

## Introduction to the Physical Education K–12 Learning Standards

The Washington State Office of Superintendent of Public Instruction (OSPI) is responsible for developing and periodically revising the Essential Academic Learning Requirements (EALRs), which identify the knowledge and skills all public school students need to know and be able to do. OSPI is committed to helping educators provide high-quality instruction. In an effort to stay current to state and national language, research, and information, changes have been made to the structure, format, and vocabulary of the 2016 Physical Education K–12 Learning Standards. The table below provides explanations and examples of the changes.

While fitness is a critical element of a well-rounded physical education program, it is one component of many, and the state of Washington has transitioned from the term *fitness* to *physical education* to mirror the national standards and to represent a more comprehensive approach. To be consistent with state and national goals and vocabulary, the EALRs have been replaced with standards. The format of the standards reflect scope and sequencing from one grade level to the next by topics and by one or more specific grade-level outcomes. The 2016 Washington state standards and outcomes aim to improve clarity, coherence, inclusivity, and manageability.

2008 Fitness EALRs	2016 Physical Education Standards
To increase understanding and strengthen instructions, the content of the standards has been simplified from five layers to three. Professional development, technical assistance, peer mentoring, college preparation, and OSPI website resources will provide more information and specific examples.	
K–12 EALR Statement K–12 Component Grade Level Expectation (GLE) Evidence of Learning (EOL) Example	Standard Topic Outcome
<p>Example of a grade 5 EALR:</p> <ul style="list-style-type: none"> <li>• EALR 1: The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.               <ul style="list-style-type: none"> <li>○ Component 1.1: Develops motor skills and movement concepts as developmentally appropriate.                   <ul style="list-style-type: none"> <li>▪ GLE 1.1.1: Applies locomotor,</li> </ul> </li> </ul> </li> </ul>	<p>Example of a grade 5 standard:</p> <ul style="list-style-type: none"> <li>• Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.               <ul style="list-style-type: none"> <li>• Topic: Motor skills: Locomotor                   <ul style="list-style-type: none"> <li>• Outcome: Apply mature pattern in locomotor skills in a variety of activities, modified games, and small-sided game play. PE1.1.5a</li> </ul> </li> </ul> </li> </ul>

<p>nonlocomotor, manipulative, balance, and rhythmic skills in traditional and nontraditional activities that contribute to movement proficiency.</p> <ul style="list-style-type: none"> <li>• EOL: Demonstrates a variety of balance and control skills in lead-up games and group activities. <ul style="list-style-type: none"> <li>○ Example: Performs a handoff with control in a relay race.</li> </ul> </li> </ul>	
<p>Washington state’s 2016 Physical Education K–12 Learning Standards reflect the National Standards for physical education that were adopted by SHAPE America (the Society of Health and Physical Educators) in 2014. These five National Standards replace the four Washington state EALRs that were adopted in 2008, and are grouped into topics which contain learning expectations for all students in physical education at every grade level.</p>	
<p><b>2008 Fitness EALRs</b></p>	<p><b>2016 Physical Education Standards</b></p>
<p><b>EALR 1:</b> The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.</p> <p><b>EALR 2:</b> The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.</p> <p><b>EALR 3:</b> The student analyzes and evaluates the impact of real-life influences on health.</p> <p><b>EALR 4:</b> The student effectively analyzes personal information to develop individualized health and fitness plans.</p>	<p><b>Standard 1:</b> Students will demonstrate competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <p><b>Standard 3:</b> Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 4:</b> Students will exhibit responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>

**Structure of the Standards and Outcomes**

The grid below demonstrates the structure of the 2016 Physical Education K–12 Learning Standards. This new structure strengthens the implementation of scope and sequencing between grade levels and supports teachers in developing age-appropriate lesson plans. By implementing grade-level outcomes, educators will help students meet the learning standards. All districts, all schools, all educators in Washington state are expected to implement the state

learning standards and outcomes for all students. However, educators should use their own understanding of their students to make adjustments to teaching activities as needed.

**Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.**

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Motor Skills</b>						
<b>1. Locomotor</b>  Topic	Demonstrate emerging pattern in locomotor skills while maintaining balance: jog, run, gallop, slide, skip, jump, and hop. PE1.1.Ka	Demonstrate mature pattern in locomotor skills in isolation: jog, run, gallop, slide, jump, and hop.  <b>PE1.1.1</b>  Code	Demonstrate mature pattern in locomotor skills in isolation: skip.  PE1.1.2a  Outcome	Demonstrate mature pattern in locomotor skills in isolation: leap, jump and land in a horizontal plane, and jump and land in a vertical plane. PE1.1.3a	Apply mature pattern in locomotor skills in a variety of lead-up activities and small-sided game play. PE1.1.4a	Apply mature pattern in locomotor skills in a variety of activities, modified games, and small-sided game play. PE1.1.5a

The standards and outcomes are organized by grade. Many topics are consistent across grade levels, whereas other topics change between elementary, middle, and high school as more complex skills and abilities replace more basic skills and concepts. In most cases, the topics represent one or more grade-level outcomes for each standard. The topics for each standard are listed below, by grade level.

