



Oklahoma Academic Standards
**PHYSICAL
EDUCATION**



OKLAHOMA
Education



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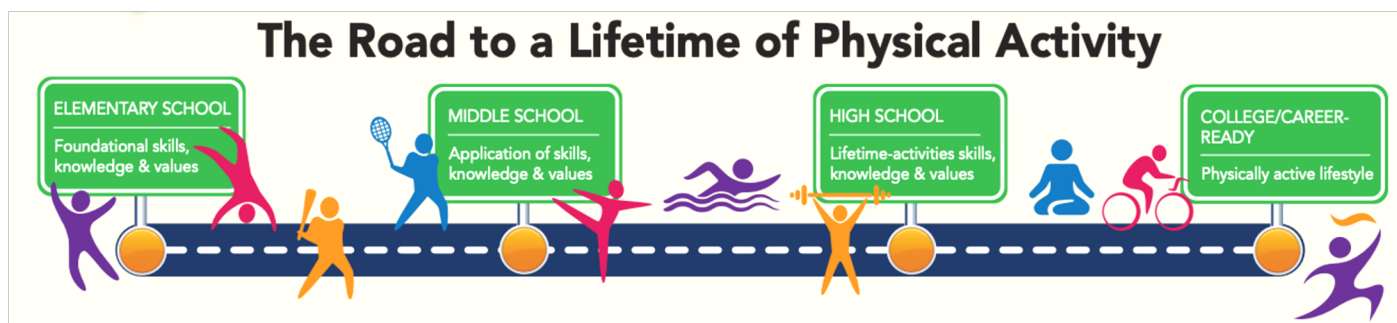
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Oklahoma Academic Standards for Physical Education

Introduction

The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of physical activity. 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. Elementary students who participate in effective physical education programs receive foundational skills, knowledge, and values while middle school students' learning experiences should allow for application of those skills, knowledge, and values. In high school, students focus on lifetime-activities skills, knowledge, and values, which ensures college and career ready individuals are equipped to lead a physically active lifestyle.



The 2022 Oklahoma Academic Standards for Physical Education are the result of the contributions of educators and experts in physical education from across the state of Oklahoma. This document reflects a balanced synthesis of the work of all members of the Oklahoma Academic Standards for Physical Education Writing Committee and feedback from educators, external reviews, and numerous education stakeholders.

Defining Standards, Curriculum, and Instruction

It is important to note that standards are neither curriculum, instructional practices, or strategies; standards serve as a foundation for curriculum. See below for the distinction between standards, curriculum, and instruction:

- Standards: The concepts, content, and skills students should master by the end of a specific grade.
- Curriculum: The materials and resources used for teaching the standards.
- Instruction: The practices teachers use to deliver academic content to students. Teachers should utilize a variety of instructional techniques and strategies to ensure students master academic standards.



The 5 Standards of the Oklahoma Academic Standards for Physical Education

The Oklahoma Academic Standards for Physical Education are divided into five standards. An overview of each standard is provided below.



Standard 1: Motor Skills and Movement Patterns

This standard focuses on the fundamental movement skills in locomotors, non-locomotors, and manipulatives (e.g., striking, dribbling, and volleying) that serve as the foundation for all physical education and physical activity. The learning domain for Standard 1 is the psychomotor domain.



Standard 2: Knowledge of Concepts, Principles, Strategies and Tactics

This standard focuses on cognitive skills such as recognition, demonstration, analysis, creativity, and application. This standard represents the cognitive learning domain in physical education.



Standard 3: Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness

This standard brings awareness to the importance of healthy bodies and ways to achieve and maintain good health. Standard 3 emphasizes knowledge of fitness, nutrition, and physical activity as well as developmentally appropriate assessment of health-related fitness.



Standard 4: Responsible Personal and Social Behavior

This standard focuses on the skills of developing personal responsibility, working independently, respect for others in physical activity contexts, and working safely in physical activity settings. This standard addresses the affective domain.



Standard 5: Value of Physical Activity for Health, Mental Health, Enjoyment, Challenge, Self-expression, and/or Social Interaction

This standard identifies the reasons and benefits for participation in physical activity beyond the requirements set by the teacher. Enjoyment, challenge, confidence, success, health, mental health, and positive social interaction are addressed in Standard 5.



| Skill | Standard 1 | | | | | |
|-------------------------------------|---|---------|---------|---------|---------|---------|
| | PreK-K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| Locomotor | Demonstrates competency in a variety of motor skills | | | | | |
| S1.E1 | Objective Code | | | | | |
| Hopping, running, skipping, leaping | Objective number | | | | | |
| | Objective | | | | | |
| | <p>hops, gallops, slides using a mature pattern.</p> <p>Skips using a mature pattern.</p> <p>Leaps using a mature pattern.</p> <p>Uses various locomotor skills in a variety of small-sided practice tasks, dance, and educational gymnastics experiences.</p> <p>5a. Demonstrates mature patterns of locomotor skills in dynamic and small-sided practice tasks, gymnastics, and dance.</p> <p>5b. Combines locomotor and manipulative skills in a variety of small-sided practice tasks and game environments.</p> <p>5c. Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, lacrosse, and basketball).</p> | | | | | |



