulders, legs, arms, and back without bouncing.</p>	
		<p>Body Composition</p> <p>3.6 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.</p>	
		<p><i>Assessment</i></p> <p>3.7 Identify indicators of increased capacity to participate in vigorous physical activity.</p>	

<b>Critical Concept K.4</b>	<b>Priority Standards</b>	<b>Supporting Standards</b>	<b>Proficiency Scales</b>
<p>Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</p>	<p>Fitness Concepts</p> <p>4.3 Explain that nutritious food provides energy for physical activity.</p>	<p>4.1 Identify physical activities that are enjoyable and challenging.</p> <p>4.2 Describe the role of water as an essential nutrient for the body.</p>	
	<p><i>Aerobic Capacity</i></p> <p>4.5 Explain that physical activity increases the</p>	<p>4.4 Identify the location of the heart and explain that it is a muscle.</p>	

	heart rate.	4.6 Identify the location of the lungs and explain the role of the lungs in the collection of oxygen.	
	<i>Muscular Strength/Endurance</i> 4.7 Explain that strong muscles help the body to climb, hang, push, and pull.	4.8 Describe the role of muscles in moving the bones.	
	<i>Flexibility</i> 4.9 Identify the body part involved when stretching.		
		<i>Body Composition</i> 4.10 Explain that the body is composed of bones, organs, fat, and other tissues.	

<b>Critical Concept K.5</b>	<b>Priority Standards</b>	<b>Supporting Standards</b>	<b>Proficiency Scales</b>
<b>Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</b>	<i>Self-Responsibility</i> 5.1 Identify the feelings that result from participation in physical activity.	5.2 Participate willingly in physical activities.	
	<i>Social Interaction</i> 5.4 Describe how positive social interaction can make physical activity with others more fun.	5.3 Demonstrate the characteristics of sharing in a physical activity.	
		<i>Group Dynamics</i> 5.5 Participate as a leader and a follower during physical activities.	

**Grade 1**

<b>Critical Concept 1.1</b>	<b>Priority Standards</b>	<b>Supporting Standards</b>	<b>Suggested Cycles</b>	<b>Proficiency Scales</b>
<b>Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</b>	<i>Movement Concepts</i>  1.1 Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space.  1.2 Travel over, under, in front of, behind, and through objects and over, under, in front of, and behind partners, using locomotor skills.  1.3 Change speeds in response to tempos, rhythms, and signals while traveling in straight, curved, and zigzag pathways, using the following locomotor movements: walking, running, leaping, hopping, jumping, galloping, sliding, and skipping.	1.4 Change direction from forward and back and right and left in response to tempos, rhythms, and signals while walking, running, hopping, and jumping (i.e., locomotor skills).  1.5 Demonstrate the difference between slow and fast, heavy and light, and hard and soft while moving.		
		<i>Body Management</i>  1.6 Balance oneself, demonstrating momentary stillness, in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support.		
		<i>Locomotor Movement</i>  1.7 Roll smoothly in a forward direction, without stopping or hesitating, emphasizing a		

		<p>rounded form.</p> <p>1.8 Land on both feet after taking off on one foot and on both feet.</p> <p>1.9 Jump a swinging rope held by others.</p>		
	<p><i>Manipulative Skills</i></p> <p>1.10 Demonstrate the underhand movement (throw) pattern.</p> <p>1.11 Demonstrate the overhand movement (throw) pattern.</p> <p>1.12 Demonstrate the two-handed overhead (throw) pattern.</p> <p>1.13 Catch, showing proper form, a gently thrown ball.</p> <p>1.17 Kick a stationary ball, using a smooth, continuous running approach.</p> <p>1.19 Strike a balloon upward continuously, using a large, short-handled paddle.</p> <p>1.21 Dribble a ball continuously with one hand.</p>	<p>1.14 Catch a self-tossed ball.</p> <p>1.15 Catch a self-bounced ball.</p> <p>1.16 Kick a rolled ball from a stationary position.</p> <p>1.18 Strike a balloon upward continuously, using arms, hands, and feet.</p> <p>1.20 Dribble a ball in a forward direction, using the inside of the foot.</p>		
	<p><i>Rhythmic Skills</i></p> <p>1.22 Create or imitate movement in response to rhythms and music.</p>			

