

## PART 17. HEALTH/SAFETY EDUCATION

### **210:15-3-143. Health and safety education**

(a) **Goal of health and safety education.** The overarching goal of school health education in Oklahoma is to ensure that school aged youth become health-literate individuals who possess the skills, knowledge, and dispositions to lead healthy, active lives. An effective health education program offers all students the opportunity to gain the needed skillfulness, knowledge, and dispositions toward healthy lifestyles. It is the responsibility of schools to provide opportunities for all students to become competent, literate, and enthusiastic learners, in ways that make health class a highly desired, enjoyable, and worthwhile experience. Students who participate in effective health education programs receive a variety of benefits in the areas of decision making, goal setting, and knowledge so they can develop essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors.

(b) **Format of the standards.** The health education content standards and respective grade level-specific performance outcomes presented in the standards provide the expectations that school programs and services will set for all Oklahoma students. The eight health education standards provide a framework for physical educators across Oklahoma to ensure school aged students become physically literate. Each standard includes two (2) or more specific objectives for each of the following grade ranges: Grades PreK-2, Grades 3-5, Grades 6-8, and Grades 9-12. The standards are designed to articulate specifically what students should know or be able to do in support of each standard by the conclusion of each grade span.

### **210:15-3-143.1. Standard One: Comprehending Concepts in Health Promotion and Disease Prevention**

(a) **Statement of the standard.** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

(b) **Standard One objectives for Grades PreK-2.** The following objectives apply for students in Pre-Kindergarten through Grade 2:

- (1) **Objective 1.** Identify that healthy behaviors affect personal health (e.g., healthy eating, adequate sleep, physical activity, positive peer interactions).
- (2) **Objective 2.** Recognize that there are multiple dimensions of health (e.g., physical, emotional, social, environmental).
- (3) **Objective 3.** Describe ways to prevent communicable diseases.
- (4) **Objective 4.** List ways to prevent common childhood injuries.
- (5) **Objective 5.** Describe why it is important to seek health care.
- (6) **Objective 6. Mental Health and Wellness.** Identify healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.
- (7) **Objective 7. Mental Health and Wellness.** Explain the relationship between feelings and behavior.
- (8) **Objective 8. Mental Health and Wellness.** Explain the importance of respecting the boundaries of others.

(c) **Standard One objectives for Grades 3-5.** The following objectives apply for students in Grade 3 through Grade 5:

- (1) **Objective 1.** Describe the relationship between healthy behaviors and personal health.

(2) **Objective 2.** Identify examples of emotional, intellectual, physical, and social health (e.g., relationship between feelings and behaviors, appropriate ways to express and deal with emotions, identifying characteristics of healthy relationships and self-control, developing healthy study skills).

(3) **Objective 3.** Describe ways in which a safe and healthy school and community environment can promote personal health (e.g., safe playgrounds, tobacco free schools and communities, and bully free zones).

(4) **Objective 4.** Describe when it is important to seek health care (e.g., for routine visits, when injured or sick, or for emotional health reasons).

(5) **Objective 5. Mental Health and Wellness.** Describe healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.

(6) **Objective 6. Mental Health and Wellness.** Identify and explain characteristics of a mentally and emotionally healthy person.

(7) **Objective 7. Mental Health and Wellness.** Identify feelings of worry, sadness, and hopelessness and determine when to seek help with coping skills.

(d) **Standard One objectives for Grades 6-8.** The following objectives apply for students in Grade 6 through Grade 8:

(1) **Objective 1.** Analyze the relationship between healthy behaviors and personal health.

(2) **Objective 2.** Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

(3) **Objective 3.** Analyze how the environment affects personal health.

(4) **Objective 4.** Describe how family history can affect personal health (e.g., genetics and/or family behavior patterns).

(5) **Objective 5.** Describe ways to reduce or prevent injuries and other adolescent health problems.

(6) **Objective 6.** Explain how appropriate health care can promote personal health.

(7) **Objective 7.** Describe the benefits of and barriers to practicing healthy behaviors.

(8) **Objective 8.** Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

(9) **Objective 9.** Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

(10) **Objective 10. Mental Health and Wellness.** Analyze healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.

(11) **Objective 11. Mental Health and Wellness.** Explain the interrelationship of physical, mental, emotional, and social health.

(12) **Objective 12. Mental Health and Wellness.** Explain the causes, symptoms, and effects of stress, depression, and anxiety and examine coping skills.

(e) **Standard One objectives for Grades 9-12.** The following objectives apply for students in Grade 9 through Grade 12:

(1) **Objective 1.** Predict how healthy behaviors can affect health status.

(2) **Objective 2.** Describe the interrelationships of emotional, intellectual, physical, and social health.

(3) **Objective 3.** Analyze how environment and personal health are interrelated.

(4) **Objective 4.** Analyze how genetics and family history can impact personal health.

- (5) **Objective 5.** Propose ways to reduce or prevent injuries and health problems.
- (6) **Objective 6.** Analyze the relationship between access to health care and health status.
- (7) **Objective 7.** Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
- (8) **Objective 8.** Analyze personal susceptibility to injury, illness or death if engaging in unhealthy behaviors.
- (9) **Objective 9.** Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.
- (10) **Objective 10. Mental Health and Wellness.** Explain how feelings, emotions, and trauma can positively and negatively influence behavior.
- (11) **Objective 11. Mental Health and Wellness.** Analyze the interrelationship of physical, mental, emotional, and social health.
- (12) **Objective 12. Mental Health and Wellness.** Analyze the causes, symptoms, and effects of stress, depression, and anxiety and practice coping skills.

**210:15-3-143.2. Standard Two: Analyzing Influences on Health Behaviors**

- (a) **Statement of the standard.** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- (b) **Standard Two objectives for Grades PreK-2.** The following objectives apply for students in Pre-Kindergarten through Grade 2:
  - (1) **Objective 1.** Identify how the family influences personal health practices and behaviors.
  - (2) **Objective 2.** Identify what the school can do to support personal health practices and behaviors.
  - (3) **Objective 3.** Describe how the media can influence health behaviors.
- (c) **Standard Two objectives for Grades 3-5.** The following objectives apply for students in Grade 3 through Grade 5:
  - (1) **Objective 1.** Describe how the family influences personal health practices and behaviors.
  - (2) **Objective 2.** Identify the influence of culture on health practices and behaviors (e.g., culture may include geography, race, ethnicity, gender, age, society).
  - (3) **Objective 3.** Identify how peers can influence healthy and unhealthy behaviors.
  - (4) **Objective 4.** Describe how the school and community can support personal health practices and behaviors.
  - (5) **Objective 5.** Explain how media influences thoughts, feelings, and health behaviors.
  - (6) **Objective 6.** Describe ways that technology can influence personal health.
- (d) **Standard Two objectives for Grades 6-8.** The following objectives apply for students in Grade 6 through Grade 8:
  - (1) **Objective 1.** Examine how the family influences the health of adolescents.
  - (2) **Objective 2.** Describe the influence of culture on health beliefs, practices and behaviors.
  - (3) **Objective 3.** Describe how peers influence healthy and unhealthy

behaviors.

(4) **Objective 4.** Analyze how the school and community can affect personal health practices and behaviors (e.g., tobacco free, healthy food access, safe bike routes, walking, school buses, etc.).

(5) **Objective 5.** Analyze how messages from media influence health behaviors.

(6) **Objective 6.** Analyze the influence of technology on personal and family health.

(7) **Objective 7.** Explain how the perceptions of norms influence healthy and unhealthy behaviors.

(8) **Objective 8.** Explain the influence of personal values and beliefs on individual health practices and behaviors.

(9) **Objective 9.** Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

(10) **Objective 10.** Explain how school and public health policies can influence health promotion and disease prevention.

(e) **Standard Two objectives for Grades 9-12.** The following objectives apply for students in Grade 9 through Grade 12:

(1) **Objective 1.** Analyze how family influences the health of individuals.

(2) **Objective 2.** Analyze how culture supports and challenges health beliefs, practices, and behaviors.

(3) **Objective 3.** Analyze how peers influence healthy and unhealthy behaviors.

(4) **Objective 4.** Evaluate how the school and community can impact personal health practice and behaviors.

(5) **Objective 5.** Evaluate the effect of media on personal and family health.

(6) **Objective 6.** Evaluate the impact of technology on personal, family, and community health.

(7) **Objective 7.** Analyze how the perceptions of norms influence healthy and unhealthy behaviors.

(8) **Objective 8.** Analyze the influence of personal values and beliefs on individual health practices and behaviors.

(9) **Objective 9.** Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

(10) **Objective 10.** Analyze how public health policies and government regulations can influence health promotion and disease prevention.

### **210:15-3-143.3. Standard Three: Accessing Valid Information to Enhance Health**

(a) **Statement of the standard.** Students will demonstrate the ability to access valid information, products, and services to enhance health.

(b) **Standard Three objectives for Grades PreK-2.** The following objectives apply for students in Pre-Kindergarten through Grade 2:

(1) **Objective 1.** Identify trusted adults and professionals who can help promote health.

(2) **Objective 2.** Identify ways to locate school and community health helpers.

(c) **Standard Three objectives for Grades 3-5.** The following objectives apply for students in Grade 3 through Grade 5:

(1) **Objective 1.** Identify characteristics of valid health information, products, and services (e.g., reliable, dependable, appropriate, accurate, or

trustworthy).

(2) **Objective 2.** Locate resources from home, school, and community that provide valid health information.

(d) **Standard Three objectives for Grades 6-8.** The following objectives apply for students in Grade 6 through Grade 8:

(1) **Objective 1.** Analyze the validity of health information, products, and services.

(2) **Objective 2.** Access valid health information from home, school, and community.

(3) **Objective 3.** Determine the accessibility of products that enhance health.

(4) **Objective 4.** Describe situations that may require professional health services.

(5) **Objective 5.** Locate valid and reliable health products and services.

(e) **Standard Three objectives for Grades 9-12.** The following objectives apply for students in Grade 9 through Grade 12:

(1) **Objective 1.** Evaluate the validity of health information, products, and services.

(2) **Objective 2.** Use resources from home, school, and community that provide valid health information.

(3) **Objective 3.** Determine the accessibility of products and services that enhance health.

(4) **Objective 4.** Determine when professional health services may be required.

(5) **Objective 5.** Access valid and reliable health products and services.

#### **210:15-3-143.4. Standard Four: Using Communication Skills to Enhance Health and Reduce Risks**

(a) **Statement of the standard.** Students will demonstrate the ability to use interpersonal communication skills enhance health and avoid or reduce health risks.

(b) **Standard Four objectives for Grades PreK-2.** The following objectives apply for students in Pre-Kindergarten through Grade 2:

(1) **Objective 1.** Demonstrate healthy ways to express needs, wants, and feelings.

(2) **Objective 2.** Demonstrate listening skills to enhance health.

(3) **Objective 3.** Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.

(4) **Objective 4.** Demonstrate ways to tell a trusted adult when in an unwanted, threatening, or dangerous situation.

(c) **Standard Four objectives for Grades 3-5.** The following objectives apply for students in Grade 3 through Grade 5:

(1) **Objective 1.** Demonstrate effective verbal and non-verbal communication skills to enhance health.

(2) **Objective 2.** Demonstrate refusal skills to avoid or reduce health risks.

(3) **Objective 3.** Demonstrate non-violent strategies to manage or resolve conflict.

(4) **Objective 4.** Demonstrate how to ask for assistance to enhance personal health.

(d) **Standard Four objectives for Grades 6-8.** The following objectives apply for students in Grade 6 through Grade 8:

(1) **Objective 1.** Apply effective verbal and non-verbal communication skills to enhance health.

(2) **Objective 2.** Demonstrate refusal and negotiation skills to avoid or reduce health risks.

(3) **Objective 3.** Demonstrate effective conflict management or resolution strategies.

(4) **Objective 4.** Demonstrate how to ask for assistance to enhance the health of self and others.

(e) **Standard Four objectives for Grades 9-12.** The following objectives apply for students in Grade 9 through Grade 12:

(1) **Objective 1.** Utilize skills for communicating effectively with family, peers, and others to enhance health.

