



Oklahoma Academic Standards
**PHYSICAL
EDUCATION**



OKLAHOMA
Education



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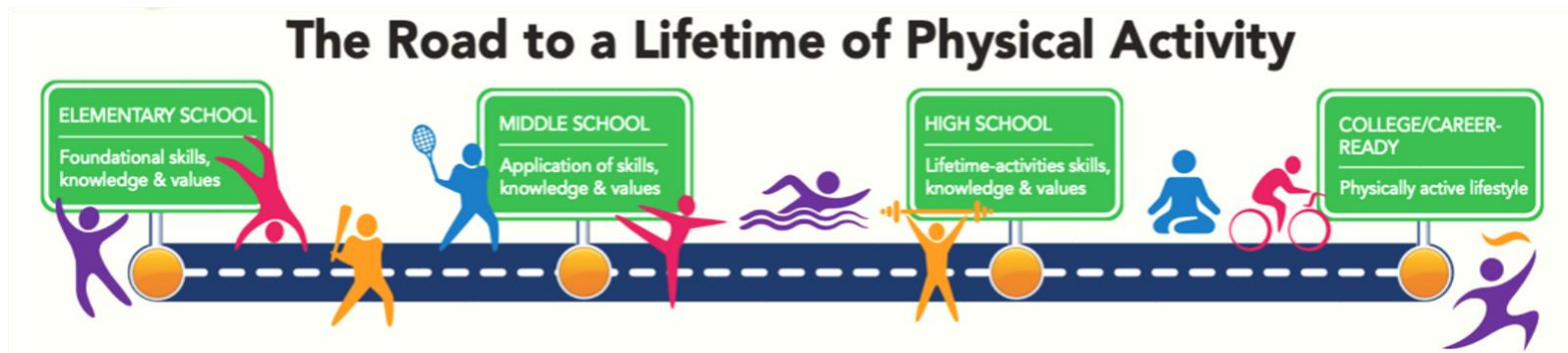
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Introduction

The goal of physical education is to help students become physically literate, developing the knowledge, skills, and confidence to stay active for life. Oklahoma’s physical literacy essentials and four physical education standards provide the framework for this growth. Schools play a vital role by offering meaningful, enjoyable experiences that build students’ competence, confidence, and motivation to move. In elementary school, students learn foundational skills; in middle school, they apply and expand those skills; and in high school, the focus shifts to lifetime activities that promote a healthy, active lifestyle beyond graduation.



The 2026 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, nor 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 include four core standards, and one overarching standard called Physical Literacy Essentials (PLE). These essentials should be integrated into all lessons aligned with Standards 1–4. An overview of each standard is provided below.



Physical Literacy Essentials (PLE): Challenge, Social Interaction, Enjoyment, and Personal Relevance

This overarching standard identifies the features of meaningful physical education that enable students to develop physical literacy. Challenge, social interaction, enjoyment or fun, and personal relevance are addressed in Physical Literacy Essentials.



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 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. Standard 1 addresses the psychomotor domain.



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 2: Knowledge of Concepts, Principles, Strategies and Tactics

This standard focuses on cognitive skills such as recognition, demonstration, analysis, creativity, and application. Also, it addresses the cognitive domain.



Reading the Oklahoma Academic Standards for Physical Education

Skill	Standard	Standard 1	Grade Band
Demonstrates competence in a variety of motor skills and movement patterns.			
	PreK-K	Grade 1-2	Grade 3-5
Locomotor walking, marching, hopping, jumping, galloping, running, side-sliding, skipping, leaping	S1.E1.K Practice motor skills (walking, marching, hopping, jumping, galloping, running, side-sliding, skipping, leaping) while maintaining balance.	S1.E1.2 Walking, marching, hopping, galloping, running, side-sliding, leaping, and skipping using a mature pattern.	S1.E1.5 Uses various locomotor skills in a variety of small-sided practice tasks or games, dance, and/or gymnastics experiences.
Jogging, running	S1.E2.K <i>developmentally appropriate/emerging outcomes first appear in grade band 1-2.</i>	Objective a) Runs with a mature pattern. b) Travels showing differentiation (pacing) between jogging and sprinting.	S1.E2.5 Uses appropriate pacing for a variety of running distances.
Jumping horizontal	S1.E3.K Performs horizontal and vertical jumping and landing actions with balance.	S1.E3.2 a) Demonstrates three of the five critical elements for jumping and landing in a vertical plane. <i>If the grade band objective has multiple skills, each skill is labeled (e.g., a), b), etc.)</i> b) Demonstrates three of the five critical elements for jumping and landing in a vertical plane.	S1.E3.5 a) Uses spring-and-step take-offs and landings specific to horizontal (e.g., cartwheel, round-off) and vertical (e.g., tuck jump, star jump, toe touches) jumps. b) Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, and small-sided practice tasks in game environments.

Objective Code Standard. School Level and Objective Number. Highest grade in grade band.



Physical Literacy Elements (PLE)			
Recognizes the value of physical activity for challenge, social interaction, enjoyment, and/or personal relevance.			
Skill	PreK-K	Grade 1-2	Grade 3-5
Challenge	PLE.PK-5.1 Explore and reflect on physical activity challenges and successes, through activities tailored to various skill levels, promoting growth and accomplishment.		
Social Interaction	PLE.PK-5.2 Demonstrate and reflect on positive social behaviors in physical activity, including conflict resolution, cooperation, encouragement, teamwork, and communication.		
Enjoyment, Fun, and Delight	PLE.PK-5.3 Explore and reflect on enjoyment of physical activity through personal preferences, social connections, and self-expression.		
Personal Relevance	PLE.PK-5.4 Examine and reflect on how physical activity and balanced nutrition support physical and mental health and personal goals, fostering a lifelong appreciation for being active.		



