

Oklahoma Physical Education Standards

First Draft: PreK – 5th Grade



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

Oklahoma Physical Education Standards

PreK-5

Oklahoma Physical Education Standards 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 Physical Education Standards

PreK-5

Development and Review of the Standards

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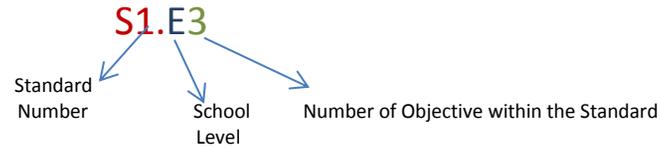
Oklahoma Academic Standards for Physical Education are to provide a framework for schools and teachers to develop an aligned physical education curriculum. The standards in this document were informed by *National Standards & Grade-Level Outcomes for K-12 Physical Education*. (SHAPE America, Society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

Oklahoma Physical Education Standards

PreK-5

Assisting with the Codes of the Standards

Example:



Glossary

Aquatics: Might include, but are not limited to swimming, diving, synchronized swimming and water polo.

Dance & Rhythmic Activities: Activities that focus on dance or rhythms and might include, but are not limited to dance forms such as creative movement/dance, ballet, modern, ethnic/folk, hip hop, Latin, line, ballroom, social and square.

Dynamic environments – 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.

Fitness Activities: Activities with a focus on improving or maintaining fitness and might include, but are not limited to yoga, Pilates, resistance training, spinning, running, fitness walking, fitness swimming, kickboxing, cardio-kick, Zumba and exergaming.

Games & Sports: Includes the games categories of invasion, net/wall, target and fielding/striking.

Individual Performance Activities: Might include, but are not limited to gymnastics, figure skating, track & field, multi-sport events, in-line skating, wrestling, self-defense and skateboarding.

Lifetime Activities: Includes the categories of outdoor pursuits, selected individual performance activities, aquatics and net/wall and target games. Note: Invasion and fielding/striking games have been excluded from the secondary outcomes because these activities require team participation and are less suited to lifelong participation.

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

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).

Outdoor Pursuits: The outdoor environment is an important factor in student engagement in the activity. Activities might include, but are not limited to recreational boating (e.g., kayaking, canoeing, sailing, rowing), hiking, backpacking, fishing, orienteering/geocaching, ice skating, skateboarding, snow or water skiing, snowboarding, snowshoeing, surfing, bouldering/traversing/climbing, mountain biking, adventure activities and ropes courses. Selection of activities depends on the environmental opportunities within the geographical region.

Small-sided games: Organized games in which the number of players involved is reduced from the conventional competitive version of the sport.

Oklahoma Physical Education Standards

PreK-5

	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.

Oklahoma Physical Education Standards

PreK-5

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.

Oklahoma Physical Education Standards

PreK-5

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.

Oklahoma Physical Education Standards

PreK-5

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 .

Oklahoma Physical Education Standards

PreK-5

<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>

Oklahoma Physical Education Standards

PreK-5

<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>

Oklahoma Physical Education Standards

PreK-5

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

Oklahoma Physical Education Standards

PreK-5

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.

Oklahoma Physical Education Standards

PreK-5

<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>

Oklahoma Physical Education Standards

PreK-5

	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.

Oklahoma Physical Education Standards

PreK-5

S2. E3 Speed, direction, force	Travels in general space with different speeds.	Differentiates between fast & slow speeds. Differentiates between strong and light force.	Varies time and force with gradual increases & decreases.	Combines movement concepts (direction, levels, force, time) with skills directed by the teacher.	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.	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.
S2. E4 Alignment and muscular tension				Employs the concept of alignment (e.g. gymnastics, dance & yoga). Employs the concept of muscular tension with balance (e.g. gymnastics, dance & yoga).	Applies skill.	Applies skill.

Oklahoma Physical Education Standards

PreK-5

S2. E5 Strategies and tactics				Applies simple strategies and tactics in both chasing & fleeing activities.	Applies simple offensive strategies & defensive strategies & tactics in chasing and fleeing activities. Recognizes the types of kicks needed for different games and sports situations.	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.
	PreK-K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5

Standard 3

Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

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.
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Oklahoma Physical Education Standards

PreK-5

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 .
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.

Oklahoma Physical Education Standards

PreK-5

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.
	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).

Oklahoma Physical Education Standards

PreK-5

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.
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.

Oklahoma Physical Education Standards

PreK-5

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.
	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 (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity.

Oklahoma Physical Education Standards

PreK-5

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.
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.