

## Tennessee K-12 Physical Education Standards

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, curriculum leaders, 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 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 6-8

The Tennessee Physical Education Standards Grades 6-8 document is divided into seven (7) groups of games classifications and physical activities. Standards codes are based on the three learning domains: Movement Performance (MP; psychomotor/skill domain); Cognitive Concepts (CC; cognitive domain); and Affective (A; affective domain).

Teachers can easily and effectively facilitate learning and assess all domains within units based on games classifications/physical activities. Standards are aligned based on teaching and learning concepts, including both Movement Performance (MP; psychomotor/skill domain) and Cognitive Concepts (CC; cognitive domain) for each lesson focus within the games classification or physical activity to strengthen student outcomes.

*Example:* Invasion Games: Defense

MP.13.6 Transitions from offense to defense and closes immediate space of the ball carrier in small-sided modified games.

CC.13.6 Explains the importance of a quick transition from offense to defense and why closing the immediate space of the ball carrier is critical.

*Within the lesson focus, "Invasion Games: Defense" (13), these standards are developmentally appropriate for grade 6 (6).*

#### Key Ideas:

- 1) Mastery of all standards is dependent on number of class meetings per year. Modifications may be necessary.
- 2) The standards need not be taught in the order presented. However, the sequencing of the four game types (target, striking/fielding, net/wall, and invasion) are listed in order of increasing difficulty and complexity regarding designing skill practice and skill acquisition.

## Tennessee Physical Education Standards Grades 6-8

Standard Code	Grade 6	Grade 7 & 8
<b>TARGET GAMES</b>		
<b>MP.1 Target Games: Throwing</b>	MP.1.6 Throws objects for distance control in small-sided modified games.	MP.1.7.8 Throws objects for distance control and accuracy in small-sided modified games (unopposed & apposed).
<b>CC.1</b>	CC.1.6 Describes proper technique (i.e., stance, stride, arm positioning, etc.) for throwing objects for distance control.	CC.1.7.8 Explains how to adjust throws based on target position, environmental elements, and/or opponent plays.
<b>TARGET GAMES</b>		
<b>MP.2 Target Games: Strikes</b>	MP.2.6 Strikes stationary objects for distance control in small-sided modified games.	MP.2.7.8 Strikes stationary objects for distance control and accuracy in small-sided modified games (unopposed & apposed).
<b>CC.2</b>	CC.2.6 Describes proper technique (i.e., stance, stride, arm positioning, etc.) for striking stationary objects for distance control.	CC.2.7.8 Explains how to adjust strike based on target position, environmental elements, and/or opponent plays.
<b>Affective Target Games</b>	A.TG.6 Demonstrates cooperation with peers of different skill levels, gender, race, and ethnicity in a physical activity setting.	A.TG.7.8 Resolves conflicts and accepts decisions of judgment in socially acceptable ways.
<b>STRIKING AND FIELDING</b>		
<b>MP.3 Striking &amp; Fielding Games: Strikes</b>	MP.3.6 Strikes a pitched ball with an implement for distance and force in small-sided modified games.	MP.3.7.8 Strikes a pitched ball with an implement for distance control and accuracy in small-sided modified games.
<b>CC.3</b>	CC.3.6 Recalls critical elements for striking a pitched ball (i.e., list, illustrate, identify, analyze self or others).	CC.3.7.8a Describes how to manipulate body and use of implement to hit to open space.  CC.3.7.8b Explains why hitting to open space aids in offensive advantage.

