

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 were 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 9-12

The Tennessee Physical Education Standards Grades 9-12 document is divided into five components: Motor Skills & Movement Patterns (MS); Cognitive Components (CC); Fitness and Physical Activity (FPA); Personal and Social Responsibility (PSR); and Values Physical Activity (VPA).

Key Ideas:

- 1) The standards need not be taught in the order presented. The component and subcomponent numbers are only for organization and identification.
- 2) The standard is the action, knowledge or behavior expected, e.g., FPA 11. "Design a personal fitness plan based on the FITT principle i.e., Frequency, Intensity, Time, Type".
- 3) *Unique to the Grades 9-12 Standards is "Component Extension". The component extensions are ideas to further challenge students in a particular subcomponent and are optional teaching ideas.

Tennessee Physical Education Standards Grades 9-12

COMPONENT 1: MOTOR SKILLS & MOVEMENT PATTERNS (MS)**SUBCOMPONENT: GAMES, SPORTS, & LIFETIME ACTIVITIES**

MS.1	Demonstrate competency in activity specific manipulative skills (e.g., throwing, catching, kicking, striking, etc.) or sport specific skills (e.g., serve, putt, cradle in lacrosse, sprint start, etc.) for target, striking/fielding, net/wall, and invasion games.
MS.2	Demonstrate game specific tactics and strategies by combining and applying simple to complex skills (e.g., softball throw to base, volleyball set to hitter, soccer pass to teammate, etc.) for target, striking/fielding, net/wall, and invasion games.
MS.3	Execute sport skills, tactics and strategies in response to the opponent (e.g., running routes, player positioning, guarding) for target, striking/fielding, net/wall, and invasion games.
MS.4	Demonstrate offensive skills, tactics and strategies during game play for target, striking/fielding, net/wall, and invasion games.
MS.5	Demonstrate defensive skills, tactics and strategies during game play for target, striking/fielding, net/wall, and invasion games.
*Component Extension	Student-designed games, officiating, biomechanical principles, coaching tactics.

SUBCOMPONENT: FITNESS & LIFETIME ACTIVITIES

MS.6	Engage in specialized skills in health-related fitness activities (e.g., yoga, resistance training, fitness walking).
MS.7	Apply the principles of training to enhance an individual's current level of fitness (e.g., FITT, overload, specificity, progression).
*Component Extension	Race training, exergaming, high intensity interval training (HIIT).

SUBCOMPONENT: DANCE, RHYTHMS, & LIFETIME ACTIVITIES

MS.8	Demonstrate rhythmical or choreographed steps (i.e., jumping rope, aerobic dance, line dance, educational gymnastics routine)
MS.9	Demonstrate a continuous dance sequence while synchronized with group or continuous jump pattern to music/verse.
*Component Extension	Choreograph a dance, give a performance, free style.

SUBCOMPONENT: AQUATICS & LIFETIME ACTIVITIES (OPTIONAL)

MS.10	Demonstrate aquatic skills (e.g., floating, rhythmic breathing, kicking, treading water).
MS.11	Demonstrate swimming strokes (e.g., freestyle, backstroke, breaststroke).
*Component Extension	Life-saving skills, diving, synchronized swimming.

SUBCOMPONENT: OUTDOOR PURSUITS & LIFETIME ACTIVITIES (OPTIONAL)

MS.12	Demonstrate essential skills (e.g., all-terrain walking, strength, balance, climbing).
MS.13	Apply specialized skills (e.g., hiking, orienteering, rock climbing, mountain biking, fishing, kayaking).
*Component Extension	Plan an outdoor activity, Implement planned activity (e.g., camping, hiking, paddle boarding).

COMPONENT 2: COGNITIVE CONCEPTS (CC)**SUBCOMPONENT: MOVEMENT CONCEPTS & PRINCIPLES**

CC.1	Analyze movement concepts and principles to improve performance (e.g., pathways, force, center of gravity).
*Component Extension	Design a practice drill to improve performance.

SUBCOMPONENT: SKILL ANALYSIS

CC.2	Identify, analyze, and evaluate critical elements (e.g., opposition, follow through, weight transfer).
CC.3	Justify the importance of each critical element in regard to skill performance (e.g., why, when, how).
*Component Extension	Self/peer evaluation of skill.

SUBCOMPONENT: GAME RULES

CC.4	Demonstrate rule application during game play.
CC.5	Use appropriate sport specific terminology (e.g., travelling, out-of-bounds, offsides).
*Component Extension	Officiating, research sport history, develop/organize a tournament.