(2) **Objective 2.** Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

(3) **Objective 3.** Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

(4) **Objective 4.** Demonstrate how to ask for and offer assistance to enhance the health of self and others.

### **210:15-3-143.5. Standard Five: Using Decision-Making Skills to Enhance Health**

(a) **Statement of the standard.** Students will demonstrate the ability to use decision-making skills to enhance health.

(b) **Standard Five objectives for Grades PreK-2.** The following objectives apply for students in Pre-Kindergarten through Grade 2:

(1) **Objective 1.** Identify situations when a health-related decision is needed (e.g., dealing with interpersonal conflict, managing anger, nutrition, safety, hygiene).

(2) **Objective 2.** Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

(c) **Standard Five objectives for Grades 3-5.** The following objectives apply for students in Grade 3 through Grade 5:

(1) **Objective 1.** Identify health-related situations that might require a decision.

(2) **Objective 2.** Analyze when assistance is needed when making a health-related decision.

(3) **Objective 3.** List healthy options to health-related issues or problems.

(4) **Objective 4.** Predict the potential outcomes of each option when making a health-related decision.

(5) **Objective 5.** Choose a healthy option when making a decision.

(6) **Objective 6.** Describe the outcomes of a health-related decision.

(d) **Standard Five objectives for Grades 6-8.** The following objectives apply for students in Grade 6 through Grade 8:

(1) **Objective 1.** Identify circumstances that can help or hinder healthy decision-making.

(2) **Objective 2.** Determine when health-related situations require the application of decision-making skills.

(3) **Objective 3.** Distinguish when individual or collaborative decision-making is appropriate.

(4) **Objective 4.** Distinguish between healthy and unhealthy alternatives of health-related decisions.

(5) **Objective 5.** Predict the potential short-term impact of healthy and unhealthy alternatives to a health-related decision.

- (6) **Objective 6.** Choose healthy alternatives over unhealthy alternatives when making a decision.
- (7) **Objective 7.** Analyze the outcomes of health-related decisions.
- (e) **Standard Five objectives for Grades 9-12.** The following objectives apply for students in Grade 9 through Grade 12:
  - (1) **Objective 1.** Examine barriers that can hinder healthy decision-making.
  - (2) **Objective 2.** Determine the value of applying decision-making skills in health-related situations.
  - (3) **Objective 3.** Justify when individual or collaborative decision-making is appropriate.
  - (4) **Objective 4.** Generate alternatives to health-related issues or problems.
  - (5) **Objective 5.** Predict the potential short and long-term impact of healthy and unhealthy alternatives to self and others.
  - (6) **Objective 6.** Defend the healthy choice when making decisions.
  - (7) **Objective 7.** Evaluate the effectiveness of health-related decisions.

**210:15-3-143.6. Standard Six: Using Goal-Setting Skills to Enhance Health and Reduce Risks**

- (a) **Statement of the standard.** Students will demonstrate the ability to use goal-setting skills to enhance health.
- (b) **Standard Six objectives for Grades PreK-2.** The following objectives apply for students in Pre-Kindergarten through Grade 2:
  - (1) **Objective 1.** Identify a short-term personal health goal and take action toward achieving the goal.
  - (2) **Objective 2.** Identify who can help when assistance is needed to achieve a personal health goal.
- (c) **Standard Six objectives for Grades 3-5.** The following objectives apply for students in Grade 3 through Grade 5:
  - (1) **Objective 1.** Identify a personal health goal and track progress toward its achievement.
  - (2) **Objective 2.** Identify resources to assist in achieving a personal health goal.
- (d) **Standard Six objectives for Grades 6-8.** The following objectives apply for students in Grade 6 through Grade 8:
  - (1) **Objective 1.** Assess personal health practices.
  - (2) **Objective 2.** Develop a goal to adopt, maintain, or improve a personal health practice.
  - (3) **Objective 3.** Apply strategies and skills needed to attain a personal health goal.
  - (4) **Objective 4.** Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.
- (e) **Standard Six objectives for Grades 9-12.** The following objectives apply for students in Grade 9 through Grade 12:
  - (1) **Objective 1.** Assess personal health practices and overall health status.
  - (2) **Objective 2.** Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
  - (3) **Objective 3.** Implement strategies and monitor progress in achieving a personal health goal.
  - (4) **Objective 4.** Formulate an effective long-term personal health plan.

**210:15-3-143.7. Standard Seven: Practicing Health-Enhancing Behaviors and Reducing Risks**

- (a) **Statement of the standard.** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- (b) **Standard Seven objectives for Grades PreK-2.** The following objectives apply for students in Pre-Kindergarten through Grade 2:
- (1) **Objective 1.** Demonstrate healthy practices and behaviors to maintain or improve personal health.
  - (2) **Objective 2.** Demonstrate behaviors that avoid or reduce health risks.
- (c) **Standard Seven objectives for Grades 3-5.** The following objectives apply for students in Grade 3 through Grade 5:
- (1) **Objective 1.** Identify responsible personal health behaviors.
  - (2) **Objective 2.** Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
  - (3) **Objective 3.** Demonstrate a variety of behaviors that avoid or reduce health risks.
- (d) **Standard Seven objectives for Grades 6-8.** The following objectives apply for students in Grade 6 through Grade 8:
- (1) **Objective 1.** Explain the importance of assuming responsibility for personal health behaviors.
  - (2) **Objective 2.** Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
  - (3) **Objective 3.** Demonstrate behaviors that avoid or reduce health risks to self and others.
- (e) **Standard Seven objectives for Grades 9-12.** The following objectives apply for students in Grade 9 through Grade 12:
- (1) **Objective 1.** Analyze the role of individual responsibility in enhancing health.
  - (2) **Objective 2.** Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
  - (3) **Objective 3.** Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.

**210:15-3-143.8. Standard Eight: Advocating for Personal, Family, and Community Health**

- (a) **Statement of the standard.** Students will demonstrate the ability to advocate for personal, family, and community health.
- (b) **Standard Eight objectives for Grades PreK-2.** The following objectives apply for students in Pre-Kindergarten through Grade 2:
- (1) **Objective 1.** Make requests to promote personal health (e.g., requesting healthy foods and drinks, avoiding second hand smoke, use of personal safety equipment, proper hygiene).
  - (2) **Objective 2.** Encourage peers to make positive health choices.
- (c) **Standard Eight objectives for Grades 3-5.** The following objectives apply for students in Grade 3 through Grade 5:
- (1) **Objective 1.** Express opinions and give accurate information about health issues.
  - (2) **Objective 2.** Encourage others to make positive health choices.
- (d) **Standard Eight objectives for Grades 6-8.** The following objectives apply for students in Grade 6 through Grade 8:
- (1) **Objective 1.** State a health enhancing position on a topic and support it with accurate information.
  - (2) **Objective 2.** Demonstrate how to influence and support others to make positive health choices.

(3) **Objective 3.** Work cooperatively to advocate for healthy individuals, families, and schools.

(4) **Objective 4.** Identify ways that health messages and communication techniques can be altered for different audiences.

(e) **Standard Eight objectives for Grades 9-12.** The following objectives apply for students in Grade 9 through Grade 12:

(1) **Objective 1.** Utilize current peer and societal norms to formulate an accurate health-enhancing message.

(2) **Objective 2.** Demonstrate how to influence and support others to make positive health choices.

(3) **Objective 3.** Work cooperatively as an advocate for improving personal, family, and community health.

(4) **Objective 4.** Adapt health messages and communication techniques to a specific target audience.

## PART 19. PHYSICAL EDUCATION

### 210:15-3-163. Physical education

(a) **Goal of physical education.** The overarching goal of school physical education in Oklahoma is to ensure that school aged youth become physically literate individuals who possess the skills, knowledge, and dispositions to lead physically active lives. The physical education content standards and respective grade level- specific performance outcomes presented here provide the expectations that school programs and services will set for all Oklahoma students. An effective physical education program offers all students the opportunity to gain the needed skillfulness, knowledge, and dispositions toward physically active lifestyles. It is the responsibility of schools to provide opportunities for all students to become competent, literate, and enthusiastic movers, in ways that make physical activity a highly desired, enjoyable, and worthwhile experience. Students who participate in effective physical education programs receive a variety of benefits in the areas of movement skills, physical conditioning, and knowledge, so they can develop strategies and tactics to lead a physically active lifestyle.

(b) **Format of the standards.** The five physical education standards provide a framework for schools and physical educators across Oklahoma to develop an aligned physical education curriculum to ensure school aged students become physically literate. Grade-level objectives are provided for each standard, organized under the major concepts associated with the standard. For grades nine (9) through twelve (12), the standards are organized under Level 1 and Level 2 objectives rather than by specific grade level.

### 210:15-3-164. Definitions

The following words and terms, when used in this Part, shall have the following meaning, unless the context clearly indicates otherwise:

"**Accuracy**" means eighty percent (80%) successful performance or above; "reasonable accuracy" means sixty percent (60%) successful performance or above.

Scores in the range of sixty percent (60%) to seventy-nine percent (79%) are considered reasonably accurate.

"**Affective domain**" means the domain in which the focus is on personal-social development, attitudes, values, feelings, motivations, and emotions. In the revised Bloom's taxonomy (Anderson et al., 2005), affective behaviors include receiving (willing to listen and hear), responding (willing to participate actively), valuing (willing to be involved, accept, and commit), organizing (willing to advocate and synthesize), and characterization (willing to change behavior, revise judgments, and cooperate).

"**Analytic rubric**" means an assessment and instructional tool that divides assignments or tasks into independent component parts with criterion behaviors defined for each part and across levels of the rubric. Each part is evaluated separately across levels, and learners receive feedback for each component part of the assignment or task. The assessment occurs on a continuum defined by criterion behaviors unique to each component.

"**Applying**" means learners can demonstrate the critical elements of the motor skills or knowledge components of the grade-level outcomes in a variety of physical activity environments.

"**Aquatics**" means water-based activities that might include, but not be limited to: swimming, diving, synchronized swimming, and water polo.

"**Checklist**" means an assessment and instructional tool that evaluates

whether individual performance criteria are present or absent. It consists of a list of criterion behaviors, and evaluators simply determine yes, the criterion behavior is present, or no, the criterion behavior is not present. This type of assessment does not attempt to determine the quality of the response.

**"Closed skills"** means skills performed in a nondynamic environment that is constant, predictable, or stationary. The goal for performance is to produce movements or skills that are consistent and accurate because the environmental context is nondynamic, stable, and unchanging. Examples include performance sports such as gymnastics or diving, and target games such as darts and archery. See "Nondynamic environment".

**"Cognitive domain"** means the domain in which the focus is on knowledge and information (facts and concepts), with an emphasis on the understanding and application of knowledge and information through higher-order thinking skills. The revised Bloom's taxonomy (Anderson et. Al, 2005) identifies six levels of intellectual behaviors (remembering, understanding, applying, analyzing, evaluating, and creating), with increasing complexity at each level.

**"Competency"** means sufficient ability, skill, and knowledge to meet the demands of a specific task or activity. In this Part, competency is defined as the ability for individuals to participate at the recreational level with skill and ability in self-selected activities.

**"Competitive advantage"** means the advantage gained in a game situation when one team, either on offense or defense, has more players than the other team. For example, when two offensive players are against one defender, the team with two players has a competitive (offensive) advantage. If two offensive players face three defenders, the defensive has a competitive advantage.

**"Content standard"** means a statement that clearly describes the content that should be taught and learned during the PreK-Grade 12 years, grade by grade. Content standards articulate an essential core of knowledge and skills that students should master. Standards clarify what students are expected to know and be able to do at various points in their PreK-Grade 12 academic career.

**"Contextual interference effect"** means certain conditions (e.g., varying practice tasks) that depress performance during practice but actually produce higher levels of learning and retention.

**"Criterion-referenced performance standards"** means a type of assessment tool that compares learners' performance with a predetermined standard or set of criteria. Criteria are defined clearly, are delineated, and are task-specific.

**"Critical elements"** means the key components of a motor skill that can be observed, the sum of which result in movement efficiency.