<b>Critical Concept 1.2</b>	<b>Priority Standards</b>	<b>Supporting Standards</b>	<b>Suggested Cycles</b>	<b>Proficiency Scales</b>
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<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>2.1 Identify the right and left sides of the body and movement from right to left and left to right.</p>	<p>2.2 Identify people/objects that are within personal space and within boundaries.</p>		
	<p><i>Body Management</i></p> <p>2.3 Identify the base of support of balanced objects.</p>			
		<p><i>Locomotor Movement</i></p> <p>2.4 Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide and explain the key differences and similarities in those movements.</p>		
	<p>2.8 Explain that the point of release influences the direction of a tossed object and of a thrown object.</p>	<p>Manipulative Skills</p> <p>2.5 Identify examples of underhand and overhand movement patterns.</p> <p>2.6 Explain that in the underhand throw, the position of the fingers at the moment of release can influence the direction a tossed object and a thrown object travel.</p> <p>2.7 Explain that the non-throwing arm and hand provide balance and can influence the direction a tossed object and a thrown object travel.</p> <p>2.9 Describe the proper hand and finger position for catching a ball.</p> <p>2.10 Demonstrate and explain how to reduce the impact</p>		

<p>2021</p>		<p>force while catching an object.</p> <p>2.11 Identify the placement of the non-kicking foot when kicking with a smooth, running approach.</p> <p>2.12 Identify the location of the contact point to strike an object upward.</p> <p>2.13 Determine and analyze how much force is needed to move the ball forward while dribbling with the hand and with the foot.</p>		
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<b>Critical Concept 1.3</b>	<b>Priority Standards</b>	<b>Supporting Standards</b>	<b>Suggested Cycles</b>	<b>Proficiency Scales</b>
<p>Students assess and maintain a level of physical fitness to improve health and performance.</p>	<p><b>Aerobic Capacity</b></p> <p>3.2 Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate. Body Composition 3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity. Assessment 3.8 Identify and use two indicators of increased capacity for vigorous physical activity to measure a change in activity levels.</p>	<p><b>Fitness Concepts</b></p> <p>3.1 Participate in physical activities that are enjoyable and challenging.</p>		
	<p><b><i>Muscular Strength/Endurance</i></b></p> <p>3.3 Demonstrate, for increasing periods of time, a</p>	<p>3.4 Move from a sitting to a standing position and from a</p>		

	<p>“v” sit position, a push-up position with arms extended, and a squat position.</p>	<p>lying to a sitting position without using arms to brace oneself while on the floor.</p> <p>3.5 Travel hand-over-hand along a horizontal ladder or hang from an overhead bar.</p>		
	<p><i>Flexibility</i></p> <p>3.6 Stretch arms, shoulders, back, and legs without hyperflexing or hyperextending the joints.</p>			
		<p><i>Body Composition</i></p> <p>3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.</p> <p><i>Assessment</i></p> <p>3.8 Identify and use two indicators of increased capacity for vigorous physical activity to measure a change in activity levels.</p>		

<b>Critical Concept 1.4</b>	<b>Priority Standards</b>	<b>Supporting Standards</b>	<b>Suggested Cycles</b>	<b>Proficiency Scales</b>
<p>Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</p>	<p><i>Fitness Concepts</i></p> <p>4.1 Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.</p> <p>4.2 Explain the importance of drinking water during and after physical activity.</p> <p>4.3 Explain that nutritious</p>			

	food provides energy for alertness and mental concentration.			
	<p><i>Aerobic Capacity</i></p> <p>4.5 Explain that increasing the heart rate during physical activity strengthens the heart muscle.</p>	<p>4.4 Recognize that the heart is the most important muscle in the body and is approximately the size of a fist.</p> <p>4.6 Identify physical activities that cause the heart to beat faster.</p> <p>4.7 Describe the role of blood in transporting oxygen from the lungs.</p>		
	<p><i>Muscular Strength/Endurance</i></p> <p>4.9 Discuss how prolonged physical activity increases endurance, allowing movement to occur for longer periods of time.</p>	<p>4.8 Explain that strengthening muscles will help prevent injury and that strong muscles will produce more force.</p>		
		<p><i>Flexibility</i></p> <p>4.10 Explain that the proper body position while stretching and strengthening will help prevent injury.</p> <p>4.11 Diagram how flexible muscles allow more range of motion in physical activity.</p>		
		<p>Body Composition</p> <p>4.12 Identify the body components (e.g., bones, muscles, organs, fat, and other tissues).</p>		

2021

Critical Concept 1.5	Priority Standards	Supporting Standards	Suggested Cycles	Proficiency Scales
<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>5.1 Participate willingly in new physical activities.</p>	<p>5.2 Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity.</p>		
	<p><i>Social Interaction</i></p> <p>5.3 Demonstrate the characteristics of sharing and cooperation in physical activity.</p>	<p>5.4 Invite others to use equipment or apparatus before repeating a turn.</p>		
		<p><i>Group Dynamics</i></p> <p>5.5 Identify and demonstrate the attributes of an effective partner in physical activity.</p> <p>5.6 Identify and demonstrate effective practices for working with a group without interfering with others.</p>		

