

**OKLAHOMA
ACADEMIC
STANDARDS**

**PHYSICAL
EDUCATION**



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

Oklahoma Academic Standards for Physical Education

Introduction

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.

The compilations of the standards are from extensive collaboration and research by three committees (Executive, Writing and Drafting). The committees had representatives from Oklahoma physical education teachers, principals, university physical education professors, parents and state agency representatives. The research consisted of reviewing evidenced based materials, including research of other state and national standards.

The five Physical Education standards are:

- Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

An effective physical education program offers all students the opportunity to gain the needed skillfulness, knowledge and dispositions toward physically active lifestyles. The five physical education standards provide a framework for physical educators across Oklahoma to ensure school aged students become physically literate.

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.



Oklahoma Academic Standards for Physical Education

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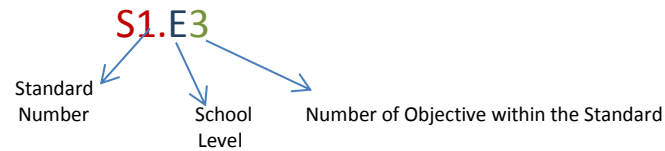
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Oklahoma Academic Standards for Physical Education are to provide a framework for schools and teachers to develop an aligned physical education curriculum. The standards in this document were informed by *National Standards & Grade-Level Outcomes for K-12 Physical Education*. (SHAPE America, Society of Health and Physical Educators, 2014) and *Healthy Youth Standards* (Center for Disease Control and Prevention, 2013).

Assisting with the Codes of the Standards

Example:



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	PreK-K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Standard 1 Demonstrates competency in a variety of motor skills and movement patterns.						
Locomotor						
S1.E1 Hopping, galloping, running, sliding, skipping, leaping	Performs locomotor skills (hopping, galloping, running, sliding, skipping, leaping) while maintaining balance.	Hops, gallops, jogs, and slides using a mature pattern .	Skips using a mature pattern .	Leaps using a mature pattern .	Uses various locomotor skills in a variety of small-sided practice tasks , dance, and educational gymnastics experiences.	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).
S1. E2 Jogging, running	Developmentally appropriate/emerging outcomes first appearing in grade two.	Developmentally appropriate/emerging outcomes first appearing in grade two.	Runs with a mature pattern . Travels showing differentiation (spacing) between jogging and sprinting.	Travels showing differentiation (spacing) between jogging and sprinting.	Runs for distance using a mature pattern .	Uses appropriate spacing for a variety of running distances.

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S1. E3 Jumping and landing, horizontal	Performs jumping and landing actions with balance.	Demonstrates two of the five critical elements for jumping and landing in a horizontal plane using two-foot take-offs and landings.	Demonstrates four of the five critical elements for jumping and landing in a horizontal plane using a variety of one-and two-foot take-offs and landings.	Jumps and lands in the horizontal plane using a mature pattern .	Uses spring-and-step take-offs and landings specific to gymnastics (Example: cartwheel, round-off).	Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, and small-sided practice tasks in game environments.
S1. E4 Jumping and landing, vertical	Performs jumping and landing actions with balance.	Demonstrates two of the five critical elements for jumping and landing in a vertical plane.	Demonstrates four of the five critical elements for jumping and landing in a vertical plane.	Jumps and lands in the vertical plane using a mature pattern .	Uses spring-and-step take-offs and landings specific to gymnastics (Example: cartwheel, round-off).	Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, and small-sided practice tasks in game environments.
S1.E5 Dance	Performs locomotor skills in response to teacher-led creative dance.	Combines locomotor and non-locomotor skills in a teacher-designed dance.	Performs a teacher and/or student-designed rhythmic activity with correct response to simple rhythms.	Performs teacher-selected and developmentally appropriate dance steps in movement patterns.	Combines locomotor movement patterns and dance steps to create and perform an original dance.	Combines locomotor skills and cultural as well as creative dances (self and group) with correct rhythm and pattern.
S1. E6 Combinations	Developmentally appropriate/emerging outcomes first appear in grade three.	Developmentally appropriate/emerging outcomes first appear in grade three.	Developmentally appropriate/emerging outcomes first appear in grade three.	Performs a sequence of locomotor skills transitioning from one skill to another smoothly and without hesitation.	Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher-and/or student-designed small-sided practice tasks .	Applies skills in dynamic situations.

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Non-locomotor (stability)						
S1. E7 Balance	Maintains momentary stillness on different bases of support. Forms wide, narrow, curled, and twisted body shapes.	Maintains stillness on different bases of support with different body shapes.	Balances on different bases of support combining levels and shapes. Balances in an inverted position with stillness and supportive base.	Balances on different bases of support demonstrating muscular tension and extensions of free body parts.	Balances on different bases of support on apparatus demonstrating levels and shapes.	Combines balance and transferring weight in a gymnastic sequence or dance with a partner.
S1. E8 Weight Transfer	Developmentally appropriate/emerging outcomes first appear in grade one.	Transfers weight from one body part to another in self-space in dance and gymnastic environments.	Transfers weight from feet to different body parts/bases of support for balance and/or travel.	Transfers weight from feet to hands for momentary weight support.	Transfers weight from feet to hands varying the speed and using large extensions (Examples: mule kick, handstand, cartwheel).	Transfers weight in gymnastic and dance environments.
S1.E9 Weight transfer, rolling	Roll sideways in a narrow body shape.	Rolls with either a narrow or curled body shape.	Rolls in different directions in either a narrow or curled body shape.	Applies skills.	Applies skills.	Applies skills.
S1. E10 Curling and stretching; twisting and bending	Contrasts the actions of curling and stretching.	Demonstrates twisting, curling, bending, and stretching actions.	Differentiates among twisting, curling, bending, and stretching actions.	Moves into and out of gymnastic balances with twisting, curling, and stretching actions.	Moves into and out of balances on apparatus with curling, twisting, and stretching actions (Ex: tug of war rope, court lines, yoga block, balance beam).	Performs curling, twisting, and stretching actions with correct application in dance, gymnastics, and small-sided practice tasks in game environments.

