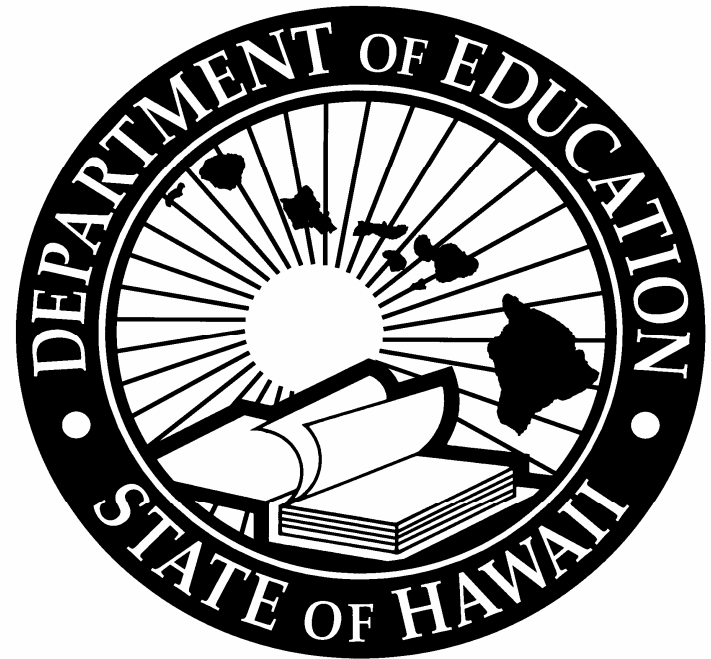


Hawaii Content and Performance Standards *for Physical Education K-12*

Office of Curriculum, Instruction and Student Support /
Instructional Services Branch

Department of Education
State of Hawaii

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THE HAWAII STANDARDS SYSTEM

FOREWORD

The Hawaii Standards System supports standards-based education through curriculum, instruction and assessment components. The Hawaii Standards System supports school level implementation of standards-based education by:

- Identifying the targets for student learning such as the Vision of the Public School Graduate, General Learner Outcomes, the Hawaii Content and Performance Standards III, and other course standards;
- Providing curricular and behavioral support for students through direct services to students and their families; and
- Developing, acquiring, and assuring access to support for implementation of standards-based education for teachers, school leaders, and other academic staff.

An essential component of the Hawaii Standards System is the Hawaii Content and Performance Standards III (HCPS III) document which contains:

- Essential content and skills in *nine* content areas: Career and Technical Education, Fine Arts, Health, Language Arts, Math, Physical Education, Science, Social Studies, and World Languages;
- Standards that describe the educational expectations for ALL students in grades K-5;
- Essential standards for all required courses in the *four core* areas: Language Arts, Math, Science, and Social Studies; and
- Essential standards that can be met through elective courses chosen by secondary students to fulfill graduation requirements in the *five extended core* areas: Career and Technical Education, Fine Arts, Health, Physical Education, and World Languages.

Included in the Hawaii Standards System are standards for courses not found in this HCPS III document. These standards may be found in HCPS II and will be identified in a future version of the Approved Courses and Code Numbers (ACCN) course descriptions. Because ALL courses are standards-based, these specialized courses utilize:

- Industry or national standards that describe essential content and skills for elective courses in areas such as Career and Technical Education and Fine Arts; and
- Content area-specific standards found in HCPS II.

The system also provides student instructional support components such as Special Education and English for Second Language Learners. It also includes student and family support components such as Pihana Na Mamo and Parent Community Network Coordinators.

THE GENERAL LEARNER OUTCOMES

Equally important to learning academic content is developing the knowledge, skills and attitudes that all students need in order to lead full and productive lives. The six General Learner Outcomes serve as the essential, overarching goals for all of the content and performance standards. These Outcomes are

- The ability to be responsible for one's own learning
- The understanding that it is essential for human beings to work together
- The ability to be involved in complex thinking and problem solving
- The ability to recognize and produce quality performance and quality products
- The ability to communicate effectively
- The ability to use a variety of technology effectively and ethically

These Outcomes must be an integral part of teaching and learning and the heart of every Hawaii classroom. Teachers of all subjects in all grades must contribute to the development of the General Learner Outcomes while promoting the learning of subject matter as well.

The real test of the standards is their ability to improve student learning. Raising expectations is but the first step; it's what we do with the standards—how we realize them in all classrooms for all students—that will determine whether we can fulfill the Department's vision of graduating students who

- realize their individual goals and aspirations;
- possess the attitudes, knowledge and skills necessary to contribute positively and compete in a global society;
- exercise the rights and responsibilities of citizenship; and
- pursue post-secondary education and/or careers without need for remediation.

HAWAII CONTENT AND PERFORMANCE STANDARDS III

The publication of the report *A Nation at Risk* (National Commission on Excellence in Education, 1983) served as the impetus for the standards movement in American education. Subsequently national content area organizations developed standards in their respective areas. Nationally, standards serve three general purposes: 1) To clarify expectations for students, 2) To raise those expectations, and 3) To provide common targets that help assure equitable educational expectations, opportunities, and experiences for all students. These three purposes form the foundation of Hawaii's educational standards and standard-based education.

In Hawaii the effort to clarify and implement standards-based education is now in its third generation. The chronology below describes the evolution of the Hawaii Content and Performance Standards.

- 1991 The Hawaii State Legislature created the Hawaii Commission on Performance Standards. The commission is composed of community members as well as a few DOE staff members. Their mission is to: (1) set the performance standards of achievement expected of all public school students, (2) recommend the means to assess student attainment of these standards, and (3) develop a school-by-school implementation model.
- 1994 The Commission published the Hawaii Content and Performance Standards (commonly known as the "Blue Book").
- 1994 The Hawaii State Legislature created the Performance Standards Review Commission (PSRC) to be convened beginning in the 1997-98 school year and every four years thereafter to assess the effectiveness of Hawaii's standards-based education implementation. The Review Commission findings suggested that the number of standards might be unwieldy for teachers to implement and recommended that HCPS be reformatted to be more user friendly.
- 1998 The booklet "Making Sense of Standards" and the ten content area documents that constituted the HCPS II were the result of the Review Commission's recommendations of 1994
- 1999 The Council for Basic Education conducted a conference to identify the key issues related to the implementation of the Hawaii Content and Performance Standards in a standards-based system.
- 2002 The Review Commission was again convened to consider implementation of the standards and to review the quality of the standards themselves.
- 2003 In response to the Review Commission report and input from the teacher field, the Instructional Services Branch and McREL (Mid-continent Research for Education and Learning) worked to identify *essential* and *desirable* standards, benchmarks, and performance indicators.
- 2004 The DOE begins refinement of HCPS II. This new standards document will be known as HCPS III.
- 2005 Between April and August Hawaii Content and Performance Standards III for nine content areas were approved by the Board of Education.
- 2006-07 Full implementation of HCPS III. HCPS III will be used as the basis of standards-based large-scale assessments, standards-based report cards, and standards-based course descriptions.

GENERAL GUIDELINES AND PRINCIPLES FOR THE DEVELOPMENT OF THE HAWAII CONTENT AND PERFORMANCE STANDARDS III

PURPOSES OF THE HAWAII CONTENT AND PERFORMANCE STANDARDS III

1. To assure equity by holding all students to the same expectations
2. To help schools improve student performance and meet Annual Yearly Progress
3. To define the content and skills that enable quality student performance
4. To reduce the number of standards to be more manageable and to clearly describe what ALL students should know and be able to do
5. To provide clearer focus on instructional targets by providing basic guidance in determining the quality of student work through benchmark rubrics
6. To provide a clear focus on assessment targets by providing sample performance assessments that can guide more specific assessment tasks at the classroom level

RATIONALE FOR REVISING

Recommendations for the revision of HCPS II came from many sources. As mentioned above, in 2002 the Hawaii State Performance Standards Review Commission cited the following major criticisms of the original HCPS:

- Too many standards
 - HCPS had 1544
 - HCPS II had only 139 standards but 3,960 benchmarks and grade level performance indicators
- Lack of a strong connection between the standards and their purpose—the General Learner Outcomes
- Lack of clarity and coherence in the wording of the standards
- Lack of classroom assessment models or a general plan for assessing the HCPS

Despite the fact that HCPS II reduced the number of standards from 1544 to 139 teachers still felt there were still too many benchmarks and grade level performance indicators to implement at the classroom level. This led to the involvement of the Mid-continent Research for Education and Learning (McREL). McREL is one of ten regional educational laboratories that make up the Regional Educational Laboratory System, which serves education agencies and schools across the nation. McREL staff has done extensive work with standards and are at the forefront of standards-based education. McREL worked with DOE curriculum specialists to:

- Calculate the time required to achieve standards and the identification of essential and desirable standards, benchmarks, and performance indicators. This activity was conducted with teachers in each content area and grade level.
- Consider the time available in the school day was also calculated based on the focus of the grade level cluster (such as developing literacy in the early grades) and the time allowed within required courses at the secondary levels when developing standards and particularly grade level benchmarks.

