

## Tennessee Physical Education Standards Grades K-12

The Tennessee Physical Education Standards document is divided into three (3) documents one for each of the following grade bands: Grades K-5, Grades 6-8, and Grades 9-12. Each set of standards were written by teams of Tennessee physical education teachers and higher education faculty as convened by the Tennessee Department of Education.

The Physical Education Standards represent the skill, knowledge, or behavior outcome of the student at the completion of a grade. Creating developmentally appropriate learning experiences that meet the standard is the responsibility of the physical education teacher and in alignment with school district documents. Each standard is observable and measurable and therefore can be assessed.

To effectively use the document, the following are key definitions or descriptions in reference to the format.

**Component:** a grouping of similar skills, knowledge, or behaviors. Each document has five (5) components specific to the grade level. See the grade level introduction provided within each of the three documents for further explanation.

**Subcomponent:** a more refined grouping of similar skills, knowledge, or behaviors within a component. Each subcomponent is identified by a title. Each example below is specific to a grade level document:

Grades K-5 example: "Subcomponent: Locomotor" found in Component 1: Motor Skills (MS) groups the skill standards specific to locomotor skills.

Grades 6-8 example: "Subcomponent: Rules and Etiquette" found in Component 4: Personal & Social Responsibility (PSR) groups the behavior standards specific to rules and etiquette.

Grades 9-12 example: "Subcomponent: Tactics & Strategies" found in Component 2: Cognitive Concepts (CC) groups the knowledge standards specific to tactics and strategies.

**Standard:** a described skill, knowledge, or behavior as listed within subcomponent and grade level. Each example below is specific to a grade level document:

Grades K-5 standard example: Standard FPA.1.5 "Identifies and participates in activities specific to each component of health-related fitness." This standard is located in the Fitness and Physical Activity (FPA) component, first on the list (1) and is applicable to grade 5 (5)

Grades 6-8 standard example: Standard MS. 2.7 "Using a mature pattern, catches at different levels and extensions with passive defense." This standard is located in the Motor Skills (MS) component, is second on the list (2) and is applicable to grade 7 (7).

Grades 9-12 standard example: Standard CC.1 "Analyze movement concepts and principles to improve performance (e.g., pathways, force, center of gravity)." This standard is located in the Cognitive Concepts (CC) and is first on the list (1). No grade levels are differentiated in the Grades 9-12 document.

**Component Extension:** an idea to further challenge students in a particular subcomponent and found only in the Grades 9-12 document.

## Tennessee Physical Education Standards K-5

The Tennessee Physical Education Standards Grades K-5 document is divided into five components: Motor Skills (MS); Movement Knowledge & Application (MKA); Fitness & Physical Activity (FPA); Personal & Social Responsibility (PSR); and Values Physical Activity (VPA).

### Key Ideas:

- 1) The Tennessee Physical Education Standards Grades K-5 state skills, knowledge, and behaviors students should demonstrate at each grade level. The STANDARD is now what was previously called an outcome or student performance indicator.
- 2) Each component is divided into subcomponents as a means to organize similar standards, e.g. MS.20.5 (Motor Skill number 20, Grade 5) Creates and performs a simple jump rope routine with short or long rope.
- 3) It is recommended that standards be revisited in a school year. Most standards will require *more* than one class period for student mastery.
- 4) While standards are grade-specific, some skills, when developmentally appropriate, may be introduced as exploratory tasks in an earlier grade.
- 5) Mastery of all standards is dependent on students meeting two or three days a week for a minimum of 30 minutes per class. Modifications will be necessary if students meet less than two times or more than three times a week.
- 6) Some nonlocomotor skills are more specifically referred to as educational gymnastics. Traditional gymnastics or tumbling is not a part of the standards. If a teacher deems him or herself unqualified to teach the educational gymnastic skills of rolling or weight transfer safely or does not have safe and adequate equipment, this standard is optional.
- 7) A glossary of terms is included.
- 8) Suggested critical elements for the mature pattern of motor skills is included and denoted by an asterisk.

## COMPONENT 1: MOTOR SKILLS (MS)

### SUBCOMPONENT: LOCOMOTOR

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>MS.1 Hop (one foot), gallop, slide, skip</b>	MS.1.0 Performs locomotor skills while maintaining balance.	MS.1.1 Hops, gallops, and slides using a mature pattern.*	MS.1.2 Skips using a mature pattern.*	MS 1.3 Combines at least two locomotor skills with smooth transition.	MS.1.4 Uses various locomotor skills in a variety of small-sided games/practice tasks, dance, and/or educational gymnastics experiences.	MS.1.5 Combines traveling with manipulative skills.
<b>MS.2 Jog, run</b>	MS.2.0 Jogs while maintaining balance.	MS.2.1 Travels showing differentiation between jogging and running.	MS.2.2a Jogs and runs using a mature pattern.*	MS.2.3 Travels showing differentiation of speeds (e.g., Increase/decrease speed as moving).	MS.2.4 Uses appropriate speed in chase, flee, and dodge activities.	MS.2.5 Uses appropriate pacing to run a variety of distances.
<b>MS.3 Jump &amp; land for distance (horizontal)</b>	MS.3.0 Jumps and lands with two feet while maintaining balance.	MS.3.1 Jumps and lands with two feet with proper preparation (arms back & knees bent) and lands softly with knees bent.	MS.3.2 Jumps and lands with two feet using 3 of 4 critical elements* (arms back & knees bent, arms extend forward as body propels forward, hips, knees,& ankles bend on landing).	MS.3.3a Leaps using a mature pattern.* MS.3.3b Jumps and lands using a mature pattern* of one and two foot takeoffs and landings (e.g., 2-2, 1-2, 2-1; hopscotch, dance, gymnastics).	MS.3.4 Combines jumping and landing with traveling (e.g., running and leaping).	MS.3.5 Applies jumping and landing to a variety of activities (e.g., small-sided games/practice tasks, dance, and/or educational gymnastics experiences).

	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>MS.4 Jump &amp; land for height (vertical)</b>	MS.4.0 Jumps and lands with two feet while maintaining balance.	MS.4.1 Jumps with proper preparation (arms back & knees bent) and lands softly with knees bent.	MS.4.2 Jumps using 4 of 5 critical elements* (hips, knees, & ankles bent, arms extend upward, body extends & stretches upward while in flight, hips, knees, & ankles bend on landing).	MS.4.3 Jumps using a mature pattern.*	MS. 4.4 Combines traveling with jumping and landing.	MS.4.5 Applies jumping and landing to a variety of activities (e.g., small-sided games/practice tasks, dance, and educational gymnastics experiences).

**SUBCOMPONENT: DANCE/RHYTHMIC ACTIVITIES**

	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>MS.5 Dance</b>	MS.5.0 Demonstrates beat awareness by moving to varying rhythms.	MS.5.1 Combines beat awareness with locomotor and nonlocomotor movements.	MS.5.2 Performs a simple, creative dance using locomotor, nonlocomotor, and movement concepts.	MS.5.3 Performs a simple teacher- and/or student- designed rhythmic activity.	MS.5.4 Performs a cultural dance on beat with correct pattern.	MS.5.5 Creates and performs dances on beat with correct pattern.

