

Idaho Content Standards Physical Education



IDAHO STATE DEPARTMENT OF EDUCATION
CONTENT AND CURRICULUM | HEALTH EDUCATION

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TABLE OF CONTENTS

Acknowledgments.....	3
KINDERGARTEN TO GRADE 2	4
Standard 1: Skilled Movement	4
Standard 2: Movement Knowledge	5
Standard 3: Health-Enhancing Personal Fitness	5
Standard 4: Personal and Social Responsibility	6
Standard 5: Valuing a Physically Active Lifestyle	6
Grades 3-5.....	7
Standard 1: Skilled Movement	7
Standard 2: Movement Knowledge	7
Standard 3: Health Enhancing Personal Fitness	8
Standard 4: Personal and Social Responsibility	8
Standard 5: Valuing a Physically Active Lifestyle	9
Grades 6-8.....	10
Standard 1: Skilled Movement	10
Standard 2: Movement Knowledge	10
Standard 3: Health Enhancing Personal Fitness	11
Standard 4: Personal and Social Responsibility	12
Standard 5: Valuing a Physically Active Lifestyle	13
Grades 9-12.....	14
Standard 1: Skilled Movement	14
Standard 2: Movement Knowledge	14
Standard 3: Health Enhancing Personal Fitness	15
Standard 4: Personal and Social Responsibility	16
Standard 5: Valuing a Physically Active Lifestyle	17

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KINDERGARTEN TO GRADE 2

Physical literacy: Possessing both the knowledge and ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

Standard 1: Skilled Movement

Goal 1.1: The physically literate individual demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

Code	Objectives
K-2.PE.1.1.1	Achieve mature forms in the basic locomotor skills (e.g., walking, running, skipping) and vary the manner in which these skills are performed during changing conditions and expectations (e.g., the elements of movement, levels, speeds, pathways, relationships, and effort).
K-2.PE.1.1.2	Demonstrate smooth transitions between sequential locomotor, non-locomotor, and manipulative skills.
K-2.PE.1.1.3	Demonstrate emerging form in the less complex manipulative skills (e.g., throwing, catching, rolling) and show progress toward achieving mature form in the more complex manipulative skills (e.g., dribbling, overhand throw, kicking, striking).
K-2.PE.1.1.4	Demonstrate control in non-locomotor skills (e.g., twisting, bending, weight-transfer) as well as weight-bearing and balancing on a variety of body parts (e.g., symmetrical/asymmetrical, stork stand, partner balances).

Standard 2: Movement Knowledge

Goal 2.1: The physically literate individual demonstrates understanding of concepts, principles, strategies, and tactics related to movement and to the performance of physical activities.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

Code	Objective
K-2.PE.2.1.1	Identify simple biomechanical principles (e.g., opposition, weight transfer, wide base of support for stability).
K-2.PE.2.1.2	Identify and apply critical cues and concepts of body, space, effort, time, and relationships that vary the quality of movement (e.g., side to target, move in personal space, throw hard for distance, name different pathways).

Standard 3: Health-Enhancing Personal Fitness

Goal 3.1: Students will demonstrate the ability to access valid information, products and services to enhance health.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

Code	Objective
K-2.PE.3.1.1	Engage in a variety of activities that promote 5 health enhancing physical fitness components (e.g., jumping rope, riding a bicycle, walking like an animal, climbing wall, chasing and fleeing games, tumbling activities, dancing skills, walking/running program,).
K-2.PE.3.1.2	Know and demonstrate basic knowledge of health-related fitness including cardiorespiratory endurance, muscular strength and muscular endurance, flexibility, and body composition (e.g., identify various activities that demonstrate each health-related component).
K-2.PE.3.1.3	Recognize physiological signs associated with participation in moderate-to-vigorous physical activity (e.g., sweating, fast heart rate, heavy breathing, muscle fatigue).

Standard 4: Personal and Social Responsibility

Goal 4.1: The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

Code	Objective
K-2.PE.4.1.1	Apply physical education class rules, procedures, and safe practices (e.g., listen/respond to teacher and peers, respect personal space, follow directions).
K-2.PE.4.1.2	Interact cooperatively using interpersonal communication during partner and small group activities (e.g., taking turns, sharing equipment, helping others).
K-2.PE.4.1.3	Work together to problem solve, complete a task, and/or tackle a challenge (e.g., rock/paper/scissors, sharing, partner games).

