

Kentucky Academic Standards



Kentucky Department of
E D U C A T I O N

Physical Education

June 2025

Table of Contents

INTRODUCTION	3
Background	3
Kentucky's Vision for Students	3
Legal Basis	4
Standards Revision Process	6
Writers' Vision Statement	6
Foundational Documents	7
Design Considerations	7
STANDARDS USE AND DEVELOPMENT	8
The Kentucky Academic Standards (KAS) are Standards, Not Curriculum	8
Translating the Standards into Curriculum	8
Organization of the Standards	8
How to Read the Standards	10
The Standards at a Glance	11
STANDARD 1	13
STANDARD 2	18
STANDARD 3	23
STANDARD 4	26
Performance Cues and Progression of Aquatic Safety Skills	33
Appendix	39

Kentucky Academic Standards for Physical Education

INTRODUCTION

Background

The mission of physical education is to provide Kentucky students with the knowledge and skills needed to establish and maintain physically healthy lifestyles. According to the Shape of the Nation Report (2016), “studies show that active and fit children consistently outperform less active, unfit students academically in both the short and the long term. They also demonstrate better classroom behavior, greater ability to focus and lower rates of absenteeism.” As a result, students need exposure to a quality physical education program that includes opportunities for the exploration of a variety of lifetime physical activities.

Kentucky’s Vision for Students

The Kentucky Board of Education (KBE’s) vision is that each and every student will become an engaged citizen and empowered learner prepared to lead a life filled with purpose. To engage and empower students, the following capacity and goal statements frame instructional programs in Kentucky schools. These statements were established by the Kentucky Reform Act (KERA) of 1990, as found in Kentucky Revised Statute (KRS) 158.645 and KRS 158.6451 stating that all students shall have the opportunity to acquire the following capacities and learning goals:

- Communication skills necessary to function in a complex and changing civilization;
- Knowledge to make economic, social and political choices;
- Core values and qualities of good character to make moral and ethical decisions throughout life;
- Understanding of governmental processes as they affect the community, the state and the nation;
- Sufficient self-knowledge and knowledge of their mental and physical wellness;
- Sufficient grounding in the arts to enable each student to appreciate their cultural and historical heritage;
- Sufficient preparation to choose and pursue their life’s work intelligently; and
- Skills to enable them to compete favorably with students in other states.

Furthermore, schools shall:

- Expect a high level of achievement from all students.
- Develop their students’ ability to:
 - Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives;
 - Apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies and practical living studies to situations they will encounter throughout their lives;

- Become self-sufficient individuals of good character exhibiting the qualities of altruism, citizenship, courtesy, hard work, honesty, human worth, justice, knowledge, patriotism, respect, responsibility and self-discipline;
 - Become responsible members of a family, work group or community, including demonstrating effectiveness in community service;
 - Think and solve problems in school situations and in a variety of situations they will encounter in life;
 - Connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources; and
Express their creative talents and interests in visual arts, music, dance and dramatic arts.
- Increase student attendance rates.
 - Increase students' graduation rates and reduce dropout and retention rates.
 - Reduce physical and mental health barriers to learning.
 - Be measured on the proportion of students who make a successful transition to work, postsecondary education and the military.

To ensure legal requirements of physical education classes are met, the Kentucky Department of Education (KDE) encourages schools to use the "Model Curriculum Framework" to ensure curricular coherence in the development of curricula that meet the grade-level expectations set forth by standards. The "Model Curriculum Framework" describes curricular coherence as the "local alignment of standards, curriculum, instructional resources and practices, assessment, and professional learning within and across grade-levels in a district or school to help students meet grade-level expectations" (p. 6).

Legal Basis

The following Kentucky Revised Statutes (KRS) and Kentucky Administrative Regulations (KAR) provide a legal basis for this publication:

KRS 156.160 Promulgation of administrative regulations by the Kentucky Board of Education

"(1) With the advice of the Local Superintendents Advisory Council, the Kentucky Board of Education shall promulgate administrative regulations establishing standards which school districts shall meet in student, program, service and operational performance. These regulations shall comply with the expected outcomes for students and schools set forth in KRS 158.6451. Administrative regulations shall be promulgated for the following:

(a) Courses of study for the different grades and kinds of common schools identifying the common curriculum content directly tied to the goals, outcomes and assessment strategies developed under KRS 158.645, 158.6451 and 158.6453 and distributed to local school districts and schools. The administrative regulations shall provide that:

2. If a school offers the Reserve Officers Training Corps program, the course shall be accepted as meeting the physical education requirement for high school graduation notwithstanding other provisions of law; [and]

(h) Medical inspection, physical and health education and recreation, and other regulations necessary or advisable for the protection of the physical welfare and safety of the public school children. The administrative regulations shall set requirements for student health standards to be met by all students in grades four (4), eight (8), and twelve (12) pursuant to the outcomes described in KRS 158.6451.

KRS 158.302 Cardiopulmonary resuscitation training required for high school students

“(1) The General Assembly hereby finds that training Kentucky students in cardiopulmonary resuscitation procedures will:

- (a) Increase students' ability to respond to emergency situations at school, home, and public places;
- (b) Benefit Kentucky communities by rapidly increasing the number of people ready to respond to sudden cardiac arrest, a leading cause of death in the United States; and
- (c) Assist students in becoming responsible citizens consistent with the goals established in KRS 158.6451.

(2) Every public high school shall provide cardiopulmonary resuscitation training to students as part of the health course or the physical education course that is required for high school graduation or the Junior Reserve Officers Training Corps course that meets the physical education requirement. The training shall:

- (a) Be based on the nationally recognized, evidenced-based guidelines for cardiopulmonary resuscitation certification published by a national accrediting body on heart health;
- (b) Incorporate psychomotor skills training to support cognitive learning; and
- (c) Make students aware of the purpose of an automated external defibrillator and its ease and safety of use.”

KRS 158.6453 Review of academic standards and assessments

“(18)(a) Beginning in fiscal year 2017-2018, and every six (6) years thereafter, the Kentucky Department of Education shall implement a comprehensive process for reviewing and revising the academic standards in visual and performing arts and practical living skills and career studies for all levels and in foreign language for middle and high schools. The department shall develop review committees for the standards for each of the content areas that include representation from certified specialist public school teachers and postsecondary teachers in those subject areas.

(b) The academic standards in practical living skills for elementary, middle, and high school levels shall include a focus on drug abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin and synthetic drugs.

(c) The department shall provide to all schools guidelines for programs that incorporate the adopted academic standards in visual and performing arts and practical living and career studies.”

