

Tennessee Physical Education Standards Grades K-12

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

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

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

Component: a grouping of similar skills, knowledge, or behaviors. Each document has five (5) components specific to the grade level.

Subcomponent: a more refined grouping of similar skills, knowledge, or behaviors within a component. Each subcomponent is identified by a title.

Standard: a described skill, knowledge, or behavior as listed within subcomponent and grade level.

Grades K-5

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

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

Grades K-5 standard example: Standard MKA.6.5 "Analyzes and self-corrects skill performance." This standard is in the Movement Knowledge & Application (MKA) component, sixth on the list (6) and is applicable to grade five (5).

Key Ideas:

- 1) Mastery of all standards is dependent on students meeting two or three days a week for a minimum of 30 minutes per class. Modifications will be necessary if students meet less than two times or more than three times a week.
- 2) It is recommended that standards be revisited in a school year. Most standards will require more than one class period for student mastery.
- 3) While standards are grade-specific, some skills, when developmentally appropriate, may be introduced as exploratory tasks in an earlier grade.
- 4) Some non-locomotor skills are more specifically referred to as educational gymnastics. Traditional gymnastics or tumbling is not a part of the standards. If a teacher deems him or herself unqualified to teach the educational gymnastic skills of rolling or weight transfer safely or does not have safe and adequate equipment, this standard is optional.
- 5) A glossary of terms is included.
- 6) Suggested critical elements for the mature pattern of motor skills are included and denoted by an asterisk.

COMPONENT 1: MOTOR SKILLS (MS)**SUBCOMPONENT: LOCOMOTOR**

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

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

SUBCOMPONENT: DANCE/RHYTHMIC ACTIVITIES

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

SUBCOMPONENT: NONLOCOMOTOR OR EDUCATIONAL GYMNASTICS

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

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

SUBCOMPONENT: MANIPULATIVE SKILLS

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

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|--|--|--|--|---|--|---|
| MS.10 Overhand Throw | <i>Developmentally appropriate at grade 1.</i> | MS.10.1 Demonstrates difference between overhand and underhand arm motion (overhead release versus waist level release). | MS.10.2 Throws overhand demonstrating side to target using foot opposition. | MS.10.3 Throws overhand for distance or force demonstrating side to target, arm back, and stepping with opposition. | MS.10.4 Throws overhand to a partner or target with accuracy. | MS.10.5 Throws overhand using a mature pattern.* |
| MS.11 Catching | MS.12.0 Drops and catches a ball after one bounce. | MS.11.1 Catches a self-tossed object. | MS.11.2 Catches underhand (at or below the chest) using a mature pattern* (from partner). | MS.11.3 Catches overhand (at or above chest) using a mature pattern* (from partner). | MS.11.4 Catches an object at various levels and locations around the body (from partner). | MS.11.5 Applies catching on the move to a variety of partner or small-sided games/practice tasks. |
| MS.12 Passing & Receiving with implements | <i>Developmentally appropriate at grade 3</i> | <i>Developmentally appropriate at grade 3</i> | <i>Developmentally appropriate at grade 3</i> | MS.12.4 Passing and receiving with a partner while stationary with appropriate force. | MS.12.4 Passing and receiving with a partner while stationary with accuracy. | MS.12.5 Passing and receiving with a partner while on the move. |
| MS.13 Dribbling with hands | MS.13.0 Dribbles in self-space using one or two hands. | MS.13.1 Dribbles continuously in self-space using finger pads and appropriate force. | MS.13.2a Dribbles in self-space using a mature pattern.* MS.13.2b Dribbles with preferred hand while walking. | MS.13.3 Dribbles with preferred hand while jogging with control of the ball and body. | MS.13.4a Dribbles with preferred hand using mature pattern while jogging. MS.13.4b Dribbles while increasing and decreasing speeds. | MS.13.5 Combines dribbling and passing skills. |