Oklahoma Academic Standards for Physical Education

Standard 1

Demonstrates competency in a variety of motor skills and movement patterns.

| Skill | PreK-K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---|--|---|--|---|--|--|
| Locomotor | | | | | | |
| S1.E1 Hopping, galloping, running, sliding, skipping, leaping | Performs locomotor skills (e.g., 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. | 5a. Demonstrates mature patterns of locomotor skills in dynamic and small-sided practice tasks, gymnastics, and dance. 5b. Combines locomotor and manipulative skills in a variety of small-sided practice tasks and game environments. 5c. Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, lacrosse, and basketball). |
| S1.E2 Jogging, running | <i>Developmentally appropriate/emerging outcomes first appear in grade two.</i> | | 2a. Runs with a mature pattern. 2b. Travels showing differentiation (pacing) between jogging and sprinting. | Travels showing differentiation (pacing) between jogging and sprinting. | Runs for distance using a mature pattern. | Uses appropriate pacing for a variety of running distances. |



Standard 1 *continued*

Demonstrates competency in a variety of motor skills and movement patterns.

| Skill | PreK-K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---|---|---|---|--|---|--|
| <i>Locomotor continued</i> | | | | | | |
| 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 (e.g., 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 (e.g., tuck jump, star jump, toe touches). | 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 with cultural and creative dances (self and group) with correct rhythm and pattern. |
| S1.E6 Combinations with manipulatives | <i>Developmentally appropriate/emerging outcomes first appear in grade three.</i> | | | Performs a sequence of locomotor skills smoothly and without hesitation (transitioning from one skill to another). | Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher and/or student designed small-sided practice tasks. | 5a. Applies skills in dynamic situations. 5b. Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey, and basketball). |



| Standard 1 continued | | | | | | |
|---|---|--|---|--|---|--|
| Demonstrates competency in a variety of motor skills and movement patterns. | | | | | | |
| Skill | PreK-K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 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 and with different body shapes. | 2a. Balances on different bases of support combining levels and shapes. 2b. 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 weight transfer in a gymnastic sequence or dance with a partner. |
| S1.E8 Weight Transfer | <i>Developmentally appropriate/ emerging outcomes first appear in grade one.</i> | Transfers weight from one body part to another in self-space in dance and gymnastics environments. | Transfers weight from feet to different body parts/ bases of support for balance/travel. | Transfers weight from feet to hands for momentary weight support. | Transfers weight from feet to hands varying the speed and using large extensions (e.g., mule kick, handstand, cartwheel). | Transfers weight in dance and gymnastic 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 a narrow or curled body shape. | Applies skills. | | |
| S1.E10 Curling and stretching; twisting and bending | Differentiates 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 (e.g., plank to log roll). | Moves into and out of balances on apparatus with curling, twisting, and stretching actions. | Performs curling, twisting, and stretching actions with correct application in dance, gymnastics, and small-sided practice tasks in game environments. |



Standard 1 *continued*

Demonstrates competency in a variety of motor skills and movement patterns.

| Skill | PreK-K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---|---|---|---|--|---|---|
| Non-locomotor (Stability) | | | | | | |
| S1.E11 Combinations with dance and gymnastics | Developmentally appropriate/emerging outcomes first appear in grade two. | | Combines balances and transfers into a three part sequence (e.g., 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. |
| Manipulatives | | | | | | |
| S1.E12 Balance and weight transfers | 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. |
| S1.E13 Throwing; underhand and overhand | Throws underhand and overhand with opposite foot forward (opposition). *Pre-K: Throws underhand and overhand without opposition. | 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. | 3a. Throws underhand and overhand to a partner or target with reasonable accuracy. 3b. 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. | 5a. Throws underhand and overhand in a mature pattern in a non-dynamic environment with different sizes and types of objects. 5b. Throws underhand and overhand to a large target with accuracy. |



Standard 1 *continued*

Demonstrates competency in a variety of motor skills and movement patterns.

| Skill | PreK-K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|-------------------------------------|---|--|--|--|---|--|
| Manipulatives | | | | | | |
| S1.E14 Passing with hands | <i>Developmentally appropriate/emerging outcomes first appear in grade three.</i> | | | Throws to a stationary partner with reasonable accuracy in a non-dynamic environment (closed skills). | Throws to a moving partner with reasonable accuracy in a non-dynamic environment (closed skills). | 5a. Throws with accuracy while both partners are moving. 5b. Throws with reasonable accuracy in dynamic, small-sided practice tasks. |
| S1.E15 Catching | Ka. Drops a ball or object and catches it before it bounces again. Kb. Catches a large ball or object tossed by a skilled thrower. | 1a. Catches a ball or an object from a self-toss before it bounces. 1b. Catches various sizes of balls or objects self-tossed or tossed by a skilled thrower. | Catches a self-tossed or well-thrown large ball/object with hands not trapping or cradling against the body. | Catches a gently tossed hand-sized ball or object from a partner while demonstrating four of the five critical elements of a mature pattern. | 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). | 5a. 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). 5b. Catches with accuracy with both partners moving. 5c. Catches with reasonable accuracy in dynamic, small-sided practice tasks. |