KRS 160.345(11) School wellness policy

“Each school council of a school containing grades K-5 or any combination thereof, or if there is no school council, the principal, shall develop and implement a wellness policy that includes moderate to vigorous physical activity each day and encourages healthy choices among students. The policy may permit physical activity to be considered part of the instructional day, not to exceed thirty (30) minutes per day, or one hundred and fifty (150) minutes per week. Each school council, or if there is no school council, the principal, shall adopt an assessment tool to determine each child's level of physical activity on an annual basis. The council or principal may utilize an existing assessment program. The Kentucky Department of Education shall make available a list of available resources to carry out the provisions of this subsection. The department shall report to the Legislative Research Commission no later than November 1 of each year on how the schools are providing physical activity under this subsection and on the types of physical activity being provided. The policy developed by the school council or principal shall comply with provisions required by federal law, state law, or local board policy.”

Local School Wellness Policy

The Local School Wellness Policy (LSWP) requirement was established by the Child Nutrition and WIC Reauthorization Act of 2004 and further strengthened by the Healthy, Hunger-Free Kids Act of 2010 (HHFKA). A 2016 final rule further expanded the local school wellness policy requirements.

Each local education agency participating in the National School Lunch Program and/or School Breakfast Program is required to develop a districtwide wellness policy that promotes the health of students and addresses the growing problem of childhood obesity. School districts can develop wellness policies to meet the unique needs of schools under their jurisdiction, but the policies must comply with the requirements found in 7 CFR 210.31.

704 KAR 3:305 Minimum high school graduation requirements

This administrative regulation establishes the minimum high school graduation requirements necessary for entitlement to a public high school diploma.

704 KAR 8:050 Required Academic Standards for Physical Education

Adopts into law the “*Kentucky Academic Standards for Physical Education*,” which contain the general courses of study and academic content standards physical education for use in Kentucky’s common schools.

Standards Revision Process

Per KRS 158.6453, the *KAS for Physical Education* was entirely conceived and written by teams of Kentucky educators. Kentucky teachers understand the importance of rigorous physical education from elementary and secondary to postsecondary readiness. This focus helps ensure that students are prepared for the jobs of the future and can compete with students from other states and nations. The Physical Education Advisory Panels (AP) were composed of 12 teachers, three post-secondary professors from institutes of higher education and one community member. The function of the AP was to review public comments on the existing standards and make recommendations for changes to a Review Committee (RC). The Physical Education RC was composed of six teachers and one public post-secondary professor from an institute of higher. The function of the Physical Education RC was to review the work and findings from the APs and make recommendations to revise or replace existing standards. The team was selected based on their expertise in the field of physical education and their role as practicing health and physical education teachers. When choosing writers, the selection committee considered statewide representation of health and physical education for public elementary, middle and high school teachers as well as higher education instructors and community members.

Writers’ Vision Statement

The writing team envisioned physical education standards that provide sustained opportunities for Kentucky students of all abilities, backgrounds and grade levels to develop lifelong physical literacy. The revised standards focus on the well-being of the whole person and their physical literacy journey, including the psychomotor, cognitive, social and affective learning domains. These standards advocate for inclusive instruction for each Kentucky student to have high-quality experiences and opportunities to become more skilled, knowledgeable, supportive and confident movers. The writers desired standards that promote relevant

and developmentally appropriate critical thinking about the following: lifelong movement and wellness as well as respectful behaviors towards the self, others and equipment. It is recommended that educators at all levels and across all communities have ongoing access to high-quality professional learning and resources about physical education.

Foundational Documents

The KDE provided the following foundational documents to inform the writing team's work:

- Society for Health and Physical Educators (SHAPE) (2024). National Physical Education Standards. Retrieved from <https://www.shapeamerica.org/standards/pe/new-pe-standards.aspx>
- Society for Health and Physical Educators (SHAPE) (2024). National Physical Education Standards Educator Toolkit. Retrieved from <https://www.shapeamerica.org/standards/pe/2013-pe-standards.aspx>
- *KAS for Physical Education* (2018). https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Physical_Education.pdf
- Society for Health and Physical Educators (SHAPE) (2013). National Physical Education Standards. Retrieved from <https://www.shapeamerica.org/standards/pe/2013-pe-standards.aspx>
- Thornton, M. (2025). Water Safety Skills Can be Taught Without a Pool. *Journal of Physical Education, Recreation & Dance*, 96(2), 3-4. Retrieved from <https://doi.org/10.1080/07303084.2024.2440480>

Additionally, participants brought their own knowledge to the process. The writers also thoughtfully considered feedback from the health education and physical education community.

Design Considerations

Design decisions were informed by reviews of current evidence-based practices, national health and physical education standards and public comments regarding the 2018 *KAS for Physical Education*.

STANDARDS USE AND DEVELOPMENT

The Kentucky Academic Standards (KAS) are Standards, Not Curriculum

The *KAS for Physical Education* outlines the minimum standards Kentucky students should learn in each grade level kindergarten through grade 8 or high school grade span. The standards address what is to be learned, but do not address how learning experiences are designed or what resources should be used.

A standard represents a goal or outcome of an educational program; standards are vertically aligned, expected outcomes for all students. The standards do not dictate the design of a lesson plan or how units should be organized. The standards establish a statewide baseline of what students should know and be able to do at the conclusion of a grade or grade-span. The instructional program should emphasize the development of students' abilities to acquire and apply the standards. The curriculum must ensure that appropriate accommodations are made for diverse populations of students found within Kentucky schools.

These standards are not a set of instructional or assessment tasks, but rather statements of what students should be able to do after instruction. Decisions on how best to help students meet these program goals are left to local school districts and teachers. Curriculum includes the vast array of instructional materials, readings, learning experiences and local mechanisms of assessment, including the full body of content knowledge to be covered, all of which are to be selected at the local level according to Kentucky law.