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<b>MP.4 Striking &amp; Fielding Games: Fields</b>	MP.4.6 Catches (fields) an object in small-sided modified games.	MP.4.7.8 Catches (fields) an object from different trajectories, locations, and speeds in small-sided modified games preparing to throw quickly.
<b>CC.4</b>	CC.4.6 Distinguishes critical elements for catching or fielding a ball at low, medium, and high levels (compare, identify, analyze similarities and differences).	CC.4.7.8a Describes body position for catching in various situations.  CC.4.7.8b Explains offensive movement after the catch.
<b>Affective Striking and Fielding</b>	A.SF.6a Exhibits personal responsibility by using respect for facilities and equipment and demonstrating safe behaviors.  A.SF.6b Identifies benefits resulting from participation in different forms of physical activity.	A.SF.7.8a Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates.  A.SF.7.8b Considers consequences when confronted with a behavior choice.
<b>NET &amp; WALL GAMES</b>		
<b>MP.5 Net &amp; Wall Games: Manipulates</b>	MP.5.6 Manipulates an object using a short or long handled implement in small-sided net/wall modified games.	MP.5.7.8 Successfully rallies (forehand & backhand) using either a short or long handled implement in small-sided modified cooperative games.
<b>CC.5</b>	CC.5.6 Identifies critical elements for manipulating objects in net/wall games (i.e., forehand/backhand/underhand).	CC.5.7.8 Identifies proper stroke to return ball and/or maintain rally.
<b>MP.6 Net &amp; Wall Games: Serves</b>	MP.6.6 Serves (underhand/overhand) for distance control in small-sided modified games.	MP.6.7.8 Serves (underhand/overhand) for distance control and accuracy in small-sided modified games.

<b>CC.6</b>	CC.6.6 Recalls critical elements for serving underhand/overhand for distance control in small-sided modified games (list, illustrate, identify, analyze self or others).	CC.6.7.8a Describes how to alter the body/racket/paddle (preparation, execution, and/or follow-through) to serve to various locations.  CC.6.7.8b Evaluates opponent's location and weakness to determine placement of serve.
<b>MP.7 Net &amp; Wall Games: Strikes</b>	MP.7.6 Strikes an object to different court locations in small-sided modified games.	MP.7.7.8 Based upon opponents positioning, strikes and returns an object to different court locations with control and accuracy in small-sided modified games.
<b>CC.7</b>	CC.7.6 Explains the process of 'placing' an object in different court locations.	CC.7.7.8 Identifies offensive moves necessary for competitive gameplay.
<b>MP.8 Net &amp; Wall Games: Volleys</b>	MP.8.6 Volleys (forearm pass, overhead pass and striking with paddles/rackets) under control in small-sided modified games.	MP.8.7.8 Volleys (forearm, overhead and paddles/rackets) for distance control and accuracy in small-sided modified games.
<b>CC.8</b>	CC.8.6 Describes proper techniques for a volley in small-sided modified games (list, illustrate, identify, analyze self or others).	CC.8.7.8 Describes how to adjust the body/racket/paddle (preparation, execution, and/or follow-through) to volley to various locations.
<b>Affective Net &amp; Wall</b>	A.NW.6a Identifies the rules and etiquette of net/wall games.  A.NW.6b Recognizes physical activity as an opportunity for social interaction.	A.NW.7.8a Demonstrates knowledge of rules and etiquette during small-sided modified games.  A.NW.7.8b Exhibits respectful cooperation with peers in an activity/game setting.

<b>INVASION GAMES</b>		
<b>MP.9 Invasion Games: Dribbles</b>	MP.9.6 Dribbles with dominant and non-dominant hand or foot and changes directions in small-sided modified games.	MP.9.7.8 Dribbles with dominant and non-dominant hand or foot while changing directions and speed in small-sided modified games against defenders.
<b>CC.9</b>	CC.9.6 Describes when and why to dribble with dominant or non-dominant hand or foot and when to change direction in a 1 v 1 practice task.	CC.9.7.8 Describes when and why to change direction and speed based on defender positioning.
<b>MP.10 Invasion Games: Passes &amp; Receives</b>	MP.10.6 Passes & receives (hands/feet/implement) with control against a passive defense in small-sided modified 2 v 1 game.	MP.10.7.8a Passes & receives (hands/feet/implement) against defenders in small-sided modified games.  MP.10.7.8b Moves to the correct angle and distance of support to maintain possession.
<b>CC.10</b>	CC.10.6 Explains how to get into proper position for receiving a pass to quickly transition to a dribble or pass with hands/feet/implement.	CC.10.7.8a Describes or demonstrates proper position based on defender location for receiving pass with hands/feet/implement.  CC.10.7.8b Describes or demonstrates desired movement to provide advantage while against defenders (active).
<b>MP.11 Invasion Games: Shooting</b>	MP.11.6 Shoots on goal with appropriate force in small-sided modified games.	MP.11.7.8 Shoots on goal with appropriate force against defenders in small-sided modified games.
<b>CC.11</b>	CC.11.6 Describes when to shoot on goal and the amount of force needed based on location of object and opponent.	CC.11.7.8 Explains why or demonstrates how timing and type of shot to use is based on opponent location and distance from goal.
<b>Affective 1 Invasion Games</b>	A.IG1.6a Implements feedback provided by teacher.  A.IG1.6b Recognizes personal challenges and performs positive coping skills.	A.IG1.7.8a Provides accurate corrective feedback to others and graciously receives feedback from peers.  A.IG1.7.8b Handles conflict without confrontation.