**SUBCOMPONENT: NONLOCOMOTOR OR EDUCATIONAL GYMNASTICS**

	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>MS.6 Balance</b>	MS.6.0 Maintains momentary stillness on various bases of support (body parts).	MS.6.1 Maintains stillness on various bases of support (body parts) using different body shapes.	MS.6.2 Maintains stillness on various bases of support at different levels.	MS.6.3a Maintains stillness on various bases of support demonstrating muscular tension and extensions of free body parts. MS.6.3b Balances in an inverted position with stillness and supportive base.	MS.6.4 Balances with a partner demonstrating counterbalance, muscular tension, and extension of free body parts.	MS.6.5 Designs and performs a balance sequence with varying bases of support, body shapes, and levels.
<b>MS.7 Weight Transfer &amp; Rolling (OPTIONAL)</b>	MS.7.0a Transfers weight from one body part to another. MS.7.0b Rolls sideways in a narrow (log) or curled (egg) body shape.	MS.7.1a Transfers weight from hands and feet to hands only for momentary weight support. MS.7.1b Performs a forward roll or shoulder roll in a tucked position (chin to chest).	MS.7.2 Performs a forward roll or shoulder roll while maintaining a curled body shape.	MS.7.3a Transfers weight from feet to hands for momentary weight support. MS.7.3b Rolls forward and sideways using tight muscles and proper body alignment.	MS.7.4a Uses transfers of weight or rolling as a transitional movement in a sequence. MS.7.4b Performs a forward roll or shoulder roll using momentum to come to a standing position.	MS.7.5 Transfers weight from feet to hands using body extensions (e.g. scissor kick, handstand, cartwheel).

	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>MS.8 Combinations (OPTIONAL)</b>	<i>Developmentally appropriate at grade 2</i>	<i>Developmentally appropriate at grade 2</i>	MS.8.2 Moves out of a balance using an appropriate weight transfer and/or roll.	MS.8.3 Performs a 3-part sequence of balance-weight transfer/roll-balance.	MS.8.4 Combines traveling, balance and weight transfers/rolls to create and perform an educational gymnastics sequence.	MS.8.5 Combines traveling, balance, weight transfers/rolls, and movement concepts to create and perform an individual or partner educational gymnastics sequence.

**SUBCOMPONENT: MANIPULATIVE SKILLS**

	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>MS.9 Underhand Throw</b>	MS.9.0a Tosses underhand to self. MS.9.0b Throws underhand in a forward direction.	MS.9.1a Throws underhand while facing target and using foot opposition. MS.9.1b Rolls object underhand in a forward direction.	MS.9.2 Throws underhand with a mature pattern.*	MS.9.3a Rolls a ball using a mature pattern.* MS.9.3b Throws underhand to a partner or target with appropriate force.	MS.9.4 Throws underhand to a partner or target with accuracy.	MS.9.5 Applies underhand throwing to a variety of partner or small-sided games/practice tasks.

	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>MS.10 Overhand Throw</b>	<i>Developmentally appropriate at grade 2.</i>	MS.10.1 Demonstrates difference between overhand and underhand arm motion (overhead release versus waist level release).	MS.10.2 Throws overhand demonstrating side to target using foot opposition.	MS.10.3 Throws overhand for distance or force demonstrating side to target, arm back, and stepping with opposition.	MS.10.4 Throws overhand to a partner or target with accuracy.	MS.10.5 Throws overhand using a mature pattern.*
<b>MS.11 Catching</b>	MS.12.0 Drops and catches a ball after one bounce.	MS.11.1 Catches a self-tossed object.	MS.11.2 Catches underhand (at or below the chest) using a mature pattern* ( <i>from partner</i> ).	MS.11.3 Catches overhand (at or above chest) using a mature pattern* ( <i>from partner</i> ).	MS.11.4 Catches an object at various levels and locations around the body ( <i>from partner</i> ).	MS.11.5 Applies catching on the move to a variety of partner or small-sided games/practice tasks.

	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>MS.12 Passing &amp; Receiving with implements</b>	<i>Developmentally appropriate at grade 3</i>	<i>Developmentally appropriate at grade 3</i>	<i>Developmentally appropriate at grade 3</i>	MS.12.4 Passing and receiving with a partner while stationary with appropriate force.	MS.12.4 Passing and receiving with a partner while stationary with accuracy.	MS.12.5 Passing and receiving with a partner while on the move.
<b>MS.13 Dribbling with hands</b>	MS.13.0 Dribbles in self-space using one or two hands.	MS.13.1 Dribbles continuously in self-space using finger pads and appropriate force.	MS.13.2a Dribbles in self-space using a mature pattern.* MS.13.2b Dribbles with preferred hand while walking.	MS.13.3 Dribbles with preferred hand while jogging with control of the ball and body.	MS.13.4a Dribbles with preferred hand using mature pattern while jogging. MS.13.4b Dribbles while increasing and decreasing speeds.	MS.13.5 Combines dribbling and passing skills.
<b>MS.14 Dribbling with feet</b>	MS.14.0 Dribbles (taps) a ball with feet sending ball forward.	MS.14.1 Dribbles (taps) a ball with inside of feet while walking.	MS.14.2 Dribbles with feet while walking, keeping control of the ball.	MS.14.3 Dribbles with feet while jogging, keeping control of the ball and body.	MS.14.4a Dribbles with feet using mature pattern while jogging. MS.14.4b Dribbles with feet while increasing and decreasing speeds.	MS.14.5 Combines dribbling with feet and passing skills.



	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>MS.15 Kicking (force or distance)</b>	MS.15.0 Kicks a stationary ball from a stationary position.	MS.15.1 Approaches stationary ball with non-kicking foot beside the ball and making contact with shoelaces.	MS.15.2 Kicks a ball with a running approach using a mature pattern.*	MS.15.3 Kicks a ball at intended levels with a running approach.	MS.15.4a Kicks a ball with a running approach for accuracy. MS.15.4b Kicks a moving ball with a running approach.	MS.15.5a Punts a ball using a mature pattern.* MS.15.5b Applies kicking to small-sided games/practice tasks.
<b>MS.16 Passing &amp; Receiving with feet</b>	<i>Developmentally appropriate at grade 2</i>	<i>Developmentally appropriate at grade 2</i>	MS.16.2 Passes a ball with inside of foot to stationary partner.	MS.16.3 Passes and receives a ball with the insides of the feet to a stationary partner, "giving" on reception.	MS.16.4 Passes and receives the ball with the insides/outsides of the feet to a moving partner.	MS.16.5 Combine passing and receiving the ball with foot dribbling.
<b>MS.17 Striking with hand(s)</b>	MS.17.0 Strikes a lightweight object (eg. balloon, lightweight ball).	MS.17.1 Strikes an object with an open palm (forward, upward).	MS.17.2 Consecutively strikes an object with an open palm.	MS.17.3 Strikes an object with underhand or sidearm pattern over a net/line, to the wall, or to a partner.	MS.17.4a Strikes an object in partner or small-sided practice tasks. MS.17.4b Overhead volleys a ball with two hands, body positioned under the ball, and contact made with finger pads sending it upward.	MS.17.5 Overhead volleys a ball using a mature pattern.*

	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>MS.18 Striking, short implement</b>	MS.18.0 Strikes a lightweight object (balloon) with a paddle.	MS.18.1 Strikes a lightweight object with a short-handled implement sending it upward.	MS.18.2 Strikes an object with a short-handled implement sending it forward using an underhand pattern.	MS.18.3 Strikes an object with a short-handled implement sending it forward using an underhand pattern with accuracy.	MS.18.4 Strikes an object with a short-handled implement sending it forward using a forehand pattern with side to target and implement back in preparation.	MS.18.5 Consecutively strikes a ball with a short-handled implement against a wall using a mature forehand pattern.*
<b>MS.19 Striking, long implement</b>	<i>Developmentally appropriate at grade 2</i>	<i>Developmentally appropriate at grade 2</i>	MS.19.2 Strikes a ball off a tee with a bat using correct grip and side orientation.	MS.19.3 Strikes an object with a long-handled implement (e.g., bat, hockey stick, golf club) sending it forward and using proper grip.	MS.19.4 Strikes an object with a long-handled implement (e.g., bat, hockey stick, golf club) with proper grip, body orientation, and swing plane.	MS.19.5 Demonstrates a mature pattern* using a long-handled implement.
<b>MS.20 Jumping Rope</b>	MS.20.0 Jumps (at least one time) a long rope with teacher-assisted turning.	MS.20.1a Completes a forward OR backward jump using a self-turned rope. MS.20.1b Continuously jumps a long rope with teacher-assisted turning.	MS.20.2a Continuously jumps a self-turned rope with a mature pattern.* MS.20.2b Performs basic jump rope skills.	MS.20.3a Performs intermediate jump rope skills for both short and long ropes. MS.20.3b Turns a long rope correctly.	MS.20.4 Performs a simple jump rope routine with short or long rope.	MS.20.5 Creates and performs a jump rope routine with a partner using a short or long rope.