SPECIFICATIONS FOR HCPS III STANDARDS DEVELOPMENT

The following specifications were followed in the development of HCPS III standards. These principles guided each phase of the process and served to keep the focus on students. McREL staff analyzed the essential HCPS II standards against national and other state standards, and the DOE content specialists worked with teachers to assure the comprehensiveness of the standards. This was particularly important in areas where there were no other documents to use as comparison (such as Hawaiian history or native languages). The following were the guidelines used in developing the HCPS III standards, grade-level benchmarks, sample performance assessments, and rubric statements.

- Essential standards, benchmarks and performance indicators were used as the foundation for the HCPS III standards.
- As the new standards statements were developed, they were also compared against national standards and other highly regarded state’s standards.
- Analysis of the standards led to the elimination of overlaps and/or redundancies within and between content areas.
- Consistent grain size (benchmarks that were of approximately the same instructional size).
- Standards, benchmarks, sample performance assessments, and rubrics were written in plain language, understandable to primary audience (teachers) and secondary audiences (students and parents).
- Benchmarks were written as describing “proficient.” Attention was paid to the taxonomic level of the benchmarks so that they would appropriately scaffold and challenge students.
- Implementable—The benchmarks were written with consideration of the delivery of instruction (integrated elementary curriculum, required and elective courses at the secondary level).
- Benchmarks and sample performance assessments were written to be measurable through the examination of student work from which valid inferences about student learning could be made.

HCPS III: STANDARDS FOR ALL STUDENTS

The Hawaii Content and Performance Standards III describe educational targets in all nine content areas for ALL students in grades K-5. All students, therefore, are expected to be given the opportunity to meet all of the K-5 HCPS III standards. At the secondary level, however, the standards describe different things in different content areas. For the four CORE content areas (Language Arts, Mathematics, Science and Social Studies) the standards describe expectations for all students, since all students are expected to take certain required courses in these areas. For the *extended core* (Health, Physical Education, Fine Arts, World Languages, and Career and Technical Education) they describe a continuum that should be expected by students who choose courses in these areas as electives. It should be emphasized that ALL courses, required or elective, are standards-based and are part of the *Hawaii Standards System*.

CHARACTERISTICS OF GRADES K-2: ACQUIRING THE FOUNDATIONAL SKILLS

In the primary grades (K-2) the standards identify foundational content and skills. Instruction supports the acquisition of these very important skills, knowledge, and content. Children at these grade levels should be exposed to meaningful activities that support language and vocabulary development. Scaffolding learning is essential. Creating many varied opportunities to learn, practice and demonstrate skills is the focus of early elementary education. Teaching is structured and learning takes place in a more controlled, systematic context. As they learn and mature, children become increasing independent of the teacher.

CHARACTERISTICS OF GRADES 3-5 STANDARDS: BUILDING UPON FOUNDATIONAL SKILLS AND KNOWLEDGE

At the upper elementary levels (grades 3-5) curriculum focuses on refining, broadening, enhancing, and applying skills and knowledge in more challenging and varied contexts. Students use the foundational skills, processes, and knowledge they gained in their early elementary experience to extend and apply in all the nine content areas.

CHARACTERISTICS OF GRADES 6-8 STANDARDS: EXPLORING AND DEVELOPING INTERESTS

At the middle school level standards are designed to allow students to explore a variety of content and skills. This exploration can serve to focus curricular choices students make at the high school and post-secondary levels. There is an emphasis on refining and applying skills to more challenging and varied content. Higher order thinking and the development of civic mindedness is supported through the curriculum as guided by the standards. Students are encouraged to explore specialized content through world languages, art, or music and to use increasingly sophisticated means of communicating their learning through various computer applications.

CHARACTERISTICS OF GRADES 9-12 STANDARDS: PREPARING FOR POST-SECONDARY CHOICES

Standards at the high school level prepare students to apply their learning in their post-secondary choices. They allow students to develop skills that will ensure their success in their adult lives including their participation in the larger global society. HCPS III standards of the CORE content areas (Language Arts, Math, Science, and Social Studies) describe the minimal content of courses that fulfill graduation requirements. HCPS III standards

of the Extended Core (Career and Technical Education, Fine Arts, Health, Physical Education, and World Languages) describe essential standards that can be fulfilled through elective courses of study. As students make elective course choices, they experience a well-rounded educational experience. HCPS Course Standards (to be described in another document) describe courses that some students may elect to take. These courses contain standards that allow students to develop knowledge and skills related to their interests, their talents, their post-secondary and/or career plans.

ORGANIZATION OF THE STANDARDS (GENERAL DESCRIPTION)

HCPS III standards are organized in a similar way for all nine content areas. Some of the content areas continue to organize their standards in grade level clusters. This is because, for content areas such as Physical Education, it is more developmentally appropriate to allow several years to achieve the benchmark, rather than to artificially break up physical skills into too discrete pieces that do not make sense instructionally. HCPS III are organized by and contain:

Strand=themes or “Big Ideas” that organize standards

Standard = a broad statement of what a student needs to know or be able to do

Topic = organizes the benchmarks into related ideas

Benchmark = a specific statement of what a student should know or be able to do (related to the topic) at a specific grade level or grade level cluster

Sample Performance Assessment = a generalized description of how a student might demonstrate significant aspects of the benchmark

The statement “No benchmark at this level” indicates that a grade level benchmark could not be created because it was either developmentally or instructionally inappropriate. The grade level/discipline at which a benchmark appears is where it may be assessed, but it is NOT the only grade level/discipline at which it should be taught. It is assumed, for example, that once content or a skill is taught it is reinforced and further developed in subsequent years. Benchmarks are not repeated.

THE STANDARDS NUMBERING SYSTEM

Each benchmark is assigned a code as an aid to identify quickly its place in relation to the entire document, and as a placeholder for database purposes. By convention, the code consists of three positions, each separated by a decimal point: E.g., **K.3.1**

Example: K.3.1

K.3.1 = Grade Level (Kindergarten) Clusters as appropriate (e.g., K-2.3.1)

K.3.1 = Content Standard Number (Standard #3)

K.3.1 = Benchmark Number (1st listed benchmark)

Example: PS.7.3

PS.7.3 = Course Abbreviation (Physical Science)

PS.7.3 = Content Standard Number (Standard #7)

PS.7.3 = Benchmark Number (3rd listed benchmark)

With the release of HCPS III, we continue the important journey begun a decade ago: to assure a quality education for every student in our public schools. This challenging task requires that we re-examine teaching and learning, that we reconsider curriculum, assessment, and instruction. To succeed in this task, we must implement HCPS III with both rigor and relevance, always keeping our ultimate goal firmly in mind: to improve student understanding.

INTRODUCTION

A Physically Educated Person learns skills necessary to perform a variety of physical activities, is physically fit, participates regularly in physical activity, and knows the implications of and benefits from involvement in physical activity, and values physical activity and its contributions to a healthful lifestyle (NASPE, 2004).

Physical Education encourages children to be physically active for a lifetime. The Physical Education curriculum is an instructional program that is meaningful, relevant, and developmentally appropriate for children. Students who receive the necessary instruction and opportunities to learn skills and habits at appropriate developmental levels will not be challenged to learn them later in their lives. Physical Education is not an unstructured or free play time. In actuality, it is a course of instruction in all three learning domains: psychomotor, cognitive, and affective, where ALL students can succeed, actively participate, and develop the skills and knowledge they will need to become active adults. Lifetime involvement in physical activity is often dependent on early participation and the gratification gained from such participation (Pangrazi, 2004).

Children grow and develop through the maturation process. However, maturation alone does not assure the development of skills to their mature stages. According to Gallahue and Ozmun (2002), the development of mature motor skills is dependant upon appropriate instruction, opportunities for practice, and encouragement. When the mature stages of motor skills are developed they provide the foundation for the recreational skills that are used in lifetime physical activities and sports.

Physical Education content should be rigorous and relevant for all participants. Everyone can be successful and learn the knowledge and skills needed to enjoy and actively participate in a lifetime of good health and physical activity. Standards-based physical education develops the skills, knowledge, attitudes, and values of a physically educated person. The Hawai`i Content and Performance Standards provide the framework that guides curriculum and the basis for assessing student performance.