**Grade 2**

Critical Concept 2.1	Priority Standards	Supporting Standards	Suggested Cycles	Proficiency Scales
<p>2021</p> <p><b>Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</b></p>		<p><i>Movement Concepts</i></p> <p>1.1 Move to open spaces within boundaries while traveling at increasing rates of speed.</p>		
	<p><i>Body Management</i></p> <p>1.4 Create a routine that includes two types of body rolls (e.g., log roll, egg roll, shoulder roll, forward roll) and a stationary balance position after each roll.</p>	<p>1.2 Transfer weight from feet to hands and from hands to feet, landing with control.</p> <p>1.3 Demonstrate balance on the ground and on objects, using bases of support other than both feet.</p>		
	<p><i>Locomotor Movement</i></p> <p>1.5 Jump for distance, landing on both feet and bending the hips, knees, and ankles to reduce the impact force.</p>	<p>1.6 Skip and leap, using proper form.</p>		
	<p><i>Manipulative Skills</i></p> <p>1.7 Roll a ball for distance, using proper form.</p> <p>1.8 Throw a ball for distance, using proper form.</p> <p>1.9 Catch a gently thrown ball above the waist, reducing the impact force.</p> <p>1.10 Catch a gently thrown ball below the waist, reducing the impact force.</p> <p>1.11 Kick a slowly rolling ball.</p>			

	<p>1.12 Strike a balloon consistently in an upward or forward motion, using a short-handled paddle.</p> <p>1.13 Strike a ball with a bat from a tee or cone, using correct grip and side orientation.</p> <p>1.14 Hand-dribble, with control, a ball for a sustained period.</p> <p>1.15 Foot-dribble, with control, a ball along the ground.</p> <p>1.16 Jump a rope turned repeatedly.</p>			
	<p>Rhythmic Skills</p> <p>1.18 Perform rhythmic sequences related to simple folk dance or ribbon routines.</p>	<p>1.17 Demonstrate a smooth transition between even-beat locomotor skills and uneven-beat locomotor skills in response to music or an external beat.</p> <p>1.19 Perform with a partner rhythmic sequences related to simple folk dance or ribbon routines.</p>		

Critical Concept 2.2	Priority Standards	Supporting Standards	Suggested Cycles	Proficiency Scales
Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.	<p>Movement Concepts</p> <p>2.1 Define open space.</p>	<p>2.2 Explain how to reduce the impact force of an oncoming object.</p>		
		<p><i>Body Management</i></p> <p>2.3 Explain the importance of a wide rather than a narrow</p>		

		<p>base of support in balance activities.</p> <p>2.4 Explain why one hand or foot is often preferred when practicing movement skills.</p>		
		<p><i>Locomotor Movement</i></p> <p>2.5 Compare and contrast locomotor movements conducted to even and uneven beats.</p>		
	<p><i>Manipulative Skills</i></p> <p>2.9 Explain key elements of throwing for distance.</p>	<p>2.6 Identify opportunities to use underhand and overhand movement (throw) patterns.</p> <p>2.7 Identify different opportunities to use striking skills.</p> <p>2.8 Compare the changes in force applied to a ball and the ball speed when rolling a ball for various distances.</p> <p>2.10 Identify the roles of body parts not directly involved in catching objects.</p> <p>2.11 Identify when to begin the kicking motion when kicking a slowly rolling ball.</p> <p>2.12 Identify the different points of contact when striking a balloon upward and striking a balloon forward.</p> <p>2.13 Explain the purpose of using a side orientation when striking a ball from a batting tee.</p>		

		2.14 Differentiate the effects of varying arm and hand speeds when handdribbling a ball.		
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Critical Concept 2.3	Priority Standards	Supporting Standards	Suggested Cycles	Proficiency Scales
Students assess and maintain a level of physical fitness to improve health and performance.		<i>Fitness Concepts</i> 3.1 Participate in enjoyable and challenging physical activities for increasing periods of time.		
	<i>Aerobic Capacity</i> 3.2 Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate			
	Muscular Strength/Endurance 3.3 Perform abdominal curl-ups, modified push-ups, oblique curl-ups, forward and side lunges, squats, and triceps push-ups from a chair or bench to enhance endurance and increase muscle efficiency.	3.4 Traverse the overhead ladder one bar at a time.		
	<i>Flexibility</i> 3.5 Demonstrate the proper form for stretching the hamstrings, quadriceps, shoulders, biceps, and triceps.			
		<i>Body Composition</i>		

		3.6 Engage in moderate to vigorous physical activity for increasing periods of time.		
	<i>Assessment</i> 3.7 Measure improvements in individual fitness levels.			