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S1. E11 Combinations	Developmentally appropriate/emerging outcomes first appear in grade two.	Developmentally appropriate/emerging outcomes first appear in grade two.	Combines balances and transfers into a three part sequence (Ex: dance, gymnastics).	Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance.	Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner.	Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group.
S1. E12 Balance and weight transfers	Developmentally appropriate/emerging outcomes first appear in grade three.	Developmentally appropriate/emerging outcomes first appear in grade three.	Developmentally appropriate/emerging outcomes first appear in grade three.	Combines balance and weight transfers with movement concepts to create and perform a dance.	Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus.	Combines actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus.
Manipulatives						
S1. E13 Throwing; underhand and overhand	Throws underhand and overhand with opposite foot forward. <i>*Pre-K: Throws underhand and overhand without opposition.*</i>	Throws underhand and overhand demonstrating two of the five critical elements of a mature pattern (face target, arm back, opposition, release, follow through).	Throws underhand and overhand using a mature pattern .	Throws underhand and overhand to a partner or target with reasonable accuracy. Demonstrates three of the five critical elements in non-dynamic environments for distance and force.	Throws underhand and overhand in a mature pattern in a non-dynamic environment.	Throws underhand and overhand in a mature pattern in a non-dynamic environment with different sizes and types of objects. Throws underhand/overhand to a large target with accuracy.
S1. E14 Passing with hands	Developmentally appropriate/emerging outcomes first appear in grade four.	Developmentally appropriate/emerging outcomes first appear in grade four.	Developmentally appropriate/emerging outcomes first appear in grade four.	Developmentally appropriate/emerging outcomes first appear in grade four.	Throws to a moving partner with reasonable accuracy in a non-dynamic environment (closed skills).	Throws with accuracy while both partners are moving. Throws with reasonable accuracy in dynamic, small-sided practice tasks .

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<p>S1. E15 Catching</p>	<p>Drops a ball or object and catches it before it bounces twice.</p> <p>Catches a large ball or object tossed by a skilled thrower.</p>	<p>Catches a soft object from a self-toss before it bounces.</p> <p>Catches various sizes of balls or objects self-tossed or tossed by a skilled thrower.</p>	<p>Catches a self-tossed or well-thrown large ball/object with hands not trapping or cradling against the ball.</p>	<p>Catches a gently tossed hand-sized ball or object from a partner while demonstrating four of the five critical elements of a mature pattern.</p>	<p>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).</p>	<p>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).</p> <p>Catches with accuracy with both partners moving.</p> <p>Catches with reasonable accuracy in dynamic, small-sided practice tasks.</p>
<p>S1. E16 Dribbling/Ball Control with hands</p>	<p>Dribbles a ball with one hand attempting second contact.</p>	<p>Dribbles continuously in self-space using the preferred hand.</p>	<p>Dribbles using the preferred hand while walking in general space.</p>	<p>Dribbles and travels in general space at a slow to moderate speed with control of ball and body.</p>	<p>Dribbles in self-space with both the preferred and non-preferred hands using a mature pattern.</p> <p>Dribbles in general space with control of ball and body while increasing and decreasing speed.</p>	<p>Combines hand dribbling with other skills during one vs. one practice skills.</p>
<p>S1. E17 Dribbling/Ball Control with feet</p>	<p>Taps a ball using the inside of the foot, sending it forward.</p>	<p>Taps or dribbles a ball using the inside of the foot while walking in general space.</p>	<p>Dribbles with the feet in general space with control of ball and body.</p>	<p>Dribbles with the feet in general space at slow to moderate jogging speed with control of the ball and body.</p>	<p>Dribbles with the feet in general space with control of the ball and body while increasing and decreasing speed.</p>	<p>Combines foot dribbling with other skills in one vs. one practice tasks.</p>

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<p>S1. E18 Passing and receiving with feet</p>	<p>Developmentally appropriate/emerging outcomes first appear in grade three.</p>	<p>Developmentally appropriate/emerging outcomes first appear in grade three.</p>	<p>Developmentally appropriate/emerging outcomes first appear in grade three.</p>	<p>Passes and receives the ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass.</p>	<p>Passes and receives the ball using the insides of the feet to a moving partner in a non-dynamic environment (closed skills).</p> <p>Receives and passes a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass.</p>	<p>Passes and receives with the feet using a mature pattern as both partners travel.</p>
<p>S1. E19 Dribbling in combinations</p>	<p>Developmentally appropriate/emerging outcomes first appear in grade four.</p>	<p>Developmentally appropriate/emerging outcomes first appear in grade four.</p>	<p>Developmentally appropriate/emerging outcomes first appear in grade four.</p>	<p>Developmentally appropriate/emerging outcomes first appear in grade four.</p>	<p>Dribbles with hands or feet in combination with other skills (Ex: passing, receiving, shooting).</p>	<p>Dribbles with the hands or feet with mature patterns in a variety of small sided game forms.</p>

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<p>S1. E20 Kicking</p>	<p>Kicks a stationary ball from a stationary position demonstrating two of the five critical elements of mature kicking.</p>	<p>Approaches a stationary ball and kicks it forward demonstrating two of the five critical elements of a mature pattern.</p>	<p>Uses a continuous running approach and kicks a moving ball demonstrating three of the five critical elements of a mature pattern.</p>	<p>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.</p> <p>Uses a continuous running approach and kicks a stationary ball for accuracy.</p>	<p>Kicks along the ground and in the air and punts using mature pattern.</p>	<p>Demonstrates mature patterns of kicking and punting in small-sided practice tasks environments.</p>
<p>S1. E21 Volley, underhand</p>	<p>Volleys a lightweight object (balloon), sending it upward.</p>	<p>Volleys an object with an open palm, sending it upward.</p>	<p>Volleys an object upward with consecutive hits.</p>	<p>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).</p>	<p>Volleys underhand using a mature pattern in a dynamic environment (two square, four square, handball).</p>	<p>Applies skills.</p>