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|--|--|---|--|---|---|---|
| MS.14 Dribbling with feet | MS.14.0 Dribbles (taps) a ball with feet sending ball forward. | MS.14.1 Dribbles (taps) a ball with inside of feet while walking. | MS.14.2 Dribbles with feet while walking, keeping control of the ball. | MS.14. Dribbles with feet while jogging, keeping control of the ball and body. | MS.14.4 Dribbles with feet using mature pattern while jogging. MS.14.4b Dribbles with feet while increasing and decreasing speeds. | MS.14.5 Combines dribbling with feet and passing skills. |
| MS.15 Kicking (force or distance) | MS.15.0 Kicks a stationary ball from a stationary position. | MS.15.1 Approaches stationary ball with non-kicking foot beside the ball and making contact with shoelaces. | MS.15.2 Kicks a ball with a running approach using a mature pattern.* | MS.15.3 Kicks a ball at intended levels with a running approach. | MS.15.4a Kicks a ball with a running approach for accuracy. MS.15.4b Kicks a moving ball with a running approach. | MS.15.5a Punts a ball using a mature pattern.* MS.15.5b Applies kicking to small-sided games/practice tasks. |
| MS.16 Passing & Receiving with feet | <i>Developmentally appropriate at grade 2</i> | <i>Developmentally appropriate at grade 2</i> | MS.16.2 Passes a ball with inside of foot to stationary partner. | MS.16.3 Passes and receives a ball with the insides of the feet to a stationary partner, "giving" on reception. | MS.16.4 Passes and receives the ball with the insides/outsides of the feet to a moving partner. | MS.16.5 Combine passing and receiving the ball with foot dribbling. |

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|--|---|--|---|---|---|---|
| MS.17 Striking with hand(s) | MS.17.0 Strikes a lightweight object (e.g., balloon, lightweight ball). | MS.17.1 Strikes an object with an open palm (forward, upward). | MS.17.2 Consecutively strikes an object with an open palm. | MS.17.3 Strikes an object with underhand or sidearm pattern over a net/line, to the wall, or to a partner. | MS.17.4a Strikes an object in partner or small-sided practice tasks. MS.17.4b Overhead volleys a ball with two hands, body positioned under the ball, and contact made with finger pads sending it upward. | MS.17.5 Overhead volleys a ball using a mature pattern.* |
| MS.18 Striking, short implement | MS.18.0 Strikes a lightweight object (balloon) with a paddle. | MS.18.1 Strikes a lightweight object with a short-handled implement sending it upward. | MS.18.2 Strikes an object with a short-handled implement sending it forward using an underhand pattern. | MS.18.3 Strikes an object with a short-handled implement sending it forward using an underhand pattern with accuracy. | MS.18.4 Strikes an object with a short-handled implement sending it forward using a forehand pattern with side to target and implement back in preparation. | MS.18.5 Consecutively strikes a ball with a short-handled implement against a wall using a mature forehand pattern. * |

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------------------------------------|--|---|--|---|--|---|
| MS.19 Striking, long implement | <i>Developmentally appropriate at grade 2</i> | <i>Developmentally appropriate at grade 2</i> | MS.19.2 Strikes a stationary object (e.g. ball, puck, bean bag) with a long-handled implement (e.g. bat, hockey stick, golf club) using correct grip and stance. | MS.19.3 Strikes an object with a long-handled implement (e.g. bat, hockey stick, golf club) sending it forward and using proper grip, stance, and trunk action (coil/uncoil). | MS.19.4 Strikes an object with a long-handled implement (e.g. bat, hockey stick, golf club) with proper grip, stance, trunk action, and swing plane. | MS.19.5 Demonstrates a mature pattern* using a long-handled implement. |
| MS.20 Jumping Rope | MS.20.0 Jumps (at least one time) a long rope with teacher-assisted turning. | MS.20.1a Completes a forward OR backward jump using a self-turned rope. MS.20.1b Continuously jumps a long rope with teacher-assisted turning. | MS.20.2a Continuously jumps a self-turned rope with a mature pattern.* MS.20.2b Performs basic jump rope skills. | MS.20.3a Performs intermediate jump rope skills for both short and long ropes. MS.20.3b Turns a long rope correctly. | MS.20.4 Performs a simple jump rope routine with short or long rope. | MS.20.5 Creates and performs a jump rope routine with a partner using a short or long rope. |

COMPONENT 2: MOVEMENT KNOWLEDGE & APPLICATION (MKA)**SUBCOMPONENT: MOVEMENT CONCEPTS (a: verbal or written; b & c: performance)**