**"Dance and rhythmic activities"** means activities that focus on dance or rhythms. Dance and rhythmic activities might include, but are not limited to, dance forms such as creative movement, ballet, modern, ethnic or folk, cultural, hip hop, Latin, line, ballroom, social, and square. Rhythmic activities for early elementary focus on recognizing and moving to rhythm. Rhythmic manipulative activities for elementary include, but are not limited to, lummi sticks, tinikling, Chinese ribbons, and ball gymnastics.

**"Deliberate practice"** means a highly structured activity, the explicit goal of which is to improve performance. Specific tasks are invented to overcome weaknesses, and performance is carefully monitored to provide cues for ways to improve further. Deliberate practice is purposeful and requires concentration on the part of the learner.

**"Differentiated instruction"** means that teachers vary instruction to

address the needs of students and their various levels of skill or knowledge. Teachers differentiate instruction by modifying the learning environment (e.g., tiered learning activities), providing choices on equipment (e.g., increasing or decreasing the length of a racket), providing choices on the process (e.g., participate in modified game play or continue to practice), modifying practice (e.g., work alone or in a group), and facilitating self-directed activities (e.g., developing and implementing an individualized physical activity program).

**"Dynamic environments"** means skills are performed in an environment that is dynamic, unpredictable, and in motion ("open skills"). The goal for performers is to adapt movements in response to the dynamic and ever-changing environment. Examples include invasion games such as ultimate and soccer and net/wall games such as volleyball and tennis.

**"Educational gymnastics"** means gymnastics that focus on children challenging themselves to maneuver their bodies effectively against the force of gravity. The skills of balancing and transferring weight form the foundation of educational gymnastics. Educational gymnastics centers on challenges appropriate for each child at his or her skill level, as contrasted with Olympic gymnastics, which centers on defined stunts performed the same way by all students.

**"Emerging"** means learners participate in deliberate practice tasks that will lead to skill and knowledge acquisition. Learners are in the beginning stages of acquiring motor skills and knowledge. Mastery of the skills and knowledge is emerging through deliberate practice tasks and, at this stage, learners are developing competency.

**"Etiquette"** means expectations regarding behavior and social norms associated with specific games or activities; rules of behavior that define and provide parameters for appropriate participation in the activity or game.

**"Fielding/striking games"** means games in which teams occupy positions throughout the space (field) and the other team tries to score by batting or striking an object into open space in the field, providing enough time for the hitter to run between bases (or wickets). Examples include baseball, softball, and cricket.

Strategies and tactics include effective placement of field players so that they can prevent scoring (defending team) and batting and striking the object with appropriate power to open spaces in the field (offensive team). Fielding decisions are based on the fielders' position and game situation, such as offensive runners' positions, outs, and score.

**"Fitness activities"** means activities with a focus on improving or maintaining fitness that might include yoga, Pilates, resistance training, spinning, running, fitness walking, fitness swimming, kickboxing, cardio-kick, Zumba, and exergaming.

**"FITT"** means frequency, intensity, time, and type, which are variables that are manipulated to create an overload.

**"Fundamental motor skills"** means the locomotor, nonlocomotor or stability, and manipulative skills that provide the foundation for the more complex and sport-specific movement patterns used in games and sports.

**"Games and sports"** means the following game categories: invasion, net/wall, target, and fielding/striking.

**"Grid activities"** means activities using grids, squares or rectangles in which learners participate in modified game play using predetermined tactics or skills. For example, learners could practice such skills as give and go with a partner within a grid. The passer passes (gives) to a receiver and moves to another portion of the grid (goes) to receive a return pass. The sequence of passing (give) and moving to a new space on the grid (go) would be repeated for a predetermined

amount of time (e.g., 45 seconds) with partners tracking the number of completed passes. Grids can vary in many ways, including size and shape, number of players within the grid, and with or without defensive pressure.

**"Holistic rubric"** or **"Holistic rating scale"** means an assessment and instructional tool that assigns a level of performance based on multiple criteria and evaluates the performance based on multiple criteria, and evaluates the performance as a whole. Learners must demonstrate all the identified criterion behaviors at a particular level for evaluators to determine whether the level has been achieved. Like all rubrics, holistic rubrics must define at least two levels.

**"Individual-performance activities"** means activities involving individual rather than team performance, and might include: gymnastics, figure skating, track and field, multisport events, in-line skating, wrestling, self-defense, and skateboarding.

**"Invasion games"** means games in which teams score by moving a ball (or a projectile) into another team's territory and either shooting into a fixed target (a goal or a basket) or moving the projectile across an open-ended target (line). To prevent scoring, one team must stop the other from bringing the ball into its territory and attempting to score. Strategies and tactics include using teammates to open space on offense (with or without the ball) and reduce space on defense. Decision making for offense includes when to pass, carry the ball, shoot, and move to create open space. Defenders must decide which players to cover and when to move to reduce space. Examples are basketball, ultimate, and soccer.

**"Inverted position"** means balances and transfers of weight in educational gymnastics in which the head is lower than the hips.

**"Jab step"** means an offensive skill executed by stepping sharply with one foot toward an opponent to cause the opponent to hesitate or go backward, thereby creating space for the offensive player.

**"Knowledge of performance"** means feedback based on the process and quality of the movement. The feedback is based on movement efficiency, timing, and rhythm of the movement pattern. Feedback is provided on specific critical elements of the movement.

**"Knowledge of results"** means feedback based on the outcome (product) of the movement that occurs after the action is completed (e.g., basket made or missed). Results indicate the degree of the success of the movement based on the environmental goal of the movement.

**"Level 1 outcomes"** means high school level outcomes reflecting the minimum knowledge and skills that students must acquire and attain by graduation to be college- or career-ready.

**"Level 2 outcomes"** means high school level outcomes that build on Level 1 competencies by augmenting knowledge and skills considered desirable for college or career readiness.

**"Lifetime activities"** means activities that are suitable for participation across the life span and that one can undertake alone or with a partner as opposed to a team. For the purposes of this Part, lifetime activities include the categories of outdoor pursuits, selected individual-performance activities, aquatics, and net/wall and target games.

**"Locomotor skills"** means skills that consist of a group of fundamental motor skills that allow individuals to navigate through space or move their body from one point to another. These include running, galloping, hopping, skipping, jumping, leaping, and sliding.

**"Manipulative skills"** means skills that require controlling or manipulating objects, such as kicking, striking, throwing, catching, and dribbling.

**"Mature pattern"** means executing with efficiency the critical elements of the motor skills pattern in authentic environments.

**"Maturing"** means demonstrating the critical elements of the motor skills and knowledge components of the grade-level outcomes, which will continue to be refined with practice. As the environmental context varies, a maturing pattern might fluctuate, reflecting more maturity in familiar contexts and less maturity in unfamiliar (new) contexts.

**"Modified games"** means small-sided games in which the rules have been modified to emphasize the skills taught in class (e.g., creating a penalty for dribbling to emphasize teaching students to pass rather than dribble).

**"Motor patterns"** means the fundamental motor skills that provide the foundation for more complex and sport-specific movement patterns used in games and sports. The six fundamental motor skills are running, jumping and landing, kicking, throwing, catching, and striking.

**"Movement concepts"** means the application of knowledge and concepts related to skillful performance of movement and fitness activities, such as spatial awareness, effort, tactics, strategies, and principles related to movement efficiency and health-enhancing fitness.

**"MVPA"** means Moderate to Vigorous Physical Activity.

**"Net/wall games"** means games in which teams or individual players score by hitting a ball into a court space with sufficient accuracy and power so that opponents cannot hit it back before it bounces once (as in badminton or volleyball) or twice (as in tennis or racquetball). Opponents generally are separated by a net, but in some cases (squash, racquetball), they share a court and the walls are in play. Offensive strategies and tactics are based on hitting to an open space or pulling the opponent out of position. Defensive strategies are reducing open space by good court position and anticipating the opponent's shot.

**"Nondynamic environment"** means skills performed in a nondynamic environment that is constant, predictable, or stationery. The goal for performance is to produce movements or skills that are consistent and accurate because the environmental context is nondynamic, stable, and unchanging. Examples include performance sports such as gymnastics or diving and target games such as darts and archery. See "closed skills".

**"Nonlocomotor skills"** means any movement that places a premium on gaining and maintaining one's equilibrium in relation to the force of gravity. Examples include axial movements (another term sometimes used for nonlocomotor movements) as well as inverted and rolling body postures. Also known as "stability skills".

**"Norm-referenced"** means a type of assessment tool that compares learners' performance with other similar learners' performances. Learners' relative standing (rank) is based on their performance in comparison with other learners in the same age group.

**"Outcomes"** means statements that specify what learners will know or be able to do as a result of a learning activity.

**"Overload principle"** means progressively placing greater stress or demands on the body during exercise to cause the body to adapt (become more fit). This is accomplished by manipulating the frequency, intensity, time (duration), and type (FITT) of activity.

**"Player up"** or **"Player down"** means a game situation in which one team has one more (e.g., 2v1) or one fewer (e.g., 1v2) player than the other team.

**"Psychomotor domain"** means the domain in which the focus is on motor skills. It includes physical movement, coordination, and the use of the

motor-skill areas. Development of the skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution.

**"Rating scale"** means an assessment and instructional tool that is similar to a checklist but provides added information on the extent to which criterion behaviors are met. That is accomplished by a gradation of criteria across levels. Gradation of performance can be differentiated by the number of times the behavior occurs (frequency) or by descriptions of performance at each level (quality).

**"Receiving"** means the skill of collecting a pass from a teammate with the hands, feet, or body.

**"Rubric"** means an assessment and instructional tool that identifies criterion behaviors for at least two levels of performance. Each level of the rubric identifies and describes criterion behaviors that contain essential elements of the tasks along a range or continuum of performance expectations.

**"Small-sided games"** means organized games in which the number of players involved is reduced from the conventional competitive version of the sport (e.g., 2v2 basketball, 3v3 volleyball, 6v6 lacrosse).

**"Small-sided practice tasks"** means small-sided games or deliberate tasks designed to practice particular skills or tasks.

**"Striking"** means a ballistic, propulsion skill with several forms, such as sidearm, underarm or overarm, one-handed and two-handed. Common examples include batting, hitting with a racket, and serving a volleyball.

**"Target games"** means games in which players score by throwing or striking an object to a target. Accuracy is a primary focus of the activity, and competitors share no physical contact. Target games are considered opposed (e.g., croquet, shuffleboard, bocce) because opponents may block or hit another player's ball to a less-desirable position. Other target games are considered unopposed (e.g.,

golf, bowling) because opponents may not interfere with a shot. Strategies or tactics are based on movement accuracy and consistency.

**"Technology"** means software, websites, devices, and applications used in a physical education setting to enhance teaching and learning.

**"Volley"** means to strike or give impetus to an object (e.g., volley-birds, foot bags, bamboo balls, volleyballs) by using a variety of body parts (e.g., hands, arms, head, knees).

### **210:15-3-165. Standard One: Competency in a Variety of Motor Skills and Movement Patterns**

(a) **Statement of the standard.** Students will demonstrate competency in a variety of motor skills and movement patterns.

(b) **Standard One objectives for Grades PreK-K.** The following objectives apply for students in Pre-Kindergarten and Kindergarten:

(1) **Locomotor.**

(A) **Objective 1.** Performs locomotor skills (hopping, galloping, running, sliding, skipping, leaping) while maintaining balance.

(B) **Objective 2.** Developmentally appropriate/emerging outcomes for jogging and running appearing in grade two.

(C) **Objective 3.** Performs horizontal jumping and landing actions with balance.

(D) **Objective 4.** Performs vertical jumping and landing actions with balance.

(E) **Objective 5.** Performs locomotor skills in response to teacher- led creative dance.

(F) **Objective 6.** Developmentally appropriate/emerging outcomes for combinations of locomotor skills first appear in grade three.

(2) **Non-locomotor (Stability).**

(A) **Objective 1.** Maintains momentary stillness on different bases of support. Forms wide, narrow, curled, and twisted body shapes.

(B) **Objective 2.** Developmentally appropriate/emerging outcomes for weight transfer appear in grade one.

(C) **Objective 3.** Rolls sideways in a narrow body shape.