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S1. E22 Volley overhead	Developmentally appropriate/emerging outcomes first appear in grade four.	Developmentally appropriate/emerging outcomes first appear in grade four.	Developmentally appropriate/emerging outcomes first appear in grade four.	Developmentally appropriate/emerging outcomes first appear in grade four.	Volleys the ball with a two-handed overhead pattern sending it upward demonstrating four of the five critical elements of a mature pattern .	Volleys the ball using a two-handed pattern sending it upward to a target.
S1. E23 Striking, short implement	Strikes a lightweight object with a paddle or short handled racket.	Strikes a ball with a short-handled implement sending it upwards.	Strikes an object upward with a short-handled implement using consecutive hits.	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 .	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.	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.
S1. E24 Striking, long implement	Developmentally appropriate/emerging outcomes first appear in grade two.	Developmentally appropriate/emerging outcomes first appear in grade two.	Strikes a ball off a tee or cone with a bat using correct grip and side orientation/proper body orientation.	Strikes a ball with a long-handled implement (hockey stick, bat, golf club) sending it forward while using proper grip for the implement.	Strikes an object with a long-handled implement (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).	Strikes a pitched ball with a bat using a mature pattern. Combines striking with a long-implement (bat, hockey stick) with receiving and traveling skills in a small-sided game.

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<p>S1. E25 In combination with locomotor</p>	<p>Developmentally appropriate/emerging outcomes first appear in grade four.</p>	<p>Developmentally appropriate/emerging outcomes first appear in grade four.</p>	<p>Developmentally appropriate/emerging outcomes first appear in grade four.</p>	<p>Developmentally appropriate/emerging outcomes first appear in grade four.</p>	<p>Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher and/or student designed small-sided practice task environments.</p>	<p>Combines manipulative skills and traveling for execution to a target. (Ex: Scoring in soccer, hockey, and basketball).</p>
<p>S1. E26 Jumping rope</p>	<p>Executes a single jump with a self-turned rope.</p> <p>Jumps a long rope with teacher-assisted turning.</p> <p>Turns a long rope with a mature form.</p>	<p>Jumps forwards or backwards consecutively using a self-turned rope.</p> <p>Jumps a long rope up to five times consecutively with teacher-assisted turning.</p> <p>Turning a long rope alone and with a partner in rhythm.</p>	<p>Jumps a self-turned rope consecutively forward and backward with a mature pattern.</p> <p>Jumps a long rope five times consecutively with student turners.</p>	<p>Performs intermediate jump rope skills (Ex: a variety of tricks, running in and out of long rope) for both long and short ropes.</p>	<p>Creates a jump rope routine with either a short or long jump rope.</p>	<p>Creates a jump rope routine with a partner using either a short or long jump rope.</p>

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	PreK-K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Standard 2						
Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.						
Movement concepts						
S2. E1 Space	Differentiates between movement in personal (self-space) and general space. Moves in personal space to a rhythm.	Moves in self-space and general space in response to designated beats/rhythms.	Combines locomotor skills in general space to a rhythm.	Recognizes the concept of open spaces and a movement context.	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 & speed.	Combines spatial concepts with locomotor and non-locomotor movements for small groups (e.g. gymnastics, dance, & games).
S2. E2 Pathways, shapes, levels	Travels in three different pathways (straight, zig-zag, and weaving).	Travels demonstrating low, middle, and high levels. Travels demonstrating a variety of relationships with objects (e.g. over, under, around, through).	Combines shapes, levels, & pathways into simple travel, dance & gymnastics sequences.	Recognizes locomotor skills specific to a wide variety of physical activities.	Combines movement concepts with skills in small sided practice tasks, gymnastics and dance environments.	Combines movement concepts with skills in small sided practice tasks in game environments, gymnastics & dance with self-direction.

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<p>S2. E3 Speed, direction, force</p>	<p>Travels in general space with different speeds.</p>	<p>Differentiates between fast & slow speeds. Differentiates between strong and light force.</p>	<p>Varies time and force with gradual increases & decreases.</p>	<p>Combines movement concepts (direction, levels, force, time) with skills directed by the teacher.</p>	<p>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.</p>	<p>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.</p>
<p>S2. E4 Alignment and muscular tension</p>				<p>Employs the concept of alignment (e.g. gymnastics, dance & yoga). Employs the concept of muscular tension with balance (e.g. gymnastics, dance & yoga).</p>	<p>Applies skill.</p>	<p>Applies skill.</p>
<p>S2. E5 Strategies and tactics</p>				<p>Applies simple strategies and tactics in both chasing & fleeing activities.</p>	<p>Applies simple offensive strategies & defensive strategies & tactics in chasing and fleeing activities. Recognizes the types of kicks needed for different games and sports situations.</p>	<p>Applies basic offensive & defensive strategies & tactics in invasion small sided practice tasks, and in net/wall small sided practice tasks. Recognizes the type of throw, volley or striking action needed for different games and sports situations.</p>

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	PreK-K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Standard 3						
Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.						
Physical Activity Knowledge						
S3. E1	Identifies active-play opportunities outside physical education class. (e.g. before and after school, at home, at the park, with friends, with family).	Discusses the benefits of being active and exercising and/or playing.	Describes large motor and/or manipulative physical activities for participation outside physical education class.	Student charts participation in physical activities outside physical education class. Identifies physical activity benefits as a way to become healthier.	Analyzes opportunities for participating in physical activity outside physical education class.	Student charts and analyzes physical activity outside physical education class for fitness benefits of activities.
Engages in Physical Activity						
S3. E2	Actively participates in physical education class. Engaged in MVPA 50% of class time.	Actively engages in physical education class. Engaged in MVPA 50% of class time.	Actively engages in physical education class in response to instruction and practice. Engaged in MVPA 50% of class time.	Engages in the activities of physical education class without teacher prompting. Engaged in MVPA 50% of class time.	Actively engages in the activities of physical education class, both teacher directed and independent. Engaged in MVPA 50% of class time.	Actively engages in all the activities of physical education. Engaged in MVPA 50% of class time.
Fitness Knowledge						
S3. E3	Recognizes that when you move fast, your heart beats faster and you breathe faster.	Identifies the heart as a muscle that grows stronger with exercise, play and physical activity.	Identifies physical activities that contribute to fitness.	Describes the concept of fitness and provides examples of physical activity to enhance fitness.	Identifies the components of health related fitness .	Differentiates between skill related and health related fitness .

