

Oklahoma Physical Education Standards

First Draft: 6th – 8th Grade



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

Oklahoma Physical Education Standards

Grades 6-8

	Grade 6	Grade 7	Grade 8
Standard 1			
Demonstrates competency in a variety of motor skills and movement patterns.			
Dance and rhythms			
S1.M1	Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance.	Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line and world dance.	Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group.
Games and sports: Invasion and field games			
S1.M2 Throwing	Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = second base to first base).	Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment .	Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play .
S1.M3 Catching	Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks.	Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play .	Catches using an implement in a dynamic environment or modified game play.
Games and sports: Invasion games			
S1.M4 Passing and receiving	Passes and receives with hands in combination with locomotor patterns of running, change of direction and speed with competency in modified invasion games (e.g., basketball, flag football, speedball, or team handball).	Passes and receives with feet in combination with locomotor patterns of running, change of direction and speed with competency in modified invasion games (e.g., soccer or speedball).	Passes and receives with an implement in combination with locomotor patterns of running, change of direction, speed and/or level with competency in modified invasion games, e.g., lacrosse or hockey (floor, field, ice).
S1.M5 Passing and receiving/moving target	Throws, while stationary, a leading pass to a moving receiver.	Throws, while moving, a leading pass to a moving receiver.	Throws a leading pass to a moving partner off a dribble or pass.
S1.M6 Offensive skills	Performs pivots, fakes and jab steps designed to create open space during practice tasks.	Executes at least one of the following designed to create open space during small-sided game play : pivots, fakes, jab steps.	Executes at least two of the following to create open space during modified game play : pivots, fakes, jab steps, screens.

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S1.M7 Offensive Skills	Performs the following offensive skills without defensive pressure: pivots, give & go's, and fakes.	Performs the following offensive skills with defensive pressure: pivots, give & go's, and fakes.	Executes the following offensive skills during small-sided game play: pivots, give & go's, and fakes.
S1.M8 Dribble/Ball Control/Hands	Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks.	Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks.	Dribbles with dominant and non-dominant hands using a change of speed and direction in small-sided game play.
S1.M9 Dribble/Ball Control/Feet	Foot-dribbles or dribbles with an implement with control, change in speed and direction in a variety of practice tasks.	Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks.	Foot-dribbles or dribbles with an implement with control, change in speed and direction during small-sided game play.
S1. M10 Shooting on goal	Shoots on goal with power in a dynamic environment as appropriate to the activity.	Shoots on goal with power and accuracy in small-sided game play.	Shoots on goal with a long-handled implement for power and accuracy in modified invasion games (e.g., hockey (floor, field, ice) or lacrosse).
S1.M11 Defensive skills	Maintains defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the offensive player.	Maintains defensive ready position while sliding in all directions without crossing feet.	Maintains defensive ready position while drop stepping (appropriate to the sport) in the direction of the pass during player-to-player defense.