**COMPONENT 2: MOVEMENT KNOWLEDGE & APPLICATION (MKA)**

**SUBCOMPONENT: MOVEMENT CONCEPTS (a: verbal or written; b & c: performance)**

	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>MKA.1 Space Awareness (location)</b>	MKA.1.0a Identifies self-space. MKA.1.0b Moves in self-space.	MKA.1.1a Describes general and self-space. MKA.1.1b Maintains self-space while traveling in general space.	MKA.1.2a Explains the importance of self-space while moving. MKA.1.2b Travels using various locomotor skills in general space.	MKA.1.3a Recognizes the concept of open space. MKA.1.3b Applies the concept of open space while moving.	MKA.1.4a Compares and contrasts open and closed spaces. MKA.1.4b Applies the concept of open space to combination skills (e.g., traveling and dribbling).	MKA.1.5a Analyzes the use of open space in a movement activity. MKA.1.5b Applies the concept of open space to small-sided games/practice tasks, dance, and/or educational gymnastics experiences.

	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>MKA.2 Space Awareness (pathways, levels, directions)</b>	<p>MKA.2.0a Identifies five directions of travel (forward, backward, sideways, up/down).</p> <p>MKA.2.0b Travels in five directions (forward, backward, sideways, up/down).</p>	<p>MKA.2.1a Describes low, medium, and high levels.</p> <p>MKA.2.1b Demonstrates low, medium, and high levels while in self-space and general space.</p>	<p>MKA.2.2a Explains the use of different pathways.</p> <p>MKA.2.2b Demonstrates and applies all three pathways (straight, curvy, zigzag).</p>	<p>MKA.2.3a Recognizes clockwise and counterclockwise directions.</p> <p>MKA.2.3b Combines levels, directions, and pathways into simple travel, dance, and gymnastic sequences.</p>	<p>MKA.2.4a Compares and contrasts use of pathways, levels, and directions.</p> <p>MKA.2.4b Uses pathways, levels, and directions in a variety of small-sided games/practice tasks, dance, and/or educational gymnastics experiences.</p>	<p>MKA.2.5a Analyzes the use of pathways, levels, and directions in movement activity.</p> <p>MKA.2.5b Combines pathways, levels, and directions in a variety of small-sided games/practice tasks, dance, and/or educational gymnastics experiences.</p>

	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>MKA.3 Effort: speed and force</b>	MKA.3.0a Identifies fast and slow speeds. MKA.3.0b Travels using fast and slow speeds.	MKA.3.1a Describes different speeds and forces. MKA.3.1b Demonstrates slow and fast speeds.	MKA.3.2a Explains the use of speeds and forces. MKA.3.2b Demonstrates various speeds and forces.	MKA.3.3a Recognizes the need for varied speeds and forces within movement. MKA.3.3b Applies speeds or forces with throwing and kicking.	MKA.3.4a Compares and contrasts use of speeds and forces within movement. MKA.3.4b Uses speeds and forces in a variety of small-sided games/practice tasks, dance, and/or educational gymnastics experiences.	MKA.3.5a Analyzes the use of speeds and forces in movement. MKA.3.5b Combines speeds and forces in a variety of small-sided games/practice tasks, dance, and/or educational gymnastics experiences.

	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>MKA.4 Relationships (body shapes, with objects, with people)</b>	MKA.4.0a Identifies narrow, wide, curled, and twisted body shapes. MKA.4.0b Demonstrates narrow, wide, curled, and twisted body shapes.	MKA.4.1a Describes relationships with objects or people (over, around, under, through). MKA.4.1b Demonstrates a variety of relationships with objects or people (over, around, under, through).	MKA.4.2a Explains symmetrical and non-symmetrical body shapes. MKA.4.2b Demonstrates symmetrical and non-symmetrical body shapes. MKA.4.2c Uses relationships and body shapes in simple dance and/or gymnastics sequences.	MKA.4.3a Differentiates relationships with people (mirror/matching, leading/following). MKA.4.3b Demonstrates relationships with people (mirror/matching, leading/following).	MKA.4.4a Compares and contrasts relationships in movement. MKA.4.4.b Uses relationships in a variety of small-sided games/practice tasks, dance, and/or educational gymnastics experiences.	MKA.4.5a Analyzes relationships in movement. MKA.4.5b Combines two or more relationships in a variety of small-sided games/practice tasks, dance, and/or educational gymnastics experiences.
<b>MKA.5 Movement Principles (base of support, muscle tension, ready position)</b>	MKA.5.0a Identifies bases of support (body parts). MKA.5.0b Demonstrates bases of support on a variety of body parts.	MKA.5.1a Contrasts the stability of wide and narrow bases of support. MKA.5.1b Differentiates wide and narrow bases of support.	MKA.5.2a Explains the need for muscular tension to maintain balance. MKA.5.2b Applies the concept of muscular tension while balancing on various bases of support.	MKA.5.3a Recognizes the need for ready position. MKA.5.3b Applies concept of ready position to increase stability and prepare for movement.	MKA.5.4a Explains how movement principles are used in a variety of dance and/or educational gymnastic experiences. MKA.5.4b Applies movement principles in a variety of dance and/or educational gymnastics experiences.	MKA.5.5a Analyzes and self-corrects movement principles. MKA.5.5b Applies movement principles in a variety of small-sided games/practice tasks.

**SUBCOMPONENT: ANALYSIS & STRATEGIES**

	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>MKA.6 Performance Cues</b>	MKA.6.0 Recalls performance cues of locomotor and manipulative skills.	MKA.6.1 Identifies performance cues of locomotor and manipulative skills.	MKA.6.2 Describes performance cues of locomotor and manipulative skills.	MKA.6.3 Identifies errors of a skill.	MKA.6.4 Explains how to correctly perform a skill.	MKA.6.5 Analyzes and self-corrects skill performance.
<b>MKA.7 Simple Strategies</b>	<i>Developmentally appropriate at grade 2</i>	<i>Developmentally appropriate at grade 2</i>	MKA.7.2 Applies simple strategies to chase and flee (tag) activities.	MKA.7.3 Recognizes a variety of simple strategies in game-like activities.	MKA.7.4 Designs and implements simple strategies in game-like activities.	MKA.7.5 Analyzes and modifies simple strategies in game-like activities.

**COMPONENT 3: FITNESS & PHYSICAL ACTIVITY (FPA)****SUBCOMPONENT: Fitness Knowledge**

	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>FPA.1 Health-related Fitness</b>	FPA.1.0 Recognizes that movement increases heart rate and breathing.	FPA.1.1 Identifies the heart as a muscle that grows stronger with play and physical activity.	FPA.1.2 Identifies and participates in physical activities that increase heart rate.	FPA.1.3 Describes the physiological indicators that accompany moderate to vigorous physical activity.	FPA.1.4 Identifies the components of health-related fitness.	FPA.1.5 Identifies and participates in activities specific to each component of health-related fitness.