Oklahoma Academic Standards for Physical Education

Standard 1 *continued*

Demonstrates competency in a variety of motor skills and movement patterns.

| Skill | PreK-K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---|---|--|--|--|--|--|
| <i>Manipulatives continued</i> | | | | | | |
| S1.E16 Dribbling/Ball Control with hands | Dribbles a ball with one hand attempting second contact. | Dribbles continuously in self-space using the preferred hand. | Dribbles using the preferred hand while walking in general space. | Dribbles and travels in general space at a slow to moderate speed with control of ball and body. | 4a. Dribbles in self-space with both the preferred and non-preferred hands using a mature pattern. 4b. Dribbles in general space with control of ball and body while increasing and decreasing speed. | Combines hand dribbling with other skills during one vs one practice skills. |
| S1.E17 Dribbling/Ball Control with feet | Taps a ball using the inside of the foot, sending it forward. | Taps or dribbles a ball using the inside of the foot while walking in general space. | Dribbles with the feet in general space with control of ball and body. | Dribbles with the feet in general space at slow to moderate jogging speed with control of the ball and body. | Dribbles with the feet in general space with control of the ball and body while increasing and decreasing speed. | Combines foot dribbling with other skills in one vs one practice tasks. |



Standard 1 *continued*

Demonstrates competency in a variety of motor skills and movement patterns.

| Skill | PreK-K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|--|---|---------|---------|---|---|--|
| <i>Manipulatives continued</i> | | | | | | |
| S1.E18 Passing and receiving with feet | <i>Developmentally appropriate/emerging outcomes first appear in grade three.</i> | | | Passes and receives the ball with the insides of the feet to a stationary partner, absorbing force on reception, before returning the pass. | 4a. Passes and receives the ball using the insides of the feet to a moving partner in a non-dynamic environment (closed skills). 4b. Receives and passes a ball with the outsides and insides of the feet to a stationary partner, absorbing force on reception before returning the pass. | Passes and receives with the feet using a mature pattern as both partners travel. |
| S1.E19 Dribbling in combinations | <i>Developmentally appropriate/emerging outcomes first appear in grade four.</i> | | | Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, and shooting). | | Dribbles with the hands or feet with mature patterns in a variety of small-sided game forms. |



Standard 1 *continued*

Demonstrates competency in a variety of motor skills and movement patterns.

| Skill | PreK-K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|------------------------------------|---|--|---|--|--|---|
| <i>Manipulatives continued</i> | | | | | | |
| 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. | 3a. 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. 3b. Uses a continuous running approach and kicks a stationary ball for accuracy. | Kicks along the ground and in the air and punts using a 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 (e.g., two square, four square, handball). | Applies skills in small-sided games. |



| Standard 1 <i>continued</i> | | | | | | |
|---|--|--|--|---|--|--|
| Demonstrates competency in a variety of motor skills and movement patterns. | | | | | | |
| Skill | PreK-K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| <i>Manipulatives continued</i> | | | | | | |
| S1.E22 Volley overhead | <i>Developmentally appropriate/emerging outcomes first appear in grade four.</i> | | | | 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 mature pattern sending it upward to a target. |
| S1.E23 Striking, short implement | Strikes a lightweight object with a paddle or short-handled racket. | Strikes an object with a short-handled implement sending it upwards. | Strikes an object upward with a short-handled implement using consecutive hits. | 3a. Strikes an object with a short-handled implement sending it forward over a low net or to a wall. 3b. Strikes an object with a short-handled implement while demonstrating three of the five critical elements of a mature pattern. | 4a. Strikes an object with a short-handled implement while demonstrating a mature pattern. 4b. 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 | <i>Developmentally appropriate/emerging outcomes first appear in grade two.</i> | | Strikes a ball off a tee or cone with a long-handled implement (e.g., bat, noodle) using correct grip and side orientation/ proper body orientation. | Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club) sending it forward while using proper grip. | Strikes an object with a long-handled implement (e.g., hockey stick, club, bat, racket) while demonstrating three of the five critical elements of a mature pattern (grip, stance, body orientation, swing plane, follow through). | 5a. Strikes a pitched ball with a bat using a mature pattern. 5b. Combines striking with a long-implement (e.g., hockey stick, golf club, bat, racket) with receiving and traveling skills in a small-sided game. |



Standard 1 *continued*

Demonstrates competency in a variety of motor skills and movement patterns.