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Games and sports: Net/wall games			
S1.M12 Serving	Performs a legal underhand serve with control for net/wall games, e.g., badminton, volleyball, or pickle ball.	Executes consistently, a legal underhand serve to a predetermined target for net/wall games e.g., badminton, volleyball or pickle ball.	Executes consistently, a legal underhand serve for distance and accuracy for net/wall games e.g., badminton, volleyball or pickle ball.
S1.M13 Striking	Strikes with a mature overhand pattern in a non-dynamic environment (closed skills) for net/wall games e.g., volleyball, handball, badminton or tennis.	Strikes with a mature overhand pattern in a dynamic environment for net/wall games e.g., volleyball, handball, badminton, tennis.	Strikes with a mature overhand pattern in a modified game for net/wall games, e.g., volleyball, handball, badminton, tennis, pickle ball.
S1.M14 Forehand and backhand	Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games (e.g., paddleball, pickle ball, or tennis).	Demonstrates the mature form of the forehand and backhand strokes with a long-handled implement in net games (e.g., badminton or tennis).	Demonstrates the mature form of the forehand and backhand strokes with a short-or long-handled implement with power and accuracy in net games (e.g., paddleball, pickle ball, badminton or tennis).
S1.M15 Weight transfer	Transfers weight with correct timing for the striking pattern.	Transfers weight with correct timing using low-to-high striking pattern with a short-handled implement on the forehand side.	Transfers weight with correct timing using low-to-high striking pattern with a short-or long-handled implement on the forehand and backhand side.
S1.M16 Volley	Forehand volleys with a mature form and control using a short-handled implement.	Forehand and backhand volleys with a mature form and control using a short-handled implement.	Forehand and backhand volleys with a mature form and control using a short-handled implement during modified game play.
S1.M17 Two-handed volley	Two-hand-volleys with control in a variety of practice tasks.	Two-hand-volleys with control in a dynamic environment .	Two-hand-volleys with control in a small-sided game .
S1.M18 Underhand throw	Demonstrates a mature underhand pattern for a modified target game (e.g., bowling, bocce, bean bags, or horseshoes).	Executes consistently a mature underhand pattern for target games (e.g., as bowling, bocce, bean bags or horseshoes).	Performs consistently a mature underhand pattern with accuracy and control for one target game (e.g., bowling, bean bags or bocce).
S1.M19 Striking	Strikes, with an implement, a stationary object for accuracy in activities (e.g., croquet, shuffleboard, or golf).	Strikes, with an implement, a stationary object for accuracy and distance in activities, (e.g., croquet, shuffleboard, or golf).	Strikes, with an implement, a stationary object for accuracy, power, and distance in activities, (e.g., croquet, shuffleboard, or golf).

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Games and sports: Fielding/striking games			
S1.M20 Striking	Strikes a pitched ball, with an implement, in a variety of practice tasks.	Strikes a pitched ball, with an implement, with force in a variety of practice tasks.	Strikes a pitched ball, with an implement, with power and force to open space in a variety of small-sided games .
S1.M21 Catching	Catches, with a mature pattern, from different trajectories using a variety of objects in varying practice tasks.	Catches, with a mature pattern, from different trajectories using a variety of objects in small-sided game play.	Catches, with or without an implement, from different trajectories and speeds in a dynamic environment or modified game play .
Outdoor Pursuits			
S1.M22	Demonstrates correct technique for basic skills in one self-selected outdoor pursuit.	Demonstrates correct technique for a variety of skills in one self-selected outdoor pursuit.	Demonstrates correct technique for basic skills in at least two self-selected outdoor pursuits.
Individual-performance activities			
S1.M23	Demonstrates correct technique for basic skills in one self-selected individual-performance activity .	Demonstrates correct technique for a variety of skills in one self-selected individual-performance activity .	Demonstrates correct technique for basic skills in at least two self-selected individual-performance activities .
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Standard 2			
Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.			
Games and sports: Invasion Games			
S2.M1 Creating space with movement	Creates open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace).	Reduces open space by using locomotor movements (e.g., walking, running, jumping and landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle and the space, reducing distance between player and goal).	Opens and closes space during small-sided game play by combining locomotor movements with movement concepts.

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S2.M2 Creating space with offensive tactics	Executes at least one of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give & go.	Executes at least two of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give & go.	Executes at least three of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give & go.
S2.M3 Creating space using width and length	Creates open space by using the width and length of the field/court on offense.	Creates open space by staying spread on offense, and cutting and passing quickly.	Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball.
Games and sports: Invasion games			
S2.M4 Reducing space by changing size and shape	Reduces open space on defense by making the body larger and reducing passing angles.	Reduces open space on defense by staying close to the opponent as he/she nears the goal.	Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to her/him.
S2.M5 Reducing space using denial	Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass.	Reduces open space by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection.	Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection.
S2.M6 Transitions	Transitions from offense to defense or defense or offense by recovering quickly.	Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates.	Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage.
Games and sports: Net/wall games			
S2.M7 Creating space through variation	Creates open space in net/wall games with a short-handled implement by varying force and direction.	Creates open space in net/wall games with a long-handled implement by varying force and direction, and by moving opponent from side to side.	Creates open space in net/wall games with either a long-or-short-handled implement by varying force or direction or by moving opponent from side to side and/or forward and back.
S2.M8 Using tactics and shots	Reduces offensive options for opponents by returning to midcourt position.	Selects offensive shot based on opponent's location (hit where opponent is not).	Varies placement, force and timing of return to prevent anticipation by opponent.