Standard 5: Valuing a Physically Active Lifestyle

Goal 5.1: The physically literate individual participates daily in physical activity and recognizes its value for health, enjoyment, challenge, self-expression, and/or social interaction.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

Code	Objective
K-2.PE.5.1.1	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).
K-2.PE.5.1.2	Participate daily in moderate to vigorous physical activity during and outside of class as recommended within the public health guidelines of at least 60 minutes or more per day (e.g., activity logs, step count of at least 12,000 steps per day, activity breaks).
K-2.PE.5.1.3	Express feelings appropriately about participation during physical activity (e.g., use of emoticons like smiley faces and thumb up/down).

GRADES 3-5

Physical literacy: Possessing both the knowledge and ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

Standard 1: Skilled Movement

Goal 1.1: The physically literate individual demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grade 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

Code	Objective
3-5.PE.1.1.1	Apply fundamental, non-locomotor, locomotor, and manipulative skills in dynamic and complex movements (e.g., lead-up games, dance, educational gymnastics).
3-5.PE.1.1.2	Demonstrate emerging mature movement patterns using varying levels of intensity, relationships, and body and space awareness (e.g., dodging, weight transfer, offensive and defensive tactics and strategies).
3-5.PE.1.1.3	Demonstrate a wide variety of specialized skills (e.g., passing a ball, softball fielding, defensive sliding, grapevine dance step, rollerblading heel stop, bicycle signaling).

Standard 2: Movement Knowledge

Goal 2.1: The physically literate individual demonstrates understanding of concepts, principles, strategies and tactics related to movement and to the performance of physical activities.

Grade 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

Code	Objective
3-5.PE.2.1.1	Demonstrate knowledge of critical cues and simple biomechanical principles to provide feedback to self and others (e.g., speed, agility, effort, opposition, balance, follow through, self and peer checklist).

Code	Objective
3-5.PE.2.1.2	Transfer concepts to new skills/games (e.g., offensive and defensive strategies, center of gravity and stability, rhythm and timing, aim adjustment, placement, accuracy, scoring strategy,).
3-5.PE.2.1.3	Identify ways to improve performance (e.g., appropriate practice, learn techniques, positive self-talk, visualize performance, positive specific feedback).

Standard 3: Health Enhancing Personal Fitness

Goal 3.1: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness.

Grade 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

Code	Objective
3-5.PE.3.1.1	Understand the 5 health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) by improving, meeting, and/or sustaining performance on evidence-based fitness standards (e.g., evidence-based fitness tests, healthy fitness level, activities that demonstrate each health-related component).
3-5.PE.3.1.2	Regularly participate in moderate-to-vigorous physical activity that improves and maintains physical fitness (e.g., physical education class, home/school/community programs).
3-5.PE.3.1.3	With teacher assistance, interpret the results and significance of information provided by formal measures of physical fitness, set and achieve attainable personal health-related fitness goals (e.g., evidence-based fitness results).

Standard 4: Personal and Social Responsibility

Goal 4.1: The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Grade 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

Code	Objective
3-5.PE.4.1.1	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, show respect, honesty and fairness).
3-5.PE.4.1.2	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, complete team building challenges, create task cards, provide assistance to the teacher and other students).
3-5.PE.4.1.3	Appreciate the diversity of other people by cooperating with those of a different gender, race, ethnicity, and ability (e.g. dancing with a peer of a different gender, modifying an activity for inclusion; participating in cultural games, encouraging others).

Standard 5: Valuing a Physically Active Lifestyle

Goal 5.1: The physically literate individual participates daily in physical activity and recognizes its value for health, enjoyment, challenge, self-expression and/or social interaction.

Grade 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

Code	Objective
3-5.PE.5.1.1	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).
3-5.PE.5.1.2	Participate daily in moderate to vigorous physical activity during and outside of class as recommended by SHAPE, CDC, and USDHHS of at least 60 minutes or more per day within the public health guidelines (e.g., student-initiated involvement, before and after school programs, community fitness events, run/walk programs).
3-5.PE.5.1.3	Seek personally challenging experiences in physical activity (e.g., personal fitness goals, attempt new activities, set realistic improvement goals for a greater challenge in existing activity).

GRADES 6-8

Physical literacy: Possessing both the knowledge and ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

Standard 1: Skilled Movement

Goal 1.1: The physically literate individual demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grade 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

Code	Objective
6-8.PE.1.1.1	Demonstrate mature form in the basic skills of more specialized activities (e.g., wall/net, invasion, field/striking, target, dance, aquatics, outdoor activities, fitness, resistance training).
6-8.PE.1.1.2	Adapt and combine skills successfully in modified games or activities of increasing complexity.
6-8.PE.1.1.3	Demonstrate movement tactics and strategies that can be applied to a variety of physical activities (e.g., wall/net, invasion, field/striking, target, dance, aquatics, outdoor activities, fitness, resistance training).

