



# 2025 Physical Education Standards

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OREGON  
DEPARTMENT OF  
EDUCATION



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## Introduction

Physical Education (PE) plays a vital role in shaping well-rounded students by promoting a balanced and healthy lifestyle. By integrating physical, mental, social, and emotional well-being into education, PE provides lifelong benefits:

- **Promoting Physical Health:** PE engages students in activities that improve cardiovascular fitness, strength, flexibility, and coordination. By fostering awareness of healthy habits, it helps prevent diseases such as heart disease and obesity, encouraging lifelong wellness.
- **Enhancing Mental Well-Being:** Regular physical activity is proven to reduce stress, anxiety, and depression while enhancing mood and cognitive function. PE nurtures mental resilience, focus, and a positive mindset, equipping students with tools to manage challenges.
- **Developing Social Skills:** Through teamwork, sportsmanship, and group activities, students learn vital communication, collaboration, and conflict-resolution skills. These experiences help build strong personal and professional relationships.
- **Strengthening Emotional Health:** PE cultivates self-confidence, emotional regulation, and goal setting. By providing opportunities for both success and failure in a supportive environment, students develop perseverance, self-discipline, and a growth mindset.

Beyond improving overall well-being, PE instills a lifelong appreciation for movement, helping students develop confidence in their physical abilities. It encourages them to find joy in being active, build meaningful social connections, and sustain a healthy lifestyle.

As part of this commitment to high-quality physical education, Oregon is officially adopting SHAPE America's National PE Standards<sup>1</sup> (March 2024) with minimal changes, to ensure that all students receive engaging, effective, and developmentally appropriate instruction. This alignment ensures that students across Oregon receive consistent, high-quality instruction designed to develop the skills, knowledge, and confidence needed to lead active, healthy lives.

**Terminology changes from the National PE Standards include utilizing:**

- “Domain” instead of “Standard” for consistency with other Oregon content area standards
- “Standards” instead of “Grade-span learning indicators”

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<sup>1</sup> SHAPE America. © 2024, SHAPE America, <https://www.shapeamerica.org/>.



## How to Read the Physical Education Standards

### Domain

The Oregon Physical Education Standards are categorized into four main Domains. Each domain represents a broad category of knowledge or skill area that organizes learning objectives within physical education. Domains help structure standards to ensure a logical progression of learning.

The four domains include:

- **Domain 1:** Development of a variety of motor skills (DMS)
- **Domain 2:** Application of knowledge related to movement and fitness concepts (AMF)
- **Domain 3:** Development of social skills through movement (SSM)
- **Domain 4:** Development of personal skills, identification of personal benefits of movement, and choice to engage in physical activity (PSB)

Domains are further broken down into standards which specify the specific skills or competencies students should achieve by the end of certain grade bands. They help educators design curricula and assessments aligned with educational goals.

### Rationale

To provide a deeper understanding of each domain in physical education, a rationale is included to explain its significance and application. These rationales offer insight into how each domain supports students' overall physical development and learning experiences. By outlining the purpose behind each area, educators can more effectively implement and reinforce key concepts that contribute to students' physical literacy and lifelong movement skills. Below is an example of how a rationale is structured for Domain 1: Developing a variety of motor skills.

**Example: Domain 1: Develops a variety of motor skills (DMS)**

**Rationale:** 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.

### Standards

The standards are organized by grade bands (pages 7-28). They outline the knowledge, and skills students should acquire by the end of each band. The standards define learning expectations, guiding educators on what students should know and be able to do at specific stages of their education, ensuring progressive development across the following grade band levels:

- Kindergarten - 2nd grade
- 3rd - 5th grade
- 6th - 8th grade
- 9th - 12th grade



## 3-5 Physical Education Standards

### Domain 1 Develops a variety of motor skills. (5.DMS)

#### Rationale

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.

#### Grade 3-5 Physical Education Standards

- 5.DMS.1** Combines varied locomotor skills in a variety of practice tasks.
- 5.DMS.2** Demonstrates transferring weight from feet to hands and hands to feet in a non-dynamic environment.
- 5.DMS.3** Demonstrates rolling with the body in a non-dynamic environment.
- 5.DMS.4** Combines jumping/landing, rolling, balancing and transfer of weight from feet to hands in a non-dynamic environment.
- 5.DMS.5** Combines locomotor, non-locomotor, and manipulative movements based on a variety of dance forms.
- 5.DMS.6** Demonstrates jumping rope in a variety of practice tasks.
- 5.DMS.7** Demonstrates jumping and landing in a non-dynamic environment.
- 5.DMS.8** Demonstrates balancing on different body parts in a non-dynamic environment.
- 5.DMS.9** Demonstrates rolling a ball in a non-dynamic environment.
- 5.DMS.10** Demonstrates throwing in a variety of practice tasks.
- 5.DMS.11** Demonstrates striking with a long-handled implement in a variety of practice tasks.
- 5.DMS.12** Demonstrates catching in a variety of practice tasks.
- 5.DMS.13** Demonstrates striking with hands above waist in a variety of practice tasks.
- 5.DMS.14** Demonstrates striking with hands below waist in a variety of practice tasks.
- 5.DMS.15** Demonstrates serving an object in a non-dynamic environment.
- 5.DMS.16** Demonstrates striking an object with a short-handled implement in a variety of practice tasks.
- 5.DMS.17** Demonstrates sending and receiving an object in a variety of practice tasks.
- 5.DMS.18** Demonstrates kicking a ball using the instep in a variety of practice tasks.
- 5.DMS.19** Demonstrates dribbling with hands in non-dynamic and dynamic practice tasks.