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Games and sports: Target games			
S2.M9 Shot selection	Selects appropriate shot and/or club based on location of the object in relation to the target.	Varies the speed and/or trajectory of the shot based on location of the object in relation to the target.	Varies the speed, force and trajectory of the shot based on location of the object in relation to the target.
Games and sports: Fielding/striking games			
S2.M10 Offensive strategies	Identifies open spaces and attempts to strike object into that space.	Uses a variety of shots (e.g., slap and run, bunt, line drive, high arc) to hit to open space.	Identifies sacrifice situations and attempt to advance a teammate.
S2.M11 Reducing space	Identifies the correct defensive play based on the situation (e.g., number of outs).	Selects the correct defensive play based on the situation (e.g., number of outs).	Reduces open spaces in the field by working with teammates to maximize coverage.
Individual-performance activities, dance and rhythms			
S2.M12 Movement concepts	Varies application of force during dance or gymnastic activities.	Identifies and applies Newton's Laws of Motion to various dance or movement activities.	Describes and applies mechanical advantage(s) for a variety of movement patterns.
Outdoor pursuits			
S2.M13 Movement concepts	Makes appropriate decisions, based on the weather, level of difficulty due to conditions or ability to ensure safety of self and others.	Analyzes the situation and makes adjustments to ensure the safety of self and others.	Implements safe protocols in self-selected outdoor pursuits .
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Standard 3			
Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.			
Physical activity knowledge			
S3.M1	Describes how being physically active leads to a healthy body.	Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.	Identifies the five components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition) and explains the connections between fitness and overall physical and mental health.

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Engages in physical activity			
S3.M2	Participates in self-selected physical activity outside of physical education class.	Participates in physical activity twice a week outside of physical education class.	Participates in physical activity three times a week outside of physical education class.
S3.M3	Participates in a variety of aerobic fitness activities (e.g., cardio-kick, step aerobics and aerobic dance).	Participates in a variety of strength- and endurance-fitness activities (e.g., Pilates, resistance training, body weight training and light free-weight training).	Participates in a variety of self-selected aerobic/strength and endurance fitness activities outside of school,(e.g., body weight, resistance training, walking, jogging, biking, skating, dance and swimming).
S3.M4	Participates in a variety of aerobic fitness activities with or without technology, (e.g., Dance, Dance Revolution or Wii-Fit).	Participates in a variety of strength-and endurance-fitness activities, with or without technology (e.g., weight or resistance training).	Plans, implements, and participates in cross-training to include aerobic, strength, endurance and flexibility training with or without technology.
S3.M5	Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities.	Participates in a variety of lifetime dual or individual sports, martial arts or aquatic activities.	Participates in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day.
Fitness knowledge			
S3.M6	Participates in moderate to vigorous physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day.	Participates in moderate to vigorous muscle- and bone-strengthening physical activity at least three times a week.	Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day at least five times a week.
S3.M7	Identifies the components of skill-related fitness.	Distinguishes between health-related and skill-related fitness.	Compare and contrasts health-related fitness components.
S3.M8	Set and monitors a self-selected physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level.	Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.	Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.
S3.M9	Employs correct techniques and methods of stretching.	Describes and demonstrates the difference between dynamic and static stretches.	Describes, demonstrates, and employs a variety of appropriate static-stretching techniques for all major muscle groups.