Translating the Standards into Curriculum

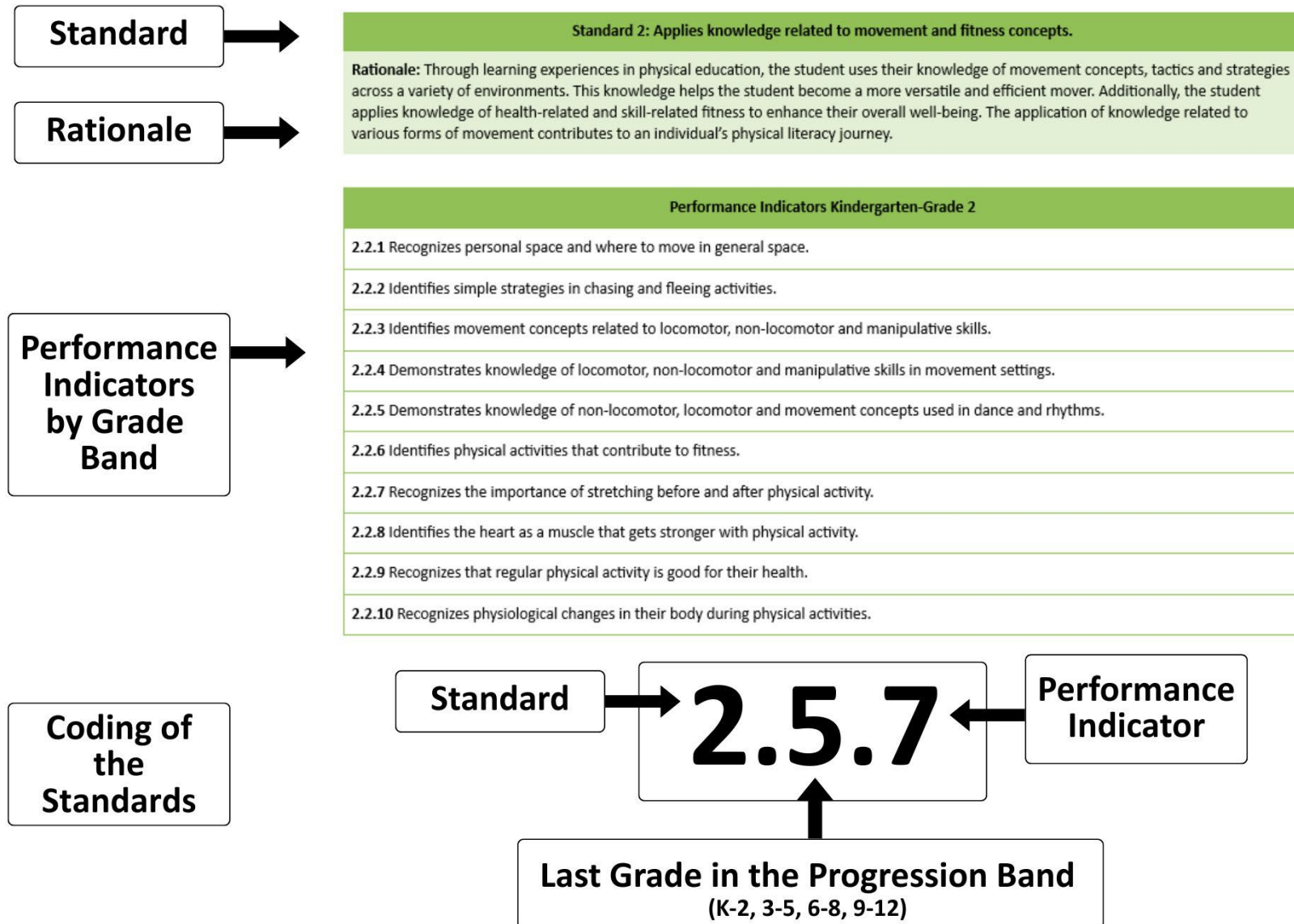
The KDE does not require specific curricula or strategies to be used to engage students in the *Kentucky Academic Standards*. Local schools and districts choose to meet the minimum required standards using a locally adopted curriculum according to KRS 160.345, which outlines the method by which the curriculum is to be determined. As educators implement academic standards, they, along with community members, must guarantee postsecondary readiness that will ensure all learners are transition ready. To achieve this, Kentucky students need a curriculum designed and structured for a rigorous, relevant and personalized learning experience, including a wide variety of learning opportunities. The "Kentucky Model Curriculum Framework" is a resource to support districts and schools in the continuous process of developing and reviewing local curriculum.

Organization of the Standards

Physical education encompasses four standards which provide cognitive content to develop and maintain physically active lifestyles throughout childhood, adolescence and into adulthood. The physical education standards are based on grade band performance indicators that focus on building physical competence, motivation, confidence and knowledge. The physical education standards document is organized into the standards, rationale and performance indicators.

These four standards communicate the broader learning of performance indicators that promote and produce physically literate students in all grade levels. Standards are the overarching ideas that support reaching the end goal of creating physically literate students. Standards are not meant to be mastered in one or two lessons; rather, acquiring these skills is the outcome of a comprehensive, sequential, physical education. Performance indicators are the expectation of what students should know and be able to do by the end of each grade level. Performance indicators clearly define grade level expectations that lead to the goal of physically literate students.

How to Read the Standards



Kentucky Academic Standards for Physical Education

The Standards at a Glance

There are four standards for physical education that represent the key outcomes for knowledge and skills students should practice and acquire across K-12 education. Below is a concise summary of each standard. Each of these standards are repeated across each grade band with grade band specific performance indicators. The color coding below is used throughout the *Kentucky Academic Standards for Physical Education* document.

Standard 1: Develops a variety of motor skills.

Standard 2: Applies knowledge related to movement and fitness concepts.

Standard 3: Develops social skills through movement.

Standard 4: Develops personal skills, identifies personal benefits of movement and chooses to engage in physical activity.

Kentucky Academic Standards for Physical Education

Standards Rationales

Standard 1: Develops a variety of motor skills.

Rationale: Through learning experiences in physical education, the student develops motor skills across a variety of environments. Motor skills are a foundational part of child development and support the movements of everyday life. The development of motor skills contributes to an individual's physical literacy journey.

Standard 2: Applies knowledge related to movement and fitness concepts.

Rationale: Through learning experiences in physical education, the student uses their knowledge of movement concepts, tactics and strategies across a variety of environments. This knowledge helps the student become a more versatile and efficient mover. Additionally, the student applies knowledge of health-related and skill-related fitness to enhance their overall well-being. The application of knowledge related to various forms of movement contributes to an individual's physical literacy journey.

Standard 3: Develops social skills through movement.

Rationale: Through learning experiences in physical education, students develop the social skills necessary to exhibit empathy and respect for others and foster and maintain relationships. In addition, students develop skills for communication, leadership, cultural awareness and conflict resolution in a variety of physical activity settings.

Standard 4: Develops personal skills, identifies personal benefits of movement and chooses to engage in physical activity.

Rationale: Through learning experiences in physical education, the student develops an understanding of how movement is personally beneficial and subsequently chooses to participate in physical activities that are personally meaningful (e.g., activities that offer social interaction, cultural connection, exploration, choice, self-expression, appropriate levels of challenge and added health benefits). The student develops personal skills including goal setting, identifying strengths and reflection to enhance their physical literacy journey.