Standard 2: Movement Knowledge

Goal 2.1: The physically literate individual demonstrates understanding of concepts, principles, strategies and tactics related to movement and to the performance of physical activities.

Grade 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

Code	Objective
6-8.PE.2.1.1	Identify and apply the critical elements, strategies, and tactics of higher level movements in wall/net, invasion, field/striking, target, dance, outdoor activities, outdoor ethics, fitness (e.g., transition from offense to defense, shortest distance, angles of interception).

Code	Objective
6-8.PE.2.1.2	Identify principles of practice and biomechanics that enhance movement performance (e.g., describe basic principles of training and how they improve fitness, describe the purpose behind the mechanics and range of motion required in various physical activities).
6-8.PE.2.1.3	Apply external feedback to guide and improve performance (e.g., use videos to refine skills, utilize verbal feedback to improve performance).

Standard 3: Health Enhancing Personal Fitness

Goal 3.1: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness.

Grade 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

Code	Objective
6-8.PE.3.1.1	Know and demonstrate the 5 health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) by improving, meeting and/or sustaining gender and age-related contemporary fitness standards as defined by evidence-based measures (e.g., evidence-based fitness tests, healthy fitness level, activities that demonstrate each health-related component).
6-8.PE.3.1.2	Know and demonstrate the basic knowledge of skill-related fitness including agility, coordination, balance, power, reaction time, and speed (e.g., resistance training techniques, combatives training, sprint starts, vertical/starts, vertical/standing jump, Pilates, sports performance).
6-8.PE.3.1.3	Participate in a variety of developmentally appropriate health and skill-related fitness activities in diverse settings including school, home, and community (e.g., hiking, swimming, orienteering, rock climbing, fun runs, social dance).
6-8.PE.3.1.4	Assess physiological indicators of exercise during and after physical activity (e.g., target heart rate zone, perceived exertion).
6-8.PE.3.1.5	Apply basic principles and types of training to improve fitness goals (e.g., FITT principle, progression, specificity, rest and recovery, overload, regularity, interval training, Fartlek, circuit training, resistance training).

Standard 4: Personal and Social Responsibility

Goal 4.1: The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Grade 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

Code	Objective
6-8.PE.4.1.1	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 sportspersonship, practice self-control).
6-8.PE.4.1.2	Solve problems by analyzing potential consequences when confronted with a behavioral choice (e.g., resolve conflicts between peers, be sensitive of the rights and feelings of others, role play).
6-8.PE.4.1.3	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, participate in sport education, adventure activities, and/or challenge activities).
6-8.PE.4.1.4	Appreciate and include other people 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, participate in cultural activities/projects, and/or peer mentoring).
6-8.PE.4.1.5	Recognize the role of physical activity in influencing personal and social behavior (e.g., identify positive and negative behaviors of sport figures, develop leadership skills, take responsibility for actions, recognize the importance of individual roles in group activities).

Standard 5: Valuing a Physically Active Lifestyle

Goal 5.1: The physically literate individual participates daily in physical activity and recognizes its value for health, enjoyment, challenge, self-expression, and/or social interaction.

Grade 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

Code	Objective
6-8.PE.5.1.1	Participate in developmentally appropriate moderate to vigorous physical activity achieving target heart rate zone a minimum of 50% of the lesson time (e.g., heart rate assessment, time assessment, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute).
6-8.PE.5.1.2	In combination with the activity acquired in Physical Education class, students should accumulate a total of at least 60 minutes of moderate to vigorous physical activity throughout the day as recommended within the public health guidelines (e.g., activity logs, step count of at least 12000 steps per day, activity breaks).
6-8.PE.5.1.3	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, sports camps/lessons, fitness club membership, camping).
6-8.PE.5.1.4	Enjoy and appreciate the challenge of working hard and feeling the satisfaction when successfully improving skills and achieving personal goals (e.g. surveys, tracking data, journaling, reflections, review and revise fitness/physical activity goals).

GRADES 9-12

Physical literacy: Possessing both the knowledge and ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

Standard 1: Skilled Movement

Goal 1.1: The physically literate individual demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

Code	Objective
9-12.PE.1.1.1	Demonstrate competency in basic and advanced skills and tactics in multiple leisure and lifetime physical activities (e.g., individual/dual/team-related sports, outdoor pursuits, dance, resistance training, fitness, aquatics).