| Skill | PreK-K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|--|---|--|--|--|---|--|
| <i>Manipulatives continued</i> | | | | | | |
| S1.E25 Throwing/Catching/ Scooping/Cradling, long- and short- handled implement | <i>Developmentally appropriate/emerging outcomes first appear in grade three.</i> | | | Demonstrates emerging outcomes with a short- and/or long-handled implement for scooping, cradling, throwing, and catching. | Demonstrates skills (cradle, scoop, throw, and catch) with a partner while stationary and moving. | Demonstrates and applies basic skills (cradle, scoop, throw, and catch) to play in small-sided games (e.g., lacrosse, Native American stickball, or using scoops). |
| S1.E26 Jumping rope | Ka. Executes a single jump with a self-turned rope. Kb. Jumps a long rope with teacher-assisted turning. | 1a. Jumps forwards or backwards consecutively using a self-turned rope. 1b. Jumps a long rope up to five times consecutively with teacher-assisted turning. | 2a. Jumps a self-turned rope consecutively forward and backward with a mature pattern. 2b. Jumps a long rope five times consecutively with student turners. | Performs intermediate jump rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes. | Creates a jump rope routine with either a short or long jump rope. | Creates a jump rope routine with a partner using either a short or long jump rope. |
| S1.E27 Outdoor Pursuits | Identifies outdoor activities (e.g., scavenger hunt, nature walk) for physical activity and enjoyment. | Discusses outdoor activities (e.g., scavenger hunt, nature walk) for physical activity and enjoyment. | Describes outdoor activities (e.g., scavenger hunt, nature walk) for physical activity and enjoyment. | Demonstrates emerging techniques for a variety of skills pertinent to locale and/or teacher selected outdoor pursuits (e.g., fishing, hiking, kayaking). | Demonstrates emerging techniques for a variety of skills in one self-selected outdoor pursuits (e.g., fishing, hiking, kayaking). | Demonstrates emerging techniques for a variety of skills in more than one, self-selected outdoor pursuit (e.g., fishing, hiking, kayaking). |



Oklahoma Academic Standards for Physical Education

Standard 2

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

| Skill | PreK-K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|--|---|--|---|--|---|--|
| Movement Concepts | | | | | | |
| S2.E1 Space | Ka. Differentiates between movement in personal (self-space) and general space. Kb. 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 in a movement context. | 4a. Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling with changes in direction and speed). 4b. Applies the concept of closing spaces in small-sided practice tasks. | Combines spatial concepts with locomotor and non-locomotor movements for small groups (e.g., gymnastics, dance, and games). |
| S2.E2 Pathways, shapes, levels | Travels in three different pathways (straight, zig-zag, and weaving). | 1a. Travels demonstrating low, middle, and high levels. 1b. Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). | Combines shapes, levels, and pathways into simple travel, dance and 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 and dance with self-direction. |



Oklahoma Academic Standards for Physical Education

Standard 2 continued

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

| Skill | PreK-K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|--|---|--|---|--|---|---|
| Movement Concepts | | | | | | |
| S2.E3 Speed, direction, force | Travels in general space with different speeds. | 1a. Differentiates between fast and slow speeds. 1b. Differentiates between strong and light force. | Varies time and force with gradual increases and decreases. | Combines movement concepts (direction, levels, force, time) with skills directed by the teacher. | 4a. Applies the movement concepts of speed, endurance, and pacing for running. 4b. Applies the concepts of direction and force when striking an object with both a short- and long-handled implement, sending it toward a designated target. | 5a. Applies movement concepts to strategy in game situations. 5b. Applies the concepts of direction and force to strike an object with a long-handled implement. 5c. 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 | <i>Developmentally appropriate/emerging outcomes first appear in grade three.</i> | | | Employs the concept of alignment, and the concept of muscular tension with balance (e.g., gymnastics, dance and yoga). | Applies skill. | |



Oklahoma Academic Standards for Physical Education

Standard 2 continued

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

| Skill | PreK-K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|--|--|--|---------|---------|---|---|
| Movement Concepts | | | | | | |
| S2.E5 Strategies and tactics | <i>Developmentally appropriate/ emerging outcomes first appear in grade one.</i> | <i>Applies simple strategies in both chasing and fleeing activities.</i> | | | 4a. Applies simple offensive and defensive strategies and tactics in chasing and fleeing activities. 4b. Recognizes the types of kicks needed for different games and sports situations. | 5a. Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks, and in net/wall small-sided practice tasks. 5b. Recognizes the type of throw, volley or striking action needed for different games and sports situations. |



Oklahoma Academic Standards for Physical Education

Standard 3

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

| Skill | PreK-K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|------------------------------|--|---|---|--|--|---|
| 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. | 3a. Tracks participation in physical activities outside physical education class. 3b. Identifies physical activity benefits as a way to become healthier. | Analyzes opportunities for participating in physical activity outside physical education class. | Tracks and analyzes physical activity outside physical education class for fitness benefits of activities. |
| Engages in Physical Activity | | | | | | |
| S3.E2 | Ka. Actively participates in physical education class. Kb. Engaged in MVPA 50% of class time. | 1a. Actively engages in physical education class. 1b. Engaged in MVPA 50% of class time. | 2a. Actively engages in physical education class in response to instruction and practice. 2b. Engaged in MVPA 50% of class time. | 3a. Actively engages in the activities of physical education class without teacher prompting. 3b. Engaged in MVPA 50% of class time. | 4a. Actively engages in the activities of physical education class, both teacher directed and independent. 4b. Engaged in MVPA 50% of class time. | 5a. Actively engages in all the activities of physical education. 5b. Engaged in MVPA 50% of class time. |