(D) **Objective 4.** Contrasts the actions of curling and stretching.

(E) **Objective 5.** Developmentally appropriate/emerging outcomes for combinations of stability skills first appear in grade two.

(F) **Objective 6.** Developmentally appropriate/emerging outcomes for balance and weight transfers first appear in grade three.

(3) **Manipulatives.**

(A) **Objective 1.** Throws underhand and overhand with opposite foot forward. For Pre-K, throws underhand and overhand without opposition.

(B) **Objective 2.** Developmentally appropriate/emerging outcomes for passing with hands first appear in grade four.

(C) **Objective 3.** Drops a ball or object and catches it before it bounces twice. Catches a large ball or object tossed by a skilled thrower.

(D) **Objective 4.** Dribbles a ball with one hand attempting second contact.

(E) **Objective 5.** Taps a ball using the inside of the foot, sending it forward.

(F) **Objective 6.** Developmentally appropriate/emerging outcomes for passing and receiving with feet first appear in grade three.

(G) **Objective 7.** Developmentally appropriate/emerging outcomes for dribbling in combinations first appear in grade four.

(H) **Objective 8.** Kicks a stationary ball from a stationary position demonstrating two of the five critical elements of mature kicking.

(I) **Objective 9.** Volleys a lightweight object (e.g., a balloon), sending it upward.

(J) **Objective 10.** Developmentally appropriate/emerging outcomes for volleying overhead first appear in grade four.

(K) **Objective 11.** Strikes a lightweight object with a paddle or short-handed racket.

(L) **Objective 12.** Developmentally appropriate/emerging outcomes for long implement striking first appear in grade two.

(M) **Objective 13.** Developmentally appropriate/emerging outcomes for combining manipulative skills with locomotor skills first appear in grade four.

(N) **Objective 14.** Executes a single jump with a self-turned rope. Jumps a long rope with teacher-assisted turning. Turns a long rope

with a mature form.

(c) **Standard One objectives for Grade 1.** The following objectives apply for students in Grade 1:

(1) **Locomotor.**

(A) **Objective 1.** Hops, gallops, jogs, and slides using a mature pattern.

(B) **Objective 2.** Developmentally appropriate/emerging outcomes for jogging and running appearing in grade two.

(C) **Objective 3.** Demonstrates two of the five critical elements for jumping and landing in a horizontal plane using two-foot takeoffs and landings.

(D) **Objective 4.** Demonstrates two of the five critical elements for jumping and landing in a vertical plane.

(E) **Objective 5.** Combines locomotor and non-locomotor skills in a teacher-designed dance.

(F) **Objective 6.** Developmentally appropriate/emerging outcomes for combinations of locomotor skills first appear in grade three.

(2) **Non-locomotor (Stability).**

(A) **Objective 1.** Maintains stillness on different bases of support with different body shapes.

(B) **Objective 2.** Transfers weight from one body part to another in self-space in dance and gymnastic environments.

(C) **Objective 3.** Rolls with either a narrow or curled body shape.

(D) **Objective 4.** Demonstrates twisting, curling, bending, and stretching actions.

(E) **Objective 5.** Developmentally appropriate/emerging outcomes for combinations of stability skills first appear in grade two.

(F) **Objective 6.** Developmentally appropriate/emerging outcomes for balance and weight transfers first appear in grade three.

(3) **Manipulatives.**

(A) **Objective 1.** Throws underhand and overhand demonstrating two of the five critical elements of a mature pattern (face target, arm back, opposition, release, follow through).

(B) **Objective 2.** Developmentally appropriate/emerging outcomes for passing with hands first appear in grade four.

(C) **Objective 3.** Catches a soft object from a self-toss before it bounces. Catches various sizes of balls or objects self-tossed or tossed by a skilled thrower.

(D) **Objective 4.** Dribbles continuously in self-space using the preferred hand.

(E) **Objective 5.** Taps or dribbles a ball using the inside of the foot while walking in general space.

(F) **Objective 6.** Developmentally appropriate/emerging outcomes for passing and receiving with feet first appear in grade three.

(G) **Objective 7.** Developmentally appropriate/emerging outcomes for dribbling in combinations first appear in grade four.

(H) **Objective 8.** Approaches a stationary ball and kicks it forward demonstrating two of the five critical elements of a mature pattern.

(I) **Objective 9.** Volleys an object with an open palm, sending it upward.

(J) **Objective 10.** Developmentally appropriate/emerging outcomes for volleying overhead first appear in grade four.

(K) **Objective 11.** Strikes a ball with a short-handled implement, sending it upwards.

(L) **Objective 12.** Developmentally appropriate/emerging outcomes for long implement striking first appear in grade two.

(M) **Objective 13.** Developmentally appropriate/emerging outcomes for combining manipulative skills with locomotor skills first appear in grade four.

(N) **Objective 14.** Jumps forward or backward consecutively using a self-turned rope. Jumps a long rope up to five times consecutively with teacher-assisted turning. Turns a long rope alone and with a partner in rhythm.

(d) **Standard One objectives for Grade 2.** The following objectives apply for students in Grade 2:

(1) **Locomotor.**

(A) **Objective 1.** Skips using a mature pattern.

(B) **Objective 2.** Runs with a mature pattern. Travels showing differentiation (pacing) between jogging and sprinting.

(C) **Objective 3.** Demonstrates four of the five critical elements for jumping and landing in a horizontal plane using a variety of one- and two-foot takeoffs and landings.

(D) **Objective 4.** Demonstrates four of the five critical elements for jumping and landing in a vertical plane.

(E) **Objective 5.** Performs a teacher and/or student-designed rhythmic activity with correct response to simple rhythms.

(F) **Objective 6.** Developmentally appropriate/emerging outcomes for combinations of locomotor skills first appear in grade three.

(2) **Non-locomotor (Stability).**

(A) **Objective 1.** Balances on different bases of support combining levels and shapes. Balances in an inverted position with stillness

and supportive base.

(B) **Objective 2.** Transfers weight from feet to different body parts/bases of support for balance and/or travel.

(C) **Objective 3.** Rolls in different directions in either a narrow or curled body shape.

(D) **Objective 4.** Differentiates among twisting, curling, bending, and stretching actions.

(E) **Objective 5.** Combines balances and transfers into a three-part sequence (e.g., dance, gymnastics).

(F) **Objective 6.** Developmentally appropriate/emerging outcomes for balance and weight transfers first appear in grade three.

(3) **Manipulatives.**

(A) **Objective 1.** Throws underhand and overhand using a mature pattern.

(B) **Objective 2.** Developmentally appropriate/emerging

- outcomes for passing with hands first appear in grade four.
- (C) **Objective 3.** Catches a self-tossed or well-thrown large ball/object with hands not trapping or cradling against the ball.
- (D) **Objective 4.** Dribbles using the preferred hand while walking in general space.
- (E) **Objective 5.** Dribbles with the feet in general space with control of ball and body.
- (F) **Objective 6.** Developmentally appropriate/emerging outcomes for passing and receiving with feet first appear in grade three.
- (G) **Objective 7.** Developmentally appropriate/emerging outcomes for dribbling in combinations first appear in grade four.
- (H) **Objective 8.** Uses a continuous running approach and kicks a moving ball demonstrating three of the five critical elements of a mature pattern.
- (I) **Objective 9.** Volleys an object upward with consecutive hits.
- (J) **Objective 10.** Developmentally appropriate/emerging outcomes for volleying overhead first appear in grade four.
- (K) **Objective 11.** Strikes an object upward with a short-handled implement using consecutive hits.
- (L) **Objective 12.** Strikes a ball off a tee or cone with a bat using correct grip and side orientation/proper body orientation.
- (M) **Objective 13.** Developmentally appropriate/emerging outcomes for combining manipulative skills with locomotor skills first appear in grade four.
- (N) **Objective 14.** Jumps a self-turned rope consecutively forward and backward with a mature pattern. Jumps a long rope five times consecutively with student turners.

(e) **Standard One objectives for Grade 3.** The following objectives apply for students in Grade 3:

(1) **Locomotor.**

- (A) **Objective 1.** Leaps using a mature pattern.
- (B) **Objective 2.** Travels showing differentiation (pacing) between jogging and sprinting.
- (C) **Objective 3.** Jumps and lands in the horizontal plane using a mature pattern.
- (D) **Objective 4.** Jumps and lands in the vertical plane using a mature pattern.
- (E) **Objective 5.** Performs teacher-selected and developmentally appropriate dance steps in movement patterns.
- (F) **Objective 6.** Performs a sequence of locomotor skills transitioning from one skill to another smoothly and without hesitation.

(2) **Non-locomotor (Stability).**

- (A) **Objective 1.** Balances on different bases of support demonstrating muscular tension and extensions of free body parts.
- (B) **Objective 2.** Transfers weight from feet to hands for momentary weight support.
- (C) **Objective 3.** Applies skills of weight transfer and rolling.
- (D) **Objective 4.** Moves into and out of gymnastic balances with twisting, curling, and stretching actions.
- (E) **Objective 5.** Combines locomotor skills and movement

concepts (e.g., levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance.

(F) **Objective 6.** Combines balance and weight transfers with movement concepts to create and perform a dance.

(3) **Manipulatives.**

(A) **Objective 1.** Throws underhand and overhand to a partner or target with reasonable accuracy. Demonstrates three of the five critical elements (face target, arm back, opposition, release, follow through) in non-dynamic environments for distance and force.

(B) **Objective 2.** Developmentally appropriate/emerging outcomes for passing with hands first appear in grade four.

(C) **Objective 3.** Catches a gently tossed hand-sized ball or object from a partner while demonstrating four of the five critical elements of a mature pattern.

(D) **Objective 4.** Dribbles and travels in general space at a slow to moderate speed with control of ball and body.

(E) **Objective 5.** Dribbles with the feet in general space at slow to moderate jogging speed with control of the ball and body.

(F) **Objective 6.** Passes and receives the ball with the insides of the feet to a stationary partner, "giving" on reception before returning the pass.

(G) **Objective 7.** Developmentally appropriate/emerging outcomes for dribbling in combinations first appear in grade four.

(H) **Objective 8.** Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air demonstrating four of the five critical elements of a mature pattern for each skill. Uses a continuous running approach and kicks a stationary ball for accuracy.

(I) **Objective 9.** Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating four of the five critical elements of a mature pattern (face target, opposite foot forward, flat surface with hand for contact of the ball, contact with the ball, follow through).

(J) **Objective 10.** Developmentally appropriate/emerging outcomes for volleying overhead first appear in grade four.

(K) **Objective 11.** Strikes an object with a short-handled implement sending it forward over a low net or to a wall. Strikes an object with a short-handled implement while demonstrating three of the five critical elements of a mature pattern.

(L) **Objective 12.** Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club) by sending it forward while using proper grip for the implement.

(M) **Objective 13.** Developmentally appropriate/emerging outcomes for combining manipulative skills with locomotor skills first appear in grade four.

(N) **Objective 14.** Performs intermediate jump rope skills (e.g., a variety of tricks, running in and out of a long rope) for both long and short ropes.

(f) **Standard One objectives for Grade 4.** The following objectives apply for students in Grade 4:

(1) **Locomotor.**

(A) **Objective 1.** Uses various locomotor skills in a variety of small-sided practice tasks, dance, and educational gymnastics experiences.

(B) **Objective 2.** Runs for distance using a mature pattern.

(C) **Objective 3.** Uses spring-and-step takeoffs and landings specific to gymnastics (e.g., cartwheel, round-off) in horizontal jumping.

(D) **Objective 4.** Uses spring-and-step takeoffs and landings specific to gymnastics (e.g., cartwheel, round-off) in vertical jumping.

(E) **Objective 5.** Combines locomotor movement patterns and dance steps to create and perform an original dance.

(F) **Objective 6.** Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice tasks.

(2) **Non-locomotor (Stability).**

(A) **Objective 1.** Balances on different bases of support on apparatus demonstrating levels and shapes.

(B) **Objective 2.** Transfers weight from feet to hands varying the speed and using large extensions (e.g., mule kick, handstand, cartwheel).