<b>MP.12 Invasion Games: Offense</b>	MP.12.6 Performs offensive skills (pivots, fakes, change of direction, varies speed, and give and go) to create (attack) open space without defensive pressure in small-sided modified games.	MP.12.7.8 Performs offensive skills (pivots, fakes, change of direction, varies speed, and give and go) to create (attack) open space.
<b>CC.12</b>	<p>CC.12.6a Identifies various offensive skills (pivot, fakes, change of direction, and give and go).</p> <p>CC.12.6b Explains when and why one would use various offensive skills.</p>	<p>CC.12.7.8a Explains or demonstrates proper offensive skills (pivots, fakes, change of direction, and give and go) to create (attack) open space.</p> <p>CC.12.7.8b Explains or demonstrates how angle and distance of support helps a team gain an offensive advantage.</p>
<b>MP.13 Invasion Games: Defense</b>	MP.13.6 Transitions from offense to defense and closes immediate space of the ball carrier in small-sided modified games.	MP.13.7.8 Transitions from offense to defense, closes immediate space of the ball carrier, and provides defensive cover in small-sided modified games.
<b>CC.13</b>	CC.13.6 Explains the importance of a quick transition from offense to defense and why closing the immediate space of the ball carrier is critical.	CC.13.7.8 Explains or demonstrates how to use tactical awareness for quick transitions from offense to defense, proper defensive alignment to close immediate space of the ball carrier, and defensive assistance to teammates.
<b>Affective 2 Invasion Games</b>	<p>A.IG2.6a Encourages teammates in small-sided games.</p> <p>A.IG2.6b Recognizes games and physical activity as a method of self-expression.</p>	<p>A.IG2.7.8a Works cooperatively with teammates to achieve group goals.</p> <p>A.IG2.7.8b Recognizes meaningful participation in games and sports for personal enjoyment.</p>

**PERSONAL PERFORMANCE**

<b>MP.14 Personal Performance: Fitness Activities</b>	MP.14.6 Participates in a variety of cardiovascular (aerobic) fitness activities (e.g., step aerobics, jump rope, cardio kickboxing, aerobic dance, Zumba, yoga, Pilates).	MP.14.7.8 Participates in a workout that includes cardiovascular (aerobic), muscular strength/endurance and flexibility training.
<b>CC.14</b>	CC.14.6 Explains the importance of cardiovascular (aerobic) activities for overall health.	CC.14.7.8 Connects elements of a workout to the five health-related components of fitness.
<b>MP.15 Personal Performance: Fitness Intensity</b>	MP.15.6 Participates in moderate to vigorous cardiovascular (aerobic), physical activity.	MP.15.7.8 Participates in moderate to vigorous cardiovascular (aerobic), muscular strength/endurance training.
<b>CC.15</b>	CC.15.6a Identifies various moderate and vigorous activities.  CC15.6b Explains the difference between moderate and vigorous activity and the link to overall fitness.	CC.15.7.8 Explains why moderate to vigorous cardiovascular (aerobic), muscular strength/endurance training is important to overall fitness.
<b>MP.16 Personal Performance: Fitness Flexibility</b>	MP.16.6 Uses correct techniques for stretching to improve flexibility.	MP.16.7.8 Participates in a dynamic warm-up at the beginning of an activity for optimal performance.
<b>CC.16</b>	CC.16.6 Explains/demonstrates correct technique for stretching to improve flexibility.	CC.16.7.8 Chooses or creates a dynamic warm-up that aligns with a specific activity.
<b>Affective Personal Performance Fitness 1</b>	A.PPF1.6 Uses fitness equipment appropriately and safely, with the teacher's guidance.	A.PPF1.7.8 Strives to improve personal performance levels in physical fitness and dance.