Kentucky Academic Standards for Physical Education

STANDARD 1: Develops a variety of motor skills.

Rationale: Through learning experiences in physical education, the student develops motor skills across a variety of environments. Motor skills are a foundational part of child development and support the movements of everyday life. The development of motor skills contributes to an individual's physical literacy journey.

Performance Indicators Kindergarten-Grade 2

1.2.1 Demonstrates a variety of locomotor skills with the concepts of space, effort and relationship awareness.

1.2.2 Demonstrates jumping and landing in a non-dynamic environment.

1.2.3 Demonstrates transferring weight on multiple body parts.

1.2.4 Demonstrates non-locomotor skills with the concepts of space, effort and relationship awareness.

1.2.5 Demonstrates balancing on different body parts in a non-dynamic environment.

1.2.6 Demonstrates bouncing a ball in a variety of non-dynamic practice tasks.

1.2.7 Demonstrates rolling a ball in a variety of non-dynamic practice tasks.

1.2.8 Demonstrates catching and throwing in a variety of non-dynamic practice tasks.

1.2.9 Demonstrates kicking a ball in a variety of non-dynamic practice tasks.

1.2.10 Demonstrates dribbling with feet in a variety of non-dynamic practice tasks.

1.2.11 Demonstrates striking with hands in a variety of non-dynamic practice tasks.

1.2.12 Demonstrates striking with a short-handled and long-handled implement in a variety of non-dynamic practice tasks.

1.2.13 Demonstrates locomotor, non-locomotor and manipulative movements based on a variety of dance forms.

1.2.14 Demonstrates jumping rope in a non-dynamic environment.

1.2.15 Demonstrates water safety and basic swimming skills on dryland or in water.

Performance Indicators Grades 3-5

1.5.1 Combines varied locomotor skills in a variety of practice tasks.

1.5.2 Demonstrates transferring weight from feet to hands and hands to feet in a non-dynamic environment.

1.5.3 Demonstrates rolling with the body in a non-dynamic environment.

1.5.4 Combines jumping/landing, rolling, balancing and transfer of weight from feet to hands in a non-dynamic environment.

1.5.5 Combines locomotor, non-locomotor and manipulative movements based on a variety of dance forms.

1.5.6 Demonstrates jumping rope in a variety of practice tasks.

1.5.7 Demonstrates jumping and landing in a non-dynamic environment.

1.5.8 Demonstrates balancing on different body parts in a non-dynamic environment.

1.5.9 Demonstrates rolling a ball in a non-dynamic environment.

1.5.10 Demonstrates throwing and catching in a variety of practice tasks.

1.5.11 Demonstrates striking with a short-handled and long-handled implement in a variety of practice tasks.

1.5.12 Demonstrates striking with hands above and below the waist in a variety of practice tasks.

1.5.13 Demonstrates serving an object in a non-dynamic environment.,

1.5.14 Demonstrates sending and receiving an object in a variety of practice tasks.

1.5.15 Demonstrates kicking a ball using the instep in a variety of practice tasks.

1.5.16 Demonstrates dribbling with hands in non-dynamic and dynamic practice tasks.

1.5.17 Demonstrates dribbling with feet in a variety of practice tasks.

1.5.18 Combines manipulative skills and traveling for execution to a target in a variety of practice tasks.

1.5.19 Demonstrates water safety and basic swimming skills on dryland or in water.

Performance Indicators Grades 6-8

1.8.1 Demonstrates locomotor, non-locomotor and manipulative skills in a variety of outdoor activities (e.g., frisbee golf, orienteering, hiking).

1.8.2 Demonstrates movement sequences within varied dance forms.

1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities.

1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities.

1.8.5 Demonstrates a striking motion with a long-handled implement.

1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games.

1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games.

1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games.

1.8.9 Demonstrates throwing for accuracy, distance and power in a variety of practice tasks and small-sided games.

1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games.

1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games.
1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled implement in a variety of practice tasks and modified small-sided games.
1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games.
1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games.
1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games.
1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games.
1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games.
1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense).
1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games.
1.8.20 Demonstrates water safety and basic swimming skills on dryland or in water.

Performance Indicators Grades 9-12

1.12.1 Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.
1.12.2 Demonstrates activity-specific movement skills in a variety of recreational and backyard games.
1.12.3 Demonstrates activity-specific movement skills in a variety of outdoor pursuits.
1.12.4 Demonstrates and creates movement sequences based on one or more forms of dance.
1.12.5 Demonstrates appropriate technique in cardiovascular training.

1.12.6 Demonstrates appropriate technique in muscular strength and endurance training.

1.12.7 Demonstrates appropriate technique in flexibility training.

1.12.8 Demonstrates appropriate technique in skill-related fitness training.

1.12.9 Demonstrates water safety and basic swimming skills on dryland or in water.

STANDARD 2: Applies knowledge related to movement and fitness concepts.

Rationale: Through learning experiences in physical education, the student uses their knowledge of movement concepts, tactics and strategies across a variety of environments. This knowledge helps the student become a more versatile and efficient mover. Additionally, the student applies knowledge of health-related and skill-related fitness to enhance their overall well-being. The application of knowledge related to various forms of movement contributes to an individual's physical literacy journey.

Performance Indicators Kindergarten-Grade 2

2.2.1 Recognizes personal space and where to move in general space.

2.2.2 Identifies simple strategies in chasing and fleeing activities.

2.2.3 Identifies movement concepts related to locomotor, non-locomotor and manipulative skills.

2.2.4 Demonstrates knowledge of locomotor, non-locomotor and manipulative skills in movement settings.

2.2.5 Demonstrates knowledge of non-locomotor, locomotor and movement concepts used in dance and rhythms.

2.2.6 Identifies physical activities that contribute to fitness.

2.2.7 Recognizes the importance of stretching before and after physical activity.

2.2.8 Identifies the heart as a muscle that gets stronger with physical activity.

2.2.9 Recognizes that regular physical activity is good for their health.

2.2.10 Recognizes physiological changes in their body during physical activities.

2.2.11 Recognizes food and hydration choices that provide energy for physical activity.

2.2.12 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills.

Performance Indicators Grades 3-5

2.5.1 Applies movement concepts and strategies for safe movement within dynamic environments.

2.5.2 Demonstrates knowledge of offensive and defensive strategies in small-sided invasion practice tasks.

2.5.3 Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills.