**SUBCOMPONENT: PHYSICAL ACTIVITY & KNOWLEDGE**

	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>FPA.2 Physical Activity</b>	FPA.2.0 Identifies active-play opportunities outside physical education class.	FPA.2.1 Discusses the benefits of being active/playing.	FPA.2.2 Identifies personal physical activity choices.	FPA.2.3 Recognizes the benefits of physical activity that contribute to a healthy lifestyle.	FPA.2.4 Analyzes opportunities in the community for physical activity.	FPA.2.5 Creates a personal plan for physical activity.

**COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR)****SUBCOMPONENT: PERSONAL RESPONSIBILITY**

	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>PSR.1 Personal Responsibility</b>	PSR.1.0 Follows directions with few prompts (e.g., safe behaviors, taking turns).	PSR.1.1 Accepts personal responsibility by appropriately using equipment and space.	PSR.1.2 Participates with minimal prompting.	PSR.1.3 Works independently and stays on-task.	PSR.1.4a Exhibits responsible behavior in group settings. PSR.1.4b Reflects on personal behavior in group settings.	PSR.1.5 Exhibits respect for self and others with appropriate behavior while engaging in physical activity.



**SUBCOMPONENT: ACCEPTING FEEDBACK**

	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>PSR.2 Feedback</b>	PSR.2.0 Actively listens to teacher feedback.	PSR.2.1 Responds appropriately to teacher feedback.	PSR.2.2 Accepts specific teacher feedback	PSR.2.3 Implements specific teacher feedback.	PSR.2.4 Listens respectfully to corrective feedback from teachers and peers.	PSR.2.5 Provides corrective feedback respectfully to peers.

**SUBCOMPONENT: COOPERATION**

	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>PSR.3 Working with others</b>	PSR.3.0 Shares equipment with others.	PSR.3.1 Works appropriately with others in a variety of class environments.	PSR.3.2 Demonstrates awareness of personal behavior with regard to cooperation and sharing.	PSR.3.3 Resolves conflict in socially acceptable ways.	PSR.3.4 Interacts positively with others regardless of personal differences.	PSR.3.5 Encourages the movement performance of others.

**SUBCOMPONENT: PROCEDURES & RULES**

	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>PSR.4 Procedures &amp; Rules</b>	PSR.4.0 Recalls procedures and rules in the learning environment.	PSR.4.1 Adheres to procedures and rules in the learning environment.	PSR.4.2 Identifies the need for procedures and rules to create a positive learning environment.	PSR.4.3 Encourages others to follow procedures and rules to provide a productive learning environment.	PSR.4.4 Adheres to specific rules to promote fair play in small-sided games.	PSR.4.5 Critiques the rules of various activities.

**SUBCOMPONENT: SAFETY**

	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>PSR.5 Safety</b>	PSR.5.0 Participates safely and uses equipment properly with few reminders.	PSR.5.1 Participates safely and uses equipment properly.	PSR.5.2 Recognizes potential personal safety issues.	PSR.5.3 Recognizes potential safety issues for self and others.	PSR.5.4 Applies safety principles in all physical activities.	PSR.5.5 Applies safety principles in all physical activities.

**COMPONENT 5: VALUES PHYSICAL ACTIVITY (VPA)****SUBCOMPONENT: APPRECIATION**

	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>VPA.1 Appreciation</b>	VPA.1.0 Recognizes and participates in physical activity for enjoyment.	VPA.1.1 Describes positive feelings that result from participation in physical activity.	VPA.1.2 Recognizes and participates in physical activity for enjoyment, self-expression, and/or social interaction.	VPA.1.3 Reflects on reasons for participation in specific physical activities outside of physical education class.	VPA.1.4 Ranks different physical activities based on personal preference.	VPA.1.5 Evaluates other opportunities for physical activity based on personal preferences.

**SUBCOMPONENT: CHALLENGE**

	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>VPA.2 Challenge</b>	VPA.2.0 Acknowledges some physical activities are challenging/difficult.	VPA.2.1 Exhibits a willingness to attempt new or challenging experiences.	VPA.2.2 Exhibits a willingness to continue practicing challenging experiences.	VPA.2.3 Identifies personal strengths and weaknesses in physical activities.	VPA.2.4 Discusses the challenge that comes from learning a new physical activity.	VPA.2.5 Creates a plan to overcome a physical activity challenge.

## TENNESSEE PHYSICAL EDUCATION STANDARDS GRADES 6-8

The Tennessee Physical Education Standards Grades 6-8 document is divided into five components: Motor Skills (MS); Cognitive Components (CC); Fitness and Physical Activity (FPA); Personal and Social Responsibility (PSR); and Values Physical Activity (VPA).

Key Ideas:

- 1) The Tennessee Physical Education Standards Grades 6-8 state skills, knowledge and behaviors students should demonstrate at each grade level. The STANDARD is now what was previously called an outcome or student performance indicator.
- 2) Each component is divided into subcomponents as a means to organize similar standards, e.g., Cognitive Components has 3 subcomponents: Skill Analysis, Tactics and Strategies, and Outdoor Pursuits (optional).
- 3) The standards need not be taught in the order presented. The component and subcomponent numbers are only for organization and identification.
- 4) The standard is the action, knowledge or behavior expected, e.g., MS. 12.7.Using either a short or long handled implement successfully rallies with a partner.
- 5) Mastery of all standards is dependent on number of class meetings per year. Modifications may be necessary.

### COMPONENT 1: MOTOR SKILLS (MS)

#### SUBCOMPONENT: MOTOR SKILLS

	Grade 6	Grade 7	Grade 8
<b>MS.1 Invasion Games/ Throwing</b>	MS.1.6 Using a mature overhand pattern, throws at targets of varying distance.	MS.1.7. Using a mature overhand pattern, throws to a partner at varying distances.	MS.1.8. Using a mature overhand pattern, throws to teammates of varying distances in a game-like situation.
<b>MS.2 Invasion Games/Catching</b>	MS.2.6 Using a mature pattern, catches at different levels and extensions .	MS.2.7 Using a mature pattern, catches at different levels and extensions with passive defense.	MS.2.8 Demonstrates the ability to catch at various levels and extensions in a game-like situation.
<b>MS.3 Invasion/ Receiving</b>	MS.3.6 Passes/receives with hands/feet/implement while traveling (partner activity).	MS.3.7. Passes/receives with hands/feet/implement while passing against a defender (small group).	MS.3.8. Passes/receives with hands/feet/implement in game-like situations.

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>MS.4 Invasion Games/Passing and Receiving</b>	MS.4.6 Passes and receives utilizing various pathways (partner activity).	MS.4.7 Passes and receives utilizing various pathways with a single defender (small group).	MS.4.8 Passes and receives in game-like situation.
<b>MS.5 Invasion Games/ Offensive Skills</b>	MS.5.6 Performs offensive skills (pivots, fakes, change of direction, and give and go) to create open space without defensive pressure.	MS.5.7 With defensive pressure, performs offensive skills (pivots, fakes, change of direction, and give and go) to create open space.	MS.5.8 Executes offensive skills (pivots, fakes, change of direction, and give and go) to create open space during game-like situation.
<b>MS.6 Invasion Games/Sports-Ball Control</b>	MS.6.6 Demonstrates a dominant side (hand or foot) dribble while changing directions.	MS.6.7 Demonstrates dominate and non-dominant side (hand or foot) dribble while changing directions.	MS.6.8 Dribbles and maintains possession against a defender while changing directions and speed. (hand or foot)
<b>MS.7 Invasion Games/Sports-Ball Control</b>	MS.7.6 Dribbles and passes a ball with foot or implement using both inside and outside of foot or implement.	MS.7.7 Dribbles and passes a ball with foot or implement using both inside and outside of foot or implement with a defender.	MS.7.8 Dribbles and passes a ball with foot or implement using both inside and outside of foot or implement in a game-like situation.
<b>MS.8 Invasion Games/ Sports-Shooting on Goal</b>	MS.8.6 Shoots on goal with appropriate force and accuracy.	MS.8.7 Shoots on goal with appropriate force and accuracy with a defender.	MS.8.8 Shoots on goal with appropriate force and accuracy during game like situations.
<b>MS.9 Invasion Games/Sports-Defensive Skills</b>	MS.9.6 Demonstrates defensive ready position, with weight on balls of feet, arms extended, palms up and eyes on abdomen.	MS.9.7 Performs a defensive slide without crossing feet.	MS.9.8 Executes a drop step.

