



The New York State Physical Education Learning Standards (2020)





Table of Contents

.....

The New York State Physical Education Learning Standards (2020)	1
Acknowledgements	3
Introduction to the NYS Physical Education Standards Design Process	6
Context for Revision of the NYS Physical Education Learning Standards	6
English Language Learners/Multilingual Learners and the Standards	7
Students with Disabilities and the Standards	8
Early Learning and the Standards	8
Understanding the Physical Education Learning Standards	8
How to Read the Physical Education Learning Standards	10

Standards-based Curriculum Def4.5 (841 r)w 4.522 0 Td ()Tj EMC /Span <</MCI BT 0 g 0 Tc 0 Tv



Acknowledgements

2018 – 2020 NYS Physical Education Learning Standards Review Committee

Thank you to all the individuals involved in the authoring, review, and revision of the New York State Physical Education Learning Standards. Additional thanks to all the individuals who provided feedback through NYSED's Stakeholder Feedback Survey.

Leadership Team Committee

Kerri Bullock

*Director, Professional Development & Resource Center
Broome-Tioga BOCES*

Allison Relyea

*Physical Education Teacher
Guilderland CSD*

Dr. Clancy Seymour

*Assistant Professor
Director of Physical & Health Education Teacher Education
Canisius College*

Authoring Workgroup

Heather Adams , Assistant in Research and Educational Services, NYSUT

Dr. Helena Baert , Professor of Physical Education, SUNY College at Cortland

Dr. Pamela Banks, Doctor of Osteopathy/Merrick CSD Board Member, Merrick, NY

Lori Bifarella, Physical Education Teacher, Attica Elementary School

Renee (McCall) Brown , Physical Education Teacher, Syracuse University

Anthony Carrano , Physical Education Instructional Coach, NYCDOE

Maryanne Ceriello Physical Education Teacher, Beacon CSD

Colleen Corsi, Executive Director, NYAHPERD

Marysol De La Cruz, Physical Education Instructional Coach, NYCDOE



Authoring Workgroup (continued)

Annie DeRoy, Physical Education Teacher, NYCDOE

David Garbarino, Physical Education Director, Binghamton CSD

SP

NEW YORK STATE





rounded” education, emphasizing health and physical education. This shift in thinking has provided a platform to further the discipline of physical education and move forward with this initiative.

Physical and mental well-being was also an important theme reflected in the new standards. For example, the Social Emotional benchmarks, along with the New York State Mental Health Education initiative, are nested into Standards 4-6. Within these standards, multiple opportunities can be built into a curriculum that fosters physical and mental health. The standards and outcomes integrate these critical dimensions and provide physical educators with the support needed to assist each student on his/her path to overall wellness.

These new standards reflect more explicit instruction in building character traits such as perseverance, healthy decision-making, and self-expression as demonstrated through goal setting. Broadening the understanding of community/occupational resources, through using various mediums (technologies), a reimagined vision has emerged, helping students search for career opportunities or ways to promote lifelong habits of physical activity. The advances seen in the twenty-first century have opened the physical education learning environment to extend beyond the school.



Students with Disabilities and the Standards

It is a fundamental right that all students, including students with disabilities, have access to the same set of high standards as their general education peers. The revised New York State Physical Education Standards provide a unique opportunity for students with disabilities to demonstrate and improve their physical skills as well as their cognitive, mental, and social-emotional skills. Students with disabilities can safely and successfully participate in physical education activities and can achieve these rigorous standards with appropriate specially designed instruction, accommodations, supports, and services based on their individual needs. High quality instruction in physical education encourages the healthy, active lifestyle needed to maintain motivation in various areas of life and aid in future success.

Early Learning and the Standards

As with all learners, but especially for our youngest learners, the Physical Education Standards should be implemented with careful understanding of child development and developmentally appropriate practice. The physical education foundation that is set for our youngest learners is essential, and the social emotional needs and environment are key ingredients for student success. As these standards are implemented, it is important to meet the needs of the “whole child,” recognizing that a well-rounded education, positive learning environment, strong home-school connection, and high expectations all contribute to student success.

For Prekindergarten, please also see the [NYSED Prekindergarten Standards](#) which include the domain of physical development and health. This domain includes Physical Development, Physical Fitness, Physical Health and Well-Being, and Physical Safety.