2.5.4 Demonstrates problem solving strategies in a variety of games/activities.

2.5.5 Applies movement concepts to different types of dances, gymnastics, rhythms and individual performance activities.

2.5.6 Defines and provides examples of movement activities for developing the health-related fitness components.

2.5.7 Establishes goals related to enhancing fitness development.

2.5.8 Defines and explains how to implement the frequency, intensity, time and type (FITT) Principle for skill or fitness development.

2.5.9 Defines and provides examples of movement activities for developing the skill-related fitness components.

2.5.10 Identifies the need for warm-up and cool-down relative to various physical activities.

2.5.11 Identifies location of pulse and provides examples of activities that increase heart rate.

2.5.12 Explains the benefits of physical activity.

2.5.13 Recognizes and explains how physical activity influences physiological changes in their body.

2.5.14 Recognizes the critical elements that contribute to proper execution of a skill.

2.5.15 Identifies technology tools that support physical activity goals.

2.5.16 Describes the impact of food and hydration choices on physical activity.

2.5.17 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills.

Performance Indicators Grades 6-8

2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments.

2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games.

2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games.

2.8.4 Selects and applies the appropriate shot and technique in net and wall games.

2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games.

2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games.

2.8.7 Demonstrates problem-solving skills in a variety of games and activities.

2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities.

2.8.9 Identifies and compares the components of health and skill-related fitness.

2.8.10 Monitors personal physical activity goals based on a self-selected health-related fitness assessment.

2.8.11 Implements the principles of exercise (FITT, progression, overload and specificity) for different types of physical activity.

2.8.12 Applies knowledge of skill-related fitness to different types of physical activity.

2.8.13 Explains the relationship of aerobic fitness and rate of perceived exertion (RPE Scale) to physical activity effort.

2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, physical activities, etc.

2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness.

2.8.16 Identifies ways to be physically active.

2.8.17 Examines how rest impacts the body's response to physical activity.

2.8.18 Analyzes the critical elements of skill performance.

2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals.

2.8.20 Explains the relationships among nutrition, physical activity and health factors.

2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities.

2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills.

Performance Indicators Grades 9-12

2.12.1 Demonstrates knowledge of tactics and strategies within lifetime sports and activities, recreational and backyard games, and outdoor pursuits.

2.12.2 Applies knowledge of movement sequences to create or participate in one or more forms of dance.

2.12.3 Analyzes how health and fitness will impact quality of life after high school.

2.12.4 Establishes a goal and creates a practice plan to improve performance for a self-selected skill.

2.12.5 Applies the principles of exercise in a variety of self-selected lifetime physical activities.

2.12.6 Designs and implements a plan that applies knowledge of cardiorespiratory endurance, muscular strength and endurance and flexibility training exercises.

2.12.7 Evaluates rate of perceived exertion (RPE) during physical activity and adjusts effort.

2.12.8 Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes.

2.12.9 Discusses the benefits of a physically active lifestyle as it relates to young adulthood.

2.12.10 Applies knowledge of rest when planning regular physical activity.

2.12.11 Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery).

2.12.12 Identifies and discusses the historical and cultural roles of games, sports and dance in a society.

2.12.13 Analyzes and applies technology as tools to support a healthy, active lifestyle.

2.12.14 Identifies snacks and food choices that help and hinder performance, recovery and enjoyment during physical activity.

2.12.15 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills.

STANDARD 3: Develops social skills through movement.

Rationale: Through learning experiences in physical education, students develop the social skills necessary to exhibit empathy and respect for others and foster and maintain relationships. In addition, students develop skills for communication, leadership, cultural awareness and conflict resolution in a variety of physical activity settings.

Performance Indicators Kindergarten-Grade 2

3.2.1 Recognizes the feelings of others during a variety of physical activities.

3.2.2 Demonstrates ability to encourage others.

3.2.3 Uses communication skills to share space and equipment.

3.2.4 Responds appropriately to directions and feedback from the teacher.

3.2.5 Demonstrates respectful behaviors that contribute to positive social interactions in movement.

3.2.6 Describes why following rules are important for safety and fairness.

3.2.7 Makes safe choices with physical education equipment.

3.2.8 Discusses problems and solutions with teacher support in a physical activity setting.

3.2.9 Makes fair choices as directed by teacher.

3.2.10 Identifies and participates in physical activities representing different cultures.

Performance Indicators Grades 3-5

3.5.1 Describes the perspective of others during a variety of activities.

3.5.2 Uses communication skills to negotiate roles and responsibilities in a physical activity setting.

3.5.3 Demonstrates respectful behaviors that contribute to positive social interaction in group activities.

3.5.4 Demonstrates safe behaviors independently with limited reminders.

3.5.5 Solves problems independently, with partners and in small groups.

3.5.6 Makes choices that are fair according to activity etiquette.

3.5.7 Describes and participates in physical activities that represent a variety of cultures around the world.

Performance Indicators Grades 6-8

3.8.1 Understands and accepts others' differences during a variety of physical activities.

3.8.2 Demonstrates consideration for others and contributes positively to the group or team.

3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting.

3.8.4 Implements constructive feedback from peers when prompted and supported by the teacher.

3.8.5 Provides constructive input to others when prompted and supported by the teacher.

3.8.6 Explain the cultural significance (e.g., geographic, economic, social factors) of a specific physical activity and its impact on community, tradition and identity.

3.8.7 Demonstrates the ability to follow game rules in a variety of physical activity situations.

3.8.8 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment.

3.8.9 Solves problems amongst teammates and opponents.

3.8.10 Applies and respects the importance of etiquette in a physical activity setting.

3.8.11 Explains how communication, feedback, cooperation and etiquette relate to leadership roles.

Performance Indicators Grades 9-12

3.12.1 Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.

3.12.2 Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity.

3.12.3 Encourages and supports others through their interactions in a physical activity setting.

3.12.4 Implements constructive feedback to improve performance without prompting from the teacher.

3.12.5 Provides constructive input to others without prompting from the teacher.

3.12.6 Analyzes the significance of a specific physical activity and its impact on community, tradition and identity across multiple cultures (e.g. geographic, economic, social factors).

3.12.7 Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).

3.12.8 Thinks critically and solves problems in physical activity settings, both as an individual and in groups.

3.12.9 Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings.

STANDARD 4: Develops personal skills, identifies personal benefits of movement and chooses to engage in physical activity.

Rationale: Through learning experiences in physical education, the student develops an understanding of how movement is personally beneficial and subsequently chooses to participate in physical activities that are personally meaningful (e.g., activities that offer social interaction, cultural connection, exploration, choice, self-expression, appropriate levels of challenge and added health benefits). The student develops personal skills including goal setting, identifying strengths and reflection to enhance their physical literacy journey.