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S3. E4				Recognizes the importance of warm up and cool down relative to vigorous physical activity.	Demonstrates warm up and cool down relative to the cardiorespiratory fitness assessment.	Identifies the need for warm up and cool-down relative to various physical activities. Identify and apply FITT to a fitness plan.
Assessment and Program Planning						
S3. E5				Demonstrates, with teacher direction, the health-related fitness components.	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.	Analyzes of fitness assessment (pre and post), comparing results with fitness components for good health. Designs a fitness plan utilizing FITT.
S3. E6 Nutrition	Recognizes that food provides energy for physical activity.	Differentiates between healthy and unhealthy foods and drinks.	Recognizes the good health balance of nutrition and physical activity.	Identifies foods that are beneficial for before and after physical activity.	Discusses the importance of hydration and hydration choices relative to physical activities.	Analyzes the impact of food choices relative to physical activity, youth sports and personal health.

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	PreK-K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Standard 4						
Exhibits responsible personal and social behavior that respects self and others.						
Personal responsibility						
S4. E1	Follows directions in group settings (eg, safe behaviors, following rules, taking turns).	Accepts personal responsibility by using equipment and space appropriately.	Practices skills with minimal teacher prompting.	Exhibits personal responsibility in teacher directed activities.	Exhibits responsible behavior in independent group situations.	Engages in physical activity with responsible inter-personal behavior (eg. peer to peer, student to teacher, student to referee).
S4. E2	Acknowledges responsibility for behavior when prompted.	Follows the rules and parameters of the learning environment.	Accepts responsibility for class protocols with behavior and performance actions.	Works independently for extended periods of time.	Reflects on personal social behavior in physical activity.	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.
Accepting Feedback						
S4. E3	Follows instruction/directions when prompted.	Responds appropriately to general feedback from the teacher.	Accepts specific corrective feedback from the teacher.	Accepts and implements specific corrective feedback from the teacher.	Listens respectfully to corrective feedback from others. (eg, peers, adults).	Gives and receives peer feedback.
Working with Others						
S4. E4	Shares equipment and space with others.	Works independently with others in a variety of class environments (eg, small and large groups and partners).	Works independently with others in partner environments without regard to personal differences.	Works cooperatively with others. Praises others for their success in movement performance.	Praises the movement performance of others both more and less skilled. Accepts players of all skill levels into the physical activity.	Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects.

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Rules and Etiquette						
S4. E5	Recognizes the established protocols for class activities.	Exhibits the established protocols for class activities.	Recognizes the role of rules and etiquette in teacher designed physical activities.	Recognizes the role of rules and etiquette in physical activity with peers.	Exhibits etiquette and adherence to rules in a variety of physical activities.	Critiques the etiquette involved in rules of various game activities.
Safety						
S4. E6	Follows teacher directions for safe participation and proper use of equipment with minimal reminders.	Follows teacher directions for safe participation and proper use of equipment without teacher reminders.	Works independently and safely in physical education. Works safely with physical education equipment.	Works independently and safely in physical activity settings.	Works safely with peers and equipment in physical activity settings.	Applies safety principles with age-appropriate physical activities.

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	PreK-K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Standard 5						
Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.						
Health						
S5.E1	Recognizes that physical activity is important for good health.	Identifies physical activity as a component of good health.	Recognizes the value of Good Health Balance .	Discusses the relationship between physical activity and good health.	Examines the health benefits of participating in physical activity.	Compares the health benefits of participating in selected physical activities.
Challenge						
S5.E2.	Acknowledges that some physical activities are challenging/ Difficult.	Recognizes that challenge in physical activities can lead to success.	Compares physical activities that bring confidence and challenge.	Discusses the challenge that comes from learning a new physical activity.	Rates the enjoyment of participating in challenging and mastered physical activities.	Expresses (e.g., written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity.
Self-expression and enjoyment						
S5.E3	Identifies physical activities that are enjoyable Discusses the enjoyment of playing with friends.	Describes positive feelings that result from participating in physical activities Discusses personal reasons for enjoying physical activities.	Identifies and discuss physical activities that provide enjoyment and self-expression (e.g. dance, gymnastic routines, practice tasks in game environments).	Reflects on the reasons for enjoying selected physical activities.	Ranks the enjoyment of participating in different physical activities.	Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.

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S5. E4. Social Interaction	Demonstrates socially acceptable conflict resolution skills.	Demonstrates socially acceptable conflict resolution skills.	Demonstrates socially acceptable conflict resolution skills.	Describes the positive social interactions that come when engaged with others in physical activity.	Describes and compares the positive social interactions that come when engaged in partner, small group and large group physical activities.	Analyzes the positive impact of verbal and non-verbal encouragement in physical activity.
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Oklahoma Academic Standards for Physical Education

	Grade 6	Grade 7	Grade 8
Standard 1			
Demonstrates competency in a variety of motor skills and movement patterns.			
Dance and rhythms			
S1.M1	Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance.	Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line and world dance.	Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group.
Games and sports: Invasion and field games			
S1.M2 Throwing	Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = second base to first base).	Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment .	Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play.
S1.M3 Catching	Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks.	Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play.	Catches using an implement in a dynamic environment or modified game play.