GENERAL DESCRIPTION OF ELEMENTARY, MIDDLE, AND HIGH SCHOOL PHYSICAL EDUCATION

The knowledge and skills needed to become a physically educated person are developed at the elementary, middle, and high school levels based on benchmarks that scaffold from one level to the next. Appropriate instruction in physical education, opportunities to practice, and encouragement should be components of the physical education curriculum at each educational level. A strong foundation in movement skills gained early in a child's life provides the starting point.

At the elementary level, the focus is on guiding children to become active movers. Elementary School can be divided into two grade clusters, K-2 and 3-5. The skills, knowledge and dispositions developed at the K-2 grade levels provides the basis from which to further develop and build in grades 3-5. In grades K-2, the focus should be on exploring movement and learning that physical activities are enjoyable and challenging. Fundamental motor skills, concepts, and knowledge about health-related fitness are explored and introduced. In grades 3-5, students refine their skills and expand their knowledge to become more efficient movers. It is at this time that students are encouraged and supported to use their increasing knowledge and skills to participate in physical activities outside the physical education class.

In middle school, students become more aware of physical activities available to them and their growing levels of skills and knowledge of movement and fitness. Students learn concepts and principles related to health-enhancing fitness and basic strategies that can be applied to a variety of innovative and traditional physical activities. Students identify personal preferences for activities and begin to become regular participants, and they should be encouraged and supported.

In high school, students are guided and empowered to select and plan for their own physical activity program. It is at this point that movement skills and knowledge are used more to participate in activities of personal preference and lead to enjoyment of a lifetime of good health. Students also increase their knowledge of resources in the community, how to access them, as well as how to overcome barriers to regular participation.

Developing the skills and knowledge to become a physically educated individual cannot be the responsibility of teachers at one level of school nor can it be left to students to learn on their own. The knowledge, skills, and values that are gained through a quality physical education program are gained through a developmental process. First, students learn about what their bodies can do and that moving is enjoyable and challenging. Students must also experience success and know that it is possible for everyone. Each student must become a good mover and know that there are many possibilities to be active. Finally, students learn to utilize the knowledge and skills they have gained to plan and implement their own physical activity program. The goal of the K-12 Physical Education curriculum is to ensure that students should feel comfortable as a mover, know where to look for community resources, and believe in the importance of living an active lifestyle.

TIME AND LEARNING OPPORTUNITIES CONSIDERATIONS

Physical education in elementary school is essential. Elementary school physical education experiences are provided so that each child has an equal opportunity to meet all the content standards in each grade cluster (K-2, 3-5). Time allocation guidelines for elementary schools are as follows:

- Grades K to 3: 45 minutes per week;
- Grades 4 and 5: 55 minutes per week;
- Grade 6: 107 minutes per week.

Middle schools (grades 6-8) offer courses that allow all students to meet the grades 6 to 8 cluster benchmarks. It is strongly recommended that: the semester Physical Education Grade 6 course, or its corresponding quarter courses, be taken in the 6th grade year; Physical Education A course, or its corresponding quarter courses, be taken in the 7th grade year; and Physical Education B course, or its corresponding quarter courses, be taken in the 7th or 8th grade year. Time allocation guidelines for middle schools (Grades 6 through 8) shall average 200 minutes per week.

All high school students must successfully complete one credit of physical education for graduation. Time allocation guidelines for Grades 9 through 12 shall average 200 minutes per week for one course credit.

THE ORGANIZATION OF THE STANDARDS

Standard	a broad statement of what a student needs to know or be able to do at the end of K-12 schooling
Topic	a category under which related benchmarks are grouped
Grade-Level Benchmark	a specific statement of what a student should know or be able to do at a specific grade level as specified by the scope and sequence, or grade level cluster
Sample Performance Assessment	a generalized description of how a student can demonstrate significant aspects of the benchmark
Rubric	a tool to assess the quality of a student's achievement of the benchmarks at the specified taxonomic level

THE STANDARDS

There are four physical education standards that were adopted from the newly revised 2004 National Association for Sport and Physical Education National Standards. The standards clarify and establish what a student should know and be able to do as a result of a quality physical education program. They also help to establish teacher-friendly guidelines for instructionally integrated assessment in the teaching/learning process. The physical education content and development process terms are embedded in the standards.

THE PHYSICAL EDUCATION STANDARDS

Standard 1: MOVEMENT FORMS—Use motor skills and movement patterns to perform a variety of physical activities.

Standard 2: COGNITIVE CONCEPTS—Understand movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 3: ACTIVE LIFESTYLE—Participate regularly in physical activity.

Standard 4: PHYSICAL FITNESS—Know ways to achieve and maintain a health-enhancing level of physical fitness.

PHYSICAL EDUCATION TOPICS

The four physical education standards are addressed through the following topics categories under which related benchmarks are grouped:

- **Fundamental skills** - Basic skills including locomotor (e.g. running, walking, jumping, skipping, hopping, sliding), non-locomotor (twisting, balancing, pushing, pulling), and manipulatives (throwing, catching, striking, kicking).
- **Safety and Play Etiquette** - Basic skills relating to the achievement of positive safety and appropriate protocol for play.
- **Modified and lead-up games and activities** - Experiences including small-sided games, adventure, cooperative play, rhythm, dance.
- **Fitness and conditioning-related activities** - Conditioning principles and cross-training involving health-related fitness components.
- **Team Sports** – Non-traditional and traditional experiences concerning team activities and games.
- **Individual, dual, and lifetime activities** – Non-traditional and traditional physical activities for lifetime participation.

BENCHMARKS, RUBRICS AND SAMPLE PERFORMANCE ASSESSMENTS

Each physical education benchmark defines the content and skills within each standard by specific developmental taxonomic levels at which students need to demonstrate proficiency. Each benchmark has one accompanying Sample Performance Assessment that describes a major element of the benchmark. Additionally, each benchmark has an associated rubric which measures a major element of the benchmark.

HAWAII CONTENT AND PERFORMANCE STANDARDS III BENCHMARK AND SAMPLE PERFORMANCE ASSESSMENT COUNT BY GRADE LEVEL

Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Standard 1	3	3	3	3	3	3	2	2	2	1	1	1	1
Standard 2	2	2	2	2	2	2	3	3	3	3	3	3	3
Standard 3	2	2	2	2	2	2	3	3	3	2	2	2	2
Standard 4	1	1	1	3	3	3	2	2	2	2	2	2	2
Total	8	8	8	10	10	10	10	10	10	8	8	8	8

DEVELOPMENTAL PROCESS

The following developmental sequence describes the process of the acquisition of physical skills and concepts. It scaffolds learning so that students first explore a concept or skill before they are formally introduced to it. Students are then given opportunities to practice, then apply and refine the skill or concept. The process spirals through the grade levels, with skills and concepts reintroduced and reinforced at higher grade levels to strengthen and broaden learning.

- **Explore (Ex):** The student develops an initial awareness of the task by experimenting with a variety of movement possibilities. There is no one correct way or one correct answer (e.g., a student may demonstrate the critical elements of skipping in an immature form).
- **Introduce (I):** The student learns about the various skills and concepts, differences between movements, and how they are performed (e.g., a student can identify the critical elements of skipping in a mature form versus an immature form).

- **Reintroduce (RI):** The student uses a mature form and reviews various skills and concepts refining parts for increased efficiency and performance (e.g., a student demonstrates critical elements of skipping in a mature form).
- **Apply (A):** The student uses learned movement in varying contexts such as with a partner and/or in a small group, with changing concepts such as speed, levels, using manipulatives, etc. (e.g., a student demonstrates a mature form of skipping while changing speed, levels, using manipulatives).
- **Emphasize (E):** The student pinpoints or highlights aspects of movement for further refinement in skills and knowledge in physical activities (e.g., a student modifies and applies the skip in executing a basketball lay-up).
- **Reinforce (R):** The student reviews and addresses proper form and acquires more information for further improvement and knowledge. Knowledge at this point should be at a level where students demonstrate qualities of a physically educated person and are able to continue a physically active lifestyle (e.g., a student refines and practices a basketball lay-up for play at a recreation and/or competitive level).