Standard 1			
Demonstrates competency in a variety of motor skills and movement patterns.			
Skill	PreK-K	Grade 1-2	Grade 3-5
Locomotor			
Walking, marching, hopping, jumping, galloping, running, side-sliding, skipping, leaping	S1.E1.K Practice motor skills (walking, marching, hopping, jumping, galloping, running, side-sliding, skipping, leaping) while maintaining balance.	S1.E1.2 Practice walking, marching, hopping, galloping, running, side-sliding, leaping, and skipping using a mature pattern.	S1.E1.5 Uses various locomotor skills in a variety of small-sided practice tasks or games, dance, and/or gymnastics experiences.
Jogging, running	S1.E2.K <i>Developmentally appropriate/emerging outcomes first appear in grade band 1-2.</i>	S1.E2.2 a) Runs with a mature pattern. b) Travels showing differentiation (pacing) between jogging and sprinting.	S1.E2.5 Applies appropriate pacing for a variety of running distances.
Jumping and landing horizontal/vertical	S1.E3.K Performs horizontal and vertical jumping and landing actions with balance.	S1.E3.2 a) Demonstrates jumping and landing in a horizontal plane using a variety of one-foot and two-foot take-offs and landings with a mature pattern. b) Demonstrates jumping and landing in a vertical plane using a mature pattern.	S1.E3.5 a) Uses spring-and-step take-offs and landings specific to horizontal (e.g., cartwheel, round-off) and vertical (e.g., tuck jump, star jump, toe touches) jumps. b) Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, and small-sided practice tasks in game environments.
Dance	S1.E4.K Performs locomotor skills in response to teacher-led creative dance.	S1.E4.2 Demonstrates locomotor and non-locomotor skills by following a teacher- or student-designed rhythmic activity, responding appropriately to simple rhythms.	S1.E4.5 a) Combines locomotor movement patterns and dance steps to create and perform an original dance. b) Combines locomotor skills with cultural and creative dances (self, group) with correct rhythm and pattern.



Standard 1 <i>continued</i>			
Demonstrates competency in a variety of motor skills and movement patterns.			
Skill	PreK-K	Grade 1-2	Grade 3-5
Locomotor			
Combinations with locomotors and manipulatives	S1.E5.K <i>Developmentally appropriate/emerging outcomes first appear in grade band 3-5.</i>	S1.E5.2 <i>Developmentally appropriate/emerging outcomes first appear in grade band 3-5.</i>	S1.E5.5 a) Performs a sequence of locomotor skills smoothly and without hesitation, transitioning from one skill to another. b) Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher and/or student-designed small-sided practice tasks.
Non-locomotor (Stability)			
Balance	S1.E6.K Maintains momentary stillness on different bases of support. Forms wide, narrow, curled, and twisted body shapes.	S1.E6.2 a) Balances on different bases of support combining levels and shapes. b) Balances in an inverted position with stillness and supportive bases.	S1.E6.5 Combines balance and weight transfer in a gymnastic sequence or dance with a partner.
Weight transfer, rolling	S1.E7.K With momentum, rolls sideways in a narrow body shape.	S1.E7.2 a) Transfers weight from different body parts/bases of support for balance/travel. b) Rolls in a narrow or curled body shape.	S1.E7.5 Transfers weight, includes rolling, in dance or gymnastic environments.
Curling and stretching; twisting and bending	S1.E8.K Identifies the actions of curling and stretching.	S1.E8.2 Identifies and demonstrates twisting, curling, bending, and stretching movements.	S1.E8.5 Performs curling, stretching, twisting, and bending actions with correct application in dance, gymnastics, or small-sided practice tasks in game environments.



Standard 1 <i>continued</i>			
Demonstrates competency in a variety of motor skills and movement patterns.			
Skill	PreK-K	Grade 1-2	Grade 3-5
Non-locomotor (Stability)			
Combinations with dance and gymnastics	S1.E9.K <i>Developmentally appropriate/emerging outcomes first appear in grade band 1-2.</i>	S1.E9.2 Combines balances and transfers within a sequence (e.g., dance, gymnastics).	S1.E9.5 Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a movement pattern with a group.
Balance and weight transfers	S1.E10.K <i>Developmentally appropriate/emerging outcomes first appear in grade band 3-5.</i>	S1.E10.2 <i>Developmentally appropriate/emerging outcomes first appear in grade band 3-5.</i>	S1.E10.5 Combines actions, balance, and weight transfers to create a dance or gymnastics sequence with a partner with or without equipment.
Manipulatives			
Rolling/Throwing; underhand and overhand	S1.E11.K Rolls, throws underhand and throws overhand with opposite foot forward (opposition).	S1.E11.2 Rolls, throws underhand and throws overhand demonstrating a mature pattern.	S1.E11.5 a) Rolls, throws underhand and throws overhand in a mature pattern in a non-dynamic environment with different sizes and types of objects. b) Rolls, throws underhand and throws overhand to a large target (e.g., hula hoop, bowling pin, or target) with accuracy.
Passing with hands	S1.E12.K Demonstrates passing an object in a variety of non-dynamic (stationary) practice tasks.	S1.E12.2 Passes a ball demonstrating a mature pattern.	S1.E12.5 a) Throws with a stationary partner in a non-dynamic (stationary) environment. b) Throws with a mature pattern while both partners are moving. c) Throws with a mature pattern in dynamic (active), small-sided practice tasks.