Performance Indicators Kindergarten-Grade 2

4.2.1 Identifies physical activities that can meet the need for self-expression.

4.2.2 Identifies physical activities that can meet the need for social interaction.

4.2.3 Lists ways that movement positively affects personal health.

4.2.4 Identifies preferred physical activities based on personal interests.

4.2.5 Recognizes individual challenges through movement (e.g., heart rate, exertion, endurance, skill).

4.2.6 Sets observable short-term goals.

4.2.7 Recognizes movement strengths and the need for practice for individual improvement.

4.2.8 Recognizes the opportunity for physical activity within physical education class.

4.2.9 Demonstrates techniques (e.g., breathing, counting) to assist with managing emotions and behaviors in a physical activity.

4.2.10 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

Performance Indicators Grades 3-5

4.5.1 Explains how preferred physical activities meet the need for personal self-expression.

4.5.2 Explains how preferred physical activities meet the need for social interaction.

4.5.3 Describes how movement positively affects personal health.

4.5.4 Explains the rationale for one's choices related to physical activity based on personal interests.

4.5.5 Recognizes group challenges through movement (e.g., peer interaction, cooperation, communication).

4.5.6 Sets observable long-term goals.

4.5.7 Identifies movement strengths and opportunities for practice for individual improvement.

4.5.8 Identifies physical activity opportunities outside of physical education class.

4.5.9 Recognizes personally effective techniques that assist with managing one's emotions and behaviors in a physical activity setting.

4.5.10 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

Performance Indicators Grades 6-8

4.8.1 Describes how self-expression impacts individual engagement in physical activity.

4.8.2 Describes how social interaction impacts individual engagement in physical activity.

4.8.3 Participates in a variety of physical activities that can positively affect personal health.

4.8.4 Connects how choice and personal interests impact individual engagement in physical activity.

4.8.5 Examines individual and group challenges through movement.

4.8.6 Sets goals to participate in physical activities based on examining individual ability.

4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class.

4.8.8 Utilizes a variety of techniques to manage one's emotions and behaviors in a physical activity setting.

4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

Performance Indicators Grades 9-12

4.12.1 Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression.

4.12.2 Selects and participates in physical activities that meet the need for social interaction.

4.12.3 Identifies and participates in physical activity that positively affects health.

4.12.4 Chooses and participates in physical activity based on personal interests.

4.12.5 Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.

4.12.6 Sets and develops movement goals related to personal interests.

4.12.7 Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility).

4.12.8 Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting.

4.12.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

Performance Cues and Progression of Manipulative Skills

The tables below indicate the cues used to support students in performing each skill followed by how those skills might progress from beginner towards mastery.

Throwing Underhand

Performance Cues

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

Progression of Skills

- Students throw underhand.
- Students throw underhand using two out of the five performance cues.
- Students throw underhand using three out of the five performance cues.
- Students throw underhand using appropriate cues to a partner or target with reasonable accuracy.
- Students throw underhand using appropriate cues with different sizes and types of objects.

Throwing Overhand

Performance Cues

- Side to target in preparation for throwing action.
- Arm back and extend elbow at shoulder height, elbow leads.
- Step with opposite foot as throwing arm moves forward.
- Hip and spine rotate as throwing action occurs.
- Follow through toward the target and across body.

Progression of Skills

- Students throw overhand.
- Students throw overhand using two of the five performance cues.
- Students throw overhand using three of the five performance cues for distance and/or force.
- Students throw overhand using appropriate performance cues to a partner or at a target with accuracy at a reasonable distance.
- Students throw overhand using appropriate performance cues with different sizes and types of objects to a large target with accuracy and reasonable distance.

Catching

Performance Cues:

- Extend arms outward to reach for ball.
- Thumbs in to catch above the waist.
- Thumbs out/pinkies together to catch at or below the waist.
- Watch the ball all the way into the hands.

Progression of Skills

- Students drop a ball and catch it before it bounces twice. Students catch a large ball tossed by a skilled thrower.
- Students catch a soft object from a self-toss before it bounces. Students catch various sizes of balls self-tossed or tossed by a skilled thrower.

- Catch with hands only.
- Pull the ball into the body as the catch is made.
- Curl the body slightly around the ball.

- Students catch a self-tossed or well thrown large ball with hands, not trapping against the body.
- Students catch a gently tossed hand-sized ball from their partners demonstrating appropriate performance cues.
- Students catch a thrown ball above the head, at a chest or waist level, and below the waist.
- Students catch a batted ball above the head at chest or waist level, and along the ground. Students catch with accuracy while both partners are moving. Students catch with reasonable accuracy in small-sided practice tasks.

Dribbling (Hands)

Performance Cues:

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

Progression of Skills

- Students dribble a ball with one hand, attempting the second contact.
- Students dribble continuously in self-space using the preferred hand.
- Students dribble in self-space with preferred hand demonstrating performance cues while walking in general space.
- Students dribble and travel in general space at slow to moderate jogging speed with control of ball and body.
- Students dribble in self-space and general space with either hand using performance cues.
- Students combine hand dribbling with other skills during a one-on-one game-like situation.

Dribbling (Feet)

Performance Cues

- Knees slightly bent.
- Contact ball with inside of foot.
- Firm contact with the side of the ball.
- Contact slightly behind ball for travel.
- Ball to side and in front of body for travel.
- Eyes looking over not down at the ball.

Progression of Skills

- Student taps a ball using the inside of the foot, sending it forward.
- Student taps or dribbles a ball using the inside of the foot while walking in general space.
- Students dribble with general feet in general space with control of the ball and body.
- Students dribble with the feet in general space at a slow to moderate jogging speed with control of ball and body.
- Students dribble with the feet in general space with control of ball and body while adjusting speed.
- Students combine foot dribbling with other skills in a one on one game-like situation.

Kicking

Performance Cues

- Arms extend forward in preparation for kicking action.
- Plant the non-kicking foot alongside the ball.
- Contact with ball is made directly below center of ball when traveling in the air.
- Contact with ball is made directly behind center of ball traveling on the ground.
- 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.

Progression of Skills

- Students kick a stationary ball from a stationary position demonstrating appropriate performance cues.
- Students approach a stationary ball and kicks it forward demonstrating appropriate performance cues.
- Students use a continuous running approach and kicks a moving ball demonstrating appropriate performance cues.
- Students use a continuous running approach and intentionally perform a kick along the ground and a kick in the air demonstrating appropriate performance cues.
- Students use a continuous running approach and kick a stationary ball for accuracy.
- Students kick along the ground, in the air and punts using appropriate performance cues.
- Students demonstrate appropriate performance cues of kicking and punting in game-like situations.