(C) **Objective 3.** Applies skills of weight transfer and rolling.

(D) **Objective 4.** Moves into and out of balances on apparatus with curling, twisting, and stretching actions.

(E) **Objective 5.** Combines locomotor skills and movement concepts (e.g., levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner.

(F) **Objective 6.** Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus.

(3) **Manipulatives.**

(A) **Objective 1.** Throws underhand and overhand in a mature pattern in a non-dynamic environment.

(B) **Objective 2.** Throws to a moving partner with reasonable accuracy in a non-dynamic environment (closed skills).

(C) **Objective 3.** Catches a thrown ball above the head, at the chest or waist level, and below the waist using a mature pattern in a non-dynamic environment (closed skills).

(D) **Objective 4.** Dribbles in self-space with both the preferred and non-preferred hands using a mature pattern. Dribbles in general space with control of ball and body while increasing and decreasing speed.

(E) **Objective 5.** Dribbles with the feet in general space with control of the ball and body while increasing and decreasing speed.

(F) **Objective 6.** Passes and receives the ball using the insides of the feet to a moving partner in a non-dynamic environment (closed skills). Receives and passes a ball with the outsides and insides of the feet to a stationary partner, "giving" on reception before returning the pass.

(G) **Objective 7.** Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting).

(H) **Objective 8.** Kicks along the ground and in the air and punts using a mature pattern.

(I) **Objective 9.** Volleys underhand using a mature pattern in a dynamic environment (e.g., two square, four square, handball).

(J) **Objective 10.** Volleys the ball with a two-handed overhead pattern sending it upward demonstrating four of the five elements of a mature pattern.

(K) **Objective 11.** Strikes an object with a short-handled implement while demonstrating a mature pattern. Strikes an object with a short-handled implement, alternating hits with a partner, over a low net or against a wall.

(L) **Objective 12.** Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis or badminton racket) while demonstrating three of the five critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, follow through).

(M) **Objective 13.** Combines travelling with manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice task environments.

(N) **Objective 14.** Creates a jump rope routine with either a short or long jump rope.

(g) **Standard One objectives for Grade 5.** The following objectives apply for students in Grade 5:

(1) **Locomotor.**

(A) **Objective 1.** Demonstrates mature patterns of locomotor skills in dynamic and small-sided practice tasks, gymnastics, and dance. Combines locomotor and manipulative skills in a variety of small-sided practice tasks and game environments. Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey, and basketball).

(B) **Objective 2.** Uses appropriate pacing for a variety of running distances.

(C) **Objective 3.** Combines horizontal jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, and small-sided practice tasks in game environments.

(D) **Objective 4.** Combines vertical jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, and small-sided practice tasks in game environments.

(E) **Objective 5.** Combines locomotor skills and cultural as well as creative dances (self and group) with correct rhythm and pattern.

(F) **Objective 6.** Applies skills in dynamic situations.

(2) **Non-locomotor.**

(A) **Objective 1.** Combines balance and transferring weight in a gymnastic sequence or dance with a partner.

(B) **Objective 2.** Transfers weight in gymnastics and dance environments.

(C) **Objective 3.** Applies skills of weight transfer and rolling.

(D) **Objective 4.** Performs curling, twisting, and stretching actions with correct application in dance, gymnastics, and small-sided practice tasks in game environments.

(E) **Objective 5.** Combines locomotor skills and movement

concepts (e.g., levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group.

(F) **Objective 6.** Combines actions, balances, and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus.

(3) **Manipulatives.**

(A) **Objective 1.** Throws underhand and overhand in a mature pattern in a non-dynamic environment with different sizes and types of objects. Throws underhand and overhand to a large target with accuracy.

(B) **Objective 2.** Throws with accuracy while both partners are moving. Throws with reasonable accuracy in dynamic, small-sided practice tasks.

(C) **Objective 3.** Catches a batted ball above the head, at the chest or waist level, and along the ground using a mature pattern in a non-dynamic environment (closed skills). Catches with accuracy with both partners moving. Catches with reasonable accuracy in dynamic, small-sided practice tasks.

(D) **Objective 4.** Combines hand dribbling with other skills during one vs. one practice skills.

(E) **Objective 5.** Combines foot dribbling with other skills in one vs. one practice tasks.

(F) **Objective 6.** Passes and receives with the feet using a mature pattern as both partners travel.

(G) **Objective 7.** Dribbles with the hands or feet with mature patterns in a variety of small-sided game forms.

(H) **Objective 8.** Demonstrates mature patterns of kicking and punting in small-sided practice environments.

(I) **Objective 9.** Applies underhand volleying skills.

(J) **Objective 10.** Volleys the ball using a two-handed pattern sending it upward to a target.

(K) **Objective 11.** Strikes an object consecutively with a partner using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment.

(L) **Objective 12.** Strikes a pitched ball with a bat using a mature pattern. Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game.

(M) **Objective 13.** Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey, and basketball).

(N) **Objective 14.** Creates a jump rope routine with a partner using either a short or long jump rope.

(h) **Standard One objectives for Grade 6.** The following objectives apply for students in Grade 6:

(1) **Dance and Rhythms.** Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line, or world dance.

(2) **Games and Sports: Invasions and Field Games.**

(A) **Objective 1.** 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).

(B) **Objective 2.** Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks.

(C) **Objective 3.** 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).

(D) **Objective 4.** Throws, while stationary, a leading pass to a moving receiver.

(E) **Objective 5.** Performs pivots, fakes, and jab steps designed to create open space during practice tasks.

(F) **Objective 6.** Performs the following offensive skills without defensive pressure: pivots, give & goes, and fakes.

(F) **Objective 7.** Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks.

(G) **Objective 8.** Foot-dribbles or dribbles with an implement with control, change in speed and direction in a variety of practice tasks.

(H) **Objective 9.** Shoots on goal with power in a dynamic environment as appropriate to the activity.

(I) **Objective 10.** Maintains defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the offensive player.

(3) **Games and Sports: Net/Wall Games.**

(A) **Objective 1.** Performs a legal underhand serve with control for net/wall games (e.g., badminton, volleyball, or pickle ball).

(B) **Objective 2.** Strikes with a mature overhand pattern in a non-dynamic environment (closed skills) for net/wall games (e.g., volleyball, badminton, or tennis).

(C) **Objective 3.** 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).

(D) **Objective 4.** Transfers weight with the correct timing for the striking pattern.

(E) **Objective 5.** Forehand volleys with a mature form and control using a short-handled implement.

(F) **Objective 6.** Two-hand-volleys with control in a variety of practice tasks.

(G) **Objective 7.** Demonstrates a mature underhand pattern for a modified target game (e.g., bowling, bocce, bean bags, or horseshoes).

(H) **Objective 8.** Strikes, with an implement, a stationary object for accuracy in activities (e.g., croquet, shuffleboard, or golf).

(4) **Games and Sports: Fielding/Striking Games.**

(A) **Objective 1.** Strikes a pitched ball, with an implement, in a variety of practice tasks.

(B) **Objective 2.** Catches, with a mature pattern, from different trajectories using a variety of objects in varying practice tasks.

(5) **Outdoor Pursuits.** Demonstrates correct technique for basic skills in one self-selected outdoor pursuit.

(6) **Individual-Performance Activities.** Demonstrates correct technique for basic skills in one self-selected individual-performance activity.

(i) **Standard One objectives for Grade 7.** The following objectives apply for students in Grade 7:

(1) **Dance and Rhythms.** Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line, and world dance.

(2) **Games and Sports: Invasions and Field Games.**

(A) **Objective 1.** Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment.

(B) **Objective 2.** Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play.

(C) **Objective 3.** 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).

(D) **Objective 4.** Throws, while moving, a leading pass to a moving receiver.

(E) **Objective 5.** Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps.

(F) **Objective 6.** Performs the following offensive skills with defensive pressure: pivots, give & goes, and fakes.

(F) **Objective 7.** Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks.

(G) **Objective 8.** Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks.

(H) **Objective 9.** Shoots on goal with power and accuracy in small-sided game play.

(I) **Objective 10.** Maintains defensive ready position while sliding in all directions without crossing feet.

(3) **Games and Sports: Net/Wall Games.**

(A) **Objective 1.** Executes consistently, a legal underhand serve to a predetermined target for net/wall games (e.g., badminton, volleyball, or pickle ball).

(B) **Objective 2.** Strikes with a mature overhand pattern in a dynamic environment (closed skills) for net/wall games (e.g., volleyball, badminton, or tennis).

(C) **Objective 3.** Demonstrates the mature form of the forehand and backhand strokes with a long-handled implement in net games (e.g., badminton or tennis).

(D) **Objective 4.** Transfers weight with correct timing using low-to-high striking pattern with a short-handled implement on the forehand side.

(E) **Objective 5.** Forehand and backhand volleys with a mature form and control using a short-handled implement.

(F) **Objective 6.** Two-hand volleys with control in a dynamic environment.

(G) **Objective 7.** Executes consistently a mature underhand pattern for target games (e.g., bowling, bocce, bean bags, or horseshoes).

(H) **Objective 8.** Strikes, with an implement, a stationary object for accuracy and distance in activities (e.g., croquet, shuffleboard, or golf).

(4) **Games and Sports: Fielding/Striking Games.**

(A) **Objective 1.** Strikes a pitched ball, with an implement, with force in a variety of practice tasks.

(B) **Objective 2.** Catches, with a mature pattern, from different trajectories using a variety of objects in small-sided game play.

(5) **Outdoor Pursuits.** Demonstrates correct technique for a variety of skills in one self-selected outdoor pursuit.

(6) **Individual-Performance Activities.** Demonstrates correct technique for a variety of skills in one self-selected individual-performance activity.

(j) **Standard One objectives for Grade 8.** The following objectives apply for students in Grade 8:

(1) **Dance and Rhythms.** Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group.

(2) **Games and Sports: Invasions and Field Games.**

(A) **Objective 1.** Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play.

(B) **Objective 2.** Catches using an implement in a dynamic environment or modified game play.

(C) **Objective 3.** 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, field hockey, ice hockey).

(D) **Objective 4.** Throws a leading pass to a moving partner off a dribble or pass.

(E) **Objective 5.** Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens.

(F) **Objective 6.** Executes the following offensive skills during small-sided game play: pivots, give & goes, and fakes.

(F) **Objective 7.** Dribbles with dominant and non-dominant hands using a change of speed and direction in small-sided game play.

(G) **Objective 8.** Foot-dribbles or dribbles with an implement with control, change in speed and direction during small-sided game play.

(H) **Objective 9.** Shoots on goal with a long-handled implement for power and accuracy in modified invasion games (e.g., lacrosse, field hockey, ice hockey, floor hockey).

(I) **Objective 10.** Maintains defensive ready position while drop stepping (appropriate to the sport) in the direction of the pass during player-to-player.

(3) **Games and Sports: Net/Wall Games.**

(A) **Objective 1.** Executes consistently, a legal underhand serve for distance and accuracy for net/wall games (e.g., badminton, volleyball, or pickle ball).

(B) **Objective 2.** Strikes with a mature overhand pattern in a modified game for net/wall games (e.g., volleyball, handball, badminton, tennis, pickle ball).

(C) **Objective 3.** 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).

(D) **Objective 4.** Transfers weight with correct timing using low-to-

high striking pattern with a short- or long-handled implement on the forehand and backhand side.

(E) **Objective 5.** Forehand and backhand volleys with a mature form and control using a short-handled implement during modified game play.

(F) **Objective 6.** Two-hand volleys with control in a small-sided game.

(G) **Objective 7.** Performs consistently a mature underhand pattern with accuracy and control for one target game (e.g., bowling, bean bags, or bocce).

(H) **Objective 8.** Strikes, with an implement, a stationary object for accuracy, power, and distance in activities (e.g., croquet, shuffleboard, or golf).

(4) **Games and Sports: Fielding/Striking Games.**

(A) **Objective 1.** Strikes a pitched ball, with an implement, with power and force to open space in a variety of small-sided games.

(B) **Objective 2.** Catches, with or without an implement, from different trajectories and speeds in a dynamic environment or modified game play.