Standard 1 <i>continued</i>			
Demonstrates competency in a variety of motor skills and movement patterns.			
Skill	PreK-K	Grade 1-2	Grade 3-5
Manipulatives			
Catching	<p>S1.E13.K a) Drops a ball or object and catches it before it bounces again. b) Catches a large ball or object tossed by self or a skilled thrower.</p>	<p>S1.E13.2 Catches a self-tossed or well-thrown large ball/object with hands.</p>	<p>S1.E13.5 a) Catches a ball at different levels using a mature pattern in a non-dynamic (stationary) environment (closed skills). b) Catches with a mature pattern with both partners moving. c) Catches with a mature pattern in dynamic (active), small-sided practice tasks.</p>
Dribbling/Ball Control with Hands	<p>S1.E14.K Dribbles a ball with one hand attempting a second dribble.</p>	<p>S1.E14.2 Dribbles using the preferred hand while in personal space and while walking in general space.</p>	<p>S1.E14.5 a) Dribbles in self-space with both the preferred and non-preferred hands using a mature pattern. b) Dribbles in general space with control of ball and body while increasing and decreasing speed.</p>
Dribbling/Ball Control with Feet	<p>S1.E15.K Taps a ball using the inside of the foot, sending it forward attempting a second tap.</p>	<p>S1.E15.2 Dribbles with feet in general space with control of ball and body.</p>	<p>S1.E15.5 a) Dribbles in self-space with both the preferred and non-preferred foot using a mature pattern. b) Dribbles in general space with control of ball and body while increasing and decreasing speed.</p>



Standard 1 <i>continued</i>			
Demonstrates competency in a variety of motor skills and movement patterns.			
Skill	PreK-K	Grade 1-2	Grade 3-5
Manipulatives			
Passing and receiving with feet	S1.E16.K <i>Developmentally appropriate/emerging outcomes first appear in grade band 1-2.</i>	S1.E16.2 Attempts to pass and receive a ball with the insides of the feet to a stationary partner, absorbing force on reception.	S1.E16.5 a) Passes and receives a ball with the outsides and insides of the feet to a stationary partner, absorbing force on reception before returning the pass. b) Passes and receives with the feet using a mature pattern as both partners travel.
Dribbling in combinations	S1.E17.K <i>Developmentally appropriate/emerging outcomes first appear in grade band 3-5.</i>	S1.E17.2 <i>Developmentally appropriate/emerging outcomes first appear in grade band 3-5.</i>	S1.E17.5 Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, and shooting).
Kicking	S1.E18.K Kicks a stationary ball from a stationary position.	S1.E18.2 Approaches and kicks a stationary and/or moving ball demonstrating a mature pattern.	S1.E18.5 Demonstrates mature patterns of kicking and punting in a non-dynamic (stationary) and dynamic (active) environment.
Volley, underhand & overhand	S1.E19.K Volleys a lightweight object (balloon), sending it upward.	S1.E19.2 Volleys an object upward with consecutive hits.	S1.E19.5 Volleys an object with an underhand, overhand, or sidearm striking pattern in a non-dynamic (e.g., stationary volleying to a partner, wall, or target) and dynamic, active environment (e.g., two square, four square, volleyball).



Standard 1 <i>continued</i>			
Demonstrates competency in a variety of motor skills and movement patterns.			
Skill	PreK-K	Grade 1-2	Grade 3-5
Manipulatives			
Striking, hand and short implement	S1.E20.K Strikes a lightweight object with a hand and short implement.	S1.E20.2 Strikes an object with a hand and short implement with consistency.	S1.E20.5 Strikes an object with a mature pattern (individually and with a partner) using a hand and/or short implement in a non-dynamic (e.g., stationary against a wall) and dynamic environment (e.g., active over a rope or net).
Striking, long implement	S1.E21.K <i>Developmentally appropriate/emerging outcomes first appear in grade band 1-2.</i>	S1.E21.2 Strikes a ball off a tee or cone with a long implement (e.g., bat, noodle) using correct grip and proper side/body orientation.	S1.E21.5 Strikes an object with a mature pattern using a long implement (e.g., hockey stick, golf club, bat, racket) in a non-dynamic (e.g., stationary practice as an individual or with a partner) and dynamic (e.g., active small-sided games) environment.
Throwing/Catching/Scooping/ Cradling, long and short implement	S1.E22.K <i>Developmentally appropriate/emerging outcomes first appear in grade band 1-2.</i>	S1.E22.2 Practices emerging outcomes with a short and/or long implement for scooping, cradling, throwing, and catching.	S1.E22.5 Demonstrates and applies basic skills (cradle, scoop, throw, and catch) individually, with a partner, and in small-sided games (e.g., lacrosse, Native American stickball, or using scoops).
Jumping rope	S1.E23.K a) Attempts a variety of jumps over a rope on the floor. b) Attempts a single jump with a self-turned rope. c) Attempts to jump a long rope with teacher-assisted turning.	S1.E23.2 a) Jumps a self-turned rope consecutively with a mature pattern. b) Jumps a long rope five times consecutively with student turners.	S1.E23.5 Creates a jump rope sequence with a partner or small group using either a short (e.g., variety of tricks) or long jump rope (e.g., running in and out of a long rope).