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>MS.10 Games /Sports- Serving (Net/Wall)</b>	MS.10.6 Performs a serve (underhand/overhand) with control for net/wall games.	MS.10.7 Performs a serve (underhand/overhand) with a mature pattern to a predetermined target.	MS.10.8 Using a mature pattern executes a serve (underhand/overhand)for accuracy and distance.
<b>MS.11 Games /Sports- Striking (Net/Wall)</b>	MS.11.6 Strikes with an overhand pattern with appropriate distance and force during various practice tasks.	MS.11.7 Strikes with an overhand pattern with appropriate distance and force during challenge activities.	MS.11.8 Strikes with an overhand pattern with appropriate distance and force during game like situations.
<b>MS.12 Games /Sports- Forehand/ Backhand</b>	MS.12.6 Demonstrates proper technique using a short or long handled implement to complete a forehand and backhand stroke.	MS.12.7 Using either a short or long handled implement successfully rallies with a partner.	MS.12.8 Using either a short or long handled implement, demonstrates forehand and backhands strokes in a game-like situation.
<b>MS.13 Net/wall Games/Sports- Volley</b>	MS.13.6 Executes a forearm volley using a mature pattern.	MS.13.7 Executes a forearm volley with accuracy.	MS.13.8 Executes a forearm volley during game like situations.
<b>MS.14 Game /Sports- Target ( Striking)</b>	MS.14.6 Strikes a stationary object with an implement for accuracy (e.g., Croquet, shuffle board, golf).	MS.14.7 Strikes a stationary object with an implement with accuracy from varying distances.	MS.14.8 Strikes a stationary object with an implement in game like situations.
<b>MS.15 Games /Sports- Field(Strike)</b>	MS.15.6 Strikes a pitched ball with an implement.	MS.15.7 Strikes a pitched ball with an implement with force and accuracy.	MS.15.8 Strikes a pitched ball with implement with force and accuracy in a game like situation.
<b>MS.16 Games/Sports- Field (Fielding)</b>	MS.16.6 Catch (field) an object using a mature pattern.	MS.16.7 Catch (field) an object from different directions and force.	MS.16.8 Catches (fields) an object in game like situations.

**SUBCOMPONENT: FITNESS**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>MS.17 Fitness (types of activities)</b>	MS.17.6 Participates in a variety of aerobic fitness activities (step aerobics, jump rope, cardio kick boxing, aerobic dance).	MS.17.7 Participates in a variety of strength and endurance activities (weight training, resistance training, free-weights).	MS.17.8 Engages in a workout to include aerobic, muscular strength/endurance and flexibility training.
<b>MS.18 Fitness (intensity)</b>	MS.18.6 Participates in moderate to vigorous aerobic physical activity.	MS.18.7 Participates in moderate to vigorous strengthening activities.	MS.18.8 Selects and participates in a moderate or vigorous physical activity.
<b>MS.19 Fitness (flexibility)</b>	MS.19.6 Uses correct techniques for static stretching to improve flexibility.	MS.19.7 Uses correct techniques for dynamic stretching to improve flexibility.	MS.19.8 Engages in a flexibility warm-up that utilizes both dynamic and static stretches.

**SUBCOMPONENT: RHYTHM, DANCE, & EDUCATIONAL GYMNASTICS**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>MS.20 Rhythms &amp; Dance</b>	MS.20.6 Demonstrates proper sequence of a dance with at least 32 counts.	MS.20.7 Demonstrates proper sequence of a dance with at least 32 counts in 2 or more dances.	MS.20.8 Performs a student created dance with at least 32 counts.
<b>MS.21 Rhythms &amp; Dance</b>	MS.21.6 Moves in time to the beat of music of different tempos.	MS.21.7 Performs a partner dance to varying tempos.	MS.21.8 Performs a student created small group dance routine to a tempo of choice.
<b>MS.22 Educational Gymnastics</b>	MS.22.6 Demonstrates a prescribed educational gymnastics routine with at least 3 elements.	MS.22.7 Creates and demonstrates an educational gymnastics routine with at least 4 elements.	MS.22.8 Creates and performs an educational gymnastics routine to music with at least 4 elements.

**SUBCOMPONENT: AQUATICS (OPTIONAL)**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>MS.23 Aquatics</b>	MS.23.6 Demonstrates basic water adjustment skill (submerge, hold breath, and exhale while submerged).	MS.23.7 Demonstrates basic floating technique (front and back) and treading water.	MS.23.8 Demonstrates correct technique of front crawl.

**SUBCOMPONENT: OUTDOOR PURSUITS (OPTIONAL)**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>MS.24 Outdoor Pursuits</b>	MS 24.6 Demonstrates correct technique for basic skills in 1 selected outdoor activity (e.g., Rock Climbing, Orienteering, Hiking, Biking, Ropes Course).	MS.24.7 Demonstrates correct technique for basic skills in 2 selected outdoor activities (e.g., Rock Climbing, Orienteering, Hiking, Biking, Ropes Course).	MS.24.8 Demonstrates correct technique for basic skills in 3 selected outdoor activity (e.g., Rock Climbing, Orienteering, Hiking, Biking, Ropes Course).



**COMPONENT 2: COGNITIVE CONCEPTS (CC)****SUBCOMPONENT: SKILL ANALYSIS**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>CC.1 Peer Assessment (demonstrates higher level learning, offers feedback to peers)</b>	CC.1.6 Recites the critical elements.	CC.1.7 Evaluates a peer's performance using the critical elements.	CC.1.8 Offers feedback to correct a peer's skill performance.
<b>CC.2 Peer Assessment (demonstrates higher level learning, offers feedback to peers)</b>	CC.2.6 Uses a teacher generated checklist to evaluate a peer's performance of a skill.	CC.2.7 Uses a teacher generated checklist to evaluate a peer's skill performance in a game situation.	CC.2.8 Student creates a checklist to evaluate a peer's skill performance and use of tactic and strategies in game-like situations.

**SUBCOMPONENT: TACTICS AND STRATEGIES**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>CC.3 Games/Sports-Creating Space</b>	CC.3.6 Creates open space.	CC.3.7 Creates open space by staying spread on offense.	CC.3.8 Creates open space by staying spread on offense while cutting and passing quickly and using fakes off the ball.

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>CC.4 Games/Sports- Reducing Space</b>	CC.4.6 Identifies correct defensive position based on situation.	CC.4.7 Executes the correct defensive position and movement based on the situation.	CC.4.8 Maximizes defensive coverage by working with teammates based on the situation.
<b>CC.5 Games/Sports- Denial</b>	CC.5.6 When appropriate, denies the pass or catch.	CC.5.7 When appropriate, denies the pass or catch to work toward deflection.	CC.5.8 When appropriate, denies the pass or catch to work toward interception.
<b>CC.6 Games/Sports- Transition</b>	CC.6.6 Successfully transitions quickly from offense to defense or defense to offense.	CC.6.7 Successfully transitions quickly from offense/defense and defense/offense while communicating with team mates and maintaining proper spacing.	CC.6.8 Successfully transitions quickly from defense to offense while communicating with teammates thus capitalizing on an advantage.
<b>CC.7 Games/Sports- Tactics/Shots</b>	CC.7.6 Identifies appropriate position for anticipated shot.	CC.7.7 Executes appropriate shots to open space based on opponents location.	CC.7.8 Utilizes a variety of shots and placement to prevent opponent anticipation.
<b>CC.8 Games/Sports- Shot Selection</b>	CC.8.6 Identifies the appropriate club or shot needed based on the opponent's position or angle/distance of target.	CC.8.7 Controls speed and/or trajectory of the shot based on the location of the target or opponent.	CC.8.8 Controls speed and/or trajectory of the shot based on position of opponent or target.
<b>CC.9 Games/Sports- Offensive Strategies</b>	CC.9.6 Explains intended location of the shot (shot on goal)	CC.9.7 Explains intended location and provides a description of shot selection (lob, high arc, line drive).	CC.9.8 Identifies different strategies to advance a teammate.