Oklahoma Academic Standards for Physical Education

Standard 3 continued

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

| Skill | PreK-K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------------------------------|---|---|--|---|---|---|
| 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. | 3a. Discusses the components of health-related fitness and skill-related fitness. 3b. Provides examples of physical activity to enhance fitness. | Identifies the components of health-related fitness and skill-related fitness. | Differentiates between health-related fitness and skill-related fitness. |
| S3.E4 | <i>Developmentally appropriate/emerging outcomes first appear in grade one.</i> | Emerging understanding of warm up and cool down relative to physical activity. | Differentiates between warm up and cool down. | 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. | 5a. Identifies the need for warm up and cool down relative to various physical activities. 5b. Identify and apply the FITT principle to a fitness plan. |
| Assessment and Program Planning | | | | | | |
| S3.E5 | <i>Developmentally appropriate/emerging outcomes first appear in grade three.</i> | | | Demonstrates, with teacher direction, the health-related fitness components. | 4a. Completes fitness assessments (pre and post). 4b. Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. | 5a. Analyzes results of fitness assessment (pre and post) and compares results of the fitness components. 5b. Designs a fitness plan utilizing the FITT principle. |



Oklahoma Academic Standards for Physical Education

Standard 3 continued

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

| Skill | PreK-K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|--------------|---|--|---|--|--|---|
| Nutrition | | | | | | |
| S3.E6 | Recognizes that food provides energy for physical activity. | Differentiates between healthy and unhealthy foods and drinks. | Recognizes the importance of the balance between nutrition and physical activity. | Identifies foods that are beneficial for pre and post 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. |



Standard 4

Exhibits responsible personal and social behavior that respects self and others.

| Skill | PreK-K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|-------------------------|--|---|---|---|---|---|
| Personal Responsibility | | | | | | |
| S4.E1 | Follows directions in group settings (e.g., safe behaviors, expectations). | 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 (e.g., peer to peer, student to teacher, student to referee). |
| S4.E2 | Acknowledges responsibility for behavior when prompted. | Adheres to the norms and expectations 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. | 5a. Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities. 5b. 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. (e.g., peers, adults). | Gives and receives peer feedback. |



Oklahoma Academic Standards for Physical Education

Standard 4 continued

Exhibits responsible personal and social behavior that respects self and others.

| Skill | PreK-K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------------------|---|--|--|--|--|---|
| Working with Others | | | | | | |
| S4.E4 | Shares equipment and space with others. | Works independently with others in a variety of class environments (e.g., small and large groups). | Works independently with others in partner environments without regard to differences. | 3a. Works cooperatively with others. 3b. Praises others for their success in movement performances. | 4a. Praises the movement performances of others both more and less skilled. 4b. 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. |
| 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 and with equipment. | Works independently and safely in physical activity settings with or without equipment. | Works safely with peers and equipment in physical activity settings. | Applies safety principles with age-appropriate physical activities. |



Standard 5

Recognizes the value of physical activity for health, mental health, enjoyment, challenge, self-expression and/or social interaction

| Skill | PreK-K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|-------------------------------|--|--|--|---|---|--|
| Health | | | | | | |
| S5.E1 | Recognizes that physical activity is important for good physical and mental health. | Identifies physical activity as a component of good physical and mental health. | Recognizes the impact of balanced nutrition and physical activity to good mental and physical health. | Discusses the relationship between physical activity and good mental and physical health. | Examines the mental and physical health benefits of participating in physical activity. | Compares the mental and physical 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 or challenge of participating in a favorite physical activity. |
| Self-expression and Enjoyment | | | | | | |
| S5.E3 | Ka. Identifies physical activities that are enjoyable. Kb. Discusses the enjoyment of playing with friends. | 1a. Describes positive feelings that result from participating in physical activities. 1b. Discusses personal reasons for enjoying physical activities. | Identifies and discuss physical activities that provide enjoyment and self-expression (e.g., dance, gymnastics 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. |



Standard 5 continued

Recognizes the value of physical activity for health, mental health, enjoyment, challenge, self-expression and/or social interaction

| Skill | PreK-K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|--------------------|--|--|--|--|---|---|
| Social Interaction | | | | | | |
| S5.E4 | 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 engaging 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. |



