

Arizona Standards for K-12 Physical Education

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

The following terms are used throughout the standards:

- **E= Emerging.** Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition
- **M= Maturing.** Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level Outcomes, which will continue to be refined with practice.
- **A= Applying.** Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of physical activity environments.

Grade Band Outcomes

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

The intent of this standard is to reflect development towards self-initiated behaviors that promote personal and group success in all physical activities that can be transferred to college, career and life. These behaviors include but are not limited to safe practices, adherence to rules and procedures, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction and inclusion. It also includes respect toward teachers, other students, and the environment. Key to the standard is developing respect and appreciation for individual similarities and differences among participants in physical activity. Similarities and differences include, but are not limited to; characteristics of culture, ethnicity, skill level, disabilities, physical characteristics (e.g., strength, size, shape), gender, age, race, and socioeconomic status.

Note: It must be noted that the use of physical activity as punishment for any reason (e.g. poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

Standard 4	K-2 Outcomes	Performance Indicators
<i>Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Personal Responsibility</i>		<i>E= Emerging, M= Maturing, A= Applying</i>
S4.E1 Personal Responsibility <i>Equipment and Space (S4.E1.K-2.a)</i> <i>Rules and Parameters (S4.E1.K-2.b)</i>	K – Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (K.a) K – Acknowledges responsibility for behavior when prompted. (K.b) 1 – Follows the rules & parameters of the learning environment. 2 - Accepts personal responsibility by using equipment and space appropriately with minimal teacher prompting. (2.a) 2 - Accepts responsibilities by following the rules and parameters of the learning environment. (2.b)	K-2 E: demonstrating personal responsibility
<i>Accepting Feedback</i>		
S4.E2 Accepting Feedback	K – Follows instruction/directions when prompted. 1 – Responds appropriately to general feedback from the teacher. 2 - Accepts and responds appropriately to specific corrective feedback from the teacher.	K-2 E: accepting feedback

Standard 4	K-2 Outcomes	Performance Indicators
Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Working with Others		E= Emerging, M= Maturing, A= Applying
S4.E3 Working with Others <i>Class Environments (S4.E3.K-2.a)</i> <i>Diverse Populations (S4.E3.K-2.b)</i>	K – Shares equipment and space with others. 1 - Works independently with others in a variety of class environments (e.g., partners, small group & large groups). 2 – Works independently with others in partner environments (2.a) 2 - Actively participates with classmates without regard to personal differences. (2.b)	K-3 E: working with others
Rules and Fair Play		
S4.E4 Rules and Fair Play	K – Recognizes the established protocols for class activities. 1 – Exhibits the established protocols for class activities. 2 - Recognizes the role of rules and fair play in teacher designed physical activities.	K-2 E: following rules, fair play
Safety		
S4.E5 Safety <i>Personal Safety (S4.E5.K-2.a)</i> <i>Equipment Safety (S4.E5.K-2.b)</i>	K – Follows teacher directions for safe participation and proper use of equipment with minimal reminders. 1 – Follows teacher directions for safe participation and proper use of equipment without teacher reminders. 2 - Works independently and safely in physical education. (2.a) 2 - Work safely with physical education equipment. (2.b)	K-1 E: safety 2 M: safety
S4.E6 Safety <i>Sun Safety (S4.E6.K-2.a)</i> <i>Aquatic Safety (S4.E6.K-2.b)</i>	2- Recognizes sun safe practices (2.a) 2- Recognizes aquatic safety practices (2.b)	K-1: N/A 2 E: sun safety, aquatic safety

Standard 4	3-5 Outcomes	Performance Indicators
<i>Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Personal Responsibility</i>		<i>E= Emerging, M= Maturing, A= Applying</i>
S4.E1 Personal Responsibility	3– Exhibits personal responsibility in teacher-directed activities. 4 – Exhibits responsible behavior in independent group situations. 5 - Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).	3-5 M: personal responsibility
<i>Accepting Feedback</i>		
S4.E2 Accepting Feedback	3 – Accepts and implements specific corrective feedback from the teacher. 4 – Listens respectfully to corrective feedback from others (e.g., peers, adults). 5 - Gives and receives corrective feedback respectfully to peers and adults.	3-5 M: accepting feedback
<i>Working with Others</i>		
S4.E3 Working with Others <i>Praises Others (S4.E3.3-5.a)</i> <i>Accepts Others (S4.E3.3-5.b)</i>	3 – Works cooperatively with others. (3.a) Praises others for their success in movement performance. (3.b) 4 – Praises the movement performance of others both more and less-skilled. (4.a) Accepts players of all skill levels into the physical activity. (4.b) Praises the movement performance of others both more and less-skilled. (5.a) Accepts players of all skill levels into the physical activity. (5.b)	3-5 M: working with others