PHYSICAL EDUCATION STANDARDS AT-A-GLANCE

STANDARDS/TOPICS
<p>Standard 1: MOVEMENT FORMS – Use motor skills and movement patterns to perform a variety of physical activities</p> <ul style="list-style-type: none"> • Fundamental Skills • Modified/Lead-Up Games and Activities
<p>Standard 2: COGNITIVE CONCEPTS – Understand movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <ul style="list-style-type: none"> • Safety and Play Etiquette • Modified/Lead-Up Games and Activities • Team Sports
<p>Standard 3: ACTIVE LIFESTYLE – Participate regularly in physical activity</p> <ul style="list-style-type: none"> • Individual, Dual, and Lifetime Activities
<p>Standard 4: PHYSICAL FITNESS – Know ways to achieve and maintain a health-enhancing level of physical fitness</p> <ul style="list-style-type: none"> • Fitness and Conditioning Related Activities

IMPLEMENTATION OF PHYSICAL EDUCATION STANDARDS

Research on effective schools tells us that one of the most important elements in improving the outcomes of education is beginning with clear educational standard statements. Physical education standards clarify the knowledge, skills, and attitudes that students are expected to know, be able to do, and more importantly utilize in the community settings to lead full and productive lives. Standards do not prescribe a particular curriculum, nor do they subscribe to any one method or teaching. Instead, they serve as a map for schools to develop their own curriculum and a framework from which teachers can examine, improve, and refine their teaching and students' learning.

Standards provide direction and measurable learning outcomes. They offer guidance and support to develop the best practices in physical education. As a whole, standards are not the end but the beginning of a process in which school communities revisit their curriculum and discover new ways to meet the physical educational needs of their students.

SCHOOL LEVEL ACTIVITIES THAT SUPPORT STANDARDS IMPLEMENTATION

Researchers have identified strategies that can help schools and school leaders to successfully take the “giant leap” of implementation of standards (Hord, 1992). The strategies for successful implementation include the creation of an atmosphere and context for change, developing and communicating a shared vision, planning and providing resources, investing in professional development, checking progress, and continuing to give support.

Fundamental change flourishes in an environment where everyone is committed to learning - learning for staff first, followed by learning for students facilitated by more effective teachers and administrators. Implementation of standards is effective when it is supported by a commitment to change. Physical educators must work within their own department as well as collaboratively with other staff to create a clear image of what a high quality physical education program will look like as it functions within a high quality system.

Each school's physical education department should engage in a process that results in a school plan that ensures that students will have the continued opportunity for participation in physical activity. Physical education departments may want to host PE fairs, field days, or fun runs to advocate for greater family/community involvement in their child's physical activity. Other options are to create, build, and foster partnerships made with organizations that promote physical activity such as American Heart Association, American Cancer Society, and American Diabetes Association.

NEXT STEPS

To be an integral part of the total education of every child kindergarten through grade 12, quality physical education programs must facilitate the development of physically active lifestyles. This demands instruction based on standards that are rigorous and relevant. The updating and refinement of the Hawaii Content and Performance Standards is an ongoing process toward rigor and relevance. Physical educators must be involved in self-reflection and participation in the standards implementation and refinement process.

The development of a Physical Education HCPS III Glossary, an updated Grade Level Scope and Sequence, Sample Instructional Strategies, and accompanying Analytic Rubrics are a few of the standards components currently being developed. If you have questions, concerns or comments about the Physical Education Content Standards please contact Donna Ede, Educational Specialist for Health and Physical Education at (phone) 808-733-9141 ext. 303, or e-mail, donna_ed@notes.k12.hi.us.

"Physical exercise is not merely necessary to the health and development of the body, but to balance and correct intellectual pursuits as well. The mere athlete is brutal and philistine, the mere intellectual unstable and spiritless. The right education must tune the strings of the body and mind to perfect spiritual harmony."-*Plato*

References:

Hord, Shirley M. 1992. *Facilitative leadership: The imperative for change*. Austin, TX: Southwest Educational Development Laboratory.

SCOPE AND SEQUENCE

Ex=Explore

I=Introduce

RI=Reintroduce

A=Apply

E=Emphasize

R=Reinforce

	Movement Forms	Cognitive Concepts	Active Lifestyle	Physical Fitness
Grade K				
Fundamental skills	Ex			
Safety & play etiquette		Ex		
Modified/lead-up games & activities				
Fitness and conditioning-related activities				Ex
Team sports				
Individual, dual and lifetime activities			Ex	
Grade 1				
Fundamental skills	Ex, I			
Safety & play etiquette		Ex, I		
Modified/lead-up games & activities				
Fitness and conditioning-related activities				Ex
Team sports				
Individual, dual and lifetime activities			Ex	
Grade 2				
Fundamental skills	I, RI, A			
Safety & play etiquette		I, RI, A		
Modified/lead-up games & activities				
Fitness and conditioning-related activities				Ex
Team sports				
Individual, dual and lifetime activities			Ex	

Ex=Explore**I=Introduce****RI=Reintroduce****A=Apply****E=Emphasize****R=Reinforce**

	Movement Forms	Cognitive Concepts	Active Lifestyle	Physical Fitness
Grade 3				
Fundamental skills	RI, A			
Safety & play etiquette		RI, A		
Modified/lead-up games & activities	I, RI, A	I, A		
Fitness and conditioning-related activities				I
Team sports				
Individual, dual and lifetime activities			I	
Grade 4				
Fundamental skills	RI, A			
Safety & play etiquette		RI, A		
Modified/lead-up games & activities	RI, A	RI, A		
Fitness and conditioning-related activities				I, RI
Team sports				
Individual, dual and lifetime activities			I, RI	
Grade 5				
Fundamental skills	RI, A			
Safety & play etiquette		RI, A		
Modified/lead-up games & activities	RI, A	RI, A		
Fitness and conditioning-related activities				I, RI, A
Team sports				
Individual, dual and lifetime activities			I, RI, A	

Ex=Explore

I=Introduce

RI=Reintroduce

A=Apply

E=Emphasize

R=Reinforce

	Movement Forms	Cognitive Concepts	Active Lifestyle	Physical Fitness
Grade 6				
Fundamental skills	A, E	A, E		
Safety & play etiquette		A, E		
Modified/lead-up games & activities	A, E			
Fitness and conditioning-related activities				RI, A
Team sports		I		
Individual, dual and lifetime activities			I, RI, A	
Grade 7				
Fundamental skills	A, E	A, E		
Safety & play etiquette		A, E		
Modified/lead-up games & activities	A, E			
Fitness and conditioning-related activities				RI, A, E
Team sports		I, RI, A		
Individual, dual and lifetime activities			I, RI, A, E	
Grade 8				
Fundamental skills	A, E	A, E		
Safety & play etiquette		A, E		
Modified/lead-up games & activities	A, E			
Fitness and conditioning-related activities				RI, A, E
Team Sports		RI, A, E		
Individual, dual and lifetime activities			I, RI, A, E	

Ex=Explore

I=Introduce

RI=Reintroduce

A=Apply

E=Emphasize

R=Reinforce

Grade 9-12					
Fundamental skills			RI, A, E, R		
Safety & play etiquette			RI, A, E, R		
Modified/lead-up games & activities		RI, A, E, R			
Fitness and conditioning-related activities					RI, A, E, R
Team sports			RI, A, E, R		
Individual, dual and lifetime activities				RI, A, E, R	

Summary of Standards for Physical Education, Kindergarten – 12th Grade

Standard 1: MOVEMENT FORMS—Use motor skills and movement patterns to perform a variety of physical activities

Standard 2: COGNITIVE CONCEPTS—Understand movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

Standard 3: ACTIVE LIFESTYLE—Participate regularly in physical activity

Standard 4: PHYSICAL FITNESS—Know ways to achieve and maintain a health-enhancing level of physical fitness

**HAWAII CONTENT AND PERFORMANCE STANDARDS
PHYSICAL EDUCATION GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS
PHYSICAL EDUCATION GRADES K-12**

Kindergarten – Grade 2

Standard 1: MOVEMENT FORMS—Use motor skills and movement patterns to perform a variety of physical activities				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
FUNDAMENTAL SKILLS	PE.K-2.1.1 Use basic locomotor skills in initial (immature) form alone, with a partner, and in small groups		The student: Demonstrates a variety of basic locomotor skills (e.g., walking, running, jumping, hopping, leaping, sliding, galloping, skipping).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use basic locomotor skills in initial (immature) form alone, with a partner, and in small groups	Usually use basic locomotor skills in initial (immature) form alone, with a partner, and in small groups	Sometimes use basic locomotor skills in initial (immature) form alone, with a partner, and in small groups	Rarely use basic locomotor skills in initial (immature) form alone, with a partner, and in small groups
FUNDAMENTAL SKILLS	PE.K-2.1.2 Use basic non-locomotor skills in initial (immature) form alone, with a partner, and in small groups		The student: Demonstrates a variety of basic non-locomotor skills (e.g., twisting, balancing, pushing, pulling).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use basic non-locomotor skills in initial (immature) form alone, with a partner, and in small groups	Usually use basic non-locomotor skills in initial (immature) form alone, with a partner, and in small groups	Sometimes use basic non-locomotor skills in initial (immature) form alone, with a partner, and in small groups	Rarely use basic non-locomotor skills in initial (immature) form alone, with a partner, and in small groups

