

The New York State Physical Education Learning Standards at a Glance (2020)

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

	Pre-K	K	1	2	3	4	5	6	7	8	HS Level 1	HS Level 2
Sport Skills and Games NY.S1.1	Please note: Standards for prekindergarten physical development and health are included in the New York State Prekindergarten Learning Standards: A Resource for School Success. This resource consolidates all learning standards for prekindergarten students into one document and organizes them by key learning domains.	Identifies locomotor, non-locomotor, and manipulative skills. (NY.S1.1.K)	Demonstrates, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills. (NY.S1.1.1)	Demonstrates in isolation, mature patterns of locomotor, non-locomotor and manipulative movement skills. (NY.S1.1.2)	Demonstrates, in isolation, mature patterns of locomotor, non-locomotor and manipulative movement skills in a variety of physical activities. (NY.S1.1.3)	Demonstrates a combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities. (NY.S1.1.4)	Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities. (NY.S1.1.5)	Demonstrates emerging forms of specialized skills in a variety of games and sports. (NY.S1.1.6)	Demonstrates mature forms of specialized skills in a variety of games and sports. (NY.S1.1.7)	Demonstrates mature forms of specialized skills in a variety of games and sports. (NY.S1.1.8)	<i>Please note: The outcomes for NY.S1.1 conclude at Grade 8.</i>	
Dance, Movement and Rhythmic Activities NY.S1.2		Identifies locomotor, non-locomotor, and manipulative skills in dance, movement and rhythmic activities. (NY.S1.2.K)	Demonstrates, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills in dance, movement and rhythmic activities. (NY.S1.2.1)	Demonstrates, in isolation, mature patterns of locomotor, non-locomotor and manipulative movement skills in dance, movement and rhythmic activities. (NY.S1.2.2)	Demonstrates, in isolation, mature patterns of locomotor, non-locomotor and manipulative movement skills in dance, movement and rhythmic activities. (NY.S1.2.3)	Demonstrates a combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities in dance, movement and rhythmic activities. (NY.S1.2.4)	Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills in dance, movement and rhythmic activities. (NY.S1.2.5)	Demonstrates emerging forms of specialized skills in dance, movement and rhythmic activities. (NY.S1.2.6)	Demonstrates mature forms of specialized skills in dance, movement and rhythmic activities. (NY.S1.2.7)	Demonstrates mature forms of specialized skills in dance, movement and rhythmic activities. (NY.S1.2.8)		
Fitness Activities NY.S1.3		Identifies locomotor, non-locomotor, and manipulative skills. (NY.S1.3.K)	Demonstrates, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills. (NY.S1.3.1)	Demonstrates, in isolation, mature patterns of locomotor, non-locomotor and manipulative movement skills. (NY.S1.3.2)	Demonstrates, in isolation, mature patterns of locomotor, non-locomotor and manipulative movement skills. (NY.S1.3.3)	Demonstrates a combination of locomotor, non-locomotor, and manipulative skills. (NY.S1.3.4)	Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills. (NY.S1.3.5)	Demonstrates emerging forms of specialized skills in a variety of fitness activities. (NY.S1.3.6)	Demonstrates mature forms of specialized skills in a variety of fitness activities. (NY.S1.3.7)	Demonstrates mature forms of specialized skills in a variety of fitness activities. (NY.S2.3.8)	Demonstrates competency in one or more fitness activities. (NY.S1.3.L1)	Demonstrates proficiency and/or refines activity-specific movement skills in one or more fitness activities. (NY.S1.3.L2)
Lifetime Activities NY.S1.4		Identifies locomotor, non-locomotor, and manipulative skills. (NY.S1.4.K)	Demonstrates, in isolation, emerging forms of locomotor, non-locomotor, and manipulative skills. (NY.S1.4.1)	Demonstrates, in isolation, mature patterns of locomotor, non-locomotor and manipulative movement skills. (NY.S1.4.2)	Demonstrates, in isolation, mature patterns of locomotor, non-locomotor and manipulative movement skills in a variety of physical activities. (NY.S1.4.3)	Demonstrates a combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities. (NY.S1.4.4)	Demonstrates a mature combination of locomotor, non-locomotor, and manipulative skills in a variety of physical activities. (NY.S1.4.5)	Demonstrates emerging forms of specialized skills in lifetime activities. (NY.S1.4.6)	Demonstrates mature forms of specialized skills in lifetime activities. (NY.S1.4.7)	Demonstrates mature forms of specialized skills in lifetime activities. (NY.S1.4.8)	Demonstrates competency in one or more lifetime activities. (NY.S1.4.L1)	Demonstrates proficiency and/or refines activity-specific movement skills in one or more lifetime activities. (NY.S1.4.L2)