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Games and sports: Invasion games			
S1.M4 Passing and receiving	Passes and receives with hands in combination with locomotor patterns of running, change of direction and speed with competency in modified invasion games (e.g., basketball, flag football, speedball, or team handball).	Passes and receives with feet in combination with locomotor patterns of running, change of direction and speed with competency in modified invasion games (e.g., soccer or speedball).	Passes and receives with an implement in combination with locomotor patterns of running, change of direction, speed and/or level with competency in modified invasion games, e.g., lacrosse or hockey (floor, field, ice).
S1.M5 Passing and receiving/moving target	Throws, while stationary, a leading pass to a moving receiver.	Throws, while moving, a leading pass to a moving receiver.	Throws a leading pass to a moving partner off a dribble or pass.
S1.M6 Offensive skills	Performs pivots, fakes and jab steps designed to create open space during practice tasks.	Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps.	Executes at least two of the following to create open space during modified game play : pivots, fakes, jab steps, screens.
S1.M7 Offensive Skills	Performs the following offensive skills without defensive pressure: pivots, give & go's, and fakes.	Performs the following offensive skills with defensive pressure: pivots, give & go's, and fakes.	Executes the following offensive skills during small-sided game play: pivots, give & go's, and fakes.
S1.M8 Dribble/Ball Control/Hands	Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks.	Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks.	Dribbles with dominant and non-dominant hands using a change of speed and direction in small-sided game play.
S1.M9 Dribble/Ball Control/Feet	Foot-dribbles or dribbles with an implement with control, change in speed and direction in a variety of practice tasks.	Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks.	Foot-dribbles or dribbles with an implement with control, change in speed and direction during small-sided game play.

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S1.M10 Shooting on goal	Shoots on goal with power in a dynamic environment as appropriate to the activity.	Shoots on goal with power and accuracy in small-sided game play.	Shoots on goal with a long-handled implement for power and accuracy in modified invasion games (e.g., hockey (floor, field, ice) or lacrosse).
S1.M11 Defensive skills	Maintains defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the offensive player.	Maintains defensive ready position while sliding in all directions without crossing feet.	Maintains defensive ready position while drop stepping (appropriate to the sport) in the direction of the pass during player-to-player defense.
Games and sports: Net/wall games			
S1.M12 Serving	Performs a legal underhand serve with control for net/wall games, e.g., badminton, volleyball, or pickle ball.	Executes consistently, a legal underhand serve to a predetermined target for net/wall games e.g., badminton, volleyball or pickle ball.	Executes consistently, a legal underhand serve for distance and accuracy for net/wall games e.g., badminton, volleyball or pickle ball.
S1.M13 Striking	Strikes with a mature overhand pattern in a non-dynamic environment (closed skills) for net/wall games e.g., volleyball, handball, badminton or tennis.	Strikes with a mature overhand pattern in a dynamic environment for net/wall games e.g., volleyball, handball, badminton, tennis.	Strikes with a mature overhand pattern in a modified game for net/wall games, e.g., volleyball, handball, badminton, tennis, pickle ball.
S1.M14 Forehand and backhand	Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games (e.g., paddleball, pickle ball, or tennis).	Demonstrates the mature form of the forehand and backhand strokes with a long-handled implement in net games (e.g., badminton or tennis).	Demonstrates the mature form of the forehand and backhand strokes with a short-or long-handled implement with power and accuracy in net games (e.g., paddleball, pickle ball, badminton or tennis).

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S1.M15 Weight transfer	Transfers weight with correct timing for the striking pattern.	Transfers weight with correct timing using low-to-high striking pattern with a short-handled implement on the forehand side.	Transfers weight with correct timing using low-to-high striking pattern with a short-or long-handled implement on the forehand and backhand side.
S1.M16 Volley	Forehand volleys with a mature form and control using a short-handled implement.	Forehand and backhand volleys with a mature form and control using a short-handled implement.	Forehand and backhand volleys with a mature form and control using a short-handled implement during modified game play.
S1.M17 Two-handed volley	Two-hand-volleys with control in a variety of practice tasks.	Two-hand-volleys with control in a dynamic environment .	Two-hand-volleys with control in a small-sided game .
S1.M18 Underhand throw	Demonstrates a mature underhand pattern for a modified target game (e.g., bowling, bocce, bean bags, or horseshoes).	Executes consistently a mature underhand pattern for target games (e.g., as bowling, bocce, bean bags or horseshoes).	Performs consistently a mature underhand pattern with accuracy and control for one target game (e.g., bowling, bean bags or bocce).
S1.M19 Striking	Strikes, with an implement, a stationary object for accuracy in activities (e.g., croquet, shuffleboard, or golf).	Strikes, with an implement, a stationary object for accuracy and distance in activities, (e.g., croquet, shuffleboard, or golf).	Strikes, with an implement, a stationary object for accuracy, power, and distance in activities, (e.g., croquet, shuffleboard, or golf).
Games and sports: Fielding/striking games			
S1.M20 Striking	Strikes a pitched ball, with an implement, in a variety of practice tasks.	Strikes a pitched ball, with an implement, with force in a variety of practice tasks.	Strikes a pitched ball, with an implement, with power and force to open space in a variety of small-sided games .

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S1.M21 Catching	Catches, with a mature pattern, from different trajectories using a variety of objects in varying practice tasks.	Catches, with a mature pattern, from different trajectories using a variety of objects in small-sided game play.	Catches, with or without an implement, from different trajectories and speeds in a dynamic environment or modified game play .
Outdoor Pursuits			
S1.M22	Demonstrates correct technique for basic skills in one self-selected outdoor pursuit.	Demonstrates correct technique for a variety of skills in one self-selected outdoor pursuit.	Demonstrates correct technique for basic skills in at least two self-selected outdoor pursuits.
Individual-performance activities			
S1.M23	Demonstrates correct technique for basic skills in one self-selected individual-performance activity .	Demonstrates correct technique for a variety of skills in one self-selected individual-performance activity .	Demonstrates correct technique for basic skills in at least two self-selected individual-performance activities .