**HAWAII CONTENT AND PERFORMANCE STANDARDS
PHYSICAL EDUCATION GRADES K-12**

Kindergarten – Grade 2

Standard 1: MOVEMENT FORMS—Use motor skills and movement patterns to perform a variety of physical activities				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
FUNDAMENTAL SKILLS	PE.K-2.1.3 Use basic manipulative skills in initial (immature) form alone, with a partner, and in small groups		The student: Demonstrates a variety of basic manipulative skills (e.g., throwing, catching, striking, kicking).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use basic manipulative skills in initial (immature) form alone, with a partner, and in small groups	Usually use basic manipulative skills in initial (immature) form alone, with a partner, and in small groups	Sometimes use basic manipulative skills in initial (immature) form alone, with a partner, and in small groups	Rarely use basic manipulative skills in initial (immature) form alone, with a partner, and in small groups

Standard 2: COGNITIVE CONCEPTS—Understand movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
SAFETY AND PLAY ETIQUETTE	PE.K-2.2.1 Use basic movement concepts related to space, time, effort, and relationships (e.g., personal space, fast/slow, strong/light, under/over)		The student: Demonstrates basic movement concepts related to space, time, effort, and relationships (e.g., shows control and awareness of personal space, changes directions or levels while traveling).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use basic movement concepts related to space, time, effort, and relationships	Usually use basic movement concepts related to space, time, effort, and relationships	Sometimes use basic movement concepts related to space, time, effort, and relationships	Rarely use basic movement concepts related to space, time, effort, and relationships

**HAWAII CONTENT AND PERFORMANCE STANDARDS
PHYSICAL EDUCATION GRADES K-12**

Kindergarten – Grade 2

Standard 2: COGNITIVE CONCEPTS—Understand movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
SAFETY AND PLAY ETIQUETTE	PE.K-2.2.2 Identify basic rules for safe participation in physical activities		The student: Lists rules for personal space in striking activities (e.g., maintaining two arm lengths and a paddle distance from neighbor).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain why a variety of different rules keep people safe in physical activities	Identify basic rules for safe participation in physical activities	Name a basic rule for safe participation in physical activities	Recall that rules for physical activities help keep people safe

Standard 3: ACTIVE LIFESTYLE—Participate regularly in physical activity				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
INDIVIDUAL, DUAL, AND LIFETIME ACTIVITIES	PE.K-2.3.1 Participate regularly in physical activities		The student: Participates in moderate to vigorous non-structured or minimally organized activities (e.g., locomotor or chasing and fleeing activities).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently participate (more than three times per week) in a wide variety of physical activities	Usually participate (at least three times per week) in a variety of physical activities	Sometimes participate (one or two times per week) in physical activities	Rarely participate (less than one time per week) in physical activities

**HAWAII CONTENT AND PERFORMANCE STANDARDS
PHYSICAL EDUCATION GRADES K-12**

Kindergarten – Grade 2

Standard 3: ACTIVE LIFESTYLE—Participate regularly in physical activity				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
INDIVIDUAL, DUAL, AND LIFETIME ACTIVITIES	PE.K-2.3.2 Describe the social and emotional benefits of participating in physical activities		The student: Identifies the feelings that result from participation in physical activities in a group or alone (e.g., feelings of enjoyment, self-confidence, success).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain how participating in physical activities leads to social and emotional benefits	Describe the social and emotional benefits of participating in physical activities	Name a social or emotional benefit of participating in physical activities	Select from a list social or emotional benefits of participating in physical activities

Standard 4: PHYSICAL FITNESS—Know ways to achieve and maintain a health-enhancing level of physical fitness				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
FITNESS AND CONDITIONING- RELATED ACTIVITIES	PE.K-2.4.1 Identify physiological indicators that accompany moderate to vigorous physical activities		The student: Lists basic physiological changes before, during, and after moderate to vigorous physical activities (e.g., increased heart rate and breathing, body warmth, perspiration).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain the physiological indicators that accompany different types of moderate to vigorous physical activities	Identify physiological indicators that accompany moderate to vigorous physical activities	Name a physiological indicator that accompanies moderate to vigorous physical activities	Select from a list physiological indicators that accompany moderate to vigorous physical activities

**HAWAII CONTENT AND PERFORMANCE STANDARDS
PHYSICAL EDUCATION GRADES K-12**

Grade 3 – Grade 5

Standard 1: MOVEMENT FORMS—Use motor skills and movement patterns to perform a variety of physical activities				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
FUNDAMENTAL SKILLS	PE.3-5.1.1 Use locomotor and non-locomotor skills in a mature (proper) form		The student: Demonstrates the ability to adapt and adjust locomotor and non-locomotor skills to changing environmental conditions and expectations (e.g., a fast walk versus a slow run, balancing on various bases of support).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use locomotor and non-locomotor skills in a mature (proper) form	Usually use locomotor and non-locomotor skills in a mature (proper) form	Sometimes use locomotor and non-locomotor skills in a mature (proper) form	Rarely use locomotor and non-locomotor skills in a mature (proper) form
FUNDAMENTAL SKILLS	PE.3-5.1.2 Use manipulative skills in a mature (proper) form		The student: Demonstrates manipulative skills in a mature form (e.g., hand/foot opposition in overhand throw, throwing to a moving partner, striking a moving object).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use manipulative skills in a mature (proper) form	Usually use manipulative skills in a mature (proper) form	Sometimes use manipulative skills in a mature (proper) form	Rarely use manipulative skills in a mature (proper) form

**HAWAII CONTENT AND PERFORMANCE STANDARDS
PHYSICAL EDUCATION GRADES K-12**

Grade 3 – Grade 5

Standard 1: MOVEMENT FORMS—Use motor skills and movement patterns to perform a variety of physical activities				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MODIFIED/LEAD-UP GAMES AND ACTIVITIES	PE.3-5.1.3 Use combinations of mature (proper) movement forms, including locomotor, non-locomotor, and manipulative skills		The student: Demonstrates consistent and smooth transitions when combining movement forms in simple and modified activities (e.g., contra dances, simple gymnastic sequences).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use combinations of mature (proper) movement forms, including locomotor, non-locomotor, and manipulative skills	Usually use combinations of mature (proper) movement forms, including locomotor, non-locomotor, and manipulative skills	Sometimes use combinations of mature (proper) movement forms, including locomotor, non-locomotor, and manipulative skills	Rarely use combinations of mature (proper) movement forms, including locomotor, non-locomotor, and manipulative skills

Standard 2: COGNITIVE CONCEPTS—Understand movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MODIFIED/LEAD-UP GAMES AND ACTIVITIES	PE.3-5.2.1 Apply movement tactics in simple and modified activities		The student: Demonstrates various movement tactics in simple and modified activities (e.g., serving to an open spot, cornering in tagging games, throwing or kicking to a teammate).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently apply movement tactics in simple and modified activities	Usually apply movement tactics in simple and modified activities	Sometimes apply movement tactics in simple and modified activities	Rarely apply movement tactics in simple and modified activities

**HAWAII CONTENT AND PERFORMANCE STANDARDS
PHYSICAL EDUCATION GRADES K-12**

Grade 3 – Grade 5

Standard 2: COGNITIVE CONCEPTS—Understand movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities			
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT	
SAFETY AND PLAY ETIQUETTE	PE.3-5.2.2 Identify procedures for safe participation in physical activities	The student: Lists activity-specific actions that should be followed for safe participation (e.g., looking forward during tag games to avoid collisions with others).	
	RUBRIC		
	Advanced	Proficient	Partially Proficient
Explain why a variety of different procedures help keep people safe during participation in physical activities	Identify procedures for safe participation in physical activities	Name a procedure that keeps people safe during physical activities	Select from a list procedures that keep people safe during physical activities