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

	Pre-K	K	1	2	3	4	5	6	7	8	HS Level 1	HS Level 2
Movement Concepts NY.S2.1	Please note: Standards for prekindergarten physical development and health are included in the New York State Prekindergarten Learning Standards: A Resource for School Success . This resource consolidates all learning standards for prekindergarten students into one document and organizes them by key learning domains.	Identifies simple movement concepts. (NY.S2.1.K)	Identifies more complex movement concepts. (NY.S2.1.1)	Demonstrates a combination of movement concepts into simple travel. (NY.S2.1.2)	Demonstrates movement concepts in a variety of physical activities. (NY.S2.1.3)	Demonstrates a combination of movement concepts, locomotor and/or manipulative skills in a variety of physical activities. (NY.S2.1.4)	Demonstrates maturing movement concepts, locomotor and/or manipulative skills in a variety of physical activities. (NY.S2.1.5)	Applies movement concepts, locomotor and/or manipulative skills in a variety of physical activities. (NY.S2.1.6)	Applies movement concepts, locomotor and/or manipulative skills in a variety of physical activities. (NY.S2.1.7)	Applies movement concepts, locomotor and/or manipulative skills in a variety of physical activities. (NY.S2.1.8)	Demonstrates competency of movement concepts in a variety of physical activities. (NY.S2.1.L1)	Demonstrate proficiency of movement concepts in a variety of physical activities. (NY.S2.1.L2)
Strategies & Tactics NY.S2.2		<i>Please note: The outcomes for NY.S2.2 do not begin until Grade 3.</i>			Identifies emerging forms of simple strategies, tactics, and communication techniques in chasing/fleeing activities. (NY.S2.2.3)	Identifies emerging forms of simple strategies, tactics and communication in small-sided games and other physical activities. (NY.S2.2.4)	Demonstrates emerging forms of simple strategies, tactics and communication in small-sided games and other physical activities. (NY.S2.2.5)	Applies emerging forms of more complex strategies, tactics, and communication with support in small-sided game play and other physical activities. (NY.S2.2.6)	Applies maturing forms of strategies, tactics, and communication independently in small-sided game play and other physical activities. (NY.S2.2.7)	Applies maturing forms of strategies, tactics, and communication independently in small-sided game play and other physical activities. (NY.S2.2.8)	Demonstrates competency of strategies and tactics in a variety of physical activities. (NY.S2.2.L1)	Demonstrates proficiency of strategies and tactics in a variety of physical activities. (NY.S2.2.L2)

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

	Pre-K	K	1	2	3	4	5	6	7	8	HS Level 1	HS Level 2
Fitness Planning NY.S3.1	Please note: Standards for prekindergarten physical development and health are included in the New York State Prekindergarten Learning Standards: A Resource for School Success .	Identifies how physical activity affects the heart and lungs. (NY.S3.1.K)	Explains the effects of physical activity on the heart and lungs. (NY.S3.1.1)	Explains effects of physical activity on the body. (NY.S3.1.2)	Identifies the components of health-related fitness. (NY.S3.1.3)	Identifies the components of skill-related fitness. (NY.S3.1.4)	Explains the relationship between skill- and health-related fitness. (NY.S3.1.5)	Defines the FITT principle and how it connects to the components of health-related fitness. (NY.S3.1.6)	Applies the FITT principle to one health-related component of fitness. (NY.S3.1.7)	Applies the FITT principle to more than one health-related component of fitness. (NY.S3.1.8)	Explains how each of the skill- and health-related fitness components are improved through the application of basic training principles. (NY.S3.1.L1)	Designs and implements personal fitness plans, addressing goals that incorporate basic training principles that influence lifelong physical activity and fitness. (NY.S3.1.L2)
Additional Health-Enhancing Behaviors NY.S3.2	This resource consolidates all learning standards for prekindergarten students into one document and organizes them by key learning domains.	Identifies health-enhancing behaviors. (NY.S3.2.K)	Explains health-enhancing behaviors. (NY.S3.2.1)	Explains how health-enhancing behaviors influence overall wellness. (NY.S3.2.2)	Explains how health-enhancing behaviors influence overall wellness. (NY.S3.2.3)	Explains how health-enhancing behaviors influence overall wellness (NY.S3.2.4)	Evaluates personal habits related to health-enhancing behaviors. (NY.S3.2.5)	Identifies strategies to improve health-enhancing behaviors. (NY.S3.2.6)	Applies strategies to improve health-enhancing behaviors. (NY.S3.2.7)	Evaluates the application of personal habits and strategies related to health-enhancing behaviors. (NY.S3.2.8)	Evaluates personal habits related to health-enhancing behaviors for self and others. (NY.S3.2.L1)	Designs and implements action plans which address health-enhancing behaviors that influence lifelong physical activity and fitness. (NY.S3.2.L2)

