



Hangzhou International School  
杭州国际学校

# PE Standards

K-12

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# Introduction

HIS has adapted Physical Education Teaching and Learning Standards, with permission, from NASPE Standards.

PE standards are organized by grade clusters, domain, and strands.

Domains addressed in PE include:

Skilled Movement  
Movement Knowledge  
Valuing a Physically Active Lifestyle  
Personal Fitness  
Personal and Social Responsibility

## Grades K-2

### Skilled Movement

***Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.***

- ▶ Achieve mature forms in the basic locomotor skills (e.g., walking, running, skipping, etc.) and vary the manner in which these skills are performed during changing conditions and expectations (e.g., levels, speeds, pathways, relationships, and effort).
- ▶ Demonstrate smooth transitions between sequential locomotor, non-locomotor, and manipulative skills.
- ▶ Achieve mature form in the less complex manipulative skills (e.g., underhand throw, catching, rolling, etc.) and show progress toward achieving mature form in the more complex manipulative skills (e.g., foot dribble, overhand throw, kicking, etc.).
- ▶ Demonstrate control in non-locomotor skills (e.g., twisting, bending, weight-transfer, etc.) as well as weight-bearing and balancing on a variety of body parts (e.g. symmetrical/asymmetrical, stork stand, partner balances, etc.).

## **Movement Knowledge**

***Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.***

- ▶ Identify simple biomechanical principles (e.g., opposition, weight transfer, wide base of support for stability, etc.).
- ▶ Identify and apply critical cues and concepts of body, space, effort, and relationships that vary the quality of movement (e.g., side to target, move in personal space, throw hard for distance, name different pathways, etc.).

## **Valuing a Physically Active Lifestyle**

***Participate daily in physical activity for health, enjoyment and/or satisfaction, challenge, self-expression and/or social interaction.***

- ▶ Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., time assessment, pedometer = 1800 steps in a 30 minute class or 60 steps per minute, etc.).
- ▶ Participate daily in moderate to vigorous physical activity during and outside of class as recommended by NASPE, CDC, and USDHHS of at least 60 minutes or more per day (e.g., activity logs, step count of at least 12000 steps per day, activity breaks, etc.).
- ▶ Express feelings about participation appropriately during physical activity (e.g., use of emoticons like smiley faces and thumb up/down, etc.).

## **Personal Fitness**

***Achieve and maintain a health-enhancing level of physical fitness.***

- ▶ Engage in a variety of activities that promote health-related physical fitness (e.g., jumping rope, riding a bicycle, animal walks, climbing rope, chasing and fleeing games, tumbling activities, dance skills, etc.).
- ▶ Know and demonstrate basic knowledge of health-related fitness including cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition (e.g., identify various activities that demonstrate each health-related component, etc.).
- ▶ Recognize physiological signs associated with participation in moderate-to-vigorous physical activity (e.g., sweating, fast heart rate, heavy breathing, etc.).

## **Personal and Social Responsibility**

***Exhibit responsible and social behavior that respects self and others in physical activity settings.***

- ▶ Apply physical education class rules, procedures, and safe practices (e.g., listen/respond to teacher and peers, personal space, follow directions, etc).
- ▶ Interact cooperatively using interpersonal communication during partner and small group activities (taking turns, sharing equipment, helping others, etc).
- ▶ Work together to problem solve, complete a task, and/or tackle a challenge (e.g. rock/paper/scissors, sharing, partner games, etc).

# Grades 3-5

## Skilled Movement

***Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.***

- ▶ Apply fundamental, non-locomotor, locomotor, and manipulative skills in dynamic and complex movements (e.g., games, dance, educational gymnastics, etc.).
- ▶ Demonstrate mature movements using concepts of effort, relationships, and body and space awareness.
- ▶ Demonstrate a wide variety of specialized skills (e.g., passing a ball, softball fielding, defensive sliding, grapevine dance step, rollerblading heel stop, bicycle signaling, etc.).