Volleying Underhand

Performance Cues

- Face target in preparation for the volley.
- Staggered stance.
- Flat surface of forearms for contact with the ball.
- Seek contact with the ball below shoulder level, ideally at or below the waist, with hands together.
- Shoulders shrug upward on contact with limited swing of the arms.

Progression of Skills

- Students volley a lightweight object sending it upward.
- Students volley an object using the flat surface of the forearms for contact with the ball.
- Students volley an object with consecutive hits.
- Students volley an object sending it forward over a net to the wall or over a line to a partner, while demonstrating appropriate performance cues.

Volleying Overhand

Performance Cues

- 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 finder pads; wrists stay firm.
- Arms extended upward on contact; follow through slightly toward target.

Progression of Skills

- Students volley a lightweight object sending it upward.
- Students volley a ball with a two hand overhead pattern, sending it upward demonstrating appropriate performance cues.
- Students volley a ball using a two hand pattern sending it upward using appropriate performance cues to a target.

Striking (Short Implement)

Performance Cues

- Racket back in preparation for striking.
- Step on opposite foot as contact is made.
- Swing racket or 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.

Progression of Skills

- Students strike lightweight object with short-handled racket or paddle.
- Students strike ball with short-handled implement, sending it upward.
- Students strike object upward with short-handled implement with consecutive hits.
- Students strike object with a short-handled implement, sending it forward over a low net or to a wall.
- Students strike an object with a short-handled implement while alternating hits with a partner over a low net or against a wall.
- Students strike an object consecutively with a partner, using a short-handled implement over a net or against a wall in a game-like situation.

Striking (Long Implement)

Performance Cues

- Bat up and back in preparation for the striking action.
- Step forward on opposite foot as contact is made.

Progression of Skills

- Students strike a ball off a tee or cone with a bat using correct grip and side body orientation.
- Students strike a ball with a long-handled implement sending it forward, while using proper grip.

- Coil and uncoil the trunk for preparation and execution of the striking action.
- Swing the bat on a horizontal plane.
- Wrists uncocks on follow-through for completion of the striking action.

- Students strike a ball with a long-handled implement demonstrating appropriate performance cues.
- Students strike a pitched ball with a bat using appropriate performance cues. Students combine striking with receiving and traveling skills in a game-like situation.

Performance Cues and Progression of Aquatic Safety Skills

The tables below provide performance cues and progression of skills for aquatic safety skills. In the absence of a pool to address water safety skills, these tables support instruction on dryland (using the floor or scooters, when possible). These cues and progressions may also be used in water, if applicable.

Aquatic Safety Skills: Supine Float

Performance Cues

- Lie on back in a “corpse pose” or *savasana* position.
- Legs slightly apart, toes facing outwards
- Arms slightly separated from torso, palms facing upwards

Progression of Skills

- In a seated position, students perform the arms.
- In a seated position, students perform the legs.
- In a seated position, students perform the arms too wide OR the legs do not snap together.
- In a seated position, students perform the arms and legs together.

Aquatic Safety Skills: Treading Water (Scissor Kick)

Performance Cues (Arms)

- Cup hands to make a “C.”
- Push and pull hands back and forth (no more than shoulder-width apart).

Performance Cues (Scissor Kick Legs)

- Leg pedals forward; the other pedals backward.
- Snap legs together to create force.

Progression of Skills

- In a seated position, students perform the arms.
- In a seated position, students perform the legs.
- In a seated position, students perform the arms too wide OR the legs do not snap together.
- In a seated position, students perform the arms and legs together.

Aquatic Safety Skills: Treading Water (Eggbeater Kick)

Performance Cues (Arms)

- Cup hands to make a "C."
- Push and pull hands back and forth (no more than shoulder-width apart).

Performance Cues (Eggbeater Kick Legs)

- Legs alternate in movement.
- Right leg circles clockwise.
- Left leg circles counterclockwise.

Progression of Skills

- In a seated position, students perform the arms.
- In a seated position, students perform the legs.
- In a seated position, students perform the arms too wide OR the legs are completed at the same time.
- In a seated position, students perform the arms and legs alternate back and forth with each other.

Aquatic Safety Skills: Treading Water (Whip Kick)

Performance Cues (Arms)

- Cup hands to make a "C."
- Push and pull hands back and forth (no more than shoulder-width apart).

Performance Cues (Whip Kick Legs)

- Right leg whips around counterclockwise (point toes).
- Left leg whips around clockwise (point toes).
- Legs whip at the same time.
- Snap ankles (flex toes).

Progression of Skills

- In a seated position, students perform the arms.
- In a seated position, students perform the legs.
- In a seated position, students perform the arms too wide OR the legs are completed at the same time.
- In a seated position, students perform the arms and legs whip together.

Aquatic Safety Skills: Doggie Paddle Stroke

Performance Cues (Arms)

- Lie on stomach.
- Cup hands to make a "C."
- Alternating hands, scoop hands down.
- Pull towards the stomach.

Performance Cues (Flutter Kick Legs)

- Lie on stomach.

Progression of Skills

- On floor: Students perform either arms with quick short bouts OR flutter kick legs with knees, but not both.
- On floor: Students perform both arms with quick short bouts AND flutter kick legs with knees.
- On floor: Students perform either arms with elongation OR flutter kicks with knees. OR students perform either arms with quick short bouts OR flutter kick with ankle flexion.

- Alternating legs, kick up and down.
- Relax legs. The focus is to kick with ankle flexion & feet.

- On scooter: Students perform either arms with elongation OR flutter kicks with knees. OR students perform either arms with quick short bouts OR flutter kick with ankle flexion.
- On floor or scooter: Students perform both arms with elongation AND alternating flutter kick is smooth with proper ankle flexion.

Aquatic Safety Skills: Elementary Backstroke

Performance Cues (Arms)

- Lie on back.
- Slide fingers up to armpits (sometimes known as “chicken”).
- Stretch arms out to side (sometimes known as “star”).
- Forcefully, push hands down back to side (sometimes known as “rocket push”).
- Hold “rocket push” to “glide.”

Performance Cues (Frog Kick Legs)

- Lie on back.
- Bring feet up towards bottom (sometimes known as “chicken”).
- Stretch legs out to side (sometimes known as “star.”)
- Forcefully, push legs back together (sometimes known as “rocket push.”)
- Hold rocket push to “Glide.”