<b>Critical Concept 2.4</b>	<b>Priority Standards</b>	<b>Supporting Standards</b>	<b>Suggested Cycles</b>	<b>Proficiency Scales</b>
Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.	Fitness Concepts 4.2 Describe the role of moderate to vigorous physical activity in achieving or maintaining good health. 4.3 Identify ways to increase time for physical activity outside of school.	4.1 Explain the fuel requirements of the body during physical activity and inactivity. 4.4 Discuss how body temperature and blood volume are maintained during physical activity when an adequate amount of water is consumed. 4.5 Explain how the intensity and duration of exercise, as well as nutritional choices, affect fuel use during physical activity.		
	Aerobic Capacity 4.8 Compare and contrast changes in heart rate before, during, and after physical activity.	4.6 Compare and contrast the function of the heart during rest and during physical activity. 4.7 Describe the relationship between the heart and lungs during physical activity.		
	Muscular Strength/Endurance 4.10 Identify muscles being	4.9 Describe how muscle strength and muscle		

	strengthened during the performance of particular physical activities.	endurance enhance motor skill performance.  4.11 Identify which activities or skills would be accomplished more efficiently with stronger muscles.  4.12 Explain the role that weight-bearing activities play in bone strength.		
		<i>Flexibility</i>  4.13 Identify the muscles being stretched during the performance of particular physical activities.  4.14 Explain why it is safer to stretch a warm muscle rather than a cold muscle.		
		Body Composition  4.15 Describe the differences in density and weight between bones, muscles, organs, and fat.		

Critical Concept 2.5	Priority Standards	Supporting Standards	Suggested Cycles	Proficiency Scales
Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.	<i>Self-Responsibility</i>  5.1 Participate in a variety of group settings (e.g., partners, small groups, large groups) without interfering with others.	5.2 Accept responsibility for one's own behavior in a group activity.		
	<i>Social Interaction</i>  5.5 Demonstrate respect for self, others, and equipment during physical activities.	5.3 Acknowledge one's opponent or partner before, during, and after an activity or game and give positive feedback on the opponent's		

		<p>or partner's performance.</p> <p>5.4 Encourage others by using verbal and nonverbal communication.</p> <p>5.6 Demonstrate how to solve a problem with another person during physical activity.</p>		
		<p><i>Group Dynamics</i></p> <p>5.7 Participate positively in physical activities that rely on cooperation.</p>		

**Grade 3**

<b>Critical Concept 3.1</b>	<b>Priority Standards</b>	<b>Supporting Standards</b>	<b>Suggested Cycles</b>	<b>Proficiency Scales</b>
<p>Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</p>	<p><i>Movement Concepts</i></p> <p>1.1 Chase, flee, and move away from others in a constantly changing environment.</p>			
		<p><i>Body Management</i></p> <p>1.2 Perform an inverted balance (tripod) by evenly distributing weight on body parts.</p> <p>1.3 Perform a forward roll.</p> <p>1.4 Perform a straddle roll.</p>		
	<p><i>Locomotor Movement</i></p> <p>1.5 Jump continuously a forward-turning rope and a backward-turning rope.</p>			
	<p><i>Manipulative Skills</i></p> <p>1.8 Roll a ball for accuracy toward a target.</p> <p>1.10 Throw and catch an object with a partner, increasing the distance from the partner and maintaining an accurate throw that can be easily caught.</p> <p>1.12 Strike a ball continuously upward, using a paddle or racket.</p>	<p>1.6 Balance while traveling and manipulating an object on a ground-level balance beam.</p> <p>1.7 Catch, while traveling, an object thrown by a stationary partner.</p> <p>1.9 Throw a ball, using the overhand movement pattern with increasing accuracy.</p> <p>1.11 Kick a ball to a stationary partner, using the inside of the foot.</p>		

	1.13 Hand-dribble a ball continuously while moving around obstacles.			
	1.14 Foot-dribble a ball continuously while traveling and changing direction.			
	Rhythmic Skills			
	1.15 Perform a line dance, a circle dance, and a folk dance with a partner.			