**HAWAII CONTENT AND PERFORMANCE STANDARDS
PHYSICAL EDUCATION GRADES K-12**

Grade 3 – Grade 5

Standard 3: ACTIVE LIFESTYLE—Participate regularly in physical activity				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
INDIVIDUAL, DUAL, AND LIFETIME ACTIVITIES	PE.3-5.3.1 Participate regularly in physical activities that contribute to an active lifestyle and bring personal enjoyment		The student: Identifies and participates in moderate to vigorous physical activities that are enjoyable and contribute to an active lifestyle (e.g., gymnastics, martial arts, dance, basketball, community fun run).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently participate (15 minutes five to seven days per week) in physical activities that contribute to an active lifestyle and bring personal enjoyment	Usually participate (15 minutes four days per week) in physical activities that contribute to an active lifestyle and bring personal enjoyment	Sometimes participate (15 minutes one or two days per week) in physical activities that contribute to an active lifestyle and bring personal enjoyment	Rarely participate (less than one day per week) in physical activities that contribute to an active lifestyle and bring personal enjoyment
INDIVIDUAL, DUAL, AND LIFETIME ACTIVITIES	PE.3-5.3.2 Describe health-related benefits of regular participation in physical activities		The student: Identifies the health benefits of regular participation in physical activities (e.g., strengthens muscles, helps to control weight, increases energy).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Compare the social, emotional, and physical benefits of regular participation in physical activities	Describe health-related benefits of regular participation in physical activities	Identify a health-related benefit of regular participation in physical activities	Select from a list health-related benefits of regular participation in physical activities

**HAWAII CONTENT AND PERFORMANCE STANDARDS
PHYSICAL EDUCATION GRADES K-12**

Grade 3 – Grade 5

Standard 4: PHYSICAL FITNESS—Know ways to achieve and maintain a health-enhancing level of physical fitness				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
FITNESS AND CONDITIONING-RELATED ACTIVITIES	PE.3-5.4.1 Identify the components of health-related physical fitness		The student: Names the components of health-related fitness (i.e., flexibility, muscular strength, muscular endurance, cardiorespiratory endurance, body composition) and the large muscle groups or body systems involved in each component.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain the components of health-related physical fitness	Identify the components of health-related physical fitness	Identify one or two of the components of health-related physical fitness	Select from a list the components of health-related physical fitness
FITNESS AND CONDITIONING-RELATED ACTIVITIES	PE.3-5.4.2 Use appropriate methods to monitor physiological changes before, during, and after physical activity		The student: Demonstrates how to find the heart rate at the wrist or neck and monitors heart rate for a specified amount time (e.g., 10 seconds).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use appropriate methods to monitor physiological changes before, during, and after physical activity	Usually use appropriate methods to monitor physiological changes before, during, and after physical activity	Sometimes use appropriate methods to monitor physiological changes before, during, and after physical activity	Rarely use appropriate methods to monitor physiological changes before, during, and after physical activity

**HAWAII CONTENT AND PERFORMANCE STANDARDS
PHYSICAL EDUCATION GRADES K-12**

Grade 3 – Grade 5

Standard 4: PHYSICAL FITNESS—Know ways to achieve and maintain a health-enhancing level of physical fitness				
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT		
FITNESS AND CONDITIONING- RELATED ACTIVITIES	PE.3-5.4.3 Describe ways in which moderate to vigorous physical activities can improve the health-related components of fitness	The student: Explains how specific activities can improve each of the health-related components of fitness (e.g., climbing to improve muscular strength, running games to improve cardiorespiratory endurance).		
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Compare how a variety of moderate to vigorous physical activities can improve the health-related components of fitness	Describe ways in which moderate to vigorous physical activities can improve the health-related components of fitness	Identify moderate to vigorous physical activities that can improve the health-related components of fitness	Name a moderate to vigorous physical activity that can improve the health-related components of fitness

**HAWAII CONTENT AND PERFORMANCE STANDARDS
PHYSICAL EDUCATION GRADES K-12**

Grade 6 – Grade 8

Standard 1: MOVEMENT FORMS—Use motor skills and movement patterns to perform a variety of physical activities				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
FUNDAMENTAL SKILLS	PE.6-8.1.1 Use mature (proper) movement forms appropriately in the context of modified games or activities, such as sports, dance, exercise, and gymnastics		The student: Demonstrates competence while using activity specific movement forms at a mature level (e.g., using a shuffle in dance or a basketball activity).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use mature (proper) movement forms appropriately in the context of modified games or activities	Usually use mature (proper) movement forms appropriately in the context of modified games or activities	Sometimes use mature (proper) movement forms appropriately in the context of modified games or activities	Rarely use mature (proper) movement forms appropriately in the context of modified games or activities
MODIFIED/LEAD-UP GAMES AND ACTIVITIES	PE.6-8.1.2 Use combinations of movement forms in the context of modified games or activities, such as sports, dance, exercise, and gymnastics		The student: Demonstrates combining activity specific skills in dynamic and complex environments (e.g., running to receive a short serve in a 3 on 3 volleyball game, throwing and catching a Frisbee with a partner while on the move).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use combinations of movement forms in the context of modified games or activities	Usually use combinations of movement forms in the context of modified games or activities	Sometimes use combinations of movement forms in the context of modified games or activities	Rarely use combinations of movement forms in the context of modified games or activities

**HAWAII CONTENT AND PERFORMANCE STANDARDS
PHYSICAL EDUCATION GRADES K-12**

Grade 6 – Grade 8

Standard 2: COGNITIVE CONCEPTS—Understand movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
FUNDAMENTAL SKILLS	PE.6-8.2.1 Identify strategies to improve performance of movement skills		The student: Names the critical elements of selected movement skills (e.g., elements necessary for backhand Frisbee throw) and applies feedback from a variety of sources (e.g., peer assessment, video feedback) to improve performance of that movement skill.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Identify and explain how using a variety of strategies helps to improve performance of movement skills	Identify a variety of strategies to improve performance of movement skills	Identify a few strategies to improve performance of movement skills	Identify a strategy to improve performance of movement skills
TEAM SPORTS	PE.6-8.2.2 Describe basic strategies for simple and modified activities		The student: Explains and applies basic strategies to a variety of similar activities (e.g., offensive and defensive strategies, give and go, defending space).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Compare offensive and defensive strategies for simple and modified activities	Describe basic strategies for simple and modified activities	Name a basic strategy for simple and modified activities	Recognize basic strategies for simple and modified activities

**HAWAII CONTENT AND PERFORMANCE STANDARDS
PHYSICAL EDUCATION GRADES K-12**

Grade 6 – Grade 8

Standard 2: COGNITIVE CONCEPTS—Understand movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
SAFETY AND PLAY ETIQUETTE	PE.6-8.2.3 Apply rules and etiquette for safe participation in physical activities		The student: Demonstrates an understanding of rules and etiquette for fair and safe play (e.g., creates a written response in volleyball concerning returning dead balls to opponents by rolling ball under net, officiates a modified game or activity).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently apply rules and etiquette for safe participation in physical activities	Usually apply rules and etiquette for safe participation in physical activities	Sometimes apply rules and etiquette for safe participation in physical activities	Rarely apply rules and etiquette for safe participation in physical activities

Standard 3: ACTIVE LIFESTYLE—Participate regularly in physical activity				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
INDIVIDUAL, DUAL, AND LIFETIME ACTIVITIES	PE.6-8.3.1 Identify opportunities for physical activity outside of the physical education class		The student: Names physical activity opportunities of personal interest available outside of physical education (e.g., intramurals, community activities, Parks and Recreation leagues).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Compare a variety of opportunities for physical activity outside of the physical education class	Identify opportunities for physical activity outside of the physical education class	Name an opportunity for physical activity outside of the physical education class	Select from a list an opportunity for physical activity outside of the physical education class

**HAWAII CONTENT AND PERFORMANCE STANDARDS
PHYSICAL EDUCATION GRADES K-12**

Grade 6 – Grade 8

Standard 3: ACTIVE LIFESTYLE—Participate regularly in physical activity				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
INDIVIDUAL, DUAL, AND LIFETIME ACTIVITIES	PE.6-8.3.2 Participate regularly in moderate to vigorous physical activities to meet personal goals		The student: Participates in a variety of moderate to vigorous physical activities and records experiences (e.g., maintains a physical activity log for a seven-day period to document progress towards achievement of personal goals).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently participate in moderate to vigorous physical activities to meet personal goals	Usually participate in moderate to vigorous physical activities to meet personal goals	Sometimes participate in moderate to vigorous physical activities to meet personal goals	Rarely participate in moderate to vigorous physical activities to meet personal goals
INDIVIDUAL, DUAL, AND LIFETIME ACTIVITIES	PE.6-8.3.3 Explain the relationship between a healthy lifestyle and regular participation in physical activities		The student: Describes how regular participation in physical activities leads to physical, emotional, and social benefits (e.g., increased energy, weight control, increased self-esteem, enjoyment, positive interactions with others).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze the relationship between a healthy lifestyle and regular participation in physical activities	Explain the relationship between a healthy lifestyle and regular participation in physical activities	Identify ways that regular participation in physical activities contributes to a healthy lifestyle	Name a way that regular participation in physical activities contributes to a healthy lifestyle