Standard 1 *continued*

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

Skill	PreK-K	Grade 1-2	Grade 3-5
Outdoor Pursuits	S1.E24.K Explores outdoor activities through teacher-led instruction (e.g., scavenger hunt, nature walk) for physical activity and enjoyment.	S1.E24.2 Investigates outdoor activities (e.g., scavenger hunt, nature walk) for physical activity and enjoyment.	S1.E24.5 Demonstrates emerging techniques for a variety of skills in one or more self-selected outdoor pursuits (e.g., fishing, hiking, kayaking, archery, biking, skating).



Standard 2			
Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.			
Skill	PreK-K	Grade 1-2	Grade 3-5
Movement Concepts			
Space/Spatial Awareness Concepts	<p>S2.E1.K a) Differentiates between movement in personal (self-space) and general space. b) Moves in personal space to a rhythm.</p>	<p>S2.E1.2 Combines locomotor skills in general space to a rhythm, beat, or tempo.</p>	<p>S2.E1.5 a) Applies the concept of open space to combination skills (e.g., dribbling and traveling with changes in direction and speed). b) Applies the concept of closing spaces in small-sided practice tasks. c) Combines spatial concepts with locomotor and non-locomotor movements for small groups (e.g., gymnastics, dance, and games).</p>
Pathways, shapes, levels	<p>S2.E2.K Travels in three different pathways (straight, zigzag, curved) exploring spatial awareness.</p>	<p>S2.E2.2 a) Travels demonstrating low, middle, and high levels. b) Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). c) Combines shapes, levels, and pathways into simple travel, dance, or gymnastics sequences.</p>	<p>S2.E2.5 Combines movement concepts with skills in small-sided practice tasks in games, gymnastics, or dance.</p>
Speed, direction, force	<p>S2.E3.K Travels in general space with different levels of speeds (slow, medium, fast) exploring spatial awareness.</p>	<p>S2.E3.2 a) Differentiates between and applies fast and slow speeds. b) Differentiates between and applies strong and light force.</p>	<p>S2.E3.5 a) Applies movement concepts to strategy in running (e.g., pacing) or game situations. b) Applies the concepts of direction and force to strike an object with an implement. c) Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks, games, dance, or gymnastics.</p>



Standard 2 <i>continued</i>			
Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.			
Skill	PreK-K	Grade 1-2	Grade 3-5
Movement Concepts			
Alignment and muscular tension	S2.E4.K <i>Developmentally appropriate/emerging outcomes first appear in grade band 3-5.</i>	S2.E4.2 <i>Developmentally appropriate/emerging outcomes first appear in grade band 3-5.</i>	S2.E4.5 Implements the concept of alignment with correct form, and demonstrates muscular tension with balance (e.g., gymnastics, dance, yoga).
Strategies and Tactics	S2.E5.K Introduce simple strategies with movement patterns and manipulatives without crossing the midline.	S2.E5.2 a) Applies strategies in both chasing and fleeing activities demonstrating spatial awareness. b) Combines simple strategies, movement patterns, and manipulatives with cross-lateral movements.	S2.E5.5 a) Applies basic offensive and defensive strategies and tactics in small-sided practice tasks or games. b) Recognizes the type of kick, throw, volley, or striking action needed for different small-sided practice tasks or games. c) Applies strategies and tactics to complex movement sequences and patterns with manipulatives that include cross-lateral coordination (e.g., cup stacking, juggling).



Standard 3			
Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.			
Skill	PreK-K	Grade 1-2	Grade 3-5
Physical Activity Knowledge and Engagement			
Physical Activity Knowledge	S3.E1.K Identifies active-play opportunities outside physical education class (e.g., at home, at school, and in the community).	S3.E1.2 Discusses and describes the benefits of being active and exercising outside of physical education class.	S3.E1.5 Tracks and analyzes physical activity outside physical education class for fitness benefits.
Engages in Physical Activity	S3.E2.K a) Actively participates in physical education class. b) Engages in 50% of class time.	S3.E2.2 a) Actively engages in physical education class. b) Engages in moderate to vigorous physical activity (MVPA) 50% of class time.	S3.E2.5 a) Actively engages in the activities of physical education class. b) Engages in MVPA 50% of class time.
Fitness, Assessment, and Nutrition Knowledge			
Fitness Knowledge	S3.E3.K Recognizes body cues in relation to increased movement (e.g., heart rate, breathing, body temperature).	S3.E3.2 a) Identifies the heart as a muscle that grows stronger with exercise. b) Identifies physical activities that contribute to fitness.	S3.E3.5 a) Discusses and differentiates between health-related fitness and skill-related fitness. b) Provides examples of physical activity to enhance fitness.
Fitness Knowledge	S3.E4.K <i>Developmentally appropriate/emerging outcomes first appear in grade band 1-2.</i>	S3.E4.2 Differentiates between warm up and cool down.	S3.E4.5 a) Identifies the need for warm up and cool down relative to various physical activities. b) Identifies and applies the FITT (frequency, intensity, time, and type) principle.



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 1-2	Grade 3-5
Fitness, Assessment, and Nutrition Knowledge			
Assessment and Program Planning	S3.E5.K <i>Developmentally appropriate/emerging outcomes first appear in grade band 3-5.</i>	S3.E5.2 <i>Developmentally appropriate/emerging outcomes first appear in grade band 3-5.</i>	S3.E5.5 a) Completes fitness assessment (pre and post). b) Identifies areas of needed remediation from fitness assessment, and with teacher assistance, identifies strategies for progress in those areas. c) Designs a fitness plan considering the FITT principle.
Nutrition	S3.E6.K Recognizes that food provides energy for physical activity.	S3.E6.2 Recognizes the importance of the balance between nutrition and physical activity.	S3.E6.5 Analyzes the impact of hydration and food choices relative to physical activity, sports, and personal health.