**SUBCOMPONENT: OUTDOOR PURSUITS (OPTIONAL)**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>CC.10 Outdoor Pursuits-Movement Concepts</b>	CC.10.6 Identifies and makes appropriate decision based on skill level and conditions.	CC.10.7 Analyzes and makes adjustments based on variables (e.g., skill, fitness, conditions, equipment).	CC.10.8 Follows and implements safety procedures in self-selected activities.

**COMPONENT 3: FITNESS AND PHYSICAL ACTIVITY (FPA)****SUBCOMPONENT: PHYSICAL ACTIVITY KNOWLEDGE**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>FPA.1 Physical Activity Knowledge</b>	FPA.1.6 Lists the benefits of daily physical activity.	FPA.1.7 Defines the importance of daily physical activity.	FPA.1.8 Creates a list of a light, moderate, and vigorous activity that one can complete after school or on weekends.

**SUBCOMPONENT: FITNESS KNOWLEDGE**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>FPA.2 Fitness Knowledge</b>	FPA.2.6 Identifies the 6 skill related fitness components (agility, balance, coordination, power, reaction time and speed).	FPA.2.7 Differentiates between health related (cardiovascular; muscular strength, muscular endurance, body composition, flexibility) and skill related fitness.	FPA.2.8 Incorporates health and skill related fitness components in an individual fitness plan.
<b>FPA.3 Fitness Knowledge</b>	FPA.3.6 Defines resting heart rate and calculate target heart rate zone.	FPA.3.7 Interprets the Rate of Perceived Exertion (RPE) scale as it relates to intensity.	FPA.3.8 Utilizes the Rate of Perceived Exertion (RPE) scale to monitor and adjust workout intensity.

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>FPA.4 Fitness Knowledge</b>	FPA.4.6 Identifies the FITT Principle (Frequency, Intensity, Type, Time).	FPA.4.7 Explains how the FITT principle relates to fitness and physical activity.	FPA.4.8 Uses the FITT Principle to design a workout.
<b>FPA.5 Fitness Knowledge</b>	FPA.5.6 Identifies upper and lower body muscle groups.	FPA.5.7 Identifies the major muscles used in selected physical activity.	FPA.5.8 Identifies strengthening exercises that will help performance in physical activities.

#### **SUBCOMPONENT: ASSESSMENT & PLANNING**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>FPA.6 Assessment &amp; Planning</b>	FPA.6.6 Completes a 2 week activity log and compare results to a formal fitness test.	FPA.6.7 Designs a plan to improve one health-related component based on the results of fitness log and fitness test data.	FPA.6.8 Implements a fitness plan and assess effectiveness.

#### **COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR)**

##### **SUBCOMPONENT: PERSONAL & SOCIAL BEHAVIORS**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>PSR.1 Personal and Social Responsibility</b>	PSR.1.6 Exhibits personal responsibility by using appropriate etiquette, respect for facilities and equipment and safe behaviors.	PSR.1.7 Exhibits responsible social behaviors by cooperating with classmates.	PSR.1.8 Exhibits good sportsmanship during competitive play.

##### **SUBCOMPONENT: RULES & ETIQUETTE**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>PSR.2 Rules &amp; Etiquette</b>	PSR.2.6 Identifies the rules and etiquette in physical activities.	PSR.2.7 Demonstrates knowledge of rules and etiquette during game like activities.	PSR.2.8 Applies rules and etiquette by acting as and interacting with officials during physical activity.

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>PSR.3 Rules &amp; Etiquette</b>	PSR.3.6 Describes rules and guidelines for resolving conflict in physical activity.	PSR.3.7 Recognizes potential conflicts and demonstrate proactive ways to prevent conflict.	PSR.3.8 Resolves conflicts and accepts decisions of judgment in socially acceptable ways.

**SUBCOMPONENT: COOPERATION**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>PSR.4 Cooperation</b>	PSR.4.6 Willingly includes others of a diverse population.	PSR.4.7 Cooperates respectfully with peers in a small group.	PSR.4.8 Works cooperatively with a large group to achieve group goals.

**COMPONENT 5: VALUES PHYSICAL ACTIVITY (VPA)**

**SUBCOMPONENT: APPRECIATION & CHALLENGE**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>VPA.1 Appreciation</b>	VPA.1.6 Communicates ideas and feelings towards physical activity.	VPA.1.7 Shares how physical activity benefits oneself both physically and emotionally.	VPA.1.8 Recognizes differences in reasons why people participate in physical activity.
<b>VPA.2 Challenge</b>	VPA.2.6 Recognizes individual challenges and performs positive coping strategies.	VPA.2.7 Uses positive coping strategies in a group setting.	VPA.2.8 Provides support for teammates in challenging situations.

## TENNESSEE PHYSICAL EDUCATION STANDARDS GRADES 9-12

The Tennessee Physical Education Standards Grades 9-12 document is divided into five components: Motor Skills (MS); Cognitive Components (CC); Fitness and Physical Activity (FPA); Personal and Social Responsibility (PSR); and Values Physical Activity (VPA).

Key Ideas:

- 1) The *Tennessee Physical Education Standards Grades 9-12* state skills, knowledge and behaviors students should demonstrate end of the high school physical education experience. The STANDARD is now what was previously called an outcome or student performance indicator.
- 2) Each component is divided into subcomponents as a means to organize similar standards, e.g., Cognitive Components has 4 subcomponents: Movement Concepts & Principles, Skill Analysis, Game Rules, and Tactics and Strategies.
- 3) The standards need not be taught in the order presented. The component and subcomponent numbers are only for organization and identification
- 4) The standard is the action, knowledge or behavior expected, e.g., FPA 8. Calculate and apply resting, maximum, and target heart rate during various activities
- 5) \*Unique to the Grades 9-12 Standards is "Component Extension". The component extensions are ideas to further challenge students in a particular subcomponent and are optional teaching ideas.

### COMPONENT 1: MOTOR SKILLS (MS)

#### SUBCOMPONENT: GAMES, SPORTS, & LIFETIME ACTIVITIES

<b>MS.1</b>	Demonstrate competency in activity specific manipulative skills (e.g., throwing, catching, kicking, striking, etc.) or sport specific skills (e.g. serve, putt, cradle in lacrosse, sprint start, etc.) while participating in game or event.
<b>MS.2</b>	Demonstrate game specific strategies by combining skills (e.g., softball throw to base, volleyball set to hitter, soccer pass to teammate, etc.).
<b>MS.3</b>	Execute sport skills or strategies in response to the opponent (e.g., running routes, player positioning, guarding).

<b>MS.4</b>	Demonstrate offensive skills and strategies during game play.
<b>MS.5</b>	Demonstrate defensive skills and strategies during game play.
<b>*Component Extension (Advanced ideas that are optional)</b>	Student-designed games, officiating, biomechanical principles, coaching tactics.

#### **SUBCOMPONENT: FITNESS & LIFETIME ACTIVITIES**

<b>MS.6</b>	Engage in specialized skills in health-related fitness activities (e.g., yoga, resistance training, fitness walking).
<b>MS.7</b>	Apply the principles of training to enhance an individual's current level of fitness (e.g., F.I.T.T., overload, specificity, progression).
<b>*Component Extension (Advanced ideas that are optional)</b>	Race training, exergaming, high intensity interval training (HIIT).