Oklahoma Academic Standards for Physical Education

	Grade 6	Grade 7	Grade 8
Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.			
Games and sports: Invasion Games			
S2.M1 Creating space with movement	Creates open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace).	Reduces open space by using locomotor movements (e.g., walking, running, jumping and landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle and the space, reducing distance between player and goal).	Opens and closes space during small-sided game play by combining locomotor movements with movement concepts.
S2.M2 Creating space with offensive tactics	Executes at least one of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give & go.	Executes at least two of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give & go.	Executes at least three of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give & go.
S2.M3 Creating space using width and length	Creates open space by using the width and length of the field/court on offense.	Creates open space by staying spread on offense, and cutting and passing quickly.	Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball.

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Games and sports: Invasion games			
S2.M4 Reducing space by changing size and shape	Reduces open space on defense by making the body larger and reducing passing angles.	Reduces open space on defense by staying close to the opponent as he/she nears the goal.	Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to her/him.
S2.M5 Reducing space using denial	Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass.	Reduces open space by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection.	Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection.
S2.M6 Transitions	Transitions from offense to defense or defense or offense by recovering quickly.	Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates.	Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage.
Games and sports: Net/wall games			
S2.M7 Creating space through variation	Creates open space in net/wall games with a short-handled implement by varying force and direction.	Creates open space in net/wall games with a long-handled implement by varying force and direction, and by moving opponent from side to side.	Creates open space in net/wall games with either a long-or-short-handled implement by varying force or direction or by moving opponent from side to side and/or forward and back.
S2.M8 Using tactics and shots	Reduces offensive options for opponents by returning to midcourt position.	Selects offensive shot based on opponent's location (hit where opponent is not).	Varies placement, force and timing of return to prevent anticipation by opponent.

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Games and sports: Target games			
S2.M9 Shot selection	Selects appropriate shot and/or club based on location of the object in relation to the target.	Varies the speed and/or trajectory of the shot based on location of the object in relation to the target.	Varies the speed, force and trajectory of the shot based on location of the object in relation to the target.
Games and sports: Fielding/striking games			
S2.M10 Offensive strategies	Identifies open spaces and attempts to strike object into that space.	Uses a variety of shots (e.g., slap and run, bunt, line drive, high arc) to hit to open space.	Identifies sacrifice situations and attempt to advance a teammate.
S2.M11 Reducing space	Identifies the correct defensive play based on the situation (e.g., number of outs).	Selects the correct defensive play based on the situation (e.g., number of outs).	Reduces open spaces in the field by working with teammates to maximize coverage.
Individual-performance activities, dance and rhythms			
S2.M12 Movement concepts	Varies application of force during dance or gymnastic activities.	Identifies and applies Newton’s Laws of Motion to various dance or movement activities.	Describes and applies mechanical advantage(s) for a variety of movement patterns.
Outdoor pursuits			
S2.M13 Movement concepts	Makes appropriate decisions, based on the weather, level of difficulty due to conditions or ability to ensure safety of self and others.	Analyzes the situation and makes adjustments to ensure the safety of self and others.	Implements safe protocols in self-selected outdoor pursuits.

Oklahoma Academic Standards for Physical Education

	Grade 6	Grade 7	Grade 8
Standard 3			
Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.			
Physical activity knowledge			
S3.M1	Describes how being physically active leads to a healthy body.	Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.	Identifies the five components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition) and explains the connections between fitness and overall physical and mental health.
Engages in physical activity			
S3.M2	Participates in self-selected physical activity outside of physical education class.	Participates in physical activity twice a week outside of physical education class.	Participates in physical activity three times a week outside of physical education class.
S3.M3	Participates in a variety of aerobic fitness activities (e.g., cardio-kick, step aerobics and aerobic dance).	Participates in a variety of strength- and endurance-fitness activities (e.g., Pilates, resistance training, body weight training and light free-weight training).	Participates in a variety of self-selected aerobic/strength and endurance fitness activities outside of school,(e.g., body weight, resistance training, walking, jogging, biking, skating, dance and swimming).

Oklahoma Academic Standards for Physical Education

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

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

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S3.M16	Maintains a physical activity log for at least two weeks and reflects on activity levels as documented in the log.	Maintains a physical activity and nutrition log for at least two weeks and reflects on activity levels and nutrition as documented in the log.	Designs and implements a program to improve levels of health-related fitness and nutrition.
Nutrition			
S3.M17	Identifies foods within each of the basic food groups and selects appropriate servings and portions for her/his age and physical activity levels.	Develops strategies for balancing healthy food, snacks and water intake, along with daily physical activity.	Describes the relationship between poor nutrition and health risk factors.
Stress Management			
S3.M18	Identifies positive and negative results of stress and appropriate ways of dealing with each.	Practices strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise.	Demonstrates basic movements used in other stress-reducing activities, such as yoga and tai chi.

Oklahoma Academic Standards for Physical Education

	Grade 6	Grade 7	Grade 8
Standard 4			
Exhibits responsible personal and social behavior that respects self and others.			
Personal responsibility			
S4.M1	Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors.	Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates.	Accepts responsibility for improving one's own levels of physical activity, fitness, and emotional and social wellbeing.
S4.M2	Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.	Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.	Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.
Accepting/providing feedback			
S4.M3	Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.	Provides corrective feedback to a peer using teacher-generated guidelines and incorporating appropriate tone and other communication skills.	Provides encouragement and feedback to peers without prompting from the teacher.

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

Oklahoma Academic Standards for Physical Education

	Grade 6	Grade 7	Grade 8
Standard 5			
Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.			
Health			
S5.M1	Describes how being physically active leads to a healthy body.	Identifies different types of physical activities and describes how each exerts a positive impact on health.	Identifies the five components of health-related fitness and (muscular strength, muscular endurance, flexibility, cardiovascular endurance, and body composition) explains the connections between fitness and overall physical and mental health.
S5.M2	Identifies components of physical activity that provide opportunities for reducing stress and for social interaction.	Identifies positive mental and emotional aspects of participating in a variety of physical activities.	Analyzes the empowering consequences of being physically active.
Challenge			
S5.M3	Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help and/or feedback or modifying the tasks.	Generates positive strategies such as offering suggestions or assistance, leading or following others and providing solutions when faced with a group challenge.	Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.