Standard 2: Movement Knowledge

Goal 2.1: The physically literate individual demonstrates understanding of concepts, principles, strategies, and tactics related to movement and to the performance of physical activities.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

Code	Objective
9-12.PE.2.1.1	Demonstrate the knowledge and understanding necessary to develop scientifically based personal activity plans that include self-selected physical activities (e.g., physical activity goal setting, fitness profiles and assessments).
9-12.PE.2.1.2	Apply internal and external feedback independently to assess and refine skills. Transfer previously learned skills and apply them to the learning of new skills (e.g., video, self-assessments, peer- assessments).

Code	Objective
9-12.PE.2.1.3	Evaluate and apply appropriate tactics and strategies in a variety of physical activities (e.g., using trekking poles to improve efficiency, comparing and contrasting various levels of performance, explaining tactical strategies in a game or sport).

Standard 3: Health Enhancing Personal Fitness

Goal 3.1: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

Code	Objective
9-12.PE.3.1.1	Assume self-responsibility for improving, meeting and/or sustaining gender and age-related contemporary fitness standards for the 5 health-related fitness components (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition). Assessing health-related fitness by improving, meeting and/or sustaining gender and age-related contemporary fitness standards as defined by evidence-based measures (e.g., evidence-based fitness tests, log sheets, fitness profiles, task cards, portfolios, and identify/ participate in various activities that demonstrate each health-related component).
9-12.PE.3.1.2	Apply knowledge of skill-related fitness components including agility, coordination, balance, power, reaction time, and speed to improve performance (e.g., resistance training technique, combatives training, sprint starts, vertical/standing jump, Pilates, sport performance).
9-12.PE.3.1.3	Interpret and analyze information from fitness tests and physiological indicators of exercise to develop a rationale for a personal fitness plan (e.g., identifying strengths and weaknesses, setting goals, modifying activities, heart rate zones, skill analysis).
9-12.PE.3.1.4	Design individual programs for achieving and maintaining current/lifelong fitness goals that encompass all components of fitness, types of training, and training principles (e.g., FITT principle, overload, progression, specificity, rest and recovery, technology-based tools for lifelong fitness planning).

Standard 4: Personal and Social Responsibility

Goal 4.1: The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

Code	Objective
9-12.PE.4.1.1	Demonstrate the ability to initiate responsible personal and social behavior, function independently, and positively influence the behavior of others in physical activity settings (e.g., respectful sportspersonship, self-control, and role-modeling).
9-12.PE.4.1.2	Demonstrate leadership by holding oneself and others responsible for following safe practices, rules, procedures, and etiquette in physical activity settings (e.g., acknowledge a rule infraction, adhere to spotting protocols in a weight room, and assign team/player roles).
9-12.PE.4.1.3	Respond appropriately to unacceptable interactions with others in order to mediate and resolve conflict (e.g., communicate in a calm and controlled manner to inflammatory remarks, listen to both sides of an argument and agree on a conclusion, report serious offenses, identify alternatives to negative behaviors).
9-12.PE.4.1.4	Accept and include other people with different interests, cultural backgrounds, physical characteristics and abilities while engaging in physical activities (e.g., modify physical activities, show compassion for others).
9-12.PE.4.1.5	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., recognize barriers and opportunities to participate in physical activity across a lifespan).

Standard 5: Valuing a Physically Active Lifestyle

Goal 5.1: The physically literate individual participates daily in physical activity and recognizes its value for health, enjoyment, challenge, self-expression and/or social interaction.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

Code	Objective
9-12.PE.5.1.1	Participate in moderate to vigorous physical activity achieving target heart rate zone for at least 50% of the lesson time (e.g., time assessment, heart rate assessment, pedometer = 3200 steps in a 40-minute lesson or 80 steps per minute - block or traditional schedule).
9-12.PE.5.1.2	In combination with the activity acquired in Physical Education class, students should accumulate a total of at least 60 minutes of moderate to vigorous physical activity throughout the day as recommended within public health guidelines (e.g., activity logs, bone and muscle strengthening activities, step count of at least 12000 steps per day, activity breaks).
9-12.PE.5.1.3	Actively and independently identify rationale for physical activity choices and pursue physical activity opportunities outside of the school that are based on personal interests, capabilities, and resources (e.g., outdoor recreational pursuits, fitness club membership, walking/running club, active transportation).
9-12.PE.5.1.4	Analyze factors that influence personal physical activity patterns over one's lifespan (e.g., reflect on volunteer efforts with populations of various ages and abilities, create a personal profile/ family physical activity tree, create personal activity pyramid).
9-12.PE.5.1.5	Enjoy and appreciate the challenge of working hard and feeling the satisfaction when successfully improving skills and achieving personal goals (e.g. surveys, tracking data, journaling, reflections, review and revise fitness/physical activity goals).