Elementary School (Grades K–5) Topics	Middle School (Grades 6–8) Topics	High School (Year 1 and Year 2) Topics
<b>STANDARD 1: Students will demonstrate competency in a variety of motor skills and movement patterns.</b>		
1. Locomotor 2. Nonlocomotor 3. Balance 4. Weight Transfer 5. Rhythm 6. Underhand Throw 7. Overhand Throw 8. Catch 9. Hand Dribble 10. Foot Pass/Kick 11. Foot Trap/Receive	1. Throw 2. Catch 3. Pass and Receive 4. Dribble 5. Strike 6. Forehand and Backhand 7. Shoot 8. Serve 9. Volley 10. Offensive Skills 11. Defensive Skills	1. Games and Sports 2. Individual-Performance Activities 3. Outdoor Pursuits

<ul style="list-style-type: none"> <li>12. Foot Dribble</li> <li>13. Strike/Volley, Hands and Arms</li> <li>14. Strike, Short Implement</li> <li>15. Strike, Long Implement</li> </ul>	<ul style="list-style-type: none"> <li>12. Individual-Performance Activities</li> <li>13. Outdoor Pursuits</li> </ul>	
<b>STANDARD 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b>		
<ul style="list-style-type: none"> <li>1. Space</li> <li>2. Pathways, Levels, and Relationships</li> <li>3. Speed, Direction, and Force</li> <li>4. Strategies</li> </ul>	<ul style="list-style-type: none"> <li>1. Invasion Games, Offensive Tactics</li> <li>2. Invasion Games, Defensive Tactics</li> <li>3. Invasion Games, Transitions</li> <li>4. Net/Wall Games, Create Space</li> <li>5. Net/Wall Games, Tactics and Shots</li> <li>6. Field/Strike, Offensive Tactics</li> <li>7. Field/Strike, Defensive Tactics</li> <li>8. Target Games</li> <li>9. Movement and Rhythm</li> <li>10. Outdoor Pursuits</li> </ul>	<ul style="list-style-type: none"> <li>1. Strategies and Tactics</li> <li>2. Movement Performance</li> <li>3. Movement Concepts</li> <li>4. Training Principles and Knowledge</li> </ul>
<b>STANDARD 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b>		
<ul style="list-style-type: none"> <li>1. Benefit of Physical Activity</li> <li>2. Engagement in Physical Activity</li> <li>3. Health-Related Fitness</li> <li>4. Skill-Related Fitness</li> <li>5. Fitness Assessment</li> <li>6. Engagement in Physical Activities</li> <li>7. Body Systems</li> <li>8. Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>1. Benefit of Physical Activity</li> <li>2. Engagement in Physical Activity</li> <li>3. Components of Fitness</li> <li>4. Health-Related Fitness</li> <li>5. FITT Principle</li> <li>6. Phases of Exercise</li> <li>7. Engagement in Fitness Activities</li> <li>8. Body Systems</li> <li>9. Nutrition</li> <li>10. Goal-Setting</li> <li>11. Physical Activity and Nutrition Log</li> </ul>	<ul style="list-style-type: none"> <li>1. Benefit of Physical Activity</li> <li>2. Physical Activity in the Community</li> <li>3. Physical Activity for a Lifetime</li> <li>4. Engagement in Physical Activity</li> <li>5. Health-Related Fitness</li> <li>6. Training Principles</li> <li>7. Engagement in Fitness Activities</li> <li>8. Individual Plan</li> </ul>
<b>STANDARD 4: Students will exhibit responsible personal and social behavior that respects self and others.</b>		
<ul style="list-style-type: none"> <li>1. Personal Responsibility</li> <li>2. Rules and Etiquette</li> <li>3. Receive and Provide Feedback</li> <li>4. Work with Others</li> <li>5. Safety</li> </ul>	<ul style="list-style-type: none"> <li>1. Personal Responsibility</li> <li>2. Rules and Etiquette</li> <li>3. Receive and Provide Feedback</li> <li>4. Work with Others</li> <li>5. Safety</li> </ul>	<ul style="list-style-type: none"> <li>1. Personal Responsibility</li> <li>2. Rules and Etiquette</li> <li>3. Work with Others</li> <li>4. Safety</li> </ul>

**STANDARD 5: Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.**

1. Challenge	1. Challenge	1. Challenge
2. Self-Expression and Enjoyment	2. Self-Expression and Enjoyment	2. Self-Expression and Enjoyment
3. Social Interaction	3. Social Interaction	3. Social Interaction

The purpose of physical education is to develop physically literate students—students who acquire the knowledge and possess the skills needed to engage in meaningful and health-enhancing lifetime physical activity. The 2016 Physical Education K–12 Learning Standards provide schools with a foundation for implementing standards-based, age-appropriate instruction for each student.