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S3.M10	Differentiates between aerobic and anaerobic capacity and between muscular strength and endurance.	Describes the role of exercise and nutrition in weight management.	Describes the role of flexibility in injury prevention.
S3.M11	Identifies each of the components of the overload principle (FITT Formula: frequency, intensity, time and type) for different types of physical activity (aerobic, muscular fitness, and flexibility).	Describes the overload principle (FITT Formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness.	Uses the overload principle (FITT Formula) in preparing a personal workout.
S3.M12	Describes the role of warm-ups and cool-downs before and after physical activity.	Designs a warm-up/cool-down regimen for a self-selected physical activity.	Designs and implements a warm-up/cool-down regimen for a self-selected physical activity.
S3.M13	Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale.	Defines how the RPE Scale can be used to determine the perception of the work effort or intensity of exercise.	Defines how the RPE Scale can be used to adjust workout intensity during physical activity.
S3.M14	Identifies major muscles used in selected physical activities.	Describes how muscles pull on bones to create movement in pairs by relaxing and contracting.	Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity.
Assessment and program planning			
S3.M15	Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment.	Designs and implements a program of remediation for two areas of weakness based on the results of health-related fitness assessment.	Designs and implements a program of remediation for three areas of weakness based on the results of health-related fitness assessment.
S3.M16	Maintains a physical activity log for at least two weeks and reflects on activity levels as documented in the log.	Maintains a physical activity and nutrition log for at least two weeks and reflects on activity levels and nutrition as documented in the log.	Designs and implements a program to improve levels of health-related fitness and nutrition.

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Nutrition			
S3.M17	Identifies foods within each of the basic food groups and selects appropriate servings and portions for her/his age and physical activity levels.	Develops strategies for balancing healthy food, snacks and water intake, along with daily physical activity.	Describes the relationship between poor nutrition and health risk factors.
Stress Management			
S3.M18	Identifies positive and negative results of stress and appropriate ways of dealing with each.	Practices strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise.	Demonstrates basic movements used in other stress-reducing activities, such as yoga and tai chi.
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Standard 4			
Exhibits responsible personal and social behavior that respects self and others.			
Personal responsibility			
S4.M1	Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors.	Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates.	Accepts responsibility for improving one's own levels of physical activity, fitness, and emotional and social wellbeing.
S4.M2	Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.	Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.	Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.
Accepting/providing feedback			
S4.M3	Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.	Provides corrective feedback to a peer using teacher-generated guidelines and incorporating appropriate tone and other communication skills.	Provides encouragement and feedback to peers without prompting from the teacher.

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Working with others			
S4.M4	Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.	Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.	Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.
S4.M5	Cooperates with a small group of classmates during adventure activities, game play, or team-building activities.	Problem solves with a small group of classmates during adventure activities, small-group initiatives, or game play.	Cooperates with multiple classmates on problem-solving initiatives, including adventure activities, large-group initiative, and game play.
Rules and etiquette			
S4.M6	Identifies the rules and etiquette for physical activities, games, and dance activities.	Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance.	Applies rules and etiquette by acting as an official for modified physical activities, games and/or creating dance routines within a given set of parameters.
Safety			
S4.M7	Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance.	Independently uses physical activity and exercise equipment appropriately and safely.	Independently uses physical activity and fitness equipment appropriately and identifies specific safety concerns associated with the activity.

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Standard 5			
Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.			
Health			
S5.M1	Describes how being physically active leads to a healthy body.	Identifies different types of physical activities and describes how each exerts a positive impact on health.	Identifies the five components of health-related fitness and (muscular strength, muscular endurance, flexibility, cardiovascular endurance, and body composition) explains the connections between fitness and overall physical and mental health.
S5.M2	Identifies components of physical activity that provide opportunities for reducing stress and for social interaction.	Identifies positive mental and emotional aspects of participating in a variety of physical activities.	Analyzes the empowering consequences of being physically active.
Challenge			
S5.M3	Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help and/or feedback or modifying the tasks.	Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge.	Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.

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Self-expression and enjoyment			
S5.M4	Describes how moving competently in a physical activity setting creates enjoyment.	Identifies why self-selected physical activities create enjoyment.	Discusses how enjoyment could be increased in self-selected physical activities.
S5.M5	Identifies how self-expression and physical activity are related.	Explains the relationship between self-expression and lifelong enjoyment through physical activity.	Identifies and participates in an enjoyable activity that prompts individual self-expression.
Social Interaction			
S5.M6	Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity.	Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.	Demonstrates respect for self by asking for help and helping others in various physical activities.