(5) **Outdoor Pursuits.** Demonstrates correct technique for basic skills in at least two self-selected outdoor pursuits.

(6) **Individual-Performance Activities.** Demonstrates correct technique for basic skills in at least two self-selected individual-performance activities.

(k) **Standard One objectives for Grades 9-12.** The following objectives apply for students in Grade 9 through Grade 12:

(1) **Lifetime Activities.**

(A) **Grades 9-12, Level One.** Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games).

(B) **Grades 9-12, Level Two.** Refines activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games).

(2) **Dance and Rhythms.**

(A) **Grades 9-12, Level One.** Demonstrates competency in dance forms and rhythmic movement used in cultural and social occasions (e.g., weddings, parties) or demonstrates competency in one form of dance (e.g., ballroom, modern, hip hop, tap).

(B) **Grades 9-12, Level Two.** Demonstrates competency in dance forms and/or rhythmic movements by choreographing a dance, designing a rhythmic workout routine, or giving a performance.

(3) **Fitness Activities.**

(A) **Grades 9-12, Level One.** Demonstrates application, evaluation, and competency in one or more specialized skills in health-related fitness activities.

(B) **Grades 9-12, Level Two.** Demonstrates application, evaluation, and competency in two or more specialized skills in health-related fitness activities.

**210:15-3-166. Standard Two: Knowledge of Concepts, Strategies, and Tactics Related to Movement and Performance**

(a) **Statement of the standard.** Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

(b) **Standard Two objectives for Grades PreK-K.** The following objectives apply for students in Pre-Kindergarten and Kindergarten:

(1) **Objective 1.** Differentiates between movements in personal (self-space) and general space. Moves in personal space to a rhythm.

(2) **Objective 2.** Travels in three different pathways (straight, zig-zag, and weaving).

(3) **Objective 3.** Travels in general space with different speeds.

(4) **Objective 4.** Developmentally appropriate/emerging outcomes for alignment and muscular tension first appear in grade three.

(5) **Objective 5.** Developmentally appropriate/emerging outcomes for strategies and tactics first appear in grade three.

(c) **Standard Two objectives for Grade 1.** The following objectives apply for students in Grade 1:

(1) **Objective 1.** Moves in self-space and general space in response to designated beats/rhythms.

(2) **Objective 2.** Travels demonstrating low, middle, and high levels. Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through).

(3) **Objective 3.** Differentiates between fast and slow speeds. Differentiates between strong and light force.

(4) **Objective 4.** Developmentally appropriate/emerging outcomes for alignment and muscular tension first appear in grade three.

(5) **Objective 5.** Developmentally appropriate/emerging outcomes for strategies and tactics first appear in grade three.

(d) **Standard Two objectives for Grade 2.** The following objectives apply for students in Grade 2:

(1) **Objective 1.** Combines locomotor skills in general space to a rhythm.

(2) **Objective 2.** Combines shapes, levels, and pathways into simple travel, dance, and gymnastics sequences.

(3) **Objective 3.** Varies time and force with gradual increases and decreases.

(4) **Objective 4.** Developmentally appropriate/emerging outcomes for alignment and muscular tension first appear in grade three.

(5) **Objective 5.**

(e) **Standard Two objectives for Grade 3.** The following objectives apply for students in Grade 3:

(1) **Objective 1.** Recognizes the concept of open spaces and a movement context.

(2) **Objective 2.** Recognizes locomotor skills specific to a wide variety of physical activities.

(3) **Objective 3.** Combines movement concepts (direction, levels, force, time) with skills directed by the teacher.

(4) **Objective 4.** Employs the concept of alignment (e.g., gymnastics, dance, and yoga). Employs the concept of muscular tension with balance (e.g., gymnastics, dance, and yoga).

(5) **Objective 5.** Developmentally appropriate/emerging outcomes for strategies and tactics first appear in grade three.

(f) **Standard Two objectives for Grade 4.** The following objectives apply

for students in Grade 4:

- (1) **Objective 1.** Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). Applies the concept of closing spaces in small-sided practice tasks. Dribbles in general spaces with changes in direction and speed.
- (2) **Objective 2.** Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments.
- (3) **Objective 3.** Applies the movement concepts of speed, endurance, and pacing for running. Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target.
- (4) **Objective 4.** Applies skills of alignment and muscular tension.
- (5) **Objective 5.** Applies simple strategies and tactics in both chasing and fleeing activities. Recognizes the types of kicks needed for different games and sports situations.

(g) **Standard Two objectives for Grade 5.** The following objectives apply for students in Grade 5:

- (1) **Objective 1.** Combines spatial concepts with locomotor and non-locomotor movements for small groups (e.g., gymnastics, dance, and games).
- (2) **Objective 2.** Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics, and dance with self-direction.
- (3) **Objective 3.** Applies movement concepts to strategy in game situations. Applies the concepts of direction and force to strike an object with a long-handled implement. Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance, and gymnastics.
- (4) **Objective 4.** Applies skills of alignment and muscular tension.
- (5) **Objective 5.** Applies basic offensive and defensive strategies and tactics in small-sided invasion practice tasks, and in small-sided net/wall practice tasks. Recognizes the type of throw, volley, or striking action needed for different games and sports situations.

(h) **Standard Two objectives for Grade 6.** The following objectives apply for students in Grade 6:

(1) **Games and Sports: Invasion Games.**

- (A) **Objective 1.** Creates open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; changing speed, direction, or pace).
- (B) **Objective 2.** 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 and go.
- (C) **Objective 3.** Creates open space by using the width and length of the field/court on offense.
- (D) **Objective 4.** Reduces open space on defense by making the body larger and reducing passing angles.
- (E) **Objective 5.** Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass.
- (F) **Objective 6.** Transitions from offense to defense or defense to offense by recovering quickly.

- (2) **Games and Sports: Net/Wall Games.**
  - (A) **Objective 1.** Creates open space in net/wall games with a short-handled implement by varying force and direction.
  - (B) **Objective 2.** Reduces offensive options for opponents by returning to midcourt position.
- (3) **Games and Sports: Target Games.** Selects appropriate shot and/or club based on location of the object in relation to the target.
- (4) **Games and Sports: Fielding/Striking Games.**
  - (A) **Objective 1.** Identifies open spaces and attempts to strike object into that space.
  - (B) **Objective 2.** Identifies the correct defensive play based on the situation (e.g., number of outs).
- (5) **Individual-Performance Activities, Dance, and Rhythms.** Varies application of force during dance or gymnastic activities.
- (6) **Outdoor Pursuits.** Makes appropriate decisions based on the weather, level of difficulty due to conditions, or ability to ensure safety of self and others.

(i) **Standard Two objectives for Grade 7.** The following objectives apply for students in Grade 7:

- (1) **Games and Sports: Invasion Games.**
  - (A) **Objective 1.** Reduces open space by using locomotor movements (e.g., walking, running, jumping and landing, changing the 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).
  - (B) **Objective 2.** Executes at least two of the following offensive tactics to create open space: moves to open space on and off the ball; uses a variety of passes, pivots, and fakes; give and go.
  - (C) **Objective 3.** Creates open space by staying spread on offense, and cutting and passing quickly.
  - (D) **Objective 4.** Reduces open space on defense by staying close to the opponent as she/he nears the goal.
  - (E) **Objective 5.** 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.
  - (F) **Objective 6.** Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates.
- (2) **Games and Sports: Net/Wall Games.**
  - (A) **Objective 1.** 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.
  - (B) **Objective 2.** Selects offensive shot based on opponent's location (hit where opponent is not).
- (3) **Games and Sports: Target Games.** Varies the speed and/or trajectory of the shot based on location of the object in relation to the target.
- (4) **Games and Sports: Fielding/Striking Games.**
  - (A) **Objective 1.** Uses a variety of shots (e.g., slap and run, bunt, line drive, high arc) to hit to open up space.
  - (B) **Objective 2.** Selects the correct defensive play based on the situation (e.g., number of outs).

**(5) Individual-Performance Activities, Dance, and Rhythms.**

Identifies and applies Newton's Laws of Motion to various dance or movement activities.

**(6) Outdoor Pursuits.** Analyzes the situation and makes adjustments to ensure the safety of self and others.

**(j) Standard Two objectives for Grade 8.** The following objectives apply for students in Grade 8:

**(1) Games and Sports: Invasion Games.**

**(A) Objective 1.** Opens and closes space during small-sided game play by combining locomotor movements (e.g., walking, running, jumping and landing) with movement concepts (e.g., varying pathways; changing speed, direction, or pace).

**(B) Objective 2.** 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 and go.

**(C) Objective 3.** Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball.

**(D) Objective 4.** Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to her/him.

**(E) Objective 5.** 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.

**(F) Objective 6.** Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on an advantage.

**(2) Games and Sports: Net/Wall Games.**

**(A) Objective 1.** 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.

**(B) Objective 2.** Varies placement, force, and timing of return to prevent anticipation by opponent.

**(3) Games and Sports: Target Games.** Varies the speed, force, and trajectory of the shot based on location of the object in relation to the target.

**(4) Games and Sports: Fielding/Striking Games.**

**(A) Objective 1.** Identifies sacrifice situations and attempts to advance a teammate.

**(B) Objective 2.** Reduces open spaces in the field by working with teammates to maximize coverage.

**(5) Individual-Performance Activities, Dance, and Rhythms.**

Describes and applies mechanical advantage for a variety of movement patterns.

**(6) Outdoor Pursuits.** Implements safe protocols in self-selected outdoor pursuits.

**(k) Standard Two objectives for Grades 9-12.** The following objectives apply for students in Grade 9 through Grade 12:

**(1) Level One.**

**(A) Objective 1.** Appropriately applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits.

(B) **Objective 2.** Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.

(C) **Objective 3.** Creates a practice plan to improve performance for a self-selected skill.

(D) **Objective 4.** Identifies examples of social and technical dance forms.

(2) **Level Two.**

(A) **Objective 1.** Identifies and discusses the historical and cultural roles of games, sports, and dance in society.

(B) **Objective 2.** Describes the speed/accuracy trade-off in throwing and striking skills.

(C) **Objective 3.** Identifies the stages of learning a motor skill.

(D) **Objective 4.** Compares similarities and differences in various dance forms.

**210:15-3-167. Standard Three: Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness**

(a) **Statement of the standard.** Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

(b) **Standard Three objectives for Grades PreK-K.** The following objectives apply for students in Pre-Kindergarten and Kindergarten:

(1) **Physical Activity Knowledge.** Identifies active-play opportunities outside physical education class (e.g., before and after school, at home, at the park, with friends, with family).

(2) **Engages in Physical Activity.** Actively participates in physical education class. Engaged in MVPA 50% of class time.

(3) **Fitness Knowledge.**

(A) **Objective 1.** Recognizes that when you move fast, your heart beats faster and you breathe faster.

(B) **Objective 2.** Developmentally appropriate/emerging outcomes for warm-up and cool-down first appear in grade three.

(4) **Assessment and Program Planning.**

(A) **Objective 1.** Developmentally appropriate/emerging outcomes for demonstrating fitness components first appear in grade three.

(B) **Objective 2.** Recognizes that food provides energy for physical activity.

(c) **Standard Three objectives for Grade 1.** The following objectives apply for students in Grade 1:

(1) **Physical Activity Knowledge.** Discusses the benefits of being active and exercising and/or playing.

(2) **Engages in Physical Activity.** Actively engages in physical education class. Engaged in MVPA 50% of class time.

(3) **Fitness Knowledge.**

(A) **Objective 1.** Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity.

(B) **Objective 2.** Developmentally appropriate/emerging outcomes for warm-up and cool-down first appear in grade three.

(4) **Assessment and Program Planning.**

(A) **Objective 1.** Developmentally appropriate/emerging outcomes for demonstrating fitness components first appear in

grade three.

(B) **Objective 2.** Differentiates between healthy and unhealthy foods and drinks.

(d) **Standard Three objectives for Grade 2.** The following objectives apply for students in Grade 2:

(1) **Physical Activity Knowledge.** Describes large motor and/or manipulative physical activities for participation outside physical education class.

(2) **Engages in Physical Activity.** Actively engages in physical education class in response to instruction and practice. Engaged in MVPA 50% of class time.