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Self-expression and enjoyment

S5.M4	Describes how moving competently in a physical activity setting creates enjoyment.	Identifies why self-selected physical activities create enjoyment.	Discusses how enjoyment could be increased in self-selected physical activities.
S5.M5	Identifies how self-expression and physical activity are related.	Explains the relationship between self-expression and lifelong enjoyment through physical activity.	Identifies and participates in an enjoyable activity that prompts individual self-expression.

Social Interaction

S5.M6	Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity.	Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.	Demonstrates respect for self by asking for help and helping others in various physical activities.
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Oklahoma Academic Standards for Physical Education

	Grades 9-12	Grades 9-12
	Level 1	Level 2
Standard 1		
Demonstrates competency in a variety of motor skills and movement patterns.		
Lifetime activities		
S1.H1	Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuit's individual-performance activities, aquatics, net/wall games or target games).	Refines activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).
Dance and rhythms		
S1.H2	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).	Demonstrates competency in dance forms and/or rhythmic movements by choreographing a dance, designing a rhythmic workout routine or by giving a performance.
Fitness activities		
S1.H3	Demonstrates application, evaluation, and competency in one or more specialized skills in health-related fitness activities.	Demonstrates application, evaluation, and competency in two or more specialized skills in health-related fitness activities.

Oklahoma Academic Standards for Physical Education

	Grades 9-12	Grades 9-12
	Level 1	Level 2
Standard 2		
Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.		
Movement concepts, principles and knowledge		
S2.H1	Applies the terminology associated with exercise and participation in selected individual-performance activities, dance net/wall games, target games, aquatics and/or outdoor pursuits appropriately.	Identifies and discusses the historical and cultural roles of games, sports, and dance in society.
S2.H1	Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.	Describes the speed/accuracy trade-off in throwing and striking skills.
S2.H3	Creates a practice plan to improve performance for a self-selected skill.	Identifies the stages of learning a motor skill.
S2.H4	Identifies examples of social and technical dance forms.	Compares similarities and differences in various dance forms.

Oklahoma Academic Standards for Physical Education

	Grades 9-12	Grades 9-12
	Level 1	Level 2
Standard 3		
Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.		
Physical Activity Knowledge		
S3.H1	Discusses the benefits of a physically active lifestyle as it relates to college, career, and/or community productivity.	Investigates the relationships among physical activity, nutrition, and body composition.
S3.H2	Evaluates the validity of claims made by commercial products and programs pertaining to fitness and healthy, active lifestyle.	Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle.
S3.H3	Identifies issues associated with exercising in heat, humidity, and cold	Applies rates of perceived exertion and pacing.
S3.H4	Evaluates - according to their benefits, social support network, and participation requirements - activities that can be pursued in the local environment.	Evaluates - according to their benefits, social support network, and participation requirements - activities that can be pursued in and outside the local environment.
S3.H5	Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle.	Analyzes the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career settings.

Oklahoma Academic Standards for Physical Education

Engages in physical activity		
S3.H6	Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day.	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).
Fitness knowledge		
S3.H7	Demonstrates appropriate technique in resistance-training machines and free weights.	Designs and implements strength and conditioning program that develops balance in opposing muscle groups and supports a healthy, active lifestyle.
S3.H8	Relates physiological response to individual levels of fitness and nutritional balance.	Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatin, anaerobic glycolysis, aerobic).
S3.H9	Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion).	Identifies the structure of skeletal muscle and fiber types as they relate to muscle development.
S3.H10	Calculates target heart rate and applies that information to personal fitness plan.	Adjusts pacing to keep heart rate in target zone, using available technology to self-monitor aerobic intensity.
Assessment and program planning		
S3.H11	Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings.	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).
S3.H12	Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work.	Analyzes the components of skill-related fitness in relation to life and career goals and designs an appropriate fitness program for those goals.

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Nutrition		
S3.H13	Designs and implements a nutrition plan to maintain and appropriate energy balance for a healthy, active lifestyle.	Creates a snack plan for before, during and after exercise that addresses nutrition needs for each phase.
Stress management		
S3.H14	Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercises, meditation) to reduce stress.	Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercises, meditation) to reduce stress.

Oklahoma Academic Standards for Physical Education

	Grades 9-12	Grades 9-12
	Level 1	Level 2
Standard 4		
Exhibits responsible personal and social behavior that respects self and others.		
Personal responsibility		
S4.H1	Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed.	Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.
Rules and etiquette		
S4.H2	Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.	Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport).
Working with others		
S4.H3	Uses communication skills and strategies that promote team or group dynamics.	Assumes a leadership role (e.g. task or group leader, referee, coach) in a physical activity setting.
S4.H4	Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups.	Accepts others' ideas cultural diversity and body types by engaging in cooperative and collaborative movement projects.

Oklahoma Academic Standards for Physical Education

Safety

S4.H5	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).	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).
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Oklahoma Academic Standards for Physical Education

	Grades 9-12	Grades 9-12
	Level 1	Level 2
Standard 5		
Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.		
Health		
S5.H1	Analyzes the health benefits of a self-selected physical activity.	Analyzes the health benefits of more than one self-selected physical activity.
Challenge		
S5.H2	Chooses an appropriate level of challenge in a self-selected activity.	Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
Self-expression and enjoyment		
S5.H3	Selects and participates in physical activities or dance that meets the need for self-expression and enjoyment.	Identifies the uniqueness of creative dance as a means of self-expression.
Social Interaction		
S5.H4	Identifies the opportunity for social support in a self-selected physical activity or dance.	Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance.

Oklahoma Academic Standards for Physical Education

Glossary

Accuracy- For the purposes of this book, reasonable accuracy is defined as sixty percent successful performance; accuracy is eighty percent or above. Scores in the range of sixty percent to seventy-nine percent are considered reasonably accurate.

Affective domain- 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 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- 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- 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- Might include but not limited to swimming, diving, synchronized swimming and water polo.

Checklist- 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 not present. This type of assessment does not attempt to determine the quality of the response.