Oklahoma Academic Standards for Physical Education

| Standard 1 | | | |
|---|--|---|---|
| Demonstrates competency in a variety of motor skills and movement patterns. | | | |
| Skill | Grade 6 | Grade 7 | Grade 8 |
| Dance and Rhythms | | | |
| S1.M1 | Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social creative, line, and world dance. | Demonstrates correct rhythm and pattern for multiple dance forms 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 (e.g., outfield to home plate) or force (e.g., second base to first base) with accuracy appropriate to the practice task. | Throws with a mature pattern for distance or force and with accuracy appropriate to the activity during small-sided game play. | Throws with a mature pattern for distance or force and accuracy appropriate to the activity during small-sided game play in a dynamic environment. |
| 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. |
| S1.M4 Passing and receiving | Passes and receives with hands in combination with various movements, agility, and speed with competency in modified invasion games (e.g., basketball, flag football). | Passes and receives with feet in combination with various movement, agility and speed with competency in modified invasion games (e.g., soccer or speedball). | Passes and receives with an implement in combination with various movement, agility, and speed 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/target. | Throws, while moving, a leading pass to a moving receiver/target. | Throws a leading pass to a moving receiver/target off a dribble or pass. |



| Standard 1 continued | | | |
|---|---|--|--|
| Demonstrates competency in a variety of motor skills and movement patterns. | | | |
| Skill | Grade 6 | Grade 7 | Grade 8 |
| Games and Sports: Invasion and Field Games | | | |
| 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, and jab steps. | Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, and 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 | Dribbles with control using feet or implement changing speed and direction in a variety of practice tasks. | Dribbles with control using feet or an implement combined with passing in a variety of practice tasks. | Dribbles with control using feet or implement, changing speed and direction during small-sided game play. |
| S1.M10 Shooting on goal | Shoots on goal with power in a dynamic environment as appropriate to the activity. | Shoots on goal with power and accuracy in small-sided game play. | Shoots on goal with a long-handled implement for power and accuracy in modified invasion games (e.g., lacrosse or hockey - floor, field, ice). |
| 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 moving 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. |



| Standard 1 continued | | | |
|---|--|---|---|
| Demonstrates competency in a variety of motor skills and movement patterns. | | | |
| Skill | Grade 6 | Grade 7 | Grade 8 |
| 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 pickleball). | Consistently executes a legal underhand serve to a pre-determined target for net/wall games (e.g., badminton, volleyball or pickleball). | Consistently executes, a legal underhand serve for distance and accuracy for net/wall games (e.g., badminton, volleyball or pickleball). |
| S1.M13 Striking | Strikes with a mature overhand pattern in a non-dynamic environment (closed skills) for net/wall games (e.g., volleyball, badminton and tennis). | Strikes with a mature overhand pattern in small sided game play for net/wall games (e.g., volleyball, handball, badminton, and tennis). | Strikes with a mature overhand pattern in a modified game and/or in a dynamic environment for net/wall games (e.g., volleyball, handball, badminton, tennis, and pickleball). |
| 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, pickleball, 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, pickleball, badminton or tennis). |
| S1.M15 Weight transfer | Transfers body weight (e.g., back leg to front leg) with correct timing for the striking pattern. | Transfers weight with correct timing using low-to-high striking pattern with a short- or long-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. |



Oklahoma Academic Standards for Physical Education

| Standard 1 continued | | | |
|---|---|--|---|
| Demonstrates competency in a variety of motor skills and movement patterns. | | | |
| Skill | Grade 6 | Grade 7 | Grade 8 |
| Games and Sports: Net/Wall Games | | | |
| S1.M17 Two-handed volley | Two-hand volleys with control in a variety of practice tasks. | Two-hand volleys with control in a small-sided game. | Two-hand volleys with control in a dynamic environment or modified game play. |
| S1.M18 Underhand throw | Demonstrates a mature underhand pattern for a modified target game (e.g., bowling, bocce, or horseshoes). | Consistently executes a mature underhand pattern for target games (e.g., bowling, bocce, bean bags or horseshoes). | Consistently performs a mature underhand pattern with accuracy and control for one target game (e.g., bowling, bocce, or horseshoes). |
| S1.M19 Striking | Using an implement, accurately strikes a stationary object (e.g., croquet, shuffleboard, or golf). | Using an implement, strikes a stationary object for accuracy and distance (e.g., croquet, shuffleboard, or golf). | Using an implement, strikes a stationary object for accuracy, power, and distance (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, using appropriate power and force to open space in a variety of small-sided games. |
| Outdoor Pursuits | | | |
| S1.M21 | Demonstrates correct technique for basic skills in one self-selected outdoor pursuit (e.g., fishing, hiking, kayaking). | Demonstrates correct technique for a variety of skills in one self-selected outdoor pursuit (e.g., fishing, hiking, kayaking). | Demonstrates correct technique for basic skills in at least two self-selected outdoor pursuits (e.g., fishing, hiking, kayaking). |
| Individual-Performance Activities | | | |
| S1.M22 | 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

Standard 2

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

| Skill | Grade 6 | Grade 7 | Grade 8 |
|---|--|---|--|
| 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) in combination with body movement concepts to reduce the space between player and/or 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 and go. | Executes at least two of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, pivots and fakes; give and 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 and 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 and maintains open space on offense by cutting and passing quickly. | Creates and maintains open space on offense, by cutting and passing quickly, and using fakes off the ball. |
| 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 as the opponent nears the goal. | Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to the opponent. |
| 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 in a dynamic environment or modified game play. |