Standard 4	3-5 Outcomes	Performance Indicators
Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Rules and Fair Play		E= Emerging, M= Maturing, A= Applying
S4.E4 Rules and Fair Play	3 – Recognizes the role of rules and etiquette in physical activity with peers. 4 – Exhibits etiquette and adherence to rules in a variety of physical activities. 5 - Assesses adherence to rules, etiquette, and fair play of various games and activities.	3-4 E: following rules, fair play 5 M: following rules, fair play
Safety		
S4.E5 Safety	3– Works independently and safely in physical activity settings. 4 – Works safely with peers and equipment in physical activity settings. 5 - Applies safety principles with age-appropriate physical activities.	3-4 M: safety 5 A: safety
S4.E6 Safety <i>Sun Safety (S4.E6.3-5.a)</i> <i>Aquatic Safety (S4.E6.3-5.b)</i>	Apply sun safe practices. <i>(5.a)</i> Identify appropriate water safety practices. <i>(5.b)</i>	3-5 M: sun safety, aquatic safety

Standard 4	6-8 Outcomes	Performance Indicators
<i>Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Personal Responsibility</i>		<i>E= Emerging, M= Maturing, A= Applying</i>
S4.M1 Personal Responsibility	6– Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors. 7 –Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates. 8 - Accepts responsibility for individual improvement of levels of physical activity and fitness (physical, emotional, and social).	6-8 A: personal responsibility
S4.M2 Personal Responsibility	6 – Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk. 7 –Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class. 8 - Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.	6-8 A: personal responsibility
<i>Accepting Feedback</i>		
S4.M3 Accepting Feedback	6 – Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. 7 –Provides corrective feedback to a peer using teacher-generated guidelines and incorporating appropriate tone and other communication skills. 8 - Provides encouragement and corrective feedback to peers without prompting from the teacher.	6-8: accepting feedback

Standard 4	6-8 Outcomes	Performance Indicators
Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Working with Others		E= Emerging, M= Maturing, A= Applying
<p>S4.M4 Working with Others <i>Conflict Resolution (S4.E3.3-5.a)</i> <i>Accepts Others (S4.E3.3-5.b)</i></p>	<p>6 – Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.</p> <p>7 –Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.</p> <p>8 - Responds appropriately to ethical and unethical behavior of participants during physical activity by using the rules and guidelines for conflict resolution.</p> <p>8 - Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.</p>	<p>6-8 A: working with others, conflict resolution</p>
<p>S4.M5 Working with Others</p>	<p>6– Cooperates with a small group of classmates during adventure activities, game play, or team-building activities.</p> <p>7 – Problem solves with a small group of classmates during adventure activities, small-group initiatives, or game play.</p> <p>8 - Cooperates with multiple classmates on problem solving initiatives including adventure activities, large group initiatives, and game play.</p>	<p>6-8 A: working with others, cooperation</p>
Rules and Fair Play		
<p>S4.M6 Rules and Fair Play</p>	<p>6 – Identifies the rules and etiquette for physical activities, games and dance activities.</p> <p>7 – Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance.</p> <p>8 - Applies rules and fair play by acting as an official for modified physical activities, games and/or creating dance routines within a given set of parameters.</p>	<p>6 M: following rules, fair play 7-8 A: following rules, fair play</p>

Standard 4	6-8 Outcomes	Performance Indicators
<i>Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Safety</i>		<i>E= Emerging, M= Maturing, A= Applying</i>
S4.M7 Safety	6 – Uses physical activity and fitness equipment appropriately and safely, with the teacher’s guidance. 7 – Independently uses physical activity and exercises equipment appropriately and safely. 8 - Independently uses physical activity and fitness equipment appropriately and identifies specific safety concerns associated with the activity.	6-8 A: safety
S4.M8 Safety <i>Sun Safety (S4.E6.6-8.a)</i> <i>Aquatic Safety (S4.E6.6-8.b)</i>	Applies sun safe practices (8.a). Applies water safety practices. (8.b)	6-8 A: sun safety, aquatic safety

High School physical education standards focus on planning and implementing lifetime physical activity goals. Outcomes are organized differently in that they are divided into two levels rather than individual grades. Level One outcomes reflect baseline knowledge and skills students must acquire to be college or career ready at graduation. Level Two outcomes allow students to build upon Level One outcomes by augmenting previous knowledge and skills providing students opportunities for promoting the development and refinement of life skills such as self-management, problem solving, and communication, critical for sustainability of self-directed physical activity into adulthood. All high school performance indicators are at the applying level.

Standard 4	High School
<i>Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Personal Responsibility</i>	
S4.H1.L1 Personal Responsibility	Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed.
S4.H1.L2 Personal Responsibility	Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.
<i>Rules and Fair Play</i>	
S4.H2.L1 Rules and Fair Play	Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance
S4.H2.L2 Rules and Fair Play	Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport).

Standard 4	High School
<i>Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Working with Others</i>	
S4.H3.L1 Working with Others	Uses communication skills and strategies that promote team or group dynamics.
S4.H3.L2 Working with Others	Assumes leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.
S4.H4.L1 Working with Others	Solves problems and thinks critically in physical activity or dance settings, both as an individual and in groups.
S4.H4.L2 Working with Others	Accepts others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.
<i>Safety</i>	
S4.H5.L1 Safety	Understands best practices for safe participation in physical activity, exercise and dance (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection, aquatic safety, etc.).
S4.H5.L2 Safety	Applies best practices for safe participation in physical activity, exercise and dance (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection, aquatic safety, etc.).