(3) **Fitness Knowledge.**

(A) **Objective 1.** Identifies physical activities that contribute to fitness.

(B) **Objective 2.** Developmentally appropriate/emerging outcomes for warm-up and cool-down first appear in grade three.

(4) **Assessment and Program Planning.**

(A) **Objective 1.** Developmentally appropriate/emerging outcomes for demonstrating fitness components first appear in grade three.

(B) **Objective 2.** Recognizes the good health balance of nutrition and physical activity.

(e) **Standard Three objectives for Grade 3.** The following objectives apply for students in Grade 3:

(1) **Physical Activity Knowledge.** Student charts participation in physical activities outside physical education class. Identifies physical activity benefits as a way to become healthier.

(2) **Engages in Physical Activity.** Engages in the activities of the physical education class without teacher prompting. Engaged in MVPA 50% of class time.

(3) **Fitness Knowledge.**

(A) **Objective 1.** Describes the concept of fitness and provides examples of physical activity to enhance fitness.

(B) **Objective 2.** Recognizes the importance of warm-up and cool-down relative to vigorous physical activity.

(4) **Assessment and Program Planning.**

(A) **Objective 1.** Demonstrates, with teacher direction, the health-related fitness components (muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition).

(B) **Objective 2.** Identifies foods that are beneficial for before and after physical activity.

(f) **Standard Three objectives for Grade 4.** The following objectives apply for students in Grade 4:

(1) **Physical Activity Knowledge.** Analyzes opportunities for participating in physical activity outside physical education class.

(2) **Engages in Physical Activity.** Actively engages in the activities of physical education class, both teacher directed and independent. Engaged in MVPA 50% of class time.

(3) **Fitness Knowledge.**

(A) **Objective 1.** Identifies the components of health related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition).

(B) **Objective 2.** Demonstrates warm-up and cool-down relative to the cardiorespiratory fitness assessment.

(4) **Assessment and Program Planning.**

(A) **Objective 1.** Completes fitness assessments (pre and post). Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas.

(B) **Objective 2.** Discusses the importance of hydration and hydration choices relative to physical activities.

(g) **Standard Three objectives for Grade 5.** The following objectives apply for students in Grade 5:

(1) **Physical Activity Knowledge.** Student charts and analyzes physical activity outside physical education class for fitness benefits of activities.

(2) **Engages in Physical Activity.** Actively engages in all the activities of physical education. Engaged in MVPA 50% of class time.

(3) **Fitness Knowledge.**

(A) **Objective 1.** Differentiates between skill related and health related fitness.

(B) **Objective 2.** Identifies the need for warm-up and cool-down relative to various physical activities. Identifies and applies FITT to a fitness plan.

(4) **Assessment and Program Planning.**

(A) **Objective 1.** Analyzes results of fitness assessments (pre and post), comparing results with fitness components for good health. Designs a fitness plan utilizing FITT.

(B) **Objective 2.** Analyzes the impact of food choices relative to physical activity, youth sports, and personal health.

(h) **Standard Three objectives for Grade 6.** The following objectives apply for students in Grade 6:

(1) **Physical Activity Knowledge.** Describes how being physically active leads to a healthy body.

(2) **Engages in Physical Activity.**

(A) **Objective 1.** Participates in self-selected physical activity outside of physical education class.

(B) **Objective 2.** Participates in a variety of aerobic fitness activities (e.g., cardio-kick, step aerobics, and aerobic dance).

(C) **Objective 3.** Participates in a variety of aerobic fitness activities with or without technology (e.g., Dance Dance Revolution or Wii Fit).

(D) **Objective 4.** Participates in a variety of lifetime recreational team sports, outdoor pursuits, or dance activities.

(3) **Fitness Knowledge.**

(A) **Objective 1.** 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.

(B) **Objective 2.** Identifies the components of skill-related fitness.

(C) **Objective 3.** Sets and monitors a self-selected physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level.

(D) **Objective 4.** Employs correct techniques and methods of stretching.

(E) **Objective 5.** Differentiates between aerobic and

anaerobic capacity and between muscular strength and endurance.

(F) **Objective 6.** 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).

(G) **Objective 7.** Describes the role of warm-ups and cool-downs before and after physical activity.

(H) **Objective 8.** Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale.

(I) **Objective 9.** Identifies major muscles used in selected physical activities.

(4) **Assessment and Program Planning.**

(A) **Objective 1.** Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment.

(B) **Objective 2.** Maintains a physical activity log for at least two weeks and reflects on activity levels as documented in the log.

(C) **Objective 3.** Identifies foods within each of the basic food groups and selects appropriate servings and portions for student's age and physical activity levels.

(5) **Stress Management.** Identifies positive and negative results of stress and appropriate ways of dealing with each.

(i) **Standard Three objectives for Grade 7.** The following objectives apply for students in Grade 7:

(1) **Physical Activity Knowledge.** Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those

barriers.

(2) **Engages in Physical Activity.**

(A) **Objective 1.** Participates in physical activity twice a week outside of physical education class.

(B) **Objective 2.** Participates in a variety of strength and endurance fitness activities (e.g., Pilates, resistance training, body weight training, and light free-weight training).

(C) **Objective 3.** Participates in a variety of strength and endurance fitness activities, with or without technology (e.g., weight or resistance training).

(D) **Objective 4.** Participates in a variety of lifetime dual or individual sports, martial arts, or aquatic activities.

(3) **Fitness Knowledge.**

(A) **Objective 1.** Participates in moderate to vigorous muscle- and bone-strengthening physical activity at least three times a week.

(B) **Objective 2.** Distinguishes between health-related and skill-related fitness.

(C) **Objective 3.** Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.

(D) **Objective 4.** Describes and demonstrates the difference between dynamic and static stretches.

(E) **Objective 5.** Describes the role of exercise and nutrition in

weight management.

(F) **Objective 6.** Describes the overload principle (FITT formula: frequency, intensity, time, and type) for different types of physical activity, the training principles on which the formula is based, and how the formula and principles affect fitness.

(G) **Objective 7.** Designs a warm-up/cool-down regimen for a self-selected physical activity.

(H) **Objective 8.** Describes how the Borg Rating of Perceived Exertion (RPE) Scale can be used to determine the perception of the work effort or intensity of exercise.

(I) **Objective 9.** Describes how muscles pull on bones to create movement in pairs by relaxing and contracting.

(4) **Assessment and Program Planning.**

(A) **Objective 1.** Designs and implements a program of remediation for two areas of weakness based on the results of health-related fitness assessment.

(B) **Objective 2.** Maintains a physical activity and nutrition log for at least two weeks and reflects on activity levels and nutrition as documented in the log.

(C) **Objective 3.** Develops strategies for balancing healthy food, snacks, and water intake along with daily physical activity.

(5) **Stress Management.** Practices strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise.

(j) **Standard Three objectives for Grade 8.** The following objectives apply for students in Grade 8:

(1) **Physical Activity Knowledge.** 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.

(2) **Engages in Physical Activity.**

(A) **Objective 1.** Participates in physical activity three times a week outside of physical education class.

(B) **Objective 2.** Participates in physical activity of self-selected aerobic/strength and endurance fitness activities outside of school (e.g., body weight, resistance training, walking, jogging, biking, skating, dance, and swim).

(C) **Objective 3.** Plans, implements, and participates in cross-training to include aerobic, strength, endurance, and flexibility training with or without technology.

(D) **Objective 4.** Participates in a self-selected lifetime sport, dance, aquatic, or outdoor activity outside of the school day.

(3) **Fitness Knowledge.**

(A) **Objective 1.** 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.

(B) **Objective 2.** Compares and contrasts health-related fitness components.

(C) **Objective 3.** Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.

(D) **Objective 4.** Describes, demonstrates, and employs a variety of appropriate static-stretching techniques for all major muscle groups.

(E) **Objective 5.** Describes the role of flexibility in injury prevention.

(F) **Objective 6.** Uses the overload principle (FITT formula: frequency, intensity, time, and type) in preparing a personal workout.

(G) **Objective 7.** Designs and implements a warm-up/cool-down regimen for a self-selected physical activity.

(H) **Objective 8.** Describes how the Borg Rating of Perceived Exertion (RPE) Scale can be used to adjust workout intensity during physical activity.

(I) **Objective 9.** 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.

(4) **Assessment and Program Planning.**

(A) **Objective 1.** Designs and implements a program of remediation for three areas of weakness based on the results of health-related fitness assessment.

(B) **Objective 2.** Designs and implements a program to improve levels of health-related fitness and nutrition.

(C) **Objective 3.** Describes the relationship between poor nutrition and health risk factors.

(5) **Stress Management.** Demonstrates basic movements used in other stress-reducing activities, such as yoga and tai chi.

(k) **Standard Three objectives for Grades 9-12.** The following objectives apply for students in Grade 9 through Grade 12:

(1) **Level One.**

(A) **Physical Activity Knowledge.**

(i) Discusses the benefits of a physically active lifestyle as it relates to college, career, and/or community productivity.

(ii) Evaluates the validity of claims made by commercial products and programs pertaining to fitness and healthy, active lifestyle.

(iii) Identifies issues associated with exercising in heat, humidity, and cold.

(iv) Evaluates activities that can be pursued in the local environment according to their benefits, social support network, and participation requirements.

(v) Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle.

(B) **Engages in Physical Activity.** Participates several times a week in a self-selected lifetime activity, dance, or fitness activity outside of the school day.

(C) **Fitness Knowledge.**

(i) Demonstrates appropriate technique in resistance-training machines and free weights.

(ii) Relates physiological response to individual levels of fitness and nutritional balance.

(iii) Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, dynamic, proprioceptive neuromuscular facilitation (PNF)) for personal fitness development (e.g., strength, endurance, range of motion).

(iv) Calculates target heart rate and applies that information to personal fitness plan.

**(D) Assessment and Program Planning.**

(i) Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings.

(ii) Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the student's chosen field of work.

**(E) Nutrition.** Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.

**(F) Stress Management.** Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercises, meditation) to reduce stress.

**(2) Level Two.**

**(A) Physical Activity Knowledge.**

(i) Investigates the relationships among physical activity, nutrition, and body composition.

(ii) Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle.

(iii) Applies rates of perceived exertion and pacing.

(iv) Evaluates activities that can be pursued in and outside the local environment according to their benefits, social support network, and participation requirements.

(v) Analyzes the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career settings.

**(B) Engages in Physical Activity.** Creates a plan, trains for, and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event).

**(C) Fitness Knowledge.**

(i) Designs and implements a strength and conditioning program that develops balance in opposing muscle groups and supports a healthy, active lifestyle.

(ii) Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic).

(iii) Identifies the structure of skeletal muscle and fiber types as they relate to muscle development.

(iv) Adjusts pacing to keep heart rate in target zone, using available technology to self-monitor aerobic intensity.

**(D) Assessment and Program Planning.**

(i) Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).

(ii) Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals.

**(E) Nutrition.** Creates a snack plan for before, during, and after

exercise that addresses nutritional needs for each phase.  
(F) **Stress Management.** Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.

**210:15-3-168. Standard Four: Responsible Personal and Social Behavior That Respects Self and Others**

(a) **Statement of the standard.** Students will exhibit responsible personal and social behavior that respects self and others.

(b) **Standard Four objectives for Grades PreK-K.** The following objectives apply for students in Pre-Kindergarten and Kindergarten:

(1) **Personal Responsibility.**

(A) **Objective 1.** Follows directions in group settings (e.g., safe behaviors, following rules).

(B) **Objective 2.** Acknowledges responsibility for behavior when prompted.

(2) **Accepting Feedback.** Follows instruction/directions when prompted.

(3) **Working with Others.** Shares equipment and space with others.

(4) **Rules and Etiquette.** Recognizes the established protocols for class activities.

(5) **Safety.** Follows teacher directions for safe participation and proper use of equipment with minimal reminders.

(c) **Standard Four objectives for Grade 1.** The following objectives apply for students in Grade 1:

(1) **Personal Responsibility.**

(A) **Objective 1.** Accepts personal responsibility by using equipment and space appropriately.

(B) **Objective 2.** Follows the rules and parameters of the learning environment.