Standard 4			
Exhibits responsible personal and social behavior that respects self and others.			
Skill	PreK-K	Grade 1-2	Grade 3-5
Personal Responsibility			
	S4.E1.K Follows directions in group settings (e.g., self/body control, expectations, procedures).	S4.E1.2 Accepts personal responsibility by using equipment and space appropriately.	S4.E1.5 Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).
	S4.E2.K Acknowledges the norms and expectations of the learning environment.	S4.E2.2 Adheres to and accepts responsibility for class procedures/expectations with behavior and participation.	S4.E2.5 Exhibits respect and responsible personal behavior in a variety of physical activities.
Accepting Feedback and Working with Others			
Accepting Feedback	S4.E3.K a) Follows instruction and directions. b) Accepts corrective feedback from the teacher.	S4.E3.2 Accepts and applies specific corrective feedback from the teacher.	S4.E3.5 Listens respectfully to corrective feedback from others (e.g., peers, adults).
Working with Others	S4.E4.K Shares equipment and space with others exploring spatial awareness.	S4.E4.2 Works independently with others in a variety of class environments.	S4.E4.5 a) Works cooperatively with others. b) Praises others for their success in movement performances.
Expectations, Etiquette, and Safety			
Expectations and Etiquette	S4.E5.K Practices the established procedures and expectations for class participation.	S4.E5.2 Exhibits the established procedures and expectations for class participation.	S4.E5.5 Exhibits etiquette and adheres to the procedures and expectations in a variety of physical activities.



Standard 4 *continued*

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

Skill	PreK-2	Grades 1-2	Grades 3-5
Expectations, Etiquette, and Safety			
Safety	S4.E6.K Follows teacher directions for safe participation and proper use of equipment with minimal reminders.	S4.E6.2 Works independently and safely with or without equipment based on the established procedures.	S4.E6.5 Works with peers safely with or without equipment in physical activity settings based on the established procedures.



Physical Literacy Elements (PLE)		
Recognizes the value of physical activity for challenge, social interaction, enjoyment, and/or personal relevance.		
Skill	Grade 6-8: Level 1	Grade 6-8: Level 2
Challenge	PLE.6-12.1 Recognize and reflect on responding positively to challenges using strategies, seeking help, and choosing appropriate tasks to promote success and continued participation.	
Social Interaction	PLE.6-12.2 Demonstrate and reflect on respectful social interaction and support in physical activities through positive communication and teamwork.	
Enjoyment, Fun, and Delight	PLE.6-12.3 Explain and reflect on how skilled movement and self-chosen activities promote enjoyment and self-expression for lifelong engagement.	
Personal Relevance	PLE.6-12.4 Examine and reflect on the connection between physical activity and well-being by understanding its impact on physical health, mental health, and personal goals for a lifetime.	



Standard 1		
Demonstrates competency in a variety of motor skills and movement patterns.		
Skill	Grade 6-8: Level 1	Grade 6-8: Level 2
Dance		
S1.M1.8 Dance	Demonstrates movement sequences within varied dance forms.	Create movement sequences with one or more forms of dance.
Team Activities: Invasion Games		
S1.M2.8 Throwing	Throws (underhand or overhand) using a mature pattern with accuracy for distance or force during practice in a dynamic environment.	Throws (underhand or overhand) using a mature pattern with accuracy for distance or force during target games or small-sided game play.
S1.M3.8 Catching	Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks or in a dynamic environment.	Catches using an implement in small-sided or modified game play.
S1.M4.8 Passing and Receiving	Passes and receives with or without an implement using various movements (e.g., agility and speed) with competency in varying practice tasks or in a dynamic environment.	Passes and receives to and from a moving target with or without an implement using various movements with competency in small-sided games.
S1.M5.8 Offensive Skills	Executes at least two offensive techniques (e.g., pivots, fakes, jab steps, give & go, or screens) to create open space during varying practice tasks or in a dynamic environment.	Applies at least two offensive skill techniques with defensive pressure during small-sided game play.
S1.M6.8 Dribble/Ball Control/Hands and Feet	Dribbles with hand, foot, or implement using a change of speed and direction during varying practice tasks or in a dynamic environment.	Dribbles with hand, foot, or implement using a change of speed and direction during small-sided game play.



Standard 1 <i>continued</i>		
Demonstrates competency in a variety of motor skills and movement patterns.		
Skill	Grade 6-8: Level 1	Grade 6-8: Level 2
Team Activities: Invasion Games		
S1.M7.8 Shooting on a goal	Shoots on a goal with power and accuracy during varying practice tasks or in a dynamic environment.	Shoots on a goal with power and accuracy during small-sided game play.
S1.M8.8 Defensive Skills	Demonstrates defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the offensive player, while moving in all directions without crossing feet.	Maintains a defensive ready position while drop stepping (appropriate to the sport) in the direction of the pass during player-to-player practice or in small-sided game play.
Team Activities: Net/Wall/Racket and Fielding/Striking Games		
S1.M9.8 Serving	Performs a legal underhand or overhand serve with a mature pattern to a pre-determined target for net/wall/racket games (e.g., badminton, volleyball, or pickleball).	Consistently executes a legal underhand or overhand serve with a mature pattern for distance and accuracy for net/wall/racket games (e.g., badminton, volleyball, or pickleball).
S1.M10.8 Striking	Strikes using a mature pattern in a non-dynamic environment for net/wall/racket games (e.g., volleyball, handball, badminton, tennis, pickleball) or fielding/striking games (e.g., baseball, softball, cricket, hockey).	Strikes using a mature pattern in a dynamic environment or during small-sided net/wall/racket games or fielding/striking games.
S1.M11.8 Forehand/Backhand/Volley	Demonstrates the mature pattern of the forehand/backhand strokes and volley using a short or long implement during varying practice tasks or in a dynamic environment in net games (e.g., paddleball, pickleball, badminton, or tennis).	Demonstrates the mature pattern of the forehand/backhand strokes and volley using a short or long implement with power and accuracy in small-sided net games.
Lifetime Activities: Target and Individual Games		
S1.M12.8 Striking (Target Games)	Using an implement, accurately strike a stationary object (e.g., croquet, shuffleboard, or golf).	Using an implement, strike a stationary object for accuracy, power, and distance.