**HAWAII CONTENT AND PERFORMANCE STANDARDS
PHYSICAL EDUCATION GRADES K-12**

Grade 6 – Grade 8

Standard 4: PHYSICAL FITNESS—Know ways to achieve and maintain a health-enhancing level of physical fitness				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
FITNESS AND CONDITIONING- RELATED ACTIVITIES	PE.6-8.4.1 Describe the principles of training and conditioning and how they affect the components of health-related fitness		The student: Explains the principles of training and conditioning (e.g., overload, progression, specificity, frequency, intensity, time, type) and describes how they affect the components of health-related fitness (e.g., flexibility, muscle strength/endurance, body composition, cardiorespiratory endurance).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Compare the principles of training and conditioning in terms of how they affect the components of health-related fitness	Describe the principles of training and conditioning and how they affect the components of health-related fitness	Identify a principle of training and conditioning and its relationship to the components of health-related fitness	Give examples of principles of training and conditioning
FITNESS AND CONDITIONING- RELATED ACTIVITIES	PE.6-8.4.2 Set goals for improving the components of personal health-related physical fitness		The student: Identifies one or more components of fitness for improvement and devises a plan to improve physical fitness that uses the principles of training and conditioning.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently set goals for improving the components of personal health-related physical fitness	Usually set goals for improving the components of personal health-related physical fitness	Sometimes set goals for improving the components of personal health-related physical fitness	Rarely set goals for improving the components of personal health-related physical fitness

**HAWAII CONTENT AND PERFORMANCE STANDARDS
PHYSICAL EDUCATION GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS
PHYSICAL EDUCATION GRADES K-12**

Grade 9 – Grade 12

Standard 1: MOVEMENT FORMS—Use motor skills and movement patterns to perform a variety of physical activities				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MODIFIED/LEAD-UP GAMES AND ACTIVITIES	PE.9-12.1.1 Use combinations of specialized movement forms in a variety of activities, such as net and invasion games, field and target games, aquatics, dance, exercise, and gymnastics		The student: Demonstrates competency in combinations of specialized movement skills (e.g., using an “eggbeater” and throwing in water polo, using an approach shot and split step in tennis, using a grapevine [carioca] and rest [hesitation step] in dance and football).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use combinations of specialized movement forms in a variety of activities	Usually use combinations of specialized movement forms in a variety of activities	Sometimes use combinations of specialized movement forms in a variety of activities	Rarely use combinations of specialized movement forms in a variety of activities

Standard 2: COGNITIVE CONCEPTS—Understand movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
FUNDAMENTAL SKILLS	PE.9-12.2.1 Apply concepts, principles, tactics, and strategies to acquire, assess, and improve movement skills		The student: Independently applies concepts, principles, tactics, and strategies to improve performance and/or help others to reach personal activity goals (e.g., self-assesses performance in badminton and selects an appropriate drill to improve lob).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently apply concepts, principles, tactics, and strategies to acquire, assess, and improve movement skills	Usually apply concepts, principles, tactics, and strategies to acquire, assess, and improve movement skills	Sometimes apply concepts, principles, tactics, and strategies to acquire, assess, and improve movement skills	Rarely apply concepts, principles, tactics, and strategies to acquire, assess, and improve movement skills

**HAWAII CONTENT AND PERFORMANCE STANDARDS
PHYSICAL EDUCATION GRADES K-12**

Grade 9 – Grade 12

Standard 2: COGNITIVE CONCEPTS—Understand movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
TEAM SPORTS	PE.9-12.2.2 Evaluate tactics and strategies for modified and traditional activities		The student: Assesses tactics and strategies in a variety of modified and traditional activities (e.g., zone/man to man defense, pick and roll).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Apply knowledge of tactics and strategies for modified and traditional activities to solve a problem related to the activity	Evaluate tactics and strategies for modified and traditional activities	Explain the use of tactics and strategies for modified and traditional activities	Identify tactics and strategies for modified and traditional activities
SAFETY AND PLAY ETIQUETTE	PE.9-12.2.3 Assess the importance of rules and procedures for safe and fair play during physical activities		The student: Demonstrates knowledge of the rules and procedures, as well as cooperation and fair play, when participating in competitive and non-competitive physical activities (e.g., independently arbitrates rule violations during physical activity without conflict).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Apply knowledge of rules and procedures for safe and fair play during physical activities to solve a problem related to the activity	Assess the importance of rules and procedures for safe and fair play during physical activities	Explain why rules and procedures are important for safe and fair play during physical activities	Give examples of rules and procedures that are important for safe and fair play during physical activities

**HAWAII CONTENT AND PERFORMANCE STANDARDS
PHYSICAL EDUCATION GRADES K-12**

Grade 9 – Grade 12

Standard 3: ACTIVE LIFESTYLE—Participate regularly in physical activity				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
INDIVIDUAL, DUAL, AND LIFETIME ACTIVITIES	PE.9-12.3.1 Participate in a variety of physical activities of personal interest to maintain an active lifestyle		The student: Identifies and participates in a variety of physical activities of personal interest to maintain an active lifestyle (e.g., dancing, community walk/runs, bodyboarding, yardwork, surfing).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently participate in a variety of physical activities of personal interest to maintain an active lifestyle	Usually participate in a variety of physical activities of personal interest to maintain an active lifestyle	Sometimes participate in a variety of physical activities of personal interest to maintain an active lifestyle	Rarely participate in a variety of physical activities of personal interest to maintain an active lifestyle
INDIVIDUAL, DUAL, AND LIFETIME ACTIVITIES	PE.9-12.3.2 Describe reasons for, and healthful benefits of, continuing involvement in personally selected physical activities and identify strategies to do so		The student: Names reasons for, and healthful benefits of, participation in physical activities (e.g., enjoyment, challenge, social interaction, reduced stress, more energy) and creates a plan to continue involvement in physical activity into the future (e.g., choosing sports and activities of personal interest).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain how continued involvement in personally selected physical activities contributes to a healthy lifestyle	Describe reasons for, and healthful benefits of, continuing involvement in personally selected physical activities and identify strategies to do so	Identify a reason for continuing involvement in personally selected physical activities and identify strategies to do so	Recognize the importance of continuing involvement in personally selected physical activities

**HAWAII CONTENT AND PERFORMANCE STANDARDS
PHYSICAL EDUCATION GRADES K-12**

Grade 9 – Grade 12

Standard 4: PHYSICAL FITNESS—Know ways to achieve and maintain a health-enhancing level of physical fitness				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
FITNESS AND CONDITIONING-RELATED ACTIVITIES	PE.9-12.4.1 Set goals to improve personal fitness level based on various sources of information		The student: Uses information about personal fitness status (e.g., flexibility, muscular strength, muscular endurance, cardiorespiratory endurance, body composition) from a fitness assessment to design a plan to improve and/or maintain a personal fitness level.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently set goals to improve personal fitness level based on various sources of information	Usually set goals to improve personal fitness level based on various sources of information	Sometimes set goals to improve personal fitness level based on various sources of information	Rarely set goals to improve personal fitness level
FITNESS AND CONDITIONING-RELATED ACTIVITIES	PE.9-12.4.2 Assess the benefits of participation in selected physical activities on the components of health-related physical fitness		The student: Participates in and evaluates activities that are designed to improve and/or maintain components of health-related physical fitness as related to personal goals (e.g., participates in regular jogging to increase cardiorespiratory endurance).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Apply knowledge of the benefits of participation in selected physical activities on the components of health related physical fitness to solve a problem	Assess the benefits of participation in selected physical activities on the components of health-related physical fitness	Explain how participation in specific physical activities affects the components of health-related physical fitness	Give examples of physical activities that affect the components of health-related physical fitness

APPENDIX A: RESOURCES

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APPENDIX B: GLOSSARY OF PHYSICAL EDUCATION TERMS

Active lifestyle:	Those physical behaviors needed to attain and/or maintain the physical competence required to sustain a quality lifestyle.
Active lifestyle journal:	A place where physical activity experiences can be documented for future reference.
Advanced:	Students achieving at the advanced level indicate an in-depth understanding or exemplary display of the knowledge and/or skills included in the Physical Education Hawaii Content and Performance Standards III.
Body composition:	A health-related component of physical fitness that relates to the percentage of fat tissue and lean tissue in the body.
Body systems:	Anatomically or functionally related parts of the body (e.g., skeletal system, muscular system, respiratory system, circulatory system).
Bump:	A forearm pass in volleyball.
Cardiorespiratory endurance:	The ability to perform numerous repetitions of an activity requiring considerable use of the circulatory and respiratory systems.
Cognitive concepts:	The process by which information is organized, put into memory, and made available for recall and application in a variety of settings.
Community activities:	Physical activity opportunities that are available outside of the school environment in the vicinity of the school or the home.
Complex:	Movements that involve more than one form or part and are often activity-specific.
Consistently, Usually, Sometimes, Rarely:	Targets determined by grade level for a specific benchmark by considering its developmental appropriateness (Scope and Sequence), and the number of opportunities provided.