Progression of Skills

- On floor: Students perform either arms OR frog kick legs but not both.
- On floor: Students perform both arms AND frog kick legs but do not hold the fourth cue, “glide.”
- On floor: Students perform both arms AND frog kick legs.
- On scooter: Students perform either arms OR frog kick legs but not both.
- On scooter: Students perform both arms AND frog kick legs but do not hold the fourth cue, “glide.”
- On scooter: Students perform both arms AND frog kick legs.

Aquatic Safety Skills: Breaststroke

<p>Performance Cues (Arms)</p> <ul style="list-style-type: none"> • Lie on stomach. • Begin in streamline position. • “Pull” - arms pull shoulder-width apart (palms facing away from each other) and pull towards armpits. • “Push” - once arms get to armpits, push hands together, just underneath chest, push arms back to streamline position. • “Glide” - hold streamline position for a second. <p>Performance Cues (Frog Kick Legs)</p> <ul style="list-style-type: none"> • Lie on stomach. • Bring feet up towards bottom (sometimes known as “chicken.”) • Stretch legs out to side (sometimes known as “star.”) • Forcefully, push legs back together (sometimes known as “rocket push.”) • Hold rocket push to (sometimes known as “glide.”) 	<p>Progression of Skills</p> <ul style="list-style-type: none"> • On floor: Students perform either arms OR frog kick legs but not both. • On floor: Students perform both arms AND frog kick legs simultaneously but do not hold the glide position. • On floor or scooter: Students perform both arms AND frog kick legs. • On floor or scooter: Students perform arms with the addition of a breath between arm pull and arm breath. Students may or may not perform the kick cues. Cues will now be “Pull, Breathe, Push (arms)-Kick (legs), Glide.” • On floor or scooter: Students perform the “Pull,” “Breathe,” “Push-Kick,” but do not hold the “Glide.” • On floor or scooter: Students perform the “Pull,” “Breathe,” “Push-Kick,” “Glide” in order.
---	--

Aquatic Safety Skills: Backstroke

<p>Performance Cues (Arms)</p> <ul style="list-style-type: none"> • Lie on back. • “Thumb out” - Arms at side (palms facing body), alternate hands with thumb on top • “Wave goodbye” - With the hand in the air, wave so the Pinky finger should now be on top • “Pinky in” - Pinky finger should be the lead now <p>Performance Cues (Flutter Kick Legs)</p> <ul style="list-style-type: none"> • Lie on back. • Alternating legs, kick up and down, • Relax legs. The focus is to kick with ankle flexion and feet. 	<p>Progression of Skills</p> <ul style="list-style-type: none"> • On floor: Students perform either arms OR flutter kick legs but not both. • On floor or scooter: Students perform both arms AND flutter kick legs but the arms extend wide rather than staying close to their ears. • On floor or scooter: Students perform both arms AND flutter kick legs.
---	--

Aquatic Safety Skills: Elementary Backstroke

Performance Cues (Arms)

- Lie on back.
- Slide fingers up to armpits (sometimes known as “chicken”).
- Stretch arms out to side (sometimes known as “star”).
- Forcefully, push hands down back to side (sometimes known as “rocket push”).
- Hold “rocket push” to “glide.”

Performance Cues (Frog Kick Legs)

- Lie on back.
- Bring feet up towards bottom (sometimes known as “chicken.”)
- Stretch legs out to side (sometimes known as “star.”)
- Forcefully, push legs back together (sometimes known as “rocket push.”)
- Hold rocket push to “Glide.”

Progression of Skills

- On floor: Students perform either arms OR frog kick legs but not both.
- On floor: Students perform both arms AND frog kick legs but do not hold the fourth cue, “glide.”
- On floor: Students perform both arms AND frog kick legs.
- On scooter: Students perform either arms OR frog kick legs but not both.
- On scooter: Students perform both arms AND frog kick legs but do not hold the fourth cue, “glide.”
- On scooter: Students perform both arms AND frog kick legs.

Aquatic Safety Skills: Freestyle / Front Crawl Stroke

Performance Cues (Arms)

- Lie on stomach.
- Cup hands to make a "C."
- Alternating hands, scoop hands down.
- Pull towards the stomach.

Performance Cues (Flutter Kick Legs)

- Lie on stomach.
- Alternating legs, kick up and down.
- Relax legs. The focus is to kick with ankle flexion and feet.

Additional Cues

- Zipping Arms - Alternating arms, pretend you are zipping yourself up the side of your body toward your ear.
- Peanut Butter/Jelly Hands - Pretend your hands are peanut butter and jelly and that the surface of the water or dryland is the bread. Spread your peanut butter smoothly on the bread, followed by the jelly.

Progression of Skills

- On floor or scooter: Students perform arms that either zip only to shoulders or slap the peanut butter and jelly onto the surface.
- On floor or scooter: Students perform arms that slap peanut butter and jelly hands onto the surface AND flutter kick legs with bent knees.
- On floor or scooter: Students perform arms with elongation OR flutter kicks with knees. OR students perform either arms with quick short bouts or slapping of hands OR flutter kick with ankle flexion.
- On floor or scooter: Students perform both arms with elongation AND alternating flutter kick is smooth with proper ankle flexion.

Appendix

Advisory Panels and Review Committee The writing team, composed of current health and physical education teachers, included representation from all regions of the state and represented both urban and rural areas. While these teachers taught a variety of courses and grade levels throughout their careers, the selected committee members were currently teaching courses related to the standards. Additionally, the selected writers served in many roles in their schools, health community and a wide variety of professional organizations. To ensure fidelity to the standards, the writing committee provided feedback at all stages of the development process. The writing and review committee members listed below represented Kentucky's best as evidenced by their countless qualifications.

Physical Education Advisory Panels (AP)

Emily Best, *Jessamine County*

Kristy Blevins, *Kentucky School for the Deaf*

Tim Gross, *LaRue County*

Daniel Hill, *Fayette County*

Amber London, *Barren County*

Molly McKinney, *Eastern Kentucky University*

Dennis Minnis, *Bullitt County*

Afton Otteson-Price, *Erlanger Independent Schools*

Christopher Price, *Baptist Health*

Kim Riggs, *Fayette County*

Melanie Smith, *Eastern Kentucky University*

Michelle Thornton, *Berea College*

Kimberly Vigil, *Murray State University*

Kara Young, *Jefferson County*

Physical Education Review Committee (RC)

Crystal Bratcher, *Grayson County*

Ashley K. Deaton, *Laurel County*

Kirk Haynes, *Jefferson County*

Vicki Johnson-Leuze, *University of Louisville*

Karen Sweazy, *Jefferson County*

Crystal Washington, *Fayette County*