Standard 1 <i>continued</i>		
Demonstrates competency in a variety of motor skills and movement patterns.		
Skill	Grade 6-8: Level 1	Grade 6-8: Level 2
Lifetime Activities: Individual and Outdoor Pursuits		
S1.M13.8 Individual-Performance/Dual and Indoor/Outdoor Pursuits	Demonstrates correct technique for basic skills in at least one self-selected indoor/outdoor pursuit (e.g., archery, juggling, disc golf, fencing, fishing, hiking, jump rope, kayaking, martial arts, rock climbing).	Demonstrates correct technique for basic skills in at least two self-selected indoor/outdoor pursuits.



Standard 2		
Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.		
Skill	Grade 6-8: Level 1	Grade 6-8: Level 2
Team Activities: Invasion Games		
S2.M1.8 Creating space with movement	Describes how to open and close space by combining locomotor movements with movement concepts during various practice tasks or in a dynamic environment.	Applies tactics for creating space during small-sided game play.
S2.M2.8 Creating space with offensive tactics	Executes at least one of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, cuts, fakes, and pathways, 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, cuts, fakes, and pathways, give and go.
S2.M3.8 Reducing Space by Changing Size and Shape	Describes defensive tactics (e.g., denial of pass/catch, anticipating the speed of the object or person) to reduce space or passing angles during various practice tasks or dynamic environments.	Applies appropriate defensive tactics to increase turnovers or decrease scoring opportunities during small-sided game play.
S2.M4.8 Offense/Defense Transitions	Recognizes tactics/strategies that make transitions from defense to offense or vice versa more effective (e.g., recovering quickly, communicating with teammates, capitalizing on an advantage).	Implements effective transition tactics/strategies into game play situations.
Team Activities: Net/Wall/Racket Games		
S2.M5.8 Creating space through variation for net/wall/racket games	Describes how to create open space during various net/wall/racket practice tasks with either a long or short implement by varying force and direction, or by moving the opponent from side to side and/or forward and back.	Applies open space strategies during net/wall/racket games with either a long or short implement.
S2.M6.8 Using tactics and shots	Reduces offensive options for opponents by returning to midcourt position and selects an offensive shot based on opponent's location (hit where opponent is not) during various practice tasks or in a dynamic environment.	Varies placement, force, and timing of return to prevent anticipation by opponent during small-sided game play.



Standard 2 <i>continued</i>		
Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.		
Skill	Grade 6-8: Level 1	Grade 6-8: Level 2
Team Activities: Fielding/Striking Games		
S2.M7.8 Offensive Strategies for fielding/striking games	Differentiates between a variety of shots (e.g., slap and run, bunting, line drive, high arc) to hit into open space.	Recognizes various situations (e.g., sacrifice) and when to appropriately implement them into a game situation.
S2.M8.8 Defensive Strategies	Identifies the correct defensive play based on the situation (e.g., number of outs, offensive skill set, score, time in the game/inning).	Applies the correct defensive play based on the situation.
Lifetime Activities: Target and Individual-Performance Games		
S2.M9.8 Shot Selection	Recognizes how speed, force, and trajectory of the shot are impacted based on location of the object in relation to the target.	Selects appropriate shot and/or club based on location of the object in relation to the target in a practice task or dynamic environment.
Lifetime Activities: Outdoor Pursuits		
S2.M10.8 Outdoor Pursuits - Safety	Identifies potential factors (e.g., weather, hazardous conditions) influencing appropriate safety decisions.	Implements safe protocols in self-selected outdoor pursuits.
Dance		
S2.M11.8 Movement Concepts	Describes a variety of movement principles (e.g., tempo, levels, pathways, flow) to dance and rhythmic activities.	Applies a variety of movement principles to dance and rhythmic activities.