<b>MP.17 Personal Performance: Rhythms &amp; Dance</b>	MP.17.6 Performs proper sequence of a dance with at least 32 counts.	MP.17.7.8 Performs a student created dance with at least 32 counts.
<b>CC.17</b>	CC.17.6 Explains a dance sequence including steps and transitions.	CC.17.7.8 Creates a 32-count dance with at least 4 different moves.
<b>MP.18 Personal Performance: Rhythms &amp; Dance</b>	MP.18.6 Performs in time to the beat of music of different tempos.	MP.18.7.8 Performs a partner dance and/or small group dance routine to tempo of choice.
<b>CC.18</b>	CC.18.6 Identifies timing of a dance according to the tempo being used.	CC.18.7.8 Explains how to select the tempo of the dance.
<b>Affective Personal Performance Dance 2</b>	A.PPF2.6 Identifies dance as a form of physical activity and personal expression.	A.PPF2.7.8 Recognizes dance as a lifelong physical activity.
<b>OUTDOOR PURSUITS</b>		
<b>MP.19 Outdoor Pursuits</b>	MP.19.6 Performs correct technique for basic skills in 1 selected outdoor activity (e.g., Rock Climbing, Orienteering, Hiking, Biking, Ropes Course, Archery, Canoeing, Kayaking).	MP.19.7.8 Performs correct technique for basic skills in 2 or more selected outdoor activities (e.g., Rock Climbing, Orienteering, Hiking, Biking, Ropes Course, Archery, Canoeing, Kayaking).
<b>CC.19</b>	CC.19.6 Explains correct and effective techniques for basic skills in 1 selected outdoor activity (e.g., Rock Climbing, Orienteering, Hiking, Biking, Ropes Course, Archery, Canoeing, Kayaking).	CC.19.7.8 Explains or teaches a peer the correct technique for basic skills in 2 selected outdoor activities (e.g., Rock Climbing, Orienteering, Hiking, Biking, Ropes Course, Archery, Canoeing, Kayaking).
<b>Affective Outdoor Pursuits</b>	A.OP.6 Recognizes individual challenges and performs positive coping strategies.	A.OP.7.8 Provides support and encouragement of peers in challenging situations.

<b>AQUATICS</b> (optional)		
<b>MP.20</b> <b>Aquatics</b>	<p>MP.20.6a Performs basic water adjustment skill (hold breath, submerge, and exhale while submerged).</p> <p>MP.20.6b Performs basic floating technique (front and back) and treading water.</p>	MP.20.7.8 Performs correct technique of front crawl and one other stroke (breaststroke, side stroke or backstroke)
<b>CC.20</b>	<p>CC.20.6a Explains the sequence for basic water adjustment (hold breath, submerge, and exhale while submerged).</p> <p>CC.20.6b Identifies proper technique for basic floating (front and back) and treading water.</p>	CC.20.7.8 Describes or demonstrates proper technique of front crawl and at least one other stroke.
<b>Affective</b> <b>Aquatics</b>	A.A.6 Exhibits personal responsibility by using safe behaviors in and outside of the pool.	<p>A.A.7.8a Provides accurate corrective feedback to others and graciously receives feedback from peers.</p> <p>A.A.7.8b Recognizes swimming as a lifelong physical activity.</p>

## 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