## Movement Knowledge

**Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.**

- ▶ Utilize knowledge of critical cues and simple biomechanical principles to provide feedback to self and others (e.g., Did I follow through?, self and peer checklist, etc.).
- ▶ Transfer concepts to new skills/games (e.g., offensive and defensive strategies, bending the knees lowers the center of gravity and increases stability, rhythm and timing, etc.).
- ▶ Identify ways to improve performance (e.g., appropriate practice, learn techniques, positive self talk, visualize performance, etc.).

## Valuing a Physically Active Lifestyle

**Participate daily in physical activity for health, enjoyment and/or satisfaction, challenge, self-expression and/or social interaction.**

- ▶ Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., time assessment, pedometer = 1800 steps in a 30 minute class or 60 steps per minute, etc.).
- ▶ Participate daily in moderate to vigorous physical activity during and outside of class as recommended by NASPE, CDC, and USDHHS of at least 60 minutes or more per day (e.g., activity logs, step count of at least 12000 steps per day, activity breaks, etc.).
- ▶ Identify and/or make use of opportunities at school and within the community for regular participation in physical activity (e.g., enroll in organized school activity, etc.).
- ▶ Seek personally challenging experiences in physical activity (e.g., sets realistic improvement goals for a greater challenge in existing activity, etc.).

## Personal Fitness

### **Achieve and maintain a health-enhancing level of physical fitness.**

- ▶ Know and demonstrate the health-related fitness components (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition) by improving, meeting and/or sustaining gender and age-related contemporary fitness standards as defined by approved tests (e.g., Fitnessgram or President’s Council healthy fitness zone/level, identify various activities that demonstrate each health-related component, etc.).
- ▶ Regularly participate in moderate-to-vigorous physical activity which improves physical fitness (e.g., physical education class, home/school/community programs, etc.).
- ▶ With teacher assistance, interpret the results and significance of information provided by formal measures of physical fitness and set and achieve attainable personal health-related fitness goals (e.g., Physical Best, goal setting, etc.).

## Personal and Social Responsibility

### **Exhibit responsible and social behavior that respects self and others in physical activity settings.**

- ▶ Identify the purposes for and follow safe practices, rules, procedures, and etiquette (e.g. help a peer, use equipment appropriately, accept teacher decision regarding a rule infraction without blaming, etc.).
- ▶ Work independently and cooperatively in groups to complete tasks and challenges (e.g. develop a creative game, practice to improve performance in and out of school, team building challenges, task cards, etc.).
- ▶ Appreciate the diversity of others by cooperating with those of a different gender, race, ethnicity, and ability (e.g. dancing with a peer of a different gender, modify an activity for inclusion; cultural games, etc.)

# Grades 6-8

## Skilled Movement

### **Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

- ▶ Demonstrate mature form in the basic skills of more specialized activities (e.g., wall/net, invasion, field/striking, target, dance, outdoor activities, fitness, etc.).
- ▶ Adapt and combine skills successfully in modified games or activities of increasing complexity and in combination with other basic skills.

- ▶ Demonstrate movement tactics and strategies that can be applied to a variety of sports and physical activities (e.g., wall/net, invasion, field/striking, target, dance, outdoor activities, fitness, etc.).

## **Movement Knowledge**

### **Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.**

- ▶ Identify and apply the critical elements, strategies, and tactics of higher level movements in wall/net, invasion, field/striking, target, dance, outdoor activities, fitness, etc., (e.g., transition from offense to defense, leave no trace, shortest distance, angles of interception, fluid sequential movement, etc.).
- ▶ Identify principles of practice and biomechanics that enhance movement performance (e.g., describe basic principles of training and how they improve fitness, describe why extending the elbow in striking skills is important, etc.).
- ▶ Apply external feedback to guide and improve performance (e.g., use videos to refine skills, verbal feedback to improve performance, etc.).

