

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

This standard reflects the development of an awareness of intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity can be enjoyable, challenging, and fun and provides opportunities for self-expression and social interaction. These benefits can develop self-confidence, promote a positive self-image, and continue a healthy, active lifestyle. As a result of these benefits of participation, students will begin to actively pursue life-long physical activities that meet their own needs.

**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 5	K-2 Outcomes	Performance Indicators
<b><i>Recognizes the Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression, and/or Social Interaction. Health E= Emerging, M= Maturing, A= Applying</i></b>		
<b>S5.E1 Health</b>	K – Recognizes that physical activity is important for good health. 1 – Identifies physical activity as a component of good health. 2 – Recognizes the value of good health balance.	<b>K-2 E:</b> physical activity for health
<b><i>Challenge</i></b>		
<b>S5.E2 Challenge</b>	K – Acknowledges that some physical activities are challenging/ difficult. 1 – Recognizes that challenge in physical activities can lead to success. 2 - Compares physical activities that build confidence and provide challenge.	<b>K-2 E:</b> physical activity for challenge

Standard 5	K-2 Outcomes	Performance Indicators
<p><b><i>Recognizes the Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression, and/or Social Interaction. Self-Expression/ Enjoyment</i></b>  <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p><b><i>S5.E3</i></b>  <b><i>Self-Expression/Enjoyment</i></b></p>	<p>K – Identifies physical activities that are enjoyable. (K.a)            K - Discuss the enjoyment of playing with friends. (K.b)            1 – Describes positive feelings that result from participating in physical activities. (1.a)            1 - Discuss personal reasons (i.e., the “why”) for enjoying physical activities. (1.b)            2 - Identifies and discusses physical activities that provide enjoyment and/or self-expression.</p>	<p><b>K-2 E:</b> physical activity for self-expression, enjoyment</p>
<p><b><i>Social Interaction</i></b></p>		
<p><b><i>S5.E4</i></b>  <b><i>Social Interaction</i></b></p>	<p>Demonstrates socially acceptable conflict resolution skills.</p>	<p><b>K-2 E:</b> physical activity for social interaction</p>

Standard 5	3-5 Outcomes	Performance Indicators
<b>Recognizes the Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression, and/or Social Interaction. Health E= Emerging, M= Maturing, A= Applying</b>		
<b>S5.E1 Health</b>	3– Discusses the relationship between physical activity and good health. 4 – Examines the health benefits of participating in physical activity. 5 - Compares the health benefits of participation in selected physical activities.	<b>3-5 E:</b> physical activity for health
<b>Challenge</b>		
<b>S5.E2 Challenge</b>	3 – Discusses the challenge that comes from learning a new physical activity. 4 – Rates the enjoyment of participating in challenging and mastered physical activities. 5 - Analyzes the personal benefits to participating in an activity that is challenging.	<b>3-5 E:</b> physical activity for challenge
<b>Self-Expression/Enjoyment</b>		
<b>S5.E3 Self-Expression/Enjoyment</b>	3 – Reflects on the reasons for enjoying selected physical activities. 4 – Ranks the enjoyment of participating in different physical activities. 5 - Analyzes the personal benefits to participating in an activity that is enjoyable.	<b>3-4 E:</b> physical activity for self-expression, enjoyment
<b>Social Interaction</b>		
<b>S5.E4 Social Interaction</b>	3– Describes the positive social interactions that come when engaged with others in physical activity. 4 – Describes & compares the positive social interactions when engaged in partner, small group and large group physical activities. 5 - Analyzes the positive impact of verbal and non-verbal encouragement in physical activity.	<b>3-5 E:</b> physical activity for social interaction

Standard 5	6-8 Outcomes	Performance Indicators
<b>Recognizes the Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression, and/or Social Interaction. Health E= Emerging, M= Maturing, A= Applying</b>		
<b>S5.M1 Health</b>	<p>6– Describes how being physically active leads to a healthy body.</p> <p>7 –Identifies different types of physical activities and describes how each exerts a positive impact on health.</p> <p>8 - Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, CV endurance, and body composition) and explains the connections between fitness and overall physical and mental health.</p>	<b>6-8 M:</b> physical activity for health
<b>S5.M2 Health</b>	<p>6 – Identifies components of physical activity that provide opportunities for reducing stress and for social interaction.</p> <p>7 –Identifies positive mental and emotional aspects of participating in a variety of physical activities.</p> <p>8 - Analyzes the empowering consequences of being physically active.</p>	<b>6-8 M:</b> physical activity for health
<b>Challenge</b>		
<b>S5.M3 Challenge</b>	<p>6 – Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, or modifying the task.</p> <p>7 –Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge.</p> <p>8 - Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.</p>	<b>6-8 M:</b> physical activity for challenge

Standard 5	6-8 Outcomes	Performance Indicators
<p><b>Recognizes the Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression, and/or Social Interaction. Self-Expression/Enjoyment</b>  <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p><b>S5.M4</b>  <b>Self-Expression/Enjoyment</b></p>	<p>6– Describes how moving competently in a physical activity setting creates enjoyment.            7 –Identifies why self-selected physical activities create enjoyment.            8 - Discusses how enjoyment could be increased in self-selected physical activities.</p>	<p><b>6-8 M:</b> physical activity for self-expression, enjoyment</p>
<p><b>S5.M5</b>  <b>Self-Expression/Enjoyment</b></p>	<p>6– Identifies how self-expression and physical activity are related.            7 –Explains the relationship between self-expression and lifelong enjoyment through physical activity.            8 - Identifies and participates in an enjoyable activity that prompts individual self-expression.</p>	<p><b>6-8 M:</b> physical activity for self-expression, enjoyment</p>
<p><b>Social Interaction</b></p>		
<p><b>S5.M6</b>  <b>Social Interaction</b></p>	<p>6– Demonstrate 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.            7 – Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates.            8 - Demonstrates respect for self and others by asking for help and helping others, following the rules, playing in the spirit of the game, encouraging others, and providing support to classmates in various physical activities.</p>	<p><b>6-8 M:</b> physical activity for social interaction</p>

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 5	High School Outcomes
<i>Health</i>	
<b>S5.H1.L1</b> Health	Analyzes the health benefits of a self-selected physical activity.
<b>S5.H1.L2</b> Health	If the outcome was not achieved in Level 1, it should be a focus in Level 2.
<i>Challenge</i>	
<b>S5.H2.L1</b> Challenge	Challenge is a focus in Level 2 only.
<b>S5.H2.L2</b> Challenge	Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
<i>Self-Expression/Enjoyment</i>	
<b>S5.H3.L1</b> Self-Expression/Enjoyment	Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.
<b>S5.H3.L2</b> Self-Expression/Enjoyment	Identifies the uniqueness of creative dance and rhythmic movement as a means of self-expression.

Standard 5	High School Outcomes
<b>S5.H4.L1</b> <b>Social Interaction</b>	Shows respect and acceptance of others with varying ability levels to support a cooperative learning environment.
<b>S5.H4.L2</b> <b>Social Interaction</b>	Participates in inclusive programs that combine students of all ability levels.