Critical Concept 3.2	Priority Standards	Supporting Standards	Suggested Cycles	Proficiency Scales
Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.		<p>Movement Concepts</p> <p>2.1 Describe how changing speed and changing direction can allow one person to move away from another.</p>		
	<p>Manipulative Skills</p> <p>2.2 Explain and demonstrate the correct hand position when catching a ball above the head, below the waist, near the middle of the body, and away from the body.</p>	<p>2.3 Explain the difference between throwing to a stationary partner and throwing to a moving partner.</p> <p>2.4 Identify the key elements for increasing accuracy in rolling a ball and throwing a ball.</p> <p>2.5 Identify the differences between dribbling a ball (with the hand and the foot, separately) while moving forward and when changing direction.</p>		
		Rhythmic Skills		

		<p>2.6 Define the terms folk dance, line dance, and circle dance.</p> <p>2.7 Compare and contrast folk dances, line dances, and circle dances.</p>		
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Critical Concept 3.3	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><i>Fitness Concepts</i></p> <p>3.1 Demonstrate warm-up and cool-down exercises.</p>	<p>3.2 Demonstrate how to lift and carry objects correctly.</p>		
	<p><i>Aerobic Capacity</i></p> <p>3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities that require sustained movement of the large-muscle groups to increase breathing and heart rate.</p>			
	<p>Muscular Strength/Endurance</p> <p>3.4 Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups with hands on a bench, forward lunges, side lunges, and triceps push-ups from a chair.</p>	<p>3.5 Climb a vertical pole or rope.</p>		

2021				
		Flexibility 3.6 Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck.		
		Body Composition 3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.		
	Assessment 3.8 Measure and record improvement in individual fitness activities.			

Critical Concept 3.4	Priority Standards	Supporting Standards	Suggested Cycles	Proficiency Scales
Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.	<i>Fitness Concepts</i> 4.1 Identify the body's normal reactions to moderate to vigorous physical activity. 4.2 List and define the components of physical fitness. 4.3 Explain the purpose of warming up before physical activity and cooling down after physical activity	4.4 Recognize that the body will adapt to increased workloads. 4.5 Explain that fluid needs are linked to energy expenditure. 4.6 Discuss the need for oxygen and fuel to be available during ongoing muscle contraction so that heat and waste products are removed.		
	<i>Aerobic Capacity</i>	4.7 Describe the relationship		

	<p>4.8 Describe and record the changes in heart rate before, during, and after physical activity.</p>	<p>between the heart, lungs, muscles, blood, and oxygen during physical activity.</p>		
	<p><i>Muscular Strength/Endurance</i></p> <p>4.11 Name and locate the major muscles of the body.</p>	<p>4.9 Explain that a stronger heart muscle can pump more blood with each beat.</p> <p>4.10 Identify which muscles are used in performing muscular endurance activities.</p> <p>4.12 Describe and demonstrate how to relieve a muscle cramp.</p> <p>4.13 Describe the role of muscle strength and proper lifting in the prevention of back injuries.</p>		
		<p><i>Flexibility</i></p> <p>4.14 Identify flexibility exercises that are not safe for the joints and should be avoided.</p> <p>4.15 Explain why a particular stretch is appropriate preparation for a particular physical activity.</p>		
		<p><i>Body Composition</i></p> <p>4.16 Differentiate the body's ability to consume calories and burn fat during periods of inactivity and during long periods of moderate physical activity.</p>		

Critical Concept 3.5	Priority Standards	Supporting Standards	Suggested Cycles	Proficiency Scales
<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>5.1 Set a personal goal to improve a motor skill and work toward that goal in nonschool time.</p> <p>5.2 Collect data and record progress toward mastery of a motor skill.</p> <p>5.3 List the benefits of following and the risks of not following safety procedures and rules associated with physical activity.</p>		
	<p><i>Social Interaction</i></p> <p>5.4 Use appropriate cues for movement and positive words of encouragement while coaching others in physical activities.</p>	<p>5.5 Demonstrate respect for individual differences in physical abilities.</p>		
	<p><i>Group Dynamics</i></p> <p>5.6 Work in pairs or small groups to achieve an agreed-upon goal.</p>			