Understanding the Physical Education Learning Standards

The current version of the physical education standards are derivatives of two sources. The first was the original NYS Physical Education Learning Standards, adopted in 1996, in which the revision committee identified important themes that were carried over into this new iteration. The second source—The National Standards for K-12 Physical Education and Grade Level Outcomes developed by the Society of Health and Physical



Educators America (SHAPE)¹—was the principal document used to develop the New York State Physical Education Learning Standards.

The revised New York Physical Education Standards are a twenty-first century expansion of the previous NYS frameworks grounded in physical literacy—the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that beneicccn muh84 398. 0 Td [(e)-10e7TD [(env)gAp (u)10 (m)-3 (en)10 (t)2 (envir6 37.083,op 403,g.03 0 Td [(tw)4 ,w



Learners and students with disabilities. As noted earlier, the expectation is that Standards ~~are~~ for all



Standards -based Curriculum Development: Guidance for Educators

The Physical Education Standards do not dictate curriculum or teaching methods. Teachers and other educational leaders at the local level should use these Standards to develop or guide their selection of curriculum, programs, and individual lessons. Each district and building should explore and choose “Best Practices” to achieve the Standards. Standards introduced and taught at one grade-level should be reinforced and continued through graduation. Curriculum decisions in New York State are made at the local level. Examples in the Standards are included to help provide clarification; they are not mandates.

Additional Guidance for Educators: *Key Points*

- ¾ The development of physical literacy includes the three domains of learning: cognitive, psychomotor, and affective, which are embedded in the six standards.
- ¾ The word “wellness” should be construed as encompassing more than a healthy body. The mental and social-emotional well-being of an individual incorporates the understanding of wellness.
- ¾ Addressing social-emotional needs through personal health and fitness is highlighted in these new standards.
- ¾ These standards do not specify any one method of instruction or approach and instead honors local curriculum decisions, cultural needs, and the individuality of the student.
- ¾ Collaboration, teamwork, and civility among students are emphasized in these new standards as a part of the twenty-first century

¾ o1e.

i ammissier is ure



- ¾ The State Education Department recognizes that the most qualified person to provide instruction in physical education would be a certified physical education teacher.
- ¾ Outcomes are grade-level expectations, derived from the strands, demonstrating what a student should know and be able to do.

Physical Education Lifelong Practices

Physical Education Lifelong Practices: Overview

One new aspect in these Standards is the inclusion of the Physical Education Lifelong Practices, which reflects the changing expectations of what it means to be physically literate today. To optimally support this vision for physical education planning, coursework and instruction based on the Physical Education Learning Standards should develop within the context of the Physical Education Lifelong Practices. The practices are intended to be the context for the standards and to extend beyond graduation. It is important that students acquire lifelong practices promoting community membership, a healthy lifestyle, and the positive impacts of physical activity.

Physical Education Lifelong Practices
<ul style="list-style-type: none">x Demonstrates perseverance and resiliencex Advocates for self, others, and communityx Respects and embraces individual and cultural differencesx Adapts to multiple environmentsx Acquires skills necessary to live a healthy lifex Demonstrates a commitment to safetyx Uses motivational strategies to encourage self and others' participation in a physical activityx Exhibits civility when confronted with adversityx Connects the physical well-being to social emotional wellness

NEW YORK STATE





Combines a sequence of large motor skills with and without the use of equipment.

- a. Navigates age-appropriate playground equipment.
- b. Explores, practices, and performs skill sets.
- c. Participates in a series of large motor movements or activities (e.g., dancing, pedaling, following the leader, participating in games/sports).

Demonstrates eye-hand coordination (e.g., jumping rope, catching a ball).



Physical Safety

Demonstrates awareness and understanding of safety rules.

- a. Verbalizes and demonstrates safety rules (e.g., bus safety, holding an adult's hand when walking on sidewalks or near a street).
- b. Understands and communicates that some practices could be unsafe (e.g., playing with matches, playing near a busy street, not wearing a bike helmet, etc.).
- c. Participates in fire evacuation drills, understands what the alarm bell is and the need to go to a safe location, etc.
- d. Explains how to get help in emergency situations (e.g., communicates their guardian's name).



Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Fitness Planning

3.1.K. Identifies how physical activity affects the heart and lungs.

Additional Health-Enhancing Behaviors

3.2.K. Identifies health-enhancing behaviors.

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

Self-awareness and management

4.1.K. Identifies responsible personal behavior in



Standard 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

Personal and Community Resources

6.1.K. Identifies physical activities available outside of school.

Careers

The outcomes for 6.2. begin in grade 6.



Introduction to First Grade Physical Education Standards

First grade physical education will reinforce and build upon the foundation of concepts in body and space awareness which will be developed through locomotor and non-



Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Fitness Planning

3.1.1. Explains the effects of physical activity on the heart and lungs.

Additional Health- Enhancing Behaviors

3.2.1. Explains health-enhancing behaviors.

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

Self-awareness and management

4.1.1. Identifies responsible personal behavior and responds appropriately to feedback in physical activity settings.

Social awareness and relationship skills

4.2.1. Follows directions in physical activity settings (e.g., taking turns, sharing).

Responsible decision making

4.3.1. Follows directions in physical activity settings (e.g., safe behaviors, following rules).

Standard 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

Overall Wellness

The outcomes for 5.1. begin in grade 3.

Challenge

5.2.1. Attempts challenging skills in physical activities.

Self-Expression/Enjoyment



Standard 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

Personal and Community Resources

6.1.1. Identifies personal resources that support participation in physical activity.

Careers

The outcomes for 6.2. begin in grade 6.



Introduction to Second Grade Physical Education Standards

Second grade physical education will reinforce and expand foundational concepts of body and space awareness through locomotor and non-locomotor physical activities. Students will identify strategies that reinforce personal responsibility and positive decision-making skills during small and large group activities. Participation in challenging activities will develop skills and confidence and identifying community resources will encourage involvement in physical activities.

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

Sports Skills and Games

1.1.2. Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills.

Dance, Movement, and Rhythmic Activities

1.2.2. Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills in dance, movement, and rhythmic activities.

Fitness Activities

1.3.2. Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative movement skills.

Lifetime Activities

1.4.2. Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative movement skills.

Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Movement Concepts

2.1.2. Demonstrates a combination of movement concepts into simple travel.

Strategies and Tactics

The outcomes for 2.2. begin in grade 3.



Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Fitness Planning



Standard 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

Personal and Community Resources



Introduction to Third Grade Physical Education Standards

Third grade students are becoming better at communicating emotions and ideas and are increasingly aware of peers. They continue to possess varying physical abilities; therefore, the grade level outcomes reflect the sensitivity of these diversified skills. Third grade physical education will emphasize effort, awareness, and quality of movement. Through a variety of physical activities, students will identify the components of health-related fitness and will explain how health-enhancing behaviors influence overall wellness. Opportunities are provided for students to persevere through challenging activities.

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

Sports Skills and Games

1.1.3. Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills in a variety of physical activities.

Dance, Movement, and Rhythmic Activities

1.2.3. Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills in dance, movement, and rhythmic activities.

Fitness Activities

1.3.3. Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative movement skills.

Lifetime Activities

1.4.3. Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative movement skills in a variety of physical activities.

Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Movement Concepts

2.1.3. Demonstrates movement concepts in a variety of physical activities.

Strategies and Tactics

2.2.3. Identifies emerging forms of simple strategies, tactics, and communication techniques in chasing/fleeing activities.



Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Fitness Planning

3.1.3. Identifies the components of health-related fitness.

Additional Health-Enhancing Behaviors

3.2.3. Explains how health-enhancing behavior

NEW YORK STATE









Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Movement Concepts

2.1.5. Demonstrates maturing movement concepts, locomotor, and/or manipulative skills in a variety of physical activities.

Strategies and Tactics

2.2.5. Demonstrates emerging forms of simple strategies, tactics, and communication in small-sided games and other physical activities.

Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Fitness Planning

3.1.5. Explains the relationship between skill- and health-related fitness.

Additional Health- Enhancing Behaviors

3.2.5. Identifies personal habits related to health-enhancing behaviors.

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

Self-awareness and management

4.1.5. Demonstrates respect for facilities and exhibits safe behaviors in physical activity settings.

Social awareness and relationship skills

4.2.5. Uses communication skills and strategies that promote positive relationships in physical activity settings.

Responsible decision making

4.3.5. Responds appropriately to personal and social behaviors in physical activity settings.



Standard 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

Overall Wellness

5.1.5. Compares the overall wellness benefits of participating in a variety of physical activities.

Challenge

5.2.5. Identifies ways to overcome usual challenges in physical activity.

Self-Expression/enjoyment

5.3.5. Compares and contrasts different physical activities based on levels of enjoyment.

Standard 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

Personal and Community Resources

6.1.5. Describes how community resources could be used to support participation in a variety of physical activities.

Careers

The outcomes for 6.2. begin in page 6.



Introduction to Sixth Grade Physical Education Standards

Sixth grade physical education will provide opportunities to promote positive relationships. The standards reflect the need for students to develop the following: communication skills and strategies, responding appropriately to successes and failures, developing perseverance, and describing career options related to physical activity and fitness. Identifying the FITT (Frequency, Intensity, Time, and Type) principle in relation to the components of fitness and to the strategies that improve health-enhancing behaviors will provide students with the basic foundational practices that will be developed and encouraged throughout their time in school and extend into their adult life.

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

Sports Skills and Games

1.1.6. Demonstrates emerging forms of specialized skills in a variety of games and sports.

Dance, Movement, and Rhythmic Activities

1.2.6. Demonstrates emerging forms of specialized skills in dance, movement, and rhythmic activities.

Fitness Activities

1.3.6. Demonstrates emerging forms of specialized skills in a variety of fitness activities.

Lifetime Activities

1.4.6. Demonstrates emerging forms of specialized skills in lifetime activities.

NEW YORK STATE
EDUCATION DEPARTMENT





Standard 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

Overall Wellness

5.1.6. Describes how being physically active leads to a healthy body and mind.

Challenge

5.2.6. Demonstrates perseverance when challenged in physical activities.

Self-Expression/Enjoyment



Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Fitness Planning

3.1.7. Applies the FITT principle to one health-related component of fitness.

Additional Health- Enhancing Behaviors

3.2.7. Applies strategies to improve health-enhancing behaviors.

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

Self-awareness and management

4.1.7. Responds appropriately to corrective feedback in physical activity settings.

Social awareness and relationship skills

4.2.7. Demonstrates civility by cooperating with classmates in physical activity settings.

Responsible decision making

4.3.7. Applies problem-solving skills and conflict resolution tactics in physical activity settings.

Standard 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

Overall Wellness

5.1.7. Identifies mental and emotional benefits of participation in a variety of physical activities.

Challenge

5.2.7. Creates strategies and solutions when presented with a group physical activity challenge.

Self-Expression/Enjoyment

5.3.7. Describes the relationship between self-expression and enjoyment through a variety of physical activities.



Standard 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

Personal and Community Resources

6.1.7. Identifies supports and barriers related to personal and community resources that can impact participation in physical activity.

Careers

6.2.7. Compares and contrasts career options related to physical activity and fitness.



Introduction to Eighth Grade Physical Education Standards

Eighth grade students experience incongruent growth, physically, emotionally, and intellectually. The grade-level outcomes reflect the sensitivity of the diversified skills and growth, and therefore provide additional opportunities to promote citizenship and cooperation among peers in a physical activity setting. Strategies will be evaluated for their effectiveness in group activity challenges. Students at this age demonstrate a maturation of specialized skills such as balance and object control.

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

Sports Skills and Games

1.1.8. Demonstrates mature forms of specialized skills in a variety of games and sports.

Dance, Movement, and Rhythmic Activities

1.2.8. Demonstrates mature forms of specialized skills in dance, movement, and rhythmic activities.

Fitness Activities

1.3.8. Demonstrates mature forms of specialized skills in a variety of fitness activities.

Lifetime Activities

1.4.8. Demonstrates mature forms of specialized skills in lifetime activities.

Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Movement Concepts

2.1.8. Applies movement concepts, locomotor, and/or manipulative skills in a variety of physical activities.

Strategies and Tactics

2.2.8. Applies maturing forms of strategies, tactics, and communication independently in small-sided game play and other physical activities.