(2) **Accepting Feedback.** Responds appropriately to general feedback from the teacher.

(3) **Working with Others.** Works independently with others in a variety of class environments (e.g., small and large groups).

(4) **Rules and Etiquette.** Exhibits the established protocols for class activities.

(5) **Safety.** Follows teacher directions for safe participation and proper use of equipment without teacher reminders.

(d) **Standard Four objectives for Grade 2.** The following objectives apply for students in Grade 2:

(1) **Personal Responsibility.**

(A) **Objective 1.** Practices skills with minimal teacher prompting.

(B) **Objective 2.** Accepts responsibility for class protocols with behavior and performance actions.

(2) **Accepting Feedback.** Accepts specific corrective feedback from the teacher.

(3) **Working with Others.** Works independently with others in partner environments without regard to differences.

(4) **Rules and Etiquette.** Recognizes the role of rules and etiquette in teacher designed physical activities.

(5) **Safety.** Works independently and safely in physical education. Works safely with physical education equipment.

(e) **Standard Four objectives for Grade 3.** The following objectives apply for

students in Grade 3:

(1) **Personal Responsibility.**

(A) **Objective 1.** Exhibits personal responsibility in teacher directed activities.

(B) **Objective 2.** Works independently for extended periods of time.

(2) **Accepting Feedback.** Accepts and implements specific corrective feedback from the teacher.

(3) **Working with Others.** Works cooperatively with others. Praises others for their success in movement performance.

(4) **Rules and Etiquette.** Recognizes the role of rules and etiquette in physical activity with peers.

(5) **Safety.** Works independently and safely in physical activity settings.

(f) **Standard Four objectives for Grade 4.** The following objectives apply for students in Grade 4:

(1) **Personal Responsibility.**

(A) **Objective 1.** Exhibits responsible behavior in independent group situations.

(B) **Objective 2.** Reflects on personal social behavior in physical activity.

(2) **Accepting Feedback.** Listens respectfully to corrective feedback from others (e.g., peers, adults).

(3) **Working with Others.** Praises the movement performances of others both more and less skilled. Accepts players of all skill levels into the physical activity.

(4) **Rules and Etiquette.** Exhibits etiquette and adherence to rules in a variety of physical activities.

(5) **Safety.** Works safely with peers and equipment in physical activity settings.

(g) **Standard Four objectives for Grade 5.** The following objectives apply for students in Grade 5:

(1) **Personal Responsibility.**

(A) **Objective 1.** Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).

(B) **Objective 2.** Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities. Exhibits respect for self with appropriate behavior while engaging in physical activity.

(2) **Accepting Feedback.** Gives and receives peer feedback.

(3) **Working with Others.** Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects.

(4) **Rules and Etiquette.** Critiques the etiquette involved in rules of various game activities.

(5) **Safety.** Applies safety principles with age-appropriate physical activities.

(h) **Standard Four objectives for Grade 6.** The following objectives apply for students in Grade 6:

(1) **Personal Responsibility.**

(A) **Objective 1.** Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors.

- (B) **Objective 2.** Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.
  - (2) **Accepting/Providing Feedback.** Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.
  - (3) **Working with Others.**
    - (A) **Objective 1.** Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.
    - (B) **Objective 2.** Cooperates with a small group of classmates during adventure activities, game play, or team-building activities.
  - (4) **Rules and Etiquette.** Identifies the rules and etiquette for physical activities, games, and dance activities.
  - (5) **Safety.** Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance.
- (i) **Standard Four objectives for Grade 7.** The following objectives apply for students in Grade 7:
- (1) **Personal Responsibility.**
    - (A) **Objective 1.** Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates.
    - (B) **Objective 2.** Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.
  - (2) **Accepting/Providing Feedback.** Provides corrective feedback to a peer using teacher-generated guidelines and incorporating appropriate tone and other communication skills.
  - (3) **Working with Others.**
    - (A) **Objective 1.** Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.
    - (B) **Objective 2.** Problem solves with a small group of classmates during adventure activities, small-group initiatives, or game play.
  - (4) **Rules and Etiquette.** Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance.
  - (5) **Safety.** Independently uses physical activity and exercise equipment appropriately and safely.
- (j) **Standard Four objectives for Grade 8.** The following objectives apply for students in Grade 8:
- (1) **Personal Responsibility.**
    - (A) **Objective 1.** Accepts responsibility for improving one's own levels of physical activity, fitness, and emotional and social well-being.
    - (B) **Objective 2.** Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.
  - (2) **Accepting/Providing Feedback.** Provides encouragement and feedback to peers without prompting from the teacher.
  - (3) **Working with Others.**
    - (A) **Objective 1.** Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.
    - (B) **Objective 2.** Cooperates with multiple classmates on problem-

solving initiatives, including adventure activities, large-group initiatives, and game play.

(4) **Rules and Etiquette.** Applies rules and etiquette by acting as an official for modified physical activities or games, and/or by creating dance routines within a given set of parameters.

(5) **Safety.** Independently uses physical activity and fitness equipment appropriately and identifies specific safety concerns associated with the activity.

(k) **Standard Four objectives for Grades 9-12.** The following objectives apply for students in Grade 9 through Grade 12:

(1) **Level One.**

(A) **Personal Responsibility.** Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed.

(B) **Rules and Etiquette.** Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance.

(C) **Working with Others.**

(i) Uses communication skills and strategies that promote team or group dynamics.

(ii) Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups.

(D) **Safety.** Understands best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, aquatics, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

(2) **Level Two.**

(A) **Personal Responsibility.** Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.

(B) **Rules and Etiquette.** Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport).

(C) **Working with Others.**

(i) Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.

(ii) Accepts others' ideas about cultural diversity and body types by engaging in cooperative and collaborative movement projects.

(D) **Safety.** Applies best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, aquatics, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

### **210:15-3-169. Standard Five: Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression, and Social Interaction**

(a) **Statement of the standard.** Students will recognize the value of physical activity for health, **mental health**, enjoyment, challenge, self-expression, and social interaction.

(b) **Standard Five objectives for Grades PreK-K.** The following objectives apply

for students in Pre-Kindergarten and Kindergarten:

- (1) **Health.** Recognizes that physical activity is important for good **physical and mental** health.
  - (2) **Challenge.** Acknowledges that some physical activities are challenging/difficult.
  - (3) **Self-Expression and Enjoyment.**
    - (A) **Objective 1.** Identifies physical activities that are enjoyable. Discusses the enjoyment of playing with friends.
    - (B) **Objective 2.** Demonstrates socially acceptable conflict resolution skills.
- (c) **Standard Five objectives for Grade 1.** The following objectives apply for students in Grade 1:
- (1) **Health.** Identifies physical activity as a component of good **physical and mental** health.
  - (2) **Challenge.** Recognizes that challenge in physical activities can lead to success.
  - (3) **Self-Expression and Enjoyment.**
    - (A) **Objective 1.** Describes positive feelings that result from participating in physical activities. Discusses personal reasons for enjoying physical activities.
    - (B) **Objective 2.** Demonstrates socially acceptable conflict resolution skills.
- (d) **Standard Five objectives for Grade 2.** The following objectives apply for students in Grade 2:
- (1) **Health.** Recognizes the **value of “good health balance” impact of balanced nutrition and physical activity to good mental and physical health.**
  - (2) **Challenge.** Compares physical activities that bring confidence and challenge.
  - (3) **Self-Expression and Enjoyment.**
    - (A) **Objective 1.** Identifies and discusses physical activities that provide enjoyment and self-expression (e.g., dance, gymnastics routines, practice tasks in game environments).
    - (B) **Objective 2.** Demonstrates socially acceptable conflict resolution skills.
- (e) **Standard Five objectives for Grade 3.** The following objectives apply for students in Grade 3:
- (1) **Health.** Discusses the relationship between physical activity and good **mental and physical** health.
  - (2) **Challenge.** Discusses the challenge that comes from learning a new physical activity.
  - (3) **Self-Expression and Enjoyment.**
    - (A) **Objective 1.** Reflects on the reasons for enjoying selected physical activities.
    - (B) **Objective 2.** Describes the positive social interactions that come when engaging with others in physical activity.
- (f) **Standard Five objectives for Grade 4.** The following objectives apply for students in Grade 4:
- (1) **Health.** Examines the **mental and physical** health benefits of participating in physical activity.
  - (2) **Challenge.** Rates the enjoyment of participating in challenging and mastered physical activities.

- (3) **Self-Expression and Enjoyment.**
- (A) **Objective 1.** Ranks the enjoyment of participating in different physical activities.
- (B) **Objective 2.** Describes and compares the positive social interactions that come when engaged in partner, small group, and large group physical activities.
- (g) **Standard Five objectives for Grade 5.** The following objectives apply for students in Grade 5:
- (1) **Health.** Compares the **mental and physical** health benefits of participating in selected physical activities.
- (2) **Challenge.** Expresses (e.g., written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity.
- (3) **Self-Expression and Enjoyment.**
- (A) **Objective 1.** Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.
- (B) **Objective 2.** Analyzes the positive impact of verbal and non-verbal encouragement in physical activity.
- (h) **Standard Five objectives for Grade 6.** The following objectives apply for students in Grade 6:
- (1) **Health.**
- (A) **Objective 1.** Describes how being physically active leads to a healthy **mind and** body.
- (B) **Objective 2.** Identifies components of physical activity that provide opportunities for reducing stress and for social interaction.
- (2) **Challenge.** Recognizes individual challenges and copes in a positive way, such as: extending effort, asking for help and/or feedback, or modifying the tasks.
- (3) **Self-Expression and Enjoyment.**
- (A) **Objective 1.** Describes how moving competently in a physical activity setting creates enjoyment.
- (B) **Objective 2.** Identifies how self-expression and physical activity are related.
- (4) **Social Interaction.** 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.
- (i) **Standard Five objectives for Grade 7.** The following objectives apply for students in Grade 7:
- (1) **Health.**
- (A) **Objective 1.** Identifies different types of physical activities and describes how each exerts a positive impact on **physical and mental** health.
- (B) **Objective 2.** Identifies positive mental and emotional aspects of participating in a variety of physical activities.
- (2) **Challenge.** Generates positive strategies when faced with a group challenge, such as offering suggestions or assistance, leading or following others, and providing solutions.
- (3) **Self-Expression and Enjoyment.**
- (A) **Objective 1.** Identifies why self-selected physical activities create enjoyment.
- (B) **Objective 2.** Explains the relationship between self-expression and

lifelong enjoyment through physical activity.

- (4) **Social Interaction.** Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.
- (j) **Standard Five objectives for Grade 8.** The following objectives apply for students in Grade 8:
- (1) **Health.**
    - (A) **Objective 1.** Identifies the five components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance, and body composition) and explains the connections between fitness and overall physical and mental health.
    - (B) **Objective 2.** Analyzes the **physical, mental, emotional and social effects** ~~empowering consequences~~ of being physically active.
  - (2) **Challenge.** Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.
  - (3) **Self-Expression and Enjoyment.**
    - (A) **Objective 1.** Discusses how enjoyment could be increased in self-selected physical activities.
    - (B) **Objective 2.** Identifies and participates in an enjoyable activity that prompts individual self-expression.
  - (4) **Social Interaction.** Demonstrates respect for self by asking for help and helping others in various physical activities.
- (k) **Standard Five objectives for Grades 9-12.** The following objectives apply for students in Grade 9 through Grade 12:
- (1) **Level One.**
    - (A) **Health.** Analyzes the health benefits of a self-selected physical activity.
    - (B) **Challenge.** Chooses an appropriate level of challenge in a self-selected activity.
    - (C) **Self-Expression and Enjoyment.** Selects and participates in physical activities or dance that meets the need for self-expression and enjoyment.
    - (D) **Social Interaction.** Identifies the opportunity for social support in a self-selected physical activity or dance.
  - (2) **Level Two.**
    - (A) **Health.** Analyzes the health benefits of more than one self-selected physical activity.
    - (B) **Challenge.** Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
    - (C) **Self-Expression and Enjoyment.** Identifies the uniqueness of creative dance as a means of self-expression.
    - (D) **Social Interaction.** Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance.