



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 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 (SMC)

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
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>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
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>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.



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
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>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 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
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>TSEL Standard 2: Self-Management & Agency Use management strategies to build personal and collective agency that leads 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 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.



6-8 Physical Education Standards

Domain 1 Develops a variety of motor skills. (8.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 6-8 Physical Education Standards

- 8.DMS.1** Demonstrates correct technique in a variety of outdoor activities (e.g., hiking, biking, and climbing).
- 8.DMS.2** Demonstrates movement sequences within varied dance forms.
- 8.DMS.3** Demonstrates appropriate form in a variety of health-related fitness activities.
- 8.DMS.4** Demonstrates appropriate form in a variety of skill-related fitness activities.
- 8.DMS.5** Demonstrates proper form for a striking motion with a long-handled implement.
- 8.DMS.6** Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games.
- 8.DMS.7** Demonstrates proper form for striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games.
- 8.DMS.8** Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games.
- 8.DMS.9** Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games.
- 8.DMS.10** Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games.
- 8.DMS.11** Demonstrates a proper underhand and overhand serve using a short-handled implement in a variety of practice tasks and modified small-sided games.
- 8.DMS.12** Demonstrates the correct form of a forehand and backhand stroke with a short-handled implement in a variety of practice tasks and modified small-sided games.
- 8.DMS.13** Demonstrates proper form for a volley using a short-handled implement in a variety of practice tasks and modified net and wall games.



- 8.DMS.14** Demonstrates proper form for sending and receiving in combination with locomotor skills in a variety of small-sided games.
- 8.DMS.15** Demonstrates proper form for dribbling skill in a variety of practice tasks and small-sided games.
- 8.DMS.16** Demonstrates proper form for dribbling an object with an implement in a variety of practice tasks and small-sided games.
- 8.DMS.17** Demonstrates proper form for a shot on goal with and without an implement in a variety of practice tasks and small-sided games.
- 8.DMS.18** Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense).
- 8.DMS.19** Demonstrates a defensive ready position in a variety of practice tasks and small-sided games.
- 8.DMS.20** 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. (8.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 6-8 Physical Education Standards

- 8.AMF.1** Identifies the effective use of movement concepts within multiple dynamic environments and lifetime activities.
- 8.AMF.2** Demonstrates and applies knowledge of offensive tactics to create space with movement in invasion games.
- 8.AMF.3** Demonstrates and applies knowledge of reducing open space with movement and denial in invasion games.
- 8.AMF.4** Demonstrates and applies the appropriate shot and technique in net and wall games.
- 8.AMF.5** Demonstrates and applies knowledge of offensive tactics in striking and fielding games.
- 8.AMF.6** Demonstrates and applies knowledge of defensive positioning tactics in striking and fielding games.
- 8.AMF.7** Demonstrates problem-solving skills in a variety of games and activities.
- 8.AMF.8** Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities.
- 8.AMF.9** Identifies and compares the components of health and skill-related fitness.
- 8.AMF.10** Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment.
- 8.AMF.11** Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity.
- 8.AMF.12** Applies knowledge of skill-related fitness to different types of physical activity.
- 8.AMF.13** Explains the relationship of aerobic fitness and RPE Scale to physical activity effort.
- 8.AMF.14** Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. physical activities.
- 8.AMF.15** Demonstrates knowledge of heart rate, ability to monitor it, and describes its relationship to aerobic fitness.
- 8.AMF.16** Identifies ways to be physically active.
- 8.AMF.17** Examines how rest impacts the body's response to physical activity.
- 8.AMF.18** Analyzes skill performance by identifying critical elements.

- 8.AMF.19** Evaluates usefulness of technology tools to support physical activity and fitness goals.
- 8.AMF.20** Explains the relationships among nutrition, physical activity, and health factors.
- 8.AMF.21** Demonstrates and/or applies knowledge of safety protocols in teacher-selected outdoor activities.
- 8.AMF.22** Demonstrates and applies knowledge of water safety skills. Demonstrates knowledge of basic swimming skills if a water facility is available.

Domain 3 Develops social skills through movement. (8.SSM)

Rationale	Transformative SEL Integration
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>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 6-8 Physical Education Standards

- 8.SSM.1** Understands and accepts others' differences during a variety of physical activities.
- 8.SSM.2** Demonstrates consideration for others and contributes positively to the group or team.
- 8.SSM.3** Uses communication skills to negotiate strategies and tactics in a physical activity setting.
- 8.SSM.4** Implements and provides constructive feedback to and from others when prompted and supported by the teacher.
- 8.SSM.5** Explains the value of a specific physical activity in culture.
- 8.SSM.6** Demonstrates the ability to follow game rules in a variety of physical activity situations.
- 8.SSM.7** Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment.
- 8.SSM.8** Solves problems amongst teammates and opponents.
- 8.SSM.9** Applies and respects the importance of etiquette in a physical activity setting.
- 8.SSM.10** Explains how communication, feedback, cooperation, and etiquette relate to leadership roles.

Domain 4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity. (8.PSB)

Rationale	Transformative SEL Integration
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>TSEL Standard 2: Self-Management & Agency Use management strategies to build personal and collective agency that leads 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 6-8 Physical Education Standards

- 8.PSB.1** Describes how self-expression impacts individual engagement in physical activity.
- 8.PSB.2** Describes how social interaction impacts individual engagement in physical activity.
- 8.PSB.3** Participates in a variety of physical activities that can positively affect personal health.
- 8.PSB.4** Connects how choice and personal interests impact individual engagement in physical activity.
- 8.PSB.5** Examines individual and group challenges through movement.
- 8.PSB.6** Sets goals to participate in physical activities based on examining individual ability.
- 8.PSB.7** Examines opportunities and barriers to participating in physical activity outside of physical education class.
- 8.PSB.8** Utilizes a variety of techniques to manage one's emotions and behaviors in a physical activity setting.
- 8.PSB.9** Reflects on movement experiences during physical education to develop an understanding of how movement is personally meaningful.



High School Physical Education Standards

Domain 1 Develops a variety of motor skills. (12.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 9-12 Physical Education Standards

- 12.DMS.1** Demonstrates activity-specific movement skills in a variety of lifetime sports and activities (e.g., aerobic/cardiovascular activities, outdoor pursuits, such as hiking and biking, individual performance activities, aquatics, net/wall games, target games).
- 12.DMS.2** Demonstrates activity-specific movement skills in a variety of recreational and backyard games.
- 12.DMS.3** Demonstrates activity-specific movement skills in a variety of outdoor pursuits.
- 12.DMS.4** Demonstrates and creates movement sequences based on one or more forms of dance.
- 12.DMS.5** Demonstrates appropriate technique in cardiovascular training.
- 12.DMS.6** Demonstrates appropriate technique in muscular strength and endurance training.
- 12.DMS.7** Demonstrates appropriate technique in flexibility training.
- 12.DMS.8** Demonstrates appropriate technique in skill-related fitness training.
- 12.DMS.9** Demonstrates water safety skills, including dry land or anti-drowning safety protocols. If a pool facility is available, demonstrates water safety and basic swimming skills.



Domain 2 Applies knowledge related to movement and fitness concepts. (12.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 9-12 Physical Education Standards

- 12.AMF.1** Demonstrates knowledge of tactics and strategies within lifetime sports and activities.
- 12.AMF.2** Demonstrates knowledge of tactics and strategies within recreational and backyard games.
- 12.AMF.3** Demonstrates knowledge of tactics and strategies within outdoor pursuits.
- 12.AMF.4** Applies knowledge of movement sequences to create or participate in one or more forms of dance.
- 12.AMF.5** Analyzes how health and fitness will impact quality of life after high school.
- 12.AMF.6** Establishes a goal and creates a practice plan to improve performance for a self-selected skill.
- 12.AMF.7** Applies the principles of exercise in a variety of self-selected lifetime physical activities.
- 12.AMF.8** Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises.
- 12.AMF.9** Evaluates perceived exertion during physical activity and adjusts effort.
- 12.AMF.10** Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes.
- 12.AMF.11** Discusses the benefits of a physically active lifestyle as it relates to young adulthood.
- 12.AMF.12** Applies knowledge of rest when planning regular physical activity.
- 12.AMF.13** Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g. overhand throw, back squat, archery).
- 12.AMF.14** Identifies and discusses the historical and cultural roles of games, sports and dance in a society.
- 12.AMF.15** Analyzes and applies technology as tools to support a healthy, active lifestyle.
- 12.AMF.16** Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity.
- 12.AMF.17** Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills.

Domain 3 Develops social skills through movement. (12.SSM)

Rationale	Transformative SEL Integration
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>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 9-12 Physical Education Standards

- 12.SSM.1** Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.
- 12.SSM.2** Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.
- 12.SSM.3** Encourages and supports others through their interactions in a physical activity setting.
- 12.SSM.4** Implements and provides feedback to improve performance without prompting from teacher.
- 12.SSM.5** Analyzes the value of a specific physical activity in a variety of cultures.
- 12.SSM.6** Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).
- 12.SSM.7** Thinks critically and solves problems in physical activity settings, both as an individual and in groups.
- 12.SSM.8** Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings.

Domain 4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity. (12.PSB)

Rationale	Transformative SEL Integration
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>TSEL Standard 2: Self-Management & Agency Use management strategies to build personal and collective agency that leads 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 9-12 Physical Education Standards

- 12.PSB.1** Selects and participates in physical activities (e.g. dance, yoga, aerobics) that meet the need for self-expression.
- 12.PSB.2** Selects and participates in physical activities that meet the need for social interaction.
- 12.PSB.3** Identifies and participates in physical activity that positively affects health.
- 12.PSB.4** Chooses and participates in physical activity based on personal interests.
- 12.PSB.5** Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.
- 12.PSB.6** Sets and develops movement goals related to personal interests.
- 12.PSB.7** Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility).
- 12.PSB.8** Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting.
- 12.PSB.9** Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.