

# Moving into the Future

## National Standards for Physical Education

Second Edition



Developed by the  
National Association for Sport and Physical Education,  
an association of the American Alliance for Health,  
Physical Education, Recreation and Dance



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## Grades 9–12

### Student expectations (at the end of grade 12)

Young adults demonstrate the ability to initiate responsible personal and social behavior, function independently, and positively influence the behavior of others in a physical activity setting. They demonstrate leadership by holding themselves and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings. They are able to respond to potentially explosive interactions with others by mediating and settling conflicts. Students synthesize and evaluate knowledge regarding the role of physical activity in a culturally diverse society. They make enlightened personal choices for engaging in physical activity over the life span, recognizing the influence of age, disability, gender, race, ethnicity, socioeconomic status, and culture. They develop a personal philosophy of participation reflecting inclusive practices in physical activity settings.

### Sample performance outcomes (across the 9–12 grade range)

- Chooses to participate in an activity because of personal enjoyment rather than only when friends are participating.
- Acknowledges the strong performance of another aerobics team despite a loss to them in the final competition.
- While officiating a competition, listens to all sides of an issue before taking action in a conflict.
- Participates successfully in a cooperative learning group with a wide range of diverse members.
- Invites less-skilled students to participate in a warm-up activity prior to class.
- Takes the initiative to deliver an activity workshop (e.g., pickleball) to a group of sixth graders after school.
- Sets up the safety procedures to guide a class hike over treacherous terrain.
- Shows leadership by diffusing conflict during competition.
- Slides into a base in a manner that avoids injury to a defensive player.

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**Higher Education**



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## Grades K–2

### Student expectations (at the end of grade 2)

Young children discover the joy of playing with friends and experience how social interaction can make activities more fun. They know safe practices and physical education class rules and procedures, and they are able to apply them with little or no reinforcement. Children know how to utilize acceptable behaviors for physical activity settings and are building a foundation for successful interpersonal communication during group activity. By improving motor skills, children have gained a basis and appreciation for working with others in cooperative movement, sharing, working together to solve a problem, and/or tackling a challenge.

### Sample performance outcomes (across the K–2 grade range)

- Practices specific skills as assigned until the teacher signals the end of practice.
- Follows directions given to the class for an all-class activity.
- Shows compassion for others by helping them.
- Handles equipment safely by putting it away when not in use.
- Uses equipment and space safely and properly.
- Honestly reports the results of work.
- Works in a diverse group setting without interfering with others.
- Invites a peer to take his or her turn at a piece of apparatus before repeating a turn.
- Assists a partner by sharing observations about skill performance during practice.
- Enjoys participating alone while exploring movement tasks.
- Accepts all playmates without regard to personal differences (e.g., ethnicity, gender, disability).
- During class closure, identifies sharing with a partner as a way to cooperate.
- Displays consideration of others while participating on the playground.
- Demonstrates the elements of socially acceptable conflict resolution during class activity.

## Grades 6–8

### Student expectations (at the end of grade 8)

Adolescents begin to understand the concept of physical activity as a microcosm of modern culture and society. They recognize the role of physical activity in understanding diversity and continue to include and support each other, respecting the limitations and strengths of group members. Students move from merely identifying and following rules, procedures, safe practices, ethical behavior, and positive forms of social interaction to reflecting upon their role in physical activity settings and the benefits of physical activity. They have well-developed cooperation skills and are able to accomplish group/team goals in both cooperative and competitive activities. Adolescents seek greater independence from adults and effectively work independently and in groups to complete assigned tasks. They make appropriate decisions to resolve conflicts arising from the powerful influence of peers, and they practice appropriate problem-solving techniques to resolve conflicts when necessary in competitive activities.