SUBCOMPONENT: TACTICS & STRATEGIES

CC.6	Explain appropriate technical and tactical decisions in a game situation (e.g., use of a lob versus a drop; use of a chest pass versus a bounce pass).
CC.7	Assess tactics and strategies needed to achieve specific effects/outcomes. (e.g., offensive strategies to score, defensive strategies to obtain possession, player positioning, etc.)
*Component Extension	Recognize strategies & tactics during game play (e.g., professional/collegiate athletics, opposing team).

COMPONENT 3: FITNESS & PHYSICAL ACTIVITY (FPA)**SUBCOMPONENT: HEALTH-RELATED COMPONENTS**

FPA.1	Explain how health-related components of fitness impact overall health status (i.e., body composition, cardiovascular endurance, muscular endurance, muscular strength, flexibility).
FPA.2	Participate in health-related fitness activities (e.g., weight training, stretching, cardio workouts).
*Component Extension	Research myths and facts of health-related components of fitness

SUBCOMPONENT: SKILL-RELATED COMPONENTS

FPA.3	Explain how skill related components impact sports and fitness (i.e., balance, agility, power, speed, coordination, and reaction time).
FPA.4	Participate in skill-related fitness activities (e.g., agility ladder, yoga, plyometric).
*Component Extension	Design skill-related training activities for a specific sport or game-type.

SUBCOMPONENT: PHYSICAL ACTIVITY KNOWLEDGE

FPA.5	Apply fitness terminology in appropriate settings (e.g., aerobic/anaerobic, target heart rate, FITT principle, isometric, warm-up/cool down).
FPA.6	Define the principles of training (e.g., overload, specificity, progression).
FPA.7	Identify activities that improve each component of fitness (i.e., health-related, skill-related).
FPA.8	Calculate and apply resting, maximum, and target heart rate during various activities (e.g., cardiorespiratory activities, game play).
FPA.9	Discuss current trends in fitness technology (e.g., apps, heart rate monitors, electronic activity tracker).
*Component Extension	Design a warm-up, cool-down, or circuit training routine.

SUBCOMPONENT: EXERCISE PRESCRIPTION

FPA.10	Construct fitness goals (i.e., S.M.A.R.T.)
FPA.11	Design a personal fitness plan based on the FITT principle i.e., Frequency, Intensity, Time, Type.
*Component Extension	Analyze a personal fitness plan and make suggestions for improvement.

SUBCOMPONENT: ASSESSMENT

FPA.10	Participate in health-related fitness testing (e.g., FitnessGram).
FPA.11	Interpret individual results of fitness tests.
*Component Extension	Use results of fitness assessments to guide changes in a personal fitness plan. Investigate fitness applications, i.e., MapMyWalk, FitBit.

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

PSR.1	Demonstrate responsible independent behaviors (e.g., best effort, compassion, initiative).
PSR.2	Explain the role of the leader and follower within a group.
PSR.3	Demonstrate positive attitudes towards self and others through verbal and nonverbal behaviors.
*Component Extension	Volunteer for leadership roles (e.g., lead a class activity).

SUBCOMPONENT: RULES, ETIQUETTE & SPORTSMANSHIP

PSR.4	Explain the importance of following rules, procedures, etiquette, and sportsmanship in various sports and physical activities.
PSR.5	Display acceptance of decisions of judgement in socially responsible ways (e.g., teachers, sport officials, peer leaders).
*Component Extension	Differentiate between appropriate and inappropriate responses related to sports etiquette.

SUBCOMPONENT: COOPERATION

PSR.6	Provide support and encouragement for classmates (e.g., acknowledge good play, accept success/performance limitations).
PSR.7	Display acceptance of individual differences (e.g., ability level, cultural background, gender, interest, age).
PSR.8	Demonstrate conflict resolution skills.
*Component Extension	Engage in cooperative learning activities (e.g., icebreakers, team building).

SUBCOMPONENT: SAFETY

PSR.9	Apply best practices for participating safely in physical activity (e.g., equipment/facility use, peer awareness, environment, personal medical needs).
PSR.10	Engage in proper warm-up and cool-down procedures.
*Component Extension	Create a project-based safety visual aide (e.g., poster, brochure, video).

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

VPA.1	Explain the health benefits of physical activity (e.g., physical, mental/emotional, social).
VPA.2	Determine the value of physical activity to meet an individual's personal needs (e.g., social interaction, self-expression, stress management).
VPA.3	Research and evaluate community resources specific to physical activity participation (i.e., community centers, greenways, parks); (e.g., research/report, planning an outing, inventory by category and cost, etc.).
*Component Extension	Explore employment/career options in fields related to physical activity.

SUBCOMPONENT: CHALLENGE

VPA.4	Demonstrate a willingness to try new activities for challenge and personal reward.
*Component Extension	Engage in an activity that challenges oneself to the next level (e.g., Couch to 5K, substitute player to starter, weight management).

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