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

	Pre-K	K	1	2	3	4	5	6	7	8	HS Level 1	HS Level 2
Self-Awareness and Management <i>NY.S4.1</i>	Please note: Standards for prekindergarten physical development and health are included in the New York State Prekindergarten Learning Standards: A Resource for School Success . This resource consolidates all learning standards for prekindergarten students into one document and organizes them by key learning domains.	Identifies responsible personal behavior in physical activity settings. (NY.S4.1.K)	Identifies responsible personal behavior and responds appropriately to feedback in physical activity settings. (NY.S4.1.1)	Identifies responsible personal behavior and responds appropriately to feedback in physical activity settings. (NY.S4.1.2)	Demonstrates responsible personal behavior with minimal teaching prompts in physical activity settings. (NY.S4.1.3)	Demonstrates responsible personal behavior in physical activity settings. (NY.S4.1.4)	Demonstrates respect for facilities and exhibits safe behaviors in physical activity settings. (NY.S4.1.5)	Responds appropriately to success and failures in physical activity settings. (NY.S4.1.6)	Responds appropriately to corrective feedback in physical activity settings. (NY.S4.1.7)	Applies rules and etiquette while accepting responsibility for individual improvement in physical activity settings. (NY.S4.1.8)	Applies positive character traits in physical activity settings. (NY.S4.1.L1)	Evaluates positive character traits in physical activity settings. (NY.S4.1.L2)
Social Awareness and Relationship Skills <i>NY.S4.2</i>		Recognizes and follows directions in physical activity settings. (e.g., taking turns, sharing) (NY.S4.2.K)	Recognizes and follows directions in physical activity settings. (e.g., taking turns, sharing) (NY.S4.2.1)	Identifies the importance of personal and social responsibility in physical activity settings. (NY.S4.2.2)	Demonstrates cooperative and inclusive behaviors with others in physical activity settings. (NY.S4.2.3)	Demonstrates responsible behavior with minimal teacher prompts in physical activity settings. (NY.S4.2.4)	Uses communication skills and strategies that promote positive relationships in physical activity settings. (NY.S4.2.5)	Uses communication skills and strategies that promote positive relationships in physical activity settings. (NY.S4.2.6)	Demonstrates civility by cooperating with classmates in physical activity settings. (NY.S4.2.7)	Demonstrates citizenship by respecting for diversity and including others in physical activity settings. (NY.S4.2.8)	Applies the qualities of civility and citizenship in physical activity settings. (NY.S4.2.L1)	Evaluates the qualities of civility and citizenship in physical activity settings. (NY.S4.2.L2)
Responsible Decision Making <i>NY.S4.3</i>		Follows directions in physical activity settings (e.g., safe behaviors, following rules). (NY.S4.3.K)	Follows directions in physical activity settings (e.g., safe behaviors, following rules). (NY.S4.3.1)	Identifies strategies to reinforce positive decisions in physical activity settings. (NY.S4.3.2)	Demonstrates strategies to reinforce positive decisions in physical activity settings. (NY.S4.3.3)	Compares and contrasts possible outcomes to decisions in physical activity settings. (NY.S4.3.4)	Responds appropriately to personal and social behaviors in physical activity settings. (NY.S4.3.5)	Identifies problem solving skills and conflict resolution tactics in physical activity settings. (NY.S4.3.6)	Applies problem solving skills and conflict resolution tactics in physical activity settings. (NY.S4.3.7)	Evaluates problem solving skills and conflict resolution tactics in physical activity settings. (NY.S4.3.8)	Analyzes ethical decisions made in physical activity settings. (NY.S4.3.L1)	Advocates for ethical decision making in physical activity settings. (NY.S4.3.L2)