Standard 3		
Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.		
Skill	Grade 6-8: Level 1	Grade 6-8: Level 2
Physical Activity Knowledge and Engagement		
S3.M1.8 Physical Activity Knowledge	Identifies barriers and determines solutions related to maintaining a physically and mentally healthy lifestyle.	Applies solutions for reducing identified barriers.
S3.M2.8 Engages in Physical Activity	Engages in physical activity one to two times per week outside of physical education class. Activities can include moderate to vigorous exercise such as walking, jogging, biking, skating, dancing, or swimming; strength and endurance training like bodyweight exercises or resistance training; or participation in lifetime team, individual, or dual sports.	Participates in physical activity three or more times a week outside of physical education class.
Fitness and Assessment Knowledge/Application		
S3.M3.8 Fitness Plan	Differentiates between moderate to vigorous physical activities in addition to identifying recommended time spent in each of these areas daily.	Creates a plan for implementing moderate to vigorous physical activity for at least 60 minutes per day five times a week.
S3.M4.8 Fitness Goals	Using available technology, sets and monitors a self-selected physical activity goal for aerobic activity and/or muscle and bone strengthening based on current fitness level.	Using available technology, adjusts physical activity based on the type of exercise needed for a minimum health standard and/or optimal functioning based on current fitness level.
S3.M5.8 Fitness Knowledge - Stretching	Differentiates between static and dynamic stretching while recognizing correct techniques and methods of stretching.	Appropriately applies a variety of static and dynamic stretching techniques for all major muscle group.
S3.M6.8 Fitness Knowledge – Fitness Plan	Design a health and fitness plan that utilizes each of the health-related fitness components (e.g., cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition).	Critique and correct a health and fitness plan that utilizes each of the health-related fitness components.



Standard 3 <i>continued</i>		
Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.		
Skill	Grade 6-8: Level 1	Grade 6-8: Level 2
Fitness and Assessment Knowledge/Application		
S3.M7.8 FITT Principle	Describes each component of the FITT principle (frequency, intensity, time and type) for different types of physical activity (aerobic, muscular fitness, and flexibility).	Uses the FITT principle in preparing a personal workout.
S3.M8.8 Warm up and Cool Down	Describes the role of warm-ups and cool downs before and after physical activity.	Designs and implements a warm-up and cool down regimen for a self-selected physical activity.
S3.M9.8 Heart Rate	Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale.	Applies the RPE Scale to adjust workout intensity during physical activity.
S3.M10.8 Muscles	Identifies major muscles used in selected physical activities.	Explains how opposing muscles interact with one another (e.g., agonist and antagonist) during physical activity.
S3.M11.8 Assessment and Program Planning	Designs and implements a program of remediation for one area of improvement based on the results of health-related fitness assessment.	Designs and implements a program of remediation for two or more areas of improvement based on the results of health-related fitness assessment.
S3.M12.8 Reflection	Maintains a physical activity log for at least two weeks and reflects on activity levels as documented in the log.	Maintains a physical activity log for at least one month and reflects on activity levels as documented in the log.



Standard 3 *continued*

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

Skill	Grade 6-8: Level 1	Grade 6-8: Level 2
Nutrition and Stress Management Knowledge/Application		
S3.M13.8 Nutrition	Creates strategies to maintain a balanced diet, including nutritious meals, smart snack choices, and regular water intake.	Demonstrates the ability to consistently make balanced choices by planning and maintaining a routine that includes nutritious meals, healthy snacks, and adequate water intake.
S3.M14.8 Stress Management	Identifies effective stress management strategies such as deep breathing, guided visualization, yoga, and aerobic exercise.	Demonstrates basic techniques from stress-reducing activities such as mindfulness, yoga, tai chi, or deep breathing.



Standard 4		
Exhibits responsible personal and social behavior that respects self and others.		
Skill	Grade 6-8: Level 1	Grade 6-8: Level 2
Personal Responsibility		
S4.M1.8	Demonstrates responsibility by showing respect, practicing safety, cooperating, and including others.	Reflects on personal responsibilities and takes action to improve physical activity, fitness, mental health, and social well-being.
S4.M2.8	Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.	Applies self-reinforcement strategies (e.g., positive self-talk, visualization) in challenging physical activities.
Accepting Feedback and Working with Others		
S4.M3.8 Accepting/Providing Feedback	Demonstrates self-responsibility by implementing specific corrective feedback to improve performance using teacher-generated guidelines.	Provides encouragement and corrective feedback to peers without prompting from the teacher.
S4.M4.8 Working Together	Identifies cooperation skills by establishing rules and guidelines for resolving conflicts.	Demonstrates appropriate response to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.
Expectations, Etiquette, and Safety		
S4.M5.8 Expectations and Etiquette	Identifies expectations and etiquette in a variety of physical activities.	Applies expectations and etiquette in a variety of physical activities.
S4.M6.8 Safety	Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance.	Independently uses physical activity and fitness equipment appropriately and identifies specific safety concerns associated with the activity.



Physical Literacy Elements (PLE)		
Recognizes the value of physical activity for challenge, social interaction, enjoyment, and/or personal relevance.		
Skill	Grade 9-12: Level 1	Grade 9-12: Level 2
PLE.6-12.1 Challenge	Recognize and reflect on responding positively to challenges using strategies, seeking help, and choosing appropriate tasks to promote success and continued participation.	
PLE.6-12.2 Social Interaction	Demonstrate and reflect on respectful social interaction and support in physical activities through positive communication and teamwork.	
PLE.6-12.3 Enjoyment, Fun, Delight	Explain and reflect on how skilled movement and self-chosen activities promote enjoyment and self-expression for lifelong engagement.	
PLE.6-12.4 Personal Relevance	Examine and reflect on the connection between physical activity and well-being by understanding its impact on physical and mental health and personal goals.	



Standard 1		
Demonstrates competence in a variety of motor skills and movement patterns.		
Skill	Grade 9-12: Level 1	Grade 9-12: Level 2
Lifetime Activities		
S1.H1.12	Demonstrates competency and/or refines activity-specific movement skills in one or more lifetime activities (indoor/outdoor pursuits, individual-performance or dual activities, aquatics, net/wall/racket games, or target games).	Refines activity-specific movement skills in two or more lifetime activities (indoor/outdoor pursuits, individual-performance or dual activities, aquatics, net/wall/racket games, or target games).
Dance		
S1.H2.12	Demonstrates competency in cultural, social, and/or technical dance forms and rhythmic movements (e.g., weddings, parties, ballroom, modern, hip hop, tap).	Demonstrates competency by designing and performing a dance and/or a rhythmic routine.
Fitness Activities		
S1.H3.12	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.