Oklahoma Academic Standards for Physical Education

Standard 2 continued

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

| Skill | Grade 6 | Grade 7 | Grade 8 |
|--|---|--|---|
| Games and Sports: Invasion Games | | | |
| S2.M6 Transitions | Transitions from offense to defense or defense to 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 in a dynamic environment or modified game play. |
| 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. |
| 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 in a dynamic environment or modified game play. |



Oklahoma Academic Standards for Physical Education

Standard 2 continued

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

| Skill | Grade 6 | Grade 7 | Grade 8 |
|--|---|--|--|
| Games and Sports: Fielding/Striking Games | | | |
| S2.M10 Offensive strategies | Identifies open spaces and attempts to strike object into that space. | Identifies when to use a variety of shots (e.g., slap and run, bunt, line drive, high arc) to hit to open space. | Identifies sacrifice situations and attempts 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 Law of Motion to various dance or rhythmic activities (e.g., creative movement to music or multicultural dance). | Describes and applies a variety of movement principles (e.g., tempo, levels, pathways, flow) to dance and rhythmic activities. |
| Outdoor Pursuits | | | |
| S2.M13 Movement concepts | Identifies potential factors influencing appropriate decisions such as the weather (e.g., lightning), 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

Standard 3

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

| Skill | Grade 6 | Grade 7 | Grade 8 |
|------------------------------|--|--|---|
| 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 and explains the connections between fitness and overall physical and mental health. |
| Engages in Physical Activity | | | |
| S3.M2 | Participates in self-selected physical activity once a week outside of physical education class. | Participates in physical activity twice a week outside of physical education class. | Participates in physical activity at least three times a week outside of physical education class. |
| S3.M3 | Participates in a variety of moderate and vigorous aerobic fitness activities (e.g., Speed Walking, HITT, Drum Fit, Spinning/Cycling, and Kickboxing). | 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 variety of self-selected aerobic, strength and endurance fitness activities outside of school (e.g., body weight, resistance training, walking, jogging, biking, skating, dancing, and swimming). |
| S3.M4 | Participates in a variety of aerobic fitness activities with or without technology, (e.g., heart rate monitors, pedometers, fitness apps). | 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 team sports, recreational outdoor pursuits, or dance activities. | Participates in a variety of lifetime individual or dual sports (e.g., martial arts or aquatic activities). | Participates in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day. |



Standard 3 continued

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

| Skill | Grade 6 | Grade 7 | Grade 8 |
|-------------------|---|---|--|
| Fitness Knowledge | | | |
| S3.M6 | Differentiates between 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 and skill-related fitness. |
| S3.M8 | Sets 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 the quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. |
| S3.M9 | Demonstrates correct techniques and methods of stretching. | Describes and demonstrates the difference between dynamic and static stretches. | Describes, demonstrates, and appropriately employs a variety of static and dynamic stretching techniques for all major muscle groups. |
| S3.M10 | Differentiates between each of the health-related fitness components. | Compares and contrasts health plans that utilize each of the health-related fitness components. | Critique and correct a health and fitness plan that utilizes each of the health-related fitness components of physical fitness. |



Standard 3 continued

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

| Skill | Grade 6 | Grade 7 | Grade 8 |
|--|---|--|--|
| Fitness Knowledge | | | |
| S3.M11 | Identifies each of the components of the FITT principle (frequency, intensity, time, and type) for different types of physical activity (aerobic, muscular fitness, and flexibility). | Describes the FITT principle for different types of physical activity, the training principles on which it is based, and how it affects fitness. | Uses the FITT principle 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 and cool down regimen for a self-selected physical activity. | Designs and implements a warm up and 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. | Explains how the RPE Scale can be used to determine the perception of the work effort or intensity of exercise. | Applies the RPE Scale 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 opposing muscles interact with one another (e.g., agonist and antagonist) 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 a health-related fitness assessment. |
| S3.M16 | Maintains a physical activity log for at least two weeks and reflects on activity levels as documented in the log. | Maintains a physical activity and nutrition log for at least two weeks and reflects on activity levels and nutrition as documented in the log. | Designs and implements a program to improve levels of health-related fitness and nutrition. |
| S3.M17 | Develops a two-week meal plan using the basic food groups and details appropriate serving size and portions for the students' own age and physical activity levels. | Develops strategies for balancing healthy food, snacks and water intake, along with daily physical activity. | Analyzes the relationship between poor nutrition and health risk factors. |



Standard 3 continued

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

| Skill | Grade 6 | Grade 7 | Grade 8 |
|-------------------|---|---|---|
| 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. | Recognizes and demonstrates basic movements used in other stress-reducing activities, such as mindfulness, yoga, and tai chi. |



Oklahoma Academic Standards for Physical Education

Standard 4

Exhibits responsible personal and social behavior that respects self and others.

