



2025 Physical Education Standards

Adopted June 2025

VERSION 1.0



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 Standards¹ (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”

¹ 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

Reading the Standard Numbering Code

The following example for grades K-2 outlines a key standard that focuses on locomotor skills, emphasizing spatial awareness and effort. This standard ensures that by the end of second grade, students will have a fundamental understanding of movement concepts to support their overall physical literacy. Below is a breakdown of how this standard is structured and what it represents.

Example: 2.DMS.1 Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness.

Key:

2.DMS.1 = By the end of grade 2, students will be able to

2.DMS.1 = “DMS” Domain 1: Develops a variety of motor skills

2.DMS.1 = The first standard in this Domain

Integrating Transformative Social and Emotional Learning

Oregon’s Physical Education Standards integrate Oregon’s Transformative SEL Standards, to support educators with creating the conditions for an engaging learning environment where every student feels they belong and can thrive. A Transformative SEL approach helps educators provide a well-rounded education that teaches the whole child, builds on their strengths, perspectives, contributions, and guides the interactions and relationships between students and adults.

The Transformative SEL Standards and Practices describe what a person needs to know, understand, and be able to do when it comes to developing Transformative SEL. The approach taken to these standards involves both individual and communal practices that cultivate and nurture Transformative SEL at all levels across the system.

Transformative SEL plays a crucial role in physical education by contributing to the creation of a safe and supportive learning environment. It presents a natural fit, as physical education can enhance students’ emotional awareness, social skills, and overall well-being, fostering personal growth and interpersonal relationships alongside physical development.

The Oregon Physical Education Standards have integrated Oregon’s Transformative Social and Emotional Learning Standards and Practices, explicitly in Domains 3 and 4. Although Transformative Standards and Practices are specifically listed alongside Domains 3 and 4, they should be integrated into instructional practices for all domains to help all students develop and practice these competencies and skills.



K-2 Physical Education Standards

Domain 1 Develops a variety of motor skills. (2.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 K-2 Physical Education Standards

- 2.DMS.1** Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness.
- 2.DMS.2** Demonstrates jumping and landing in a non-dynamic environment.
- 2.DMS.3** Demonstrates transferring weight on multiple body parts.
- 2.DMS.4** Demonstrates non-locomotor skills with the concepts of space, effort, and relationship awareness.
- 2.DMS.5** Demonstrates balancing on different body parts in a non-dynamic environment.
- 2.DMS.6** Demonstrates bouncing a ball in a variety of non-dynamic practice tasks.
- 2.DMS.7** Demonstrates rolling a ball in a variety of non-dynamic practice tasks.
- 2.DMS.8** Demonstrates catching in a variety of non-dynamic practice tasks.
- 2.DMS.9** Demonstrates throwing in a variety of non-dynamic practice tasks.
- 2.DMS.10** Demonstrates kicking a ball in a variety of non-dynamic practice tasks.
- 2.DMS.11** Demonstrate dribbling with feet in a variety of non-dynamic practice tasks.
- 2.DMS.12** Demonstrates striking with hands in a variety of non-dynamic practice tasks.
- 2.DMS.13** Demonstrates striking with a short-handled implement in a variety of non- dynamic practice tasks.
- 2.DMS.14** Demonstrates striking with a long-handled implement in a variety of non- dynamic practice tasks.
- 2.DMS.15** Demonstrates locomotor, non-locomotor, and manipulative movements based on a variety of dance forms or other rhythm activity/rhythmic beat.
- 2.DMS.16** Demonstrates jumping rope in a non-dynamic environment.
- 2.DMS.17** Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills.



Domain 2 Applies knowledge related to movement and fitness concepts. (2.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 K-2 Physical Education Standards

- 2.AMF.1** Recognizes personal space and where to move in general space.
- 2.AMF.2** Identifies simple strategies in chasing and fleeing activities.
- 2.AMF.3** Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills.
- 2.AMF.4** Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings.
- 2.AMF.5** Demonstrates knowledge of non-locomotor, locomotor and movement concepts used in dance and rhythms.
- 2.AMF.6** Identifies physical activities that contribute to fitness.
- 2.AMF.7** Recognizes the importance of stretching before and after physical activity.
- 2.AMF.8** Identifies the heart as a muscle that gets stronger with physical activity.
- 2.AMF.9** Recognizes that regular physical activity is good for their health.
- 2.AMF.10** Recognizes physiological changes in their body during physical activities.
- 2.AMF.11** Recognizes food and hydration choices that provide energy for physical activity.
- 2.AMF.12** Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills.

Domain 3 Develops social skills through movement. (2.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>TSEL Standard 3: Social-Awareness & Belonging Develop social awareness that fosters a sense of belonging and leads to co-constructing equitable, thriving communities and a vibrant society.</p> <p>TSEL Practice 3B: 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 K-2 Physical Education Standards

- 2.SSM.1** Recognizes the feelings of others during a variety of physical activity.
- 2.SSM.2** Demonstrates ability to encourage others.
- 2.SSM.3** Uses communication skills to share space and equipment.
- 2.SSM.4** Responds appropriately to directions and feedback from the teacher.
- 2.SSM.5** Demonstrates respectful behaviors that contribute to positive social interactions in movement.
- 2.SSM.6** Describes why following rules is important for safety and fairness.
- 2.SSM.7** Makes safe choices with physical education equipment.
- 2.SSM.8** Discusses problems and solutions with teacher support in a physical activity setting.
- 2.SSM.9** Makes fair choices as directed by teacher.
- 2.SSM.10** Identifies and participates in physical activities representing different cultures.

Domain 4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity. (2.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>TSEL Standard 2: Self-Management & Agency</p> <p>Use management strategies to build personal and collective agency that lead to achieving goals and aspirations.</p> <p>TSEL Practice 2A: Manage and express thoughts, emotions, impulses, and stressors in ways that affirm one’s identity.</p> <p>TSEL Practice 2B: 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>TSEL Practice 2C: Plan, evaluate, and achieve personal and collective goals and aspirations.</p>

Grade K-2 Physical Education Standards

- 2.PSB.1** Identifies physical activities that can meet the need for self-expression.
- 2.PSB.2** Identifies physical activities that can meet the need for social interaction.
- 2.PSB.3** Lists ways that movement positively affects personal health.
- 2.PSB.4** Identifies preferred physical activities based on personal interests.
- 2.PSB.5** Recognizes individual challenges through movement.
- 2.PSB.6** Sets observable short-term goals.
- 2.PSB.7** Recognizes movement strengths and the need for practice for individual improvement.
- 2.PSB.8** Recognizes the opportunity for physical activity within physical education class.
- 2.PSB.9** Demonstrates techniques (e.g., breathing, counting) to assist with managing emotions and behaviors in a physical activity.
- 2.PSB.10** Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.