Standard 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

Personal and Community Resources

6.1.8. Designs a physical activity outing that includes personal and community resources, supports, and overcomes barriers.

Careers

6.2.8. Evaluates personal attributes tesout

NEW YORK STATE







Introduction to HS Level II Physical Education Standards

Eleventh & Twelfth Grade (Level II) physical education prepares students as they transition to post-secondary life. Students design and implement personal wellness plans that promote lifelong physical activity and fitness. Health-enhancing behaviors, such as nutrition and social-emotional factors, are included in the plan. Students apply effective habits of personal and social behaviors, as well as an exploration into the different domains of resources, other than school, to continue the practices of physical activities. Proficiency of various motor skills and movement patterns is demonstrated.

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

Sports Skills and Games

1.1. L2. *The outcomes for 1.1. conclude at grade 8.*

Dance, Movement, and Rhythmic Activities

1.2. L2. Demonstrates refined movement skills and creative expression by choreographing a dance or by giving a performance.

Fitness Activities

1.3. L2. Demonstrates proficiency and/or refines activity-specific movement skills in one or more fitness activities.

Lifetime Activities

1.4. L2. Demonstrates proficiency and/or refines activity-specific movement skills in one or more lifetime activities.

Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Movement Concepts

2.1. L2. Demonstrates proficiency of movement concepts in a variety of physical activities.

Strategies and Tactics

2.2. L2. Demonstrates proficiency of strategies and tactics in a variety of physical activities.

NEW YORK STATE







Explains: To describe in more detail, including why, and relating to a larger context

Fitness: Is a desired state of health and well-being; is generally achieved through proper nutrition, moderate exercise, and a healthy lifestyle.



- Mental and emotional benefits: Positive effects on one's mental and emotional health and wellness
- Movement competence: Development of sufficient skill and knowledge to assure successful performance in different physical activities
- Movement concepts: A modifier; describes how a skill is performed
- Non-locomotor skills: Movement of the body performed from a relatively stable base of support (i.e. stretching, bending, twisting, and turning)
- Overall wellness: The process to achieve well-being in mind and body
- Perseverance: Continued effort to do or achieve something despite difficulties, failure, or opposition
- Personal resources: Attributes, abilities, and assets an individual possesses and/or utilizes (physical, financial, intellectual, technology, time, etc.)
- Physical activity(s): Any bodily movement that results in energy expenditure (i.e. running, walking, cycling, and swimming)
- Physical literacy: The motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life
- Positive feelings: Emotions that lack negativity, such as: joy, gratitude, serenity, interest, hope, pride, amusement, inspiration, awe, and love
- Proficiency: A high degree of competency or skill
- Ranks: Sorts and prioritizes
- Respect: A feeling or show of honor or esteem for someone or something
- Responsible decision making: A series of steps that ensure one's actions promote safety and respect while demonstrating character, civility, and citizenship
- Rhythmic activities: Physical movements combined with beats, song, or other music
- Selects and participates: Chooses activities based on skills, knowledge and interest; engages in physical activity and learning opportunities
- Self-selected physical activities: Providing and promoting opportunities of choice and inclusion for students
- Simple movement concepts: Could include spatial awareness (where the body moves), efforts (how the body moves), and relationships (with whom or what the body moves)
- Simple strategies: Use 2 skill (s) and movement concepts to complete the desired outcome
- Simple tactics: Use 12 concepts to meet the desired strategy



Skill-related components of fitness: Includes agility, balance, coordination, power, reaction time, and speed

Skill-related fitness: Involves skills and knowledge that will enhance personal performance in sport or physical activity

Social awareness: Knowing and reflecting on the perspectives of others

Specialized skills: Fundamental skills that have been adapted to the special requirements of a particular sport, game, or physical activity (i.e. balance, object control, sequencing skills, and object/spatial awareness)

Sport: An activity involving physical exertion and skill in which an individual or team competes (i.e. soccer, baseball, swimming and tennis).

Strategies: The plan used to engage in games and other physical activities

Support: A condition or circumstance that may allow for movement/access (i.e. activities you enjoy, friends or family, achievable goals, record keeping, rewards, success, recognition, guidance, etc.)

Tactics: The actions to execute the skills in games and other physical activities