Standard 2		
Applies knowledge of concepts, principles, strategies, and tactics to movement and performance.		
Skill	Grade 9-12: Level 1	Grade 9-12: Level 2
Lifetime Activities		
S2.H1.12 Lifetime Activities – Historical and Cultural Roles of Games	Identifies the historical and cultural roles of games, sports, and dance in society.	Discusses the relevance of historical and cultural roles of games, sports, and dance in society.
S2.H2.12 Movement Concepts	Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in at least one selected skill.	Uses movement concepts and principles to implement strategies to improve performance for self and/or others in two or more selected skills.
S2.H3.12 Practice Plans	Creates and implements a practice plan to improve performance for a self-selected skill.	Evaluates and revises a practice plan to improve performance for a selected skill.
S2.H4.12 Dance Forms	Identifies examples of social (e.g., salsa, swing, ballroom - foxtrot, waltz, hip-hop, line dancing, etc.) and technical (e.g., ballet, tap, contemporary, jazz, etc.) dance forms.	Compares similarities and differences in various dance forms.



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 and Engagement		
S3.H1.12 Benefits and Barriers	Identifies and discusses the benefits of regular physical activity and common barriers that may impact participation related to college, career, and community involvement.	Explains how regular physical activity supports personal goals for college, career, and community life, and analyzes strategies to overcome barriers to participation.
S3.H2.12 Social Media	Evaluates the accuracy of fitness- and health-related claims made in social media content and advertisements.	Analyzes and applies technology and social media to find, evaluate, and support healthy lifestyles.
S3.H3.12 Safety	Identifies safety concerns and health risks related to physical activity in varying weather conditions (e.g., cold, hot, humid, windy).	Applies pacing strategies and perceived exertion levels to adjust physical activity in varying environmental conditions.
S3.H4.12 Community Resources	Identifies and evaluates physical activities available in the local community based on benefits, social support, and participation requirements.	Analyzes and selects physical activities in the local environment that support personal fitness goals, social connections, and accessibility.
S3.H5.12 Engages in Physical Activity	Regularly participates in a self-selected lifetime activity, dance, or fitness activity outside of the school day.	Develops and follows a personal training plan to prepare for and participate in a community-based physical activity event (e.g., 5K, tournament, dance performance, cycling event).
Fitness and Assessment Knowledge/Application		
S3.H6.12 Fitness Knowledge	Demonstrates proper form and technique when using resistance-training machines and free weights.	Designs and follows a strength and conditioning program that promotes muscular balance and supports a healthy, active lifestyle.



Standard 3 <i>continued</i>		
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
Fitness and Assessment Knowledge/Application		
S3.H7.12 Fitness Knowledge	Explains how fitness level and nutrition affect physical performance and uses target heart rate and technology to plan and monitor aerobic exercise intensity.	Identifies energy systems used in physical activity and uses technology to monitor and adjust exercise intensity within the target heart rate zone.
S3.H8.12 Fitness Knowledge	Describes the structure of skeletal muscle, different muscle fiber types, and the difference between concentric and eccentric muscle contractions.	Identifies and explains types of strength training (isometric, isotonic, isokinetic) and stretching methods (static, dynamic, proprioceptive neuromuscular facilitation [PNF]) used to improve strength, endurance, and flexibility.
S3.H9.12 Assessment and Program Planning	Creates and implements a fitness plan that supports a healthy, active lifestyle for someone in college or a chosen career field.	Analyzes health- and skill-related fitness components and develops a fitness portfolio aligned with personal, college, or career goals.
Nutrition and Stress Management Knowledge/Application		
S3.H10.12 Nutrition	Creates and follows a nutrition plan that supports energy balance and a healthy, active lifestyle to enhance physical performance.	Develops a snack plan for before, during, and after physical activity that meets nutritional needs for each phase of exercise.
S3.H11.12 Stress Management	Explains the purpose and benefits of various stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) for managing stress.	Demonstrates and integrates stress-management strategies into a personal routine to manage stress during academic, social, and physical challenges.
Standard 4		
Exhibits responsible personal and social behavior that respects self and others.		



Oklahoma Academic Standards for Physical Education

Skill	Grade 9-12: Level 1	Grade 9-12: Level 2
Personal Responsibility		
S4.H1.12	Demonstrates effective self-management skills to analyze barriers and modify physical activities appropriately as needed.	Analyzes how media can influence body image and describe one self-management skill to make healthy choices based on their own needs instead of media messages.
Working with Others		
S4.H2.12	Uses effective communication and critical thinking skills to solve problems and support positive group dynamics during physical activity, both individually and as part of a team.	Demonstrates a leadership role (e.g., task or group leader, referee, coach) by applying communication and critical thinking skills to adapt strategies, resolve conflicts, and enhance team performance in a variety of physical activities.
Expectations, Etiquette, and Safety		
S4.H3.12 Expectations and Etiquette	Exhibits proper etiquette, respect for others and teamwork while engaging in a variety of physical activities.	Demonstrates leadership in promoting proper etiquette, respect, and including others during physical activities, while effectively supporting team dynamics and resolving conflicts.
S4.H4.12 Safety	Evaluates best practices for participating safely in a variety of physical activities (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 a variety of physical activities.