Closed skills- See entry for **nondynamic environment**.

Cognitive domain- 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- Sufficient ability, skill and knowledge to meet the demands of a specific task or activity. In this book, competency is defined as the ability for individuals to participate at the recreational level with skill and ability in self-selected activities.

Competitive advantage- The advantage gained in a game situation when one team, either on offense or defense, has more players than the other team. *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- “A statement that... clearly describe(s) the content that should be taught and learned during the K-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 K-12 academic career.” Available: www.intime.unoi.edu/model/content/cont.html.

Contextual interference effect- Certain conditions (e.g., varying practice tasks) that depress performance during practice but actually produce higher levels of learning and retention (Schmidt & Wrisberg, 2008, p.258).

Criterion-referenced performance standards- A type of assessment tool that compares learners’ performance with a predetermined set of criteria or standard. Criteria are defined clearly, are delimited and are task-specific.

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

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Dance and rhythmic activities- 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, tinkling, Chinese ribbons and ball gymnastics.

Deliberate practice- Defined as “... 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” (Ericsson et al., 1993, p. 368). Deliberate practice is purposeful and requires concentration on the part of the learner.

Differentiated instruction- 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., working alone or in a group) and facilitating self-directed activities (e.g., developing and implementing an individualized physical activity program).

Dynamic environments (open skills)- Skills performed in an environment that is dynamic, unpredictable and in motion. The goal for performers is to adapt movements in response to the dynamic and ever-changing environment (Schmidt & Wrisberg, 2008, p. 9). Examples include invasion games such as ultimate and soccer and net/wall games such as volleyball and tennis.

Educational gymnastics- Focus on children challenging themselves to maneuver their bodies effectively against the force of gravity (Graham et al., 2013). The skills of balancing and transferring weight from the foundation of educational gymnastics. Educational gymnastics centers on challenges appropriate for each child his or her skill level, as contrasted with Olympic gymnastics, which centers on defined stunts performed the same way by all students.

Emerging- 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- Expectations regarding behavior and social norms associated with specific games or activities; rules of behavior that define and provide parameters for the appropriate participation in the activity or game.

Fielding/striking games- 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) (Haibach et al., 2011, p. 365; Mitchell, Oslin & Griffin, 2006, p. 21). Fielding decisions are based on the fielders’ position and game situation, such as offensive runners’ positions, outs and score.

Fitness activities- 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- Acronym that stands for frequency, intensity, time and type, which are variables that are manipulated to create an overload.

Fundamental motor skills- 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- Includes the following game categories: invasion, net/wall, target and fielding/striking.

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Grid activities- Grids are 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- 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- Might include gymnastics, figure skating, track and field, multisport events, in-line skating, wrestling, self defense and skateboarding.

Invasion games- 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” (Mitchell et al., 2006). 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- Balances and transfers of weight in educational gymnastics in which the head is lower than the hips.

Jab step- 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- 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 (Schmidt & Wrisberg, 2008, p. 289).

Knowledge of results- 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 (Schmidt & Wrisberg, 2008, p. 286).

Level 1 outcomes- 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- High school-level outcomes that build on Level 1 competencies by augmenting knowledge and skills considered desirable for college or career readiness.

Lifetime activities- 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 book, lifetime activities include the categories of outdoor pursuits, selected individual-performance activities, aquatics and net/wall and target games.

Locomotor skills- 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” (Gallahue et al., 2012, p.223).

Manipulative skills- Skills that require controlling or manipulating objects, such as kicking, striking, throwing, catching and dribbling.

Mature pattern- Executing with efficiency the critical elements of the motor skills pattern in authentic environments.

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

Movement concepts - 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.

Net/wall games - 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) (Mitchell et al., 2006, p. 21). 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 (closed skills) - 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 in nondynamic, stable and unchanging (Schmidt & Wrisberg, 2008, p.9). Examples include performance sports such as gymnastics or diving and target games such as darts and archery.

Nonlocomotor or stability skills - “Any movement that places a premium on gaining and maintaining one’s equilibrium in relation to the force of gravity” (Gallahue et al., 2012, p.49). Examples include axial movements (another term sometimes used for nonlocomotor movements) as well as inverted and rolling body postures.

Norm-referenced - 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 similar learners in the same age group.

Outcomes - Statements that specify what learners will know or be able to do as a result of a learning activity.

Outdoor pursuits - Activities that include recreational boating (e.g., kayaking, canoeing, sailing, rowing); hiking; backpacking; fishing’ orienteering or geocaching; ice skating; skateboarding; snow or water skiing; snowboarding; snowshoeing; surfing; bouldering, traversing or climbing; mountain biking; adventure activities; and ropes courses. Selection of activities is depending on the environmental opportunities within the geographical region.

Overload principle - 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 - A game situation in which one team has one or more (e.g., 2v1) or one fewer (e.g., 1v2) player than the other team.

Psychomotor domain - Domain in which focus is on motor skills. “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” (Simpson, 1972).

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Rating scale - 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 - The skill of collecting a pass from a teammate with the hands, feet or body.

Rubric - 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 - 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 - Small sided games or deliberate tasks designed to practice particular skills or tasks.

Striking - “A ballistic, propulsion skill... with several forms, such as sidearm, underarm or overarm, one-handed and two-handed” (Gallahue et al., 2012, p. 214). Common examples include batting, hitting with a racket and serving a volleyball.

Target games - Games in which “players score by throwing or striking an object to a target” (Mitchell et al., 2006, p. 21). Accuracy is a primary focus of the activity, and competitors share no physical contact (Haibach et al., 2011, p. 369). 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 (Mitchell et al., 2006, p. 21). Strategies or tactics are based on movement accuracy and consistency.

Technology - Software, websites, devices and applications used in a physical education setting to enhance teaching and learning.

Volley - To strike or give impetus to an object (volley-birds, foot bags, bamboo balls, volleyballs) by using a variety of body parts (e.g., hands, arms, head, knees) (Graham et al., 2013).