#### **SUBCOMPONENT: DANCE, RHYTHMS, & LIFETIME ACTIVITIES**

<b>MS.8</b>	Demonstrate rhythmical or choreographed steps (i.e., jumping rope, aerobic dance, line dance, educational gymnastics routine)
<b>MS.9</b>	Demonstrate a continuous dance sequence while synchronized with group or continuous jump pattern to music/verse.
<b>*Component Extension</b>	Choreograph a dance, give a performance, free style.

#### **SUBCOMPONENT: AQUATICS & LIFETIME ACTIVITIES (OPTIONAL)**

<b>MS.10</b>	Demonstrate aquatic skills (e.g., floating, rhythmic breathing, kicking, treading water).
<b>MS.11</b>	Demonstrate swimming strokes (e.g., freestyle, backstroke, breaststroke).
<b>*Component Extension</b>	Life-saving skills, diving, synchronized swimming.

**SUBCOMPONENT: OUTDOOR PURSUITS & LIFETIME ACTIVITIES (OPTIONAL)**

<b>MS.12</b>	Demonstrate essential skills (e.g., all-terrain walking, strength, balance, climbing).
<b>MS.13</b>	Apply specialized skills (e.g., hiking, orienteering, rock climbing, mountain biking, fishing, kayaking).
<b>*Component Extension (Advanced ideas that are optional)</b>	Plan an outdoor activity, Implement planned activity (e.g., camping, hiking, paddle boarding).

**COMPONENT 2: COGNITIVE CONCEPTS (CC)****SUBCOMPONENT: MOVEMENT CONCEPTS & PRINCIPLES**

<b>CC.1</b>	Analyze movement concepts and principles to improve performance (e.g., pathways, force, center of gravity).
<b>*Component Extension (Advanced ideas that are optional)</b>	Design a practice drill to improve performance.

**SUBCOMPONENT: SKILL ANALYSIS**

<b>CC.2</b>	Identify critical elements (e.g., opposition, follow through, weight transfer).
<b>CC.3</b>	Justify the importance of each critical element in regards to skill performance (e.g., why, when, how).
<b>*Component Extension (Advanced ideas that are optional)</b>	Self/peer evaluation of skill.



**SUBCOMPONENT: GAME RULES**

<b>CC.4</b>	Demonstrate rule application during game play.
<b>CC.5</b>	Use appropriate sport specific terminology (e.g., travelling, out-of-bounds, offsides).
<b>*Component Extension (Advanced ideas that are optional)</b>	Officiating, research sport history, develop/organize a tournament.

**SUBCOMPONENT: TACTICS & STRATEGIES**

<b>CC.6</b>	Explain appropriate tactical decisions in a game situation. (e.g., use of a lob versus a drop; use of a chest pass versus a bounce pass)
<b>CC.7</b>	Assess strategies needed to achieve specific effects/outcomes. (e.g., offensive strategies in order to score, defensive strategies to obtain possession, player positioning, etc.)
<b>*Component Extension (Advanced ideas that are optional)</b>	Recognize strategies & tactics during game play (e.g., professional/collegiate athletics, opposing team).

### COMPONENT 3: FITNESS & PHYSICAL ACTIVITY (FPA)

#### SUBCOMPONENT: HEALTH-RELATED COMPONENTS

<b>FPA.1</b>	Explain how health-related components of fitness impact overall health status (i.e., body composition, cardiovascular endurance, muscular endurance, muscular strength, flexibility).
<b>FPA.2</b>	Participate in health-related fitness activities (e.g., weight training, stretching, cardio workouts).
<b>*Component Extension (Advanced ideas that are optional)</b>	Research myths and facts.

#### SUBCOMPONENT: SKILL-RELATED COMPONENTS

<b>FPA.3</b>	Explain how skill related components impact sports and fitness (i.e., balance, agility, power, speed, coordination, and reaction time).
<b>FPA.4</b>	Participate in skill-related fitness activities (e.g., agility ladder, yoga, plyometric).
<b>*Component Extension (Advanced ideas that are optional)</b>	Match skill-related components to selected activities.

**SUBCOMPONENT: PHYSICAL ACTIVITY KNOWLEDGE**

<b>FPA.5</b>	Apply fitness terminology in appropriate settings (e.g., aerobic/anaerobic, target heart rate, FITT principle, isometric, warm-up/cool-down).
<b>FPA.6</b>	Define the principles of training (e.g., overload, specificity, progression).
<b>FPA.7</b>	Identify activities that improve each component of fitness (i.e., health-related, skill-related).
<b>FPA.8</b>	Calculate and apply resting, maximum, and target heart rate during various activities (e.g., cardiorespiratory activities, game play).
<b>FPA.9</b>	Discuss current trends in fitness technology (e.g., apps, heart rate monitors, electronic activity tracker).
<b>*Component Extension (Advanced ideas that are optional)</b>	Design a warm-up, cool-down, or circuit training routine.

**SUBCOMPONENT: EXERCISE PRESCRIPTION**

<b>FPA.10</b>	Construct fitness goals (i.e., S.M.A.R.T.)
<b>FPA.11</b>	Design a personal fitness plan based on the FITT principle i.e., Frequency, Intensity, Time, Type.
<b>*Component Extension (Advanced ideas that are optional)</b>	Analyze a personal fitness plan and make suggestions for improvement.

**SUBCOMPONENT: ASSESSMENT**

<b>FPA.12</b>	Participate in health-related fitness testing (e.g., Fitnessgram).
<b>FPA.13</b>	Interpret individual results of fitness tests.
<b>*Component Extension (Advanced ideas that are optional)</b>	Use results of fitness assessments to guide changes in a personal fitness plan. Investigate fitness applications, i.e., MapMy Walk, FitBit.

## COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR)

### SUBCOMPONENT: PERSONAL BEHAVIOR

<b>PSR.1</b>	Demonstrate responsible independent behaviors (e.g., best effort, compassion, initiative).
<b>PSR.2</b>	Explain the role of the leader and follower within a group.
<b>PSR.3</b>	Demonstrate positive attitudes towards self and others through verbal and nonverbal behaviors.
<b>*Component Extension (Advanced ideas that are optional)</b>	Volunteer for leadership roles (e.g., lead a class activity).

### SUBCOMPONENT: RULES, ETIQUETTE & SPORTSMANSHIP

<b>PSR.4</b>	Explain the importance of following rules, procedures, etiquette and sportsmanship in the physical activity setting.
<b>PSR.5</b>	Display acceptance of decisions of judgement in socially responsible ways (e.g., teachers, sport officials, peer leaders).
<b>*Component Extension (Advanced ideas that are optional)</b>	Differentiate between appropriate and inappropriate responses related to sports etiquette.

### SUBCOMPONENT: COOPERATION

<b>PSR.6</b>	Provide support and encouragement for classmates (e.g., acknowledge good play, accept success/performance limitations).
<b>PSR.7</b>	Display acceptance of individual differences (e.g., ability level, cultural background, gender, interest, age).
<b>PSR.8</b>	Demonstrate conflict resolution skills.
<b>*Component Extension (Advanced ideas that are optional)</b>	Engage in cooperative learning activities (e.g., icebreakers, team building).

**SUBCOMPONENT: SAFETY**

<b>PSR.9</b>	Apply best practices for participating safely in physical activity (e.g., equipment/facility use, peer awareness, environment, personal medical needs).
<b>PSR.10</b>	Engage in proper warm-up and cool-down procedures.
<b>*Component Extension (Advanced ideas that are optional)</b>	Create a project-based safety visual aide (e.g., poster, brochure, video).