| Skill | Grade 6 | Grade 7 | Grade 8 |
|-------------------------------|---|--|--|
| Personal Responsibility | | | |
| S4.M1 | Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, staff, peers, and equipment while 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, emotional, and social well-being. |
| 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 | Demonstrating 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. |
| Working Together | | | |
| 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. | Solves problems 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. |



Oklahoma Academic Standards for Physical Education

Standard 4 continued

Exhibits responsible personal and social behavior that respects self and others.

| Skill | Grade 6 | Grade 7 | Grade 8 |
|---------------------|---|---|--|
| 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

Standard 5

Recognizes the value of physical activity for health, mental health, enjoyment, challenge, self-expression and/or social interaction

| Skill | Grade 6 | Grade 7 | Grade 8 |
|-------------------------------|---|--|--|
| Health | | | |
| S5.M1 | Describes how being physically active leads to a healthy mind and body. | Identifies different types of physical activities and describes how each exerts a positive impact on physical and mental health. | Identifies the five components of health-related fitness and 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 encouraging social interaction. | Describes positive mental and emotional aspects of participating in a variety of physical activities. | Analyzes the physical, mental, emotional, and social effects 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. |
| 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. |



Standard 5 continued

Recognizes the value of physical activity for health, mental health, enjoyment, challenge, self-expression and/or social interaction

| Skill | Grade 6 | Grade 7 | Grade 8 |
|--------------------|---|---|---|
| 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 negative talk, and providing support to classmates. | Demonstrates respect for self by asking for help and helping others in various physical activities. |



Oklahoma Academic Standards for Physical Education

Standard 1

Demonstrates competency in a variety of motor skills and movement patterns.

| Skill | Grade 9-12 Level 1 | Grade 9-12 Level 2 |
|---------------------|--|--|
| Lifetime Activities | | |
| S1.H1 | Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games). | 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

| Standard 2 | | |
|--|--|---|
| Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. | | |
| Skill | Grade 9-12 Level 1 | Grade 9-12 Level 2 |
| Lifetime Activities | | |
| S2.H1 | Applies the terminology associated with exercise and participates in selected lifetime activities (individual-performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits). | Identifies and discusses the historical and cultural roles of games, sports, and dance in society. |
| S2.H2 | Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. | Uses movement concepts and principles (e.g., force, motion, rotation) to implement strategies to improve performance for self and/or others in selected skills. |
| S2.H3 | Creates a practice plan to improve performance for a self-selected skill. | Tests, revises, and adapts a practice plan to improve performance for a self-selected 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

Standard 3

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

| Skill | Grade 9-12 Level 1 | Grade 9-12 Level 2 |
|-----------------------------|--|---|
| 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 relationship of a physically active lifestyle with nutrition and body composition. |
| S3.H2 | Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a 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 associated with exercising in different conditions. |
| 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

Standard 3 continued

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

| Skill | Grade 9-12 Level 1 | Grade 9-12 Level 2 |
|------------------------------|--|---|
| 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 a strength and conditioning program that develops balance in opposing muscle groups and supports a healthy, active lifestyle. |
| S3.H8 | Relates physiological response between individual levels of fitness and nutritional balance. | Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic). |
| S3.H9 | Identifies the structure of skeletal muscle, fiber types as they relate to muscle development, and the difference between concentric and eccentric contractions. | Identifies types of strength exercises (isometric, isotonic, isokinetic) and stretching exercises (static, proprioceptive neuromuscular facilitation [PNF], dynamic) for personal fitness development (e.g., strength, endurance, range of motion). |
| S3.H10 | Calculates target heart rate and applies that information to a personal fitness plan. | Adjusts pacing to keep heart rate in target zone, using available technology to self-monitor aerobic intensity. |



Oklahoma Academic Standards for Physical Education

| Standard 3 continued | | |
|--|---|---|
| Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. | | |
| Skill | Grade 9-12 Level 1 | Grade 9-12 Level 2 |
| 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. |
| Nutrition | | |
| S3.H13 | Designs and implements a nutrition plan to maintain appropriate energy balance for a healthy, active lifestyle. | Creates a snack plan for before, during, and after exercise that addresses nutritional 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

| Standard 4 | | |
|--|--|--|
| Exhibits responsible personal and social behavior that respects self and others. | | |
| Skill | Grade 9-12 Level 1 | Grade 9-12 Level 2 |
| Personal Responsibility | | |
| S4.H1 | Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed. | Acknowledges differences between personal characteristics, the idealized body images, elite performance levels portrayed in various media, and accepts the personal responsibility for appropriate health choices. |
| 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. |
| Safety | | |
| S4.H5 | Understands best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, water safety, proper alignment, hydration, use of equipment, implementation of rules, and sun protection). | Applies best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, water safety, proper alignment, hydration, use of equipment, implementation of rules, and sun protection). |



Oklahoma Academic Standards for Physical Education

Standard 5

Recognizes the value of physical activity for health, mental health, enjoyment, challenge, self-expression and/or social interaction.

| Skill | Grade 9-12 Level 1 | Grade 9-12 Level 2 |
|-------------------------------|---|---|
| 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 to experience success and desire to participate in a self-selected physical 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. |