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**Grade 4**

<b>Critical Concept 4.1</b>	<b>Priority Standards</b>	<b>Supporting Standards</b>	<b>Suggested Cycles</b>	<b>Proficiency Scales</b>
<p>Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</p>	<p><i>Body Management</i></p> <p>1.3 Change direction quickly to increase the spacing between two players.</p>	<p>1.1 Perform simple balance stunts with a partner while sharing a common base of support.</p> <p>1.2 Change direction quickly to maintain the spacing between two players.</p> <p>1.4 Determine the spacing between offensive and defensive players based on the speed of the players.</p>		
	<p><i>Locomotor Movement</i></p> <p>1.5 Jump a self-turned rope.</p>			
	<p><i>Manipulative Skills</i></p> <p>1.6 Throw and catch an object with a partner while both partners are moving.</p> <p>1.8 Throw a flying disc for distance, using the backhand movement pattern.</p> <p>1.9 Catch a fly ball above the head, below the waist, and away from the body.</p> <p>1.10 Kick a ball to a moving partner, using the inside of the foot.</p> <p>1.13 Strike, with a paddle or racket, a lightweight object that has been tossed by a partner.</p> <p>1.17 Keep a hand-dribbled</p>	<p>1.7 Throw overhand at increasingly smaller targets, using proper follow through.</p> <p>1.11 Kick a stationary ball from the ground into the air.</p> <p>1.12 Punt a ball dropped from the hands.</p> <p>1.14 Serve a lightweight ball to a partner, using the underhand movement pattern.</p> <p>1.15 Strike a gently tossed ball with a bat, using a side orientation.</p> <p>1.16 Keep a foot-dribbled ball away from a defensive partner.</p>		

	<p>ball away from a defensive partner.</p> <p>1.20 Volley a tossed lightweight ball, using the forearm pass.</p>	<p>1.18 Manipulate an object by using a long-handled implement.</p> <p>1.19 Stop a kicked ball by trapping it with the foot while standing still.</p>		
		<p><i>Rhythmic Skills</i></p> <p>1.21 Perform a series of basic square-dance steps.</p> <p>1.22 Perform a routine to music that includes even and uneven locomotor patterns.</p>		

<b>Critical Concept 4.2</b>	<b>Priority Standards</b>	<b>Supporting Standards</b>	<b>Suggested Cycles</b>	<b>Proficiency Scales</b>
<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 Describe ways to create more space between an offensive player and a defensive player.</p>	<p>2.1 Explain the difference between offense and defense.</p>		
	<p><i>Body Management</i></p> <p>2.4 Describe the appropriate body orientation to strike a ball, using the forehand movement pattern.</p>	<p>2.3 Describe the appropriate body orientation to serve a ball, using the underhand movement pattern.</p>		
	<p><i>Manipulative Skills</i></p> <p>2.7 Compare and contrast dribbling a ball without a defender and with a defender. for volleying a ball.</p>	<p>2.5 Explain the similar movement elements of the underhand throw and the underhand volleyball serve.</p> <p>2.6 Distinguish between punting and kicking and describe the similarities and</p>		

		<p>differences.</p> <p>2.8 Explain the differences in manipulating an object when using a longhanded implement and when using a short-handled implement.</p> <p>2.9 Identify key body positions used</p>		
	<p>Rhythmic Skills</p> <p>2.10 Design a routine to music that includes even and uneven locomotor patterns.</p>			

Critical Concept 4.3	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><i>Fitness Concepts</i></p> <p>3.1 Participate in appropriate warm-up and cool-down exercises for particular physical activities.</p> <p>3.2 Demonstrate the correct body position for pushing and pulling large objects.</p>		
	<p><i>Aerobic Capacity</i></p> <p>3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity to increase aerobic capacity.</p>			
	<p><i>Muscular Strength/Endurance</i></p>	<p>3.5 Hang by the hands from</p>		

	3.4 Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups, and triceps push-ups.	an overhead bar with the hips and knees each at a 90-degree angle.		
	Flexibility 3.6 Demonstrate basic stretches using proper alignment for hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip adductors, hip abductors, and calves.			
		Body Composition 3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.		
	<i>Assessment</i> 3.8 Measure and record changes in aerobic capacity and muscular strength, using scientifically based health-related physical fitness assessments.	3.9 Meet minimum requirements for health-related physical fitness, using scientifically based health-related physical fitness assessments.		

<b>Critical Concept 4.4</b>	<b>Priority Standards</b>	<b>Supporting Standards</b>	<b>Suggested Cycles</b>	<b>Proficiency Scales</b>
Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.	Fitness Concepts 4.2 Explain the principles of physical fitness: frequency, intensity, time, and type. 4.3 Set personal short-term goals for aerobic endurance,	4.1 Identify the correct body alignment for performing lower-body stretches. 4.6 Explain why the body uses a higher percentage of carbohydrates for fuel during high-intensity physical activity		