## **Valuing a Physically Active Lifestyle**

### **Participate daily in physical activity for health, enjoyment and/or satisfaction, challenge, self-expression and/or social interaction.**

- ▶ Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 50% of the lesson time (e.g., time assessment, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute, etc.).
- ▶ Participate daily in moderate to vigorous physical activity during and outside of class as recommended by NASPE, CDC, and USDHHS of at least 60 minutes or more per day (e.g., activity logs, step count of at least 12000 steps per day, activity breaks, etc.).
- ▶ Explore a variety of challenging physical activities for personal interest, self-expression and social interaction in a variety of settings including school, home, workplace, and community (e.g., bowling, golf, recreational teams, lessons, camping, etc.).
- ▶ Describe the challenges found both in experiencing high levels of competition and in learning new and/or different activities (e.g., journaling, videos, blogs, etc.).

## **Personal Fitness**

### **Achieve and maintain a health-enhancing level of physical fitness.**

- ▶ Know and demonstrate the health-related fitness components including cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition by improving, meeting and/or sustaining gender and age-related contemporary fitness standards as defined by approved tests (e.g., Fitnessgram or President's Council healthy fitness zone/level, identify various activities that demonstrate each health-related component, etc.).

- ▶ Know and demonstrate the basic knowledge of skill-related fitness including agility, coordination, balance, power, reaction time, and speed (e.g., President’s Council, assessment series from NASPE, combatives, sprint starts, vertical/standing jump, Pilates, etc.).
- ▶ Participate in a variety of health-related and skill-related fitness activities in diverse settings including school, home, workplace, and community (e.g., hiking, swimming, orienteering, rock climbing, fun runs, social dance, etc.).
- ▶ Assess physiological indicators of exercise during and after physical activity (e.g., target heart rate zone, perceived exertion, etc.).
- ▶ Apply basic principles and types of training to improve fitness goals (e.g., frequency, intensity, progression, specificity, overload, regularity, interval training, fartlek, circuit training, resistance training, etc.).

## Personal and Social Responsibility

### **Exhibit responsible and social behavior that respects self and others in physical activity settings.**

- ▶ Apply safe practices, ethical behavior, and positive forms of social interaction when participating in physical activities (e.g. participate within the rules of an activity, display good sportsmanship, practice self-control, etc.).
- ▶ Solve problems by analyzing potential consequences when confronted with a behavioral choice (e.g. resolve argument between peers, be sensitive of the rights and feelings of others, role play, case studies, etc.).
- ▶ Work independently and in groups to achieve goals in competitive and cooperative settings (e.g. identify ways to relieve stress, develop team goals, practice for competition, sport education, adventure activities, challenge activities, etc.).
- ▶ Appreciate others of diverse characteristics and backgrounds during physical activity (e.g. invite others with differences to participate in an activity, work cooperatively with peers of diverse skill levels, cultural activities/projects, peer mentoring, etc.).
- ▶ Recognize the role of sport and physical activity in influencing personal and social behavior (e.g. identify positive and negative behaviors of sport figures, develop leadership skills, responsibility of actions, importance of individual roles in group activities, etc.).

## Grades 9-12

### Skilled Movement

#### ***Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.***

- ▶ Demonstrate competency in basic and advanced skills and tactics in at least five leisure and lifetime physical activities (e.g., individual/dual/team-related sports, outdoor pursuits, rhythm, fitness, and aquatics).



## Movement Knowledge

***Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.***

- ▶ Demonstrate the knowledge and understanding necessary to develop scientifically based personal activity plans that include self-selected physical activities and sports (e.g., physical activity goal setting, fitness profiles and assessments, mypyramid.gov nutrition, etc.).
- ▶ Utilize complex movement concepts and principles to independently refine skills and apply them to the learning of new skills (e.g., utilizing anaerobic and aerobic performance appropriately, applying the concept of spin to a variety of activities to improve performance, biomechanical efficiency to conserve energy, etc.).
- ▶ Evaluate and apply appropriate tactics and strategies in a variety of sports and physical activities (e.g., using trekking poles to improve efficiency, recognize elite-level performance, explain tactical strategies in a game of softball, etc.).