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

	Pre-K	K	1	2	3	4	5	6	7	8	HS Level 1	HS Level 2
Overall Wellness NY.S5.1	Please note: Standards for prekindergarten physical development and health are included in the New York State Prekindergarten Learning Standards: A Resource for School Success . This resource consolidates all learning standards for prekindergarten students into one document and organizes them by key learning domains.	<i>Please note: The outcomes for NY.S5.1 do not begin until grade 3.</i>			Identifies the relationship between physical activity and overall wellness. (NY.S5.1.3)	Examines the overall wellness benefits of physical activity and identifies potential consequences of inactivity. (NY.S5.1.4)	Compares the overall wellness benefits of participation in a variety of physical activities. (NY.S5.1.5)	Describes how being physically active leads to a healthy body and mind. (NY.S5.1.6)	Identifies mental and emotional benefits of participation in a variety of physical activities. (NY.S5.1.7)	Explains the connections between fitness and overall wellness. (NY.S5.1.8)	Analyzes the overall wellness benefits of self-selected physical activities. (NY.S5.1.L1)	Evaluates the lifelong health benefits of self-selected physical activities throughout their physical literacy journey. (NY.S5.1.L2)
Challenge NY.S5.2		Identifies challenging skills in physical activities. (NY.S5.2.K)	Recognizes and attempts challenging skills in physical activities. (NY.S5.2.1)	Identifies reasons physical activity skills are potentially challenging. (NY.S5.2.2)	Demonstrates growth in challenging physical activity skills in order to build confidence. (NY.S5.2.3)	Describes the challenge that comes from learning a new physical activity. (NY.S5.2.4)	Identifies ways to overcome challenges in physical activities. (NY.S5.2.5)	Demonstrates perseverance when challenged in physical activities. (NY.S5.2.6)	Creates strategies and solutions when presented with a group physical activity challenge. (NY.S5.2.7)	Evaluates strategies and solutions to a group physical activity challenge. (NY.S5.2.8)	Selects and participates in physical activities that provide an appropriate level of challenge. (NY.S5.2.L1)	Evaluates the level of challenge of a self-selected physical activity. (NY.S5.2.L2)
Self-Expression/ Enjoyment NY.S5.3		Identifies physical activities that are enjoyable. (NY.S5.3.K)	Describes positive feelings and personal reasons for enjoying and participating in physical activities. (NY.S5.3.1)	Identifies physical activities that provide opportunities for self-expression. (NY.S5.3.2)	Identifies the reasons for enjoyment in self-selected physical activities. (NY.S5.3.3)	Ranks the personal level of enjoyment in participating in different physical activities. (NY.S5.3.4)	Compares and contrasts different physical activities based on level of enjoyment. (NY.S5.3.5)	Describes how movement competence contributes to enjoyment in a variety of physical activities. (NY.S5.3.6)	Describes the relationship between self-expression and enjoyment through a variety of physical activities. (NY.S5.3.7)	Describes how enjoyment could be increased in self-selected physical activities. (NY.S5.3.8)	Selects and participates in physical activities that meet the need for self-expression and enjoyment. (NY.S5.3.L1)	Evaluates the level of enjoyment of self-selected physical activities for lifelong participation. (NY.S5.3.L2)

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

	Pre-K	K	1	2	3	4	5	6	7	8	HS Level 1	HS Level 2
Personal and Community Resources NY.S6.1	Please note: Standards for prekindergarten physical development and health are included in the New York State Prekindergarten Learning Standards: A Resource for School Success . This resource consolidates all learning standards for prekindergarten students into one document and organizes them by key learning domains.	Identifies physical activities available outside of school. (NY.S6.1.K)	Identifies personal resources that support participation in physical activity. (NY.S6.1.1)	Identifies community resources that are available for participation in physical activity. (NY.S6.1.2)	Describes how to utilize personal and community resources to participate in physical activity. (NY.S6.1.3)	Describes how personal resources could be used to support participation in a variety of physical activities. (NY.S6.1.4)	Describes how community resources could be used to support participation in a variety of physical activities. (NY.S6.1.5)	Identifies personal and community resources to support participation in a variety of physical activities with family and friends. (NY.S6.1.6)	Identifies supports and barriers related to personal and community resources that can impact participation in physical activity. (NY.S6.1.7)	Designs a physical activity outing that includes personal and community resources, supports, and overcomes barriers. (NY.S6.1.8)	Explains how personal and community physical activity and fitness resources can support overall wellness. (NY.S6.1.L1)	Evaluates the validity of claims made by commercial products or programs to enhance physical performance, fitness, and overall wellness. (NY.S6.1.L2)
Careers NY.S6.2		Please note: The outcomes for NY.S6.2 do not begin until Grade 6.							Describes career options related to physical activity and fitness. (NY.S6.2.6)	Compares and contrasts career options related to physical activity and fitness. (NY.S6.2.7)	Evaluates personal attributes as they relate to career options physical activity and fitness. (NY.S6.2.8)	Identifies personal and community resources to explore career options related to physical activity and fitness. (NY.S6.2.L1)