	<p>muscular strength and endurance, and flexibility and monitor progress by measuring and recording personal fitness scores.</p> <p>4.4 Identify healthful choices for meals and snacks that help improve physical performance.</p> <p>4.5 Explain why the body needs water before, during, and after physical activity.</p>	<p>and a higher percentage of fat for fuel during low-intensity physical activity.</p> <p>4.7 Explain the purpose of warm-up and cool-down periods.</p>		
	<p>Aerobic Capacity</p> <p>4.8 Calculate personal heart rate per minute by recording heartbeats for ten-second intervals and 15-second intervals.</p>	<p>4.9 Explain why a strong heart is able to return quickly to its resting rate after exertion.</p> <p>4.10 Identify two characteristics of physical activity that build aerobic capacity.</p> <p>4.11 Determine the intensity of personal physical activity by using the concept of perceived exertion.</p>		
	<p>Muscular Strength/Endurance</p> <p>4.12 Describe the difference between muscular strength and muscular endurance.</p>	<p>4.13 Explain why muscular endurance or muscular strength activities do not increase muscle mass in preadolescent children.</p> <p>4.14 Recognize how strengthening major muscles can improve performance at work and play.</p> <p>4.15 Describe the correct form to push and pull heavy objects.</p>		

	<p><i>Flexibility</i></p> <p>4.16 Explain the value of increased flexibility when participating in physical activity.</p>			
		<p>Body Composition</p> <p>4.17 Explain the effect of regular, sustained physical activity on the body's ability to consume calories and burn fat for energy.</p>		

<b>Critical Concept 4.5</b>	<b>Priority Standards</b>	<b>Supporting Standards</b>	<b>Suggested Cycles</b>	<b>Proficiency Scales</b>
<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>5.4 Respond to winning and losing with dignity and respect.</p>	<p>5.1 Set a personal goal to improve an area of health-related physical fitness and work toward that goal in nonschool time.</p> <p>5.2 Collect data and record progress toward attainment of a personal fitness goal.</p> <p>5.3 Accept responsibility for one's own performance without blaming others.</p>		
	<p><i>Social Interaction</i></p> <p>5.5 Include others in physical activities and respect individual differences in skill and motivation.</p>			
		<p><i>Group Dynamics</i></p> <p>5.6 Accept an opponent's outstanding skill, use of</p>		

		strategies, or ability to work effectively with teammates as a challenge in physical activities.		
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**Grade 5**

<b>Critical Concept 5.1</b>	<b>Priority Standards</b>	<b>Supporting Standards</b>	<b>Suggested Cycles</b>	<b>Proficiency Scales</b>
<p>Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</p>	<p><i>Body Management</i></p> <p>1.1 Perform simple small-group balance stunts by distributing weight and base of support.</p>			
		<p><i>Locomotor Movement</i></p> <p>1.2 Jump for height, using proper takeoff and landing form.</p> <p>1.3 Jump for distance, using proper takeoff and landing form.</p>		
	<p><i>Manipulative Skills</i></p> <p>1.5 Throw a flying disc accurately at a target and to a partner, using the backhand movement pattern.</p> <p>1.6 Throw and catch an object underhand and overhand while avoiding an opponent.</p> <p>1.8 Punt a ball, dropped from the hands, at a target.</p> <p>1.10 Strike a dropped ball, with a racket or paddle, toward a target by using the forehand movement pattern.</p> <p>1.14 Dribble a ball (by hand or foot) while preventing another person from stealing the ball.</p>	<p>1.4 Enter, jump, and leave a long rope turned by others.</p> <p>1.7 Field a thrown ground ball.</p> <p>1.9 Stop a kicked ball by trapping it with the foot while moving.</p> <p>1.11 Hit a softly tossed ball backhanded with a paddle or racket.</p> <p>1.12 Strike a tossed ball, with different implements, from a side orientation.</p> <p>1.13 Serve a lightweight ball over a low net, using the underhand movement</p>		

	<p>1.15 Dribble a ball and kick it toward a goal while being guarded.</p> <p>1.17 Volley a tossed ball to an intended location.</p>	<p>pattern.</p> <p>1.16 Pass a ball back and forth with a partner, using a chest pass and bounce pass.</p>		
	<p><i>Rhythmic Skills</i></p> <p>1.19 Design and perform a routine to music that involves manipulation of an object.</p>	<p>1.18 Design and perform a creative dance, combining locomotor patterns with intentional changes in speed and direction.</p>		

<b>Critical Concept 5.2</b>	<b>Priority Standards</b>	<b>Supporting Standards</b>	<b>Suggested Cycles</b>	<b>Proficiency Scales</b>
<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>2.1 Explain the importance of open space in playing sport-related games.</p> <p><i>Rhythmic Skills</i> 2.5 Design a routine to music, changing speed and direction while manipulating an object.</p>	<p>2.2 Explain the differences in applying and receiving force when jumping for height and distance.</p>		
		<p><i>Body Management</i></p> <p>2.3 Explain how to adjust body position to catch a ball thrown off-center.</p>		
		<p><i>Manipulative Skills</i></p> <p>2.4 Identify the following phases for striking a ball: preparation, application of force, follow-through, and recovery.</p>		