## Valuing a Physically Active Lifestyle

***Participate daily in physical activity for health, enjoyment and/or satisfaction, challenge, self-expression and/or social interaction.***

- ▶ Participate in moderate to vigorous physical activity for at least of 50% of the lesson time (e.g., time assessment, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute - block or traditional schedule, etc.).
- ▶ Participate daily in moderate to vigorous physical activity during and outside of class as recommended by NASPE, CDC, and USDHHS of at least 60 minutes or more per day (e.g., activity logs, step count of at least 12000 steps per day, activity breaks, etc.).
- ▶ Provide rationale about their physical activity participation for health and manage participation based on personal interests, capabilities, and resources (e.g., develop individual physical activity plan, journaling, etc.).
- ▶ Analyze factors that influence personal physical activity patterns over one's lifespan (e.g., reflections on volunteer efforts with populations of various ages and abilities, personal profile, family physical activity tree, create personal activity pyramid, etc.).
- ▶ Enjoy the challenge of working hard to better their skills and feel satisfaction when they are successful in improving and pursuing personal goals (e.g., journaling reflections, etc.).

## Personal Fitness

***Achieve and maintain a health-enhancing level of physical fitness.***

- ▶ Demonstrate health-related fitness components (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition) by improving, meeting and/or sustaining gender and age-related contemporary fitness standards as defined by approved tests (e.g.,

- Fitnessgram or President's Council healthy fitness zone/level, identify various activities that demonstrate each health-related component, etc.).
- ▶ Assume greater self-responsibility to improve, meet, and/or sustain gender and age-related contemporary fitness standards necessary for a healthy productive life as defined by approved tests such as Fitnessgram or President's Council healthy fitness zone/level (e.g., log sheets, fitness profiles, task cards, portfolios, etc.).
  - ▶ Interpret and analyze information from fitness tests to plan and design individual programs for achieving and maintaining current/lifelong fitness goals that encompass all components of fitness (e.g., select various activities from skill- and health-related components, set goals, fitness plan, assessment and evaluation, website programs for lifelong fitness planning, etc.).

## Personal and Social Responsibility

### ***Exhibit responsible and social behavior that respects self and others in physical activity settings.***

- ▶ Demonstrate the ability to initiate responsible personal and social behavior, function independently, and positively influence the behavior of others in physical activity setting (e.g. develop code of ethics, sportsmanship recognition, volunteer Special Olympics, assist in an elementary physical education class, etc.).
- ▶ Demonstrate leadership by holding themselves and others responsible for following safe practices, rules, procedures, and etiquette in physical activity settings (e.g. assumes an active leader and/or supportive role as appropriate during a ropes course activity, acknowledge a rule infraction, plan and lead a backpacking trip, coordinate a fun run, respecting others space in a weight room, etc.).
- ▶ Respond appropriately to potentially explosive interactions with others in order to mediate and resolve conflict (e.g. communicates in a calm and controlled manner to inflammatory remarks, role play, debate behaviors that occur in current events, etc.).
- ▶ Synthesize and evaluate knowledge regarding the role of physical activity in a culturally diverse society (e.g. identify barriers and opportunities for physical activity in the community, document the influence of cultural events on one's own physical activity behavior, interpret the meaning of physical activity through forms of expression such as art, poetry, writing, film, movement; etc.).
- ▶ Evaluate personal choices for engaging in physical activity over the life span including the influence of age, ability, gender, race, ethnicity, socioeconomic status, and culture (e.g. the impact of family physical activity on self; successes, challenges and enjoyment in lifelong physical activities; the effect of dance, fitness or recreational activities on senior citizens; critique economic commitments, etc.).