- 5.DMS.20** Demonstrates dribbling with feet in a variety of practice tasks.
- 5.DMS.21** Combines manipulative skills and traveling for execution to a target in a variety of practice tasks.
- 5.DMS.22** Demonstrates water safety skills. If a pool is available, demonstrates water safety and basic swimming skills.

## Domain 2 Applies knowledge related to movement and fitness concepts. (5.AMF)

### Rationale

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.

### Grade 3-5 Physical Education Standards

- 5.AMF.1** Applies movement concepts and strategies for safe movement within dynamic environments.
- 5.AMF.2** Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks.
- 5.AMF.3** Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks.
- 5.AMF.4** Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills.
- 5.AMF.5** Demonstrates problem solving strategies in a variety of games/activities.
- 5.AMF.6** Applies movement concepts to different types of dances, gymnastics, rhythms, and individual performance activities.
- 5.AMF.7** Defines and provides examples of movement activities for developing the health-related fitness components.
- 5.AMF.8** Establishes goals related to enhancing fitness development.
- 5.AMF.9** Defines and explains how to implement the FITT Principle for fitness development.
- 5.AMF.10** Defines and provides examples of movement activities for developing the skill-related fitness components.
- 5.AMF.11** Identifies the need for warm-up & cool-down relative to various physical activities.
- 5.AMF.12** Identifies location of pulse and provides examples of activities that increase heart rate.
- 5.AMF.13** Explains the benefits of physical activity.
- 5.AMF.14** Recognizes and explains how physical activity influences physiological changes in their body.
- 5.AMF.15** Recognizes the critical elements that contribute to proper execution of a skill.
- 5.AMF.16** Identifies technology tools that support physical activity goals.
- 5.AMF.17** Describes the impact of food and hydration choices on physical activity.
- 5.AMF.18** Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills.

## Domain 3 Develops social skills through movement. (5.SSM)

Rationale	Transformative SEL Integration
<p>Through learning experiences in physical education, students develop 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.</p>	<p><b>TSEL Standard 3: Social-Awareness &amp; Belonging</b> Develop social awareness that fosters a sense of belonging and leads to co-constructing equitable, thriving communities and a vibrant society.</p> <p><b>TSEL Practice 3B:</b> Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.</p>

### Grade 3-5 Physical Education Standards

- 5.SSM.1** Describes the perspective of others during a variety of activities.
- 5.SSM.2** Uses communication skills to negotiate roles and responsibilities in a physical activity setting.
- 5.SSM.3** Demonstrates respectful behaviors that contribute to positive social interaction in group activities.
- 5.SSM.4** Demonstrates safe behaviors independently with limited reminders.
- 5.SSM.5** Solves problems independently, with partners, and in small groups.
- 5.SSM.6** Makes choices that are fair according to activity etiquette.
- 5.SSM.7** Describes physical activities that represent a variety of cultures around the world.

## Domain 4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity. (5.PSB)

Rationale	Transformative SEL Integration
<p>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.</p>	<p><b>TSEL Standard 2: Self-Management &amp; Agency</b> Use management strategies to build personal and collective agency that leads to achieving goals and aspirations.</p> <p><b>TSEL Practice 2A:</b> Manage and express thoughts, emotions, impulses, and stressors in ways that affirm one’s identity.</p> <p><b>TSEL Practice 2B:</b> Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one’s identity.</p> <p><b>TSEL Practice 2C:</b> Plan, evaluate, and achieve personal and collective goals and aspirations.</p>

### Grade 3-5 Physical Education Standards

- 5.PSB.1** Explains how preferred physical activities meet the need for personal self- expression.
- 5.PSB.2** Explains how preferred physical activities meet the need for social interaction.
- 5.PSB.3** Describes how movement positively affects personal health.
- 5.PSB.4** Explains the rationale for one’s choices related to physical activity based on personal interests.
- 5.PSB.5** Recognizes group challenges through movement.
- 5.PSB.6** Sets observable long-term goals.
- 5.PSB.7** Identifies movement strengths and opportunities for practice for individual improvement.
- 5.PSB.8** Identifies physical activity opportunities outside of physical education class.
- 5.PSB.9** Recognizes personally effective techniques that assist with managing one’s emotions and behaviors in a physical activity setting.
- 5.PSB.10** Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.