**COMPONENT 5: VALUES PHYSICAL ACTIVITY (VPA)****SUBCOMPONENT: APPRECIATION**

<b>VPA.1</b>	Explain the health benefits of physical activity (e.g., physical, mental/emotional, social).
<b>VPA.2</b>	Determine the value of physical activity to meet an individual's personal needs (e.g., social interaction, self expression, stress management).
<b>VPA.3</b>	Explore community resources (e.g., community centers, greenways, parks).
<b>*Component Extension (Advanced ideas that are optional)</b>	Explore employment/career options in fields related to physical activity.

**SUBCOMPONENT: CHALLENGE**

<b>VPA.4</b>	Demonstrate a willingness to try new activities for challenge and personal reward.
<b>*Component Extension (Advanced ideas that are optional)</b>	Engage in an activity that challenges oneself to the next level (e.g., Couch to 5K, substitute player to starter, weight management).

## Glossary for Tennessee Physical Education Standards

**base(s) of support** - body part(s) which support the body while moving or still; a wider base of support using more body parts is seen as more stable

**body alignment** - orientation of body parts in relation to one another

**component** - a grouping of similar skills, knowledge, or behaviors

**critical elements** - the necessary movements that create sequence to skill development and attainment.

**cues** - short words or phrases to remind students of correct movements

**educational gymnastics** - using the body to perform movement challenges against the force of gravity which are individualized for each student's current level of readiness and needs; balance and transfer of weight concepts are prominent

**effort** - qualities which address how the body moves including time (fast, slow), force (strong, light), and flow (smooth, jerky, ongoing)

**extensions** - moving arms or legs away from the body in various movements (e.g., near, far)

**flow** - quality of movement, bound (stoppable) and free (unstoppable)

**inverted balance** - head is lower than most of the body

**mature pattern** - movement which consistently includes all or nearly all of the critical elements of a skill

**movement concepts** - body awareness, space, qualities of movement, and relationships inherent to all movement

**muscular tension** - using muscular tightness to maintain a certain position

**outcome** - what students are expected to know and/or be able to do at the end of a specific grade level

**small-sided games/activities** - activities which focus on a particular skill and involve a smaller group (1-5 persons)

**static balance** - showing control by maintaining a position for a short amount of time through manipulating the body's base of support and center of gravity

**subcomponent** - a more refined grouping of similar skills, knowledge, or behaviors within a component

## Critical Elements for a Mature Pattern

### **Locomotor Skills**

#### Hop

- Travel in a forward direction
- Take off on one foot and land on the same foot
- Knee of non-landing leg is bent
- Momentarily airborne

#### Skip

- Travel in a forward direction with a smooth, rhythmical action
- Step taken followed by a short hop with a knee lift
- Alternate feet
- Momentarily airborne

#### Gallop

- Travel in a forward direction with smooth, rhythmical action on the balls of the feet
- Demonstrates lead leg step-close action without crossover
- Hips (Torso) facing forward in direction of travel
- Momentarily airborne (no foot drag)

#### Slide

- Travel in a sideways direction with a smooth, rhythmical action on the balls of the feet
- Demonstrates lead leg step-close action without crossover
- Hips (Torso) facing forward while side clearly faces direction of travel
- Momentarily airborne (no foot drag)

#### Leap

- Travel in a forward direction
- Take off on one foot propelling body upward landing on the opposite foot
- Arms swing forward and backward
- Momentarily airborne

#### Running

- Arm-leg opposition throughout running action
- Toes point forward
- Foot lands heel to toe
- Arms swing forward and backward- no crossing of midline
- Trunk leans slightly forward

### **Nonlocomotor Skills**

#### Jumping and Landing (Horizontal Plane)

- Arms back and knees bend in preparation for jumping action
- Arms extend forward as body propels forward
- Hips, knees and ankles bend on landing
- Shoulders, knees and ankles align for balance after landing

### Jumping and Landing (Vertical Plane)

- Hips, knees and ankles bend in preparation for jumping action
- Arms extend upward as body propels upward
- Body extends and stretches upward while in flight
- Hips, knees and ankles bend on landing
- Shoulders, knees, and ankles align for balance after landing

### Jump Rope Single Rope (Basic)

- Feet together, Body Straight, Eyes looking forward
- Elbows bent and close to the waist
- Thumbs pointing out
- Wrist make a circle motion
- Rope comes over in front of body, then jumper jumps as it goes under the feet

## **Manipulative Skills**

### Throwing (Underhand)

- Face target in preparation for throwing action
- Arm back in preparation for action
- Step with opposite foot as throwing arm moves forward
- Release ball between knee and waist level
- Follow through to target

### Rolling

- Face target in preparation for rolling action
- Arm back in preparation for action
- Step with opposite foot as rolling arm moves forward
- Release ball between knee and foot level
- Follow through to target

### Throwing (Overhand)

- Side to target in preparation for throwing action
- Arm back and extended, and elbow at shoulder height or slightly above in preparation for action; Elbow leads
- Step with opposite foot as throwing arm moves forward
- Hip and spine rotate as throwing action is executed
- Follow through toward target and across body

### Catching

- Extend arms outward to reach for ball
  - o Thumbs in for catch above the waist
  - o Thumbs out for catch at or below waist
- Watch the ball all the way into the hands
- Catch with hands only; no cradling against the body
- Pull the ball into the body as the catch is made



### Dribbling

- Knees slightly bent
- Opposite foot forward when dribbling in self-space
- Contact ball with finger pads
- Firm contact with top of ball
  - o Contact slightly behind ball for travel
  - o Ball to side and in front of body for travel
- Eyes looking forward, not down at, the ball

### Kicking

- Arms extend forward in preparation for kicking action
- Contact with ball is made directly below center of ball (travel in the air); contact with the ball is made directly
- Contact the ball with shoelaces or top of foot for kicking action
- Trunk leans back slightly in preparation for kicking action
- Follow through with kicking leg extending forward and upward toward target

### Volleying (Underhand)

- Face the target in preparation for the volley
- Opposite foot forward
- Flat surface with hand for contact of the ball or object
- Contact with ball or object between knee and waist level
- Follow through upward and to the target

### Volleying (Overhead)

- Body aligned and positioned under the ball
- Knees, arms and ankles bent in preparation for the volley
- Hands rounded; thumbs and first fingers make triangle (without touching) in preparation
- Ball contacts only the finger pads; wrists stay firm
- Arms extended upward on contact; follow through slightly toward target

### Striking with Short Handled Implement

- Racket/Paddle back in preparation for striking
- Step on opposite foot as contact is made
- Swing racket/paddle low to high
- Coil and uncoil the trunk for preparation and execution of the striking action
- Follow through for completion of the striking action

### Striking with Long Handled Implement (Bat)

- Bat up and back in preparation for the striking action
- Step forward on opposite foot as contact is made
- Coil and uncoil the trunk for preparation and execution of the striking action
- Swing the bat on a horizontal plane
- Wrist uncocks follow-through for completion of the striking action

### Striking with Long Handled Implement (Hockey Stick)

- Hockey stick is pulled back from ready position with proper grip and stance
  - o Grip:
    - Dominant hand placed halfway down the stick, non-dominant hand placed at the top of the stick
  - o Stance:
    - Feet are positioned comfortably shoulder width apart
    - Hockey stick blade is on the ground close to the body
    - Eyes looking forward
- Coil and uncoil the trunk for preparation and execution of striking action
- Swing the stick in a horizontal plane at ground level
- Wrist uncocks follow-through for completion of the striking action

### Striking with Long Handled Implement (Putter)

- Putter is pulled back from ready position with proper grip and stance
  - o Grip:
    - Baseball or Interlocking
  - o Stance:
    - Feet shoulder width apart
    - Arms in V-Position, with shoulders parallel to target
- Eyes focused on the ball (Located in the center of the stance)
- Contact ball with needed force
- Follow through for completion toward target