Contra dance:	Dances that are performed to music frequently led by a caller. They are often reels or jigs and usually begin in sets consisting of at least two lines with your partner across from you.
Critical elements:	Elements needed to execute a particular movement form; the important parts of a skill.
Defending space:	A defensive tactic used in games and activities where a particular player is given a designated space to defend.
Defensive strategies:	Plans which involve changing the body's place or position in order to prevent the opposition from scoring or achieving their intended goal.
Dynamic:	Movement characterized by continuous change.
Eggbeater:	The most powerful way to tread water; an essential skill in water polo for catching, throwing or guarding.
Fair play:	Taking part in an activity in a manner consistent with the rules and commonly accepted behavioral expectations of the game.
Flexibility:	A health-related component of fitness that relates to the range of motion available at a joint.
Fundamental movement skill:	An organized series of basic movements that involve the combination of movement patterns of two or more body parts.
General space:	The total, designated space that is available in a room, gymnasium, or playground.
Give and go:	An offensive strategy where one offensive player passes to another and then runs downfield or down court to receive a return pass.
Grid:	Instructional area divided into multiple stations for instruction and assessment of small-sided activities (e.g., 10ft.x 10ft., or whatever dimensions are needed to safely perform activity).

Gymnastics sequences:	Chaining or combining movements together, so that they are performed one right after the other without pausing.
Health-related fitness:	That aspect of physical fitness composed of the following: muscular strength, muscular endurance, cardiorespiratory endurance, joint flexibility, and body composition.
Health-related benefits:	Positive changes associated with individual health; not only improvements in muscular strength, muscular endurance, cardiorespiratory endurance, flexibility and body composition, but also social and emotional wellness.
Healthful:	Pertaining to physical, social and emotional benefits.
Healthy lifestyle:	Those behaviors that maintain an acceptable level of physical health and avert the onset of preventable diseases.
Heart rate:	The number of heartbeats per unit of time; usually expressed in beats per minute. To measure heart rate: place the tips of the middle and pointer fingers on the wrist (radial artery), or neck (carotid artery) with light pressure; count the number of beats in a 30sec period and multiply by two; the longer the time period (up to a minute) the more accurate the result. Other formulas: 6sec and add a zero; 10sec multiplied by 6; 15sec multiplied by 4; 20sec multiplied by 3.
Initial (immature) form:	Skill is just being learned, parts of the skill are missing (preparation, execution, follow-through), timing and coordination developing, skill sometimes exaggerated (too small, too big).
Leading pass:	A pass that is aimed in front of the receiver in order to account for their simultaneous movement in the same direction as the pass.
Locomotor skills:	Total-body movements in which the body is propelled in an upright posture from one point to another in a roughly horizontal or vertical direction.
Man-to-man:	The defensive style where each defensive player is responsible for guarding one opponent.
Manipulative:	An object designed to be moved as a means to develop motor skills.

Manipulative skills:	<p>Movement skills that involve moving objects with the body.</p> <p><i>Gross motor manipulation</i> – movement skills that involve imparting force, using one or more large muscle groups, to objects and receiving force from objects, as in throwing, catching, kicking, and volleying activities.</p> <p><i>Fine motor manipulation</i> – movement skills that involve imparting force, using one or more small muscle groups, to objects and/or receiving force from objects, as in playing the violin, playing darts, or writing a letter.</p>
Mature (proper) form:	All parts of the skill are present and rhythmically coordinated, accuracy and force can be controlled.
Minimally organized:	Refers to activities that function within a small degree of formal structure and/or direction.
Moderate physical activity:	Generally, a level of effort in which a person should experience some increase in breathing or heart rate.
Modified games:	Activities or games which are adapted, adjusted or amended from their traditional structure with consideration for developmental appropriateness.
Motor skill:	Is a series of movements performed with accuracy and precision; movements can be either fundamental or specialized.
Movement concepts:	<p>The special language of movement –</p> <ul style="list-style-type: none"> • <i>Body awareness</i> – a sense of what the body can do • <i>Space awareness</i> – knowledge of where the body can move • <i>Effort awareness</i> – knowing how the body can move • <i>Relationship awareness</i> – a sense of with whom and with what the body can move
Movement forms:	The act of the body changing place or position that encompasses motor skills and movement patterns.
Movement pattern:	An organized series of related movements that involve the performance of an isolated movement that by itself is too restricted to be classified as a fundamental or specialized movement skill.
Movement principles:	Those concepts related to biomechanics, strength training, fitness, etc.

Movement strategies:	Plans which involve changing the body’s place or position to achieve a particular goal.
Movement tactic:	The why and when of using particular movement skill in a modified game or activity.
Muscular endurance:	A health-related component of physical fitness that relates to the ability of a muscle to continue to perform without fatigue.
Muscular strength:	A health-related component of physical fitness that relates to the ability of the muscle to exert force.
Non-locomotor skills:	Sometimes called “axial movements,” these are stability skills in which the axis of the body revolves around a fixed point, and include movements such as bending, stretching, twisting, turning, reaching, lifting, and falling; movements that do not cause the physical displacement of the body.
Non-structured:	Refers to activities that lack structure or organization and are not formally regulated.
Novice:	Students achieving at the novice level indicate a need for extensive support or; they have provided little or no evidence in meeting the Physical Education Hawaii Content and Performance Standards III.
Offensive strategies:	Plans which involve changing the body’s place or position in order to score or achieve an intended goal.
Personal space:	The immediate area in all directions around one’s body at its furthest possible span.
Physical activity:	Bodily movement that is produced by the contraction of skeletal muscle and which substantially increases energy expenditure.
Physical fitness:	A measure of a person’s ability to perform physical activities that require endurance, strength, or flexibility and is determined by a combination of regular activity and genetically inherited ability.
Physiological indicators:	Physical characteristics that result from participation in physical activity (e.g. perspiration, body warmth, increased heart rate, heavy breathing, etc.).

Principles of training and conditioning:

Guidelines to follow to obtain the maximum benefits from an exercise plan.

FITT principle –

- i. F – frequency; at least three times per week
- ii. I – intensity; you must maintain your heart in your target heart rate zone for the required amount of time
- iii. T – time; dependant on fitness level of individual, 12-60min of continuous aerobic activity
- iv. T – type; activities that use the whole body or larger muscle groups

Principle of overload – a muscle must do more work then it is accustomed to doing by either increasing the load or decreasing the time in which the same amount of work is done in order to enhance strength and endurance.

Principle of progression – improvement in strength and/or endurance increases over time in response to the individual’s threshold of training and target zone.

Principle of specificity – a muscle that is overloaded in terms of increased work or decreased time for the same load will increase in strength and/or endurance specific to the muscles worked.

Partially proficient:

Students achieving at the partially proficient level indicate a partial understanding or display of the knowledge and/or skills included in the Physical Education Hawaii Content and Performance Standards III. Students achieving at this level are approaching proficiency but have not yet achieved it.

Personal fitness plan:

A goal-oriented plan that targets total, overall fitness achieved by maintaining acceptable levels of physical activity, a healthy eating plan, and avoiding harmful substances.

Proficient:

Students achieving at the proficient level indicate a solid understanding or display of the knowledge and/or skills included in the Physical Education Hawaii Content and Performance Standards III. This performance level meets benchmark expectations.

Short serve:

In volleyball, is intended to disrupt a team's desired approach angles by bringing a receiver into the intended pathway of the hitter, or by serving the hitter, making them have to move into a position close to the net (front court) to pass the ball.

Small-sided:	Modified and adapted activities or games that are played with less than the traditional number of participants.
Social and emotional benefits:	Through physical activity children increase the ability to act, interact, and react effectively with people as well as with themselves.
Specialized skill:	A fundamental movement skill or combination of fundamental movement skills that have been applied to the performance of activities related to sport, dance, or performance of some other complex activity.
Triads:	Groups of three students.
Vigorous physical activity:	Generally, a level of effort in which a person should experience a large increase in breathing or heart rate.
Zone:	A defensive style where each player is responsible for an area of the playing court/field and must guard any player who enters that area.