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

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---|--|---|---|--|--|---|
| MKA.2 Space Awareness (pathways, levels, directions) | MKA.2.0a Identifies five directions of travel (forward, backward, sideways, up/down). MKA.2.0b Travels in five directions (forward, backward, sideways, up/down). | MKA.2.1a Describes low, medium, and high levels. MKA.2.1b Demonstrates low, medium, and high levels while in self-space and general space. | MKA.2.2a Explains the use of different pathways. MKA.2.2b Demonstrates and applies all three pathways (straight, curvy, zigzag). | MKA.2.3a Recognizes clockwise and counterclockwise directions. MKA.2.3b Combines levels, directions, and pathways into simple travel, dance, and gymnastic sequences. | MKA.2.4a Compares and contrasts use of pathways, levels, and directions. MKA.2.4b Uses pathways, levels, and directions in a variety of small-sided games/practice tasks, dance, and/or educational gymnastics experiences. | MKA.2.5a Analyzes the use of pathways, levels, and directions in movement activity. MKA.2.5b Combines pathways, levels, and directions in a variety of small-sided games/practice tasks, dance, and/or educational gymnastics experiences. |
| MKA.3 Effort: speed and force | MKA.3.0a Identifies fast and slow speeds. MKA.3.0b Travels using fast and slow speeds. | MKA.3.1a Describes different speeds and forces. MKA.3.1b Demonstrates slow and fast speeds. | MKA.3.2a Explains the use of speeds and forces. MKA.3.2b Demonstrates various speeds and forces. | MKA.3.3a Recognizes the need for varied speeds and forces within movement. MKA.3.3b Applies speeds or forces with throwing and kicking. | MKA.3.4a Compares and contrasts use of speeds and forces within movement. MKA.3.4b Uses speeds and forces in a variety of small-sided games/practice tasks, dance, and/or educational gymnastics experiences. | MKA.3.5a Analyzes the use of speeds and forces in movement. MKA.3.5b Combines speeds and forces in a variety of small-sided games/practice tasks, dance, and/or educational gymnastics experiences. |

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

SUBCOMPONENT: ANALYSIS & STRATEGIES

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

COMPONENT 3: FITNESS & PHYSICAL ACTIVITY (FPA)**SUBCOMPONENT: Fitness Knowledge (a: verbal or written; b: performance)**

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|-------------------------------------|---|--|---|--|--|--|
| FPA.1 Health-related Fitness | FPA.1.0a Recognizes that movement increases heart rate, breathing, and strengthens the heart. FPA 1.0b Participates in physical activities that increase heart rate and breathing. | FPA.1.1a Identifies physical activities that increase heart rate. FPA.1.1b Participates in student-selected physical activities that increase heart rate. | FPA.1.2a Describes the physiological indicators of physical activity. FPA.1.2b Participates in moderate to vigorous physical activities. | FPA.1.3a Recognizes the use of the body as resistance to develop strength. FPA.1.3b Participates in activities that use the body as resistance. | FPA.1.4a Identifies the components of health-related fitness and activities specific to each component. FPA.1.4b Participates in activities specific to each component of health-related fitness. | FPA.1.5a Creates a list of personal choices of activity for each HRF component. FPA.1.5b Participates in personal choices of activity for each HRF component. |

SUBCOMPONENT: PHYSICAL ACTIVITY & KNOWLEDGE

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|--------------------------------|--|---|---|---|--|--|
| FPA.2 Physical Activity | FPA.2.0 Describes active-play and physical activity. | FPA.2.1 Identifies active-play opportunities outside of physical education class. | FPA.2.2 Discusses the importance of choosing to be physically active. | FPA.2.3 Identifies opportunities for physical activity at home. | FPA.2.4 Compares opportunities in the community for physical activity. | FPA.2.5 Creates a personal plan for physical activity. |

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

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|--------------------------------------|---|--|--|--|---|--|
| PSR.1 Personal Responsibility | PSR.1.0 Follows directions with few prompts (e.g., safe behaviors, taking turns). | PSR.1.1 Demonstrates personal responsibility by appropriately using equipment and space. | PSR.1.2 Participates with minimal prompting. | PSR.1.3 Works independently and stays on-task. | PSR.1.4 Exhibits responsible and respectful behavior in group settings. | PSR.1.5 Reflects on personal behavior in group settings. |

SUBCOMPONENT: ACCEPTING FEEDBACK

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|-----------------------|--|---|---|---|--|--|
| PSR.2 Feedback | PSR.2.0 Attentively listens to teacher feedback. | PSR.2.1 Respectfully responds to feedback from teacher. | PSR.2.2 Implements specific teacher feedback with teacher assistance. | PSR.2.3 Independently implements specific teacher feedback. | PSR.2.4 Respectfully gives specific feedback to peers. | PSR.2.5 Respectfully responds to specific feedback from peers. |