		<p><i>Rhythmic Skills</i></p> <p>2.5 Design a routine to music, changing speed and direction while manipulating an object.</p>		
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Critical Concept 5.3	Priority Standards	Supporting Standards	Suggested Cycles	Proficiency Scales
<p>2022</p> <p>Students assess and maintain a level of physical fitness to improve health and performance.</p>	<p><i>Fitness Concepts</i></p> <p>3.1 Demonstrate how to warm up muscles and joints before running, jumping, kicking, throwing, and striking.</p>	<p>3.2 Plan a day of healthful balanced meals and snacks designed to enhance the performance of physical activities.</p>		
	<p><i>Aerobic Capacity</i></p> <p>3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity for increasing aerobic capacity.</p>			
		<p><i>Muscular Strength/Endurance</i></p> <p>3.4 Perform an increasing number of oblique curl-ups on each side.</p> <p>3.5 Perform increasing numbers of triceps push-ups.</p>		
	<p><i>Flexibility</i></p> <p>3.6 Perform flexibility exercises that will stretch particular muscle areas for given physical activities.</p>			

		<p><i>Body Composition</i></p> <p>3.7 Sustain continuous movement for an increasing period of time while participating in moderate to vigorous physical activities.</p>		
	<p><i>Assessment</i></p> <p>3.8 Assess health-related physical fitness by using a scientifically based health-related fitness assessment.</p>	<p>3.9 Meet age- and gender-specific fitness standards for aerobic capacity, muscular strength, flexibility, and body composition, using a scientifically based health-related fitness assessment.</p>		

<b>Critical Concept 5.4</b>	<b>Priority Standards</b>	<b>Supporting Standards</b>	<b>Suggested Cycles</b>	<b>Proficiency Scales</b>
<p>Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</p>	<p><i>Fitness Concepts</i></p> <p>4.4 Examine personal results of a scientifically based health-related physical fitness assessment and identify one or more ways to improve performance in areas that do not meet minimum standards.</p>	<p>4.1 Record and analyze food consumption for one day and make a plan to replace foods with healthier choices and adjust quantities to enhance performance in physical activity.</p> <p>4.2 Explain why dehydration impairs temperature regulation and physical and mental performance.</p> <p>4.3 Develop and describe three short-term and three long-term fitness goals.</p> <p>4.5 Explain the elements of warm-up and cool-down activities.</p> <p>4.6 Record water intake before, during, and after physical activity.</p>		

		4.7 Describe the principles of training and the application to each of the components of health-related physical fitness.		
	<p><i>Aerobic Capacity</i></p> <p>4.8 Identify the heart rate intensity (target heart-rate range) that is necessary to increase aerobic capacity.</p>	<p>4.9 Determine the intensity of personal physical activity, using the concept of perceived exertion.</p> <p>4.10 Compare target heart rate and perceived exertion during physical activity.</p> <p>4.11 Measure and record the heart rate before, during, and after vigorous physical activity.</p> <p>4.12 Explain how technology can assist in the pursuit of physical fitness.</p>		
		<p><i>Muscular Strength/Endurance</i></p> <p>4.13 Explain the benefits of having strong arm, chest, and back muscles.</p>		
		<p><i>Flexibility</i></p> <p>4.14 Explain the benefits of stretching after warm-up activities.</p>		
	<p><i>Body Composition</i></p> <p>4.15 Explain why body weight is maintained when calorie intake is equal to the calories expended.</p>	<p>4.16 Describe the short- and long-term benefits of maintaining body composition within the healthy fitness zone.</p>		

Critical Concept 5.5	Priority Standards	Supporting Standards	Suggested Cycles	Proficiency Scales
<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 Work toward a long-term physical activity goal and record data on one's progress.</p>	<p>5.1 Improve the level of performance on one component of health-related physical fitness and one identified motor skill by participating in fitness and skill development activities outside school.</p> <p>5.3 Distinguish between acts of physical courage and physically reckless acts and explain the key characteristics of each.</p> <p>5.4 Act in a safe and healthy manner when confronted with negative peer pressure during physical activity.</p>		
	<p><i>Social Interaction</i></p> <p>5.5 Contribute ideas and listen to the ideas of others in cooperative problem solving activities.</p>	<p>5.6 Acknowledge orally the contributions and strengths of others.</p>		
	<p><i>Group Dynamics</i></p> <p>5.7 Accommodate individual differences in others' physical abilities in small-group activities.</p>	<p>5.8 Appreciate physical games and activities reflecting diverse heritages.</p>		