### Sample performance outcomes (across the 6–8 grade range)

- Makes responsible decisions about using time, applying rules, and following through with the decisions made.
- Uses time wisely when given opportunity to develop components of a kick boxing routine.
- Makes decisions for modifying a soccer game to allow all members to participate.
- Remains on-task in a group activity without close teacher monitoring.
- Includes concerns for safety of self and others during an orienteering activity.
- Considers the consequences of various choices when confronted with negative peer pressure.
- Plays within the rules of the game or activity.
- Shows self-control by accepting a controversial decision of an official.
- Resolves interpersonal conflicts with a sensitivity to the rights and feelings of others.
- Recognizes the role of games, sports, and dance in getting to know and understand others of like and different backgrounds.
- Through verbal and nonverbal behavior, demonstrates cooperation with peers of different gender, race, ethnicity, and ability in a physical activity setting.
- Seeks out, participates with, and shows respect for a peer of lesser skill ability.



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## About the cover...

The figure on the cover is a solid geometric shape called an icosahedron. It has 20 sides and provides a basis for the symbolic representation of human movement, called labanotation. The human figure inside the icosahedron demonstrates that the motion of a person can be described by using the planes of the shape as reference points in describing range, direction, quality, and form of physical movement. This symbolic description allows the recording of movement patterns so that they may be repeated later or learned by multiple performers. We have based the design of this book on the icosahedron because such recording of movement in order to reproduce performance is especially important in forms such as dance, figure skating, gymnastics, diving, and synchronized swimming, but it may also be used to describe *any* movement.

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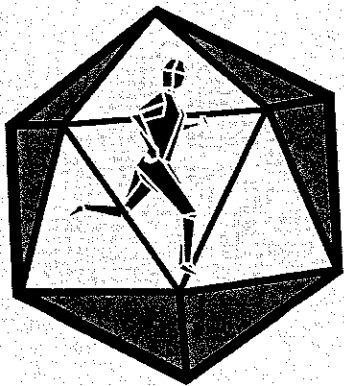
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# Standard 5

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

The intent of this standard is achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction. Key to this standard is developing respect for individual similarities and differences through positive interaction among participants in physical activity.

Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, age, race, and socioeconomic status. Achievement of this standard in the lower elementary grades begins with recognition of classroom rules, procedures, and safety. In the upper elementary levels, children learn to work independently, with a partner, and in small groups. Throughout elementary school, students begin to recognize individual similarities and differences and participate cooperatively in physical activity. In middle school, adolescents identify the purpose of rules and procedures and become involved in decision-making processes to establish the rules and procedures that guide specific activity situations. They participate cooperatively in physical activity with persons of diverse characteristics and backgrounds. High school students initiate responsible behavior, function independently and responsibly, and positively influence the behavior of others in physical activity settings. They participate with all people, avoid and resolve conflicts, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. High school students begin to understand how adult work and family roles and responsibilities affect their decisions about physical activity and how physical activity, preferences, and opportunities change over time.



# Grades 9–12

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## Grades 3–5

### Student expectations (at the end of grade 5)

Older children are active participants and learn to work independently and with small groups, enjoying the diversity of those around them. Students identify the purposes for and follow activity-specific safe practices, rules, procedures, and etiquette. They continue to develop cooperation and communication skills to facilitate completion of a common goal while working with a partner and/or small diverse groups. Older children work independently and productively for short as well as progressively longer periods of time. Building on the foundation laid in the early grades, students continue to develop cultural/ethnic self-awareness, appreciate their own heritage, and appreciate the differences in others.

### Sample performance outcomes (across the 3–5 grade range)

- In preparation for a kicking on goal task, arranges soccer equipment safely in a manner appropriate to practice.
- Takes seriously the role of teaching an activity or skill to his or her team.
- Cooperates with all class members by taking turns and sharing equipment.
- Works productively with a partner to improve performance of a dance sequence by following a detailed diagram of the process.
- Accepts the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others.
- Assesses and takes responsibility for his or her own behavior problems without blaming others.
- Recognizes and appreciates similar and different activity choices of peers.
- During class discussion of various dance forms, shows respect for the views of a peer from a different cultural background.
- Demonstrates respect and caring for a wheelchair-bound peer through verbal and nonverbal encouragement and assistance.
- Regularly encourages others and refrains from put-down statements.

## Grades 6–8

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