SUBCOMPONENT: COOPERATION

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------------------------|---------------------------------------|--|---|---|--|--|
| PSR.3 Working with others | PSR.3.0 Shares equipment with others. | PSR.3.1 Works independently in a variety of settings with partner. | PSR.3.2 Works cooperatively in a variety of settings (partner, small group) | PSR.3.3 Interacts positively with others. | PSR.3.4 Resolves conflict in socially acceptable ways. | PSR.3.5 Encourages the movement performance of others. |

SUBCOMPONENT: PROCEDURES & RULES

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

SUBCOMPONENT: SAFETY

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------------------|---|---|--|---|--|---|
| PSR.5 Safety | PSR.5.0 Participates safely and uses equipment properly with few reminders. | PSR.5.1 Participates safely and uses equipment properly when working independently. | PSR.5.2 Recognizes and responds to potential personal safety issues. | PSR.5.3 Recognizes and responds to potential safety issues for self and others. | PSR.5.4 Explains safety principles in all physical activities. | PSR.5.5 Applies safety principles in all physical activities. |

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

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------------------------|--|---|---|--|--|--|
| VPA.1 Appreciation | VPA.1.0 Identifies physical activities that are enjoyable. | VPA.1.1 Identifies reasons that physical activity is enjoyable. | VPA.1.2 Ranks different physical activities based on personal preference. | VPA.1.3 Reflects on reasons of personal preference for specific physical activities outside of physical education class. | VPA.1.4 Classifies physical activities as enjoyment, self-expression, and/or social interaction. | VPA.1.5 Evaluates other opportunities for physical activity based on personal preferences. |

SUBCOMPONENT: CHALLENGE

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|------------------------|--|--|---|---|---|---|
| VPA.2 Challenge | VPA.2.0 Acknowledges some physical activities are challenging/difficult. | VPA.2.1 Willingly attempts new or challenging experiences. | VPA.2.2 Describes feelings of success in challenging experiences. | VPA.2.3 Willingly continues practicing challenging experiences. | VPA.2.4 Discusses the challenge that comes from learning a new physical activity. | VPA.2.5 Creates a plan to overcome a physical activity challenge. |

Glossary for Tennessee Physical Education Standards

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

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

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

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

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

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

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

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

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

inverted balance - head is lower than most of the body

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

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

muscular tension - using muscular tightness to maintain a certain position

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

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

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

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

Critical Elements for a Mature Pattern

Locomotor Skills

Hop

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

Skip

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

Gallop

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

Slide

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

Leap

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

Running

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

Non-locomotor Skills

Jumping and Landing (Horizontal Plane)

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

Jumping and Landing (Vertical Plane)

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

Jump Rope Single Rope (Basic)

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

Manipulative Skills

Throwing (Underhand)

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

Rolling

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

Throwing (Overhand)

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

Catching

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

Dribbling

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

Kicking

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

Volleying (Underhand)

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

Volleying (Overhead)

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

Striking with Short Handled Implement

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

Striking with Long Handled Implement (Bat)

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

Striking with Long Handled Implement (Hockey Stick)

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

Striking with Long Handled Implement (Putter)

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

Revision Committee Members

The Department would like to recognize the time, energy, service, and professionalism provided by each member of the standards revision committee. These individuals worked diligently through the entirety of the 2022-23 school year to ensure our standards represent developmentally appropriate outcomes for students in a way that upholds the integrity and academic rigor of a quality physical education program.

K-5 Standards

Alysia Jenkins, PhD, Rutherford County Schools, Co-chair
Dr. LeAnn Olson, East Tennessee State University, Co-chair
Mark Banasiak, NBCT, Clarksville-Montgomery County Schools
Rachel Harbin, Memphis-Shelby County Schools
Shirley Holt Hale, Oak Ridge Schools, Retired
Martha Hyder, Kingsport City Schools
Jennifer Patterson, Rutherford County Schools
Charity Rice, NBCT, Franklin Special School District
Marcia Wade, Oak Ridge Schools
Crystal Williams, Collierville Schools
Derek Zachary, Putnam County Schools

6-8 Standards

Dr. Stuart Currie, University of Tennessee at Martin, Co-chair
Tina Hall, PhD, Middle Tennessee State University, Retired, Co-chair
Dr. Christy Killman, Tennessee Tech University
Todd Layne, University of Memphis
Cindy Miniard, Cumberland County Schools
Chuck Whitlock, Wilson County Schools

9-12 Standards

Shannon Morrison, Clarksville-Montgomery County Schools, Co-chair
Kason O'Neil, East Tennessee State University, Co-chair
Dr. Jamie Brunsdon, University of Memphis
Jeff Knox, Carson Newman University
Jessica Lee, Knox County Schools