Kansas Curricular Student Competencies: Physical Education

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

2024 KANSAS CURRICULAR COMPETENCIES FOR PHYSICAL EDUCATION

Background

In 2005, a committee of Kansas physical educators authored the Kansas Model Curriculum Standards for Physical Education to assist professionals statewide in their efforts to design meaningful and effective PE programs. The Kansas standards were based upon the 2004 National Standards for K-12 Physical Education from the National Association for Sport and Physical Education (NASPE). NASPE was one of five associations within the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD). The NASPE National Standards were revised in April 2013. Later that year, the five associations of AAHPERD were unified under the new name SHAPE America—Society of Health and Physical Educators. To reflect current professional research and trends, the 2005 Kansas Model Curriculum Standards were rewritten to align with the 2013 SHAPE America National Standards.

In 2024 KSDE facilitated the review of the 2005 Standards that included and utilized the following resources to meaningful student competencies for physical education:

- The 2024 SHAPE America Standards
- Oklahoma Physical Education Standards
- Nebraska Physical Education Standards
- Colorado Physical Education Standards
- Missouri Physical Education Standards

The 2024 Kansas PE Student Competencies Writing Committee members were as follows:

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The goal of an effective physical education teacher is to produce physically literate individuals. Physical literacy is generated through innovative, standards-based curricula delivered with excellence by qualified professionals and monitored by consistent and comprehensive assessment. To that end, the Committee endeavored to create a series of grade-level competencies that would clearly define developmentally appropriate knowledge and skills, thereby enabling physical educators to assess and monitor their students' progress toward physical literacy.

How to use this document

The 2024 Kansas Curricular Student Competencies for Physical Education are organized in accordance with the four National Standards for K-12 Physical Education by SHAPE America (2024), as well as other state student PE standards (see above). Under each competency there are listed concepts that further define the meaning and intent of the competency. The grade levels were aligned with those found on the Kansas State Department of Education's PE Kansas Lesson Plans website (http://www.pe-kansas.com). Each grade-level outcome statement was written to indicate what the physically literate individual should know or be able to do by the end of each level, i.e., by the end of grade 2, grade 5, grade 8, and high school.

The reference numbers associated with each sub-competency refers to the corresponding SHAPE America National Standard (i.e., 1.1.1).

Competency 1: Develops a variety of motor skills.

Rationale: Through learning experiences in physical education that are responsive to their stage of development and level of ability, students develop motor skills and demonstrate movement concepts across a variety of environments. These experiences are appropriately challenging, socially engaging, personally relevant, and enjoyable. Students' engagement in movement experiences and development of motor skills contribute to their competence, confidence, and individualized physical literacy journey which may include support and/or accommodations required for active participation.

Grade-Span Learning Indicators:
The successful Kansas student can:

Grades PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
1.2.1 Demonstrate a variety of locomotor skills with the concepts of space, effort, and relationship awareness.	1.5.1 Combine varied locomotor skills in a variety of practice tasks.	1.8.1 Demonstrate correct technique in a variety of outdoor activities.	1.12.1 Demonstrate activity-specific movement skills in a variety of lifetime sports and activities.
1.2.2 Demonstrate jumping and landing in a non-dynamic environment.	1.5.2 Demonstrate transferring weight from feet to hands and hands to feet in a non-dynamic environment.	1.8.2 Demonstrate movement sequences within varied dance forms.	1.12.2 Demonstrate activity-specific movement skills in a variety of recreational and backyard games.
1.2.3 Demonstrate transferring weight on multiple body parts.	1.5.3 Demonstrate rolling with the body in a non-dynamic environment.	1.8.3 Demonstrate appropriate form in a variety of health-related fitness activities.	1.12.3 Demonstrate activity-specific movement skills in a variety of outdoor pursuits.
1.2.4 Demonstrate non-locomotor skills with the concepts of space, effort, and relationship awareness.	1.5.4 Combine jumping/landing, rolling, balancing, and transfer of weight from feet to hands in a non-dynamic environment.	1.8.4 Demonstrate appropriate form in a variety of skill-related fitness activities.	1.12.4 Demonstrate and create movement sequences based on one or more forms of dance.
1.2.5 Demonstrates balancing on different body parts in a non-dynamic environment.	1.5.5 Combine locomotor, non-locomotor, and manipulative movements based on a variety of dance forms.	1.8.5 Demonstrate a striking motion with a long-handled implement.	1.12.5 Demonstrate appropriate technique in cardiovascular training.
1.2.6 Demonstrate bouncing a ball in a variety of non-dynamic practice tasks.	1.5.6 Demonstrate jumping rope in a variety of practice tasks.	1.8.6 Demonstrate a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games.	1.12.6 Demonstrate appropriate technique in muscular strength and endurance training.
1.2.7 Demonstrate rolling a ball in a variety of non-dynamic practice tasks.	1.5.7 Demonstrate jumping and landing in a non-dynamic environment.	1.8.7 Demonstrate striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games.	1.12.7 Demonstrate appropriate technique in flexibility training.
1.2.8 Demonstrate catching in a variety of non-dynamic practice tasks.	1.5.8 Demonstrate balancing on different body parts in a non-dynamic environment.	1.8.8 Demonstrate a proper catch with or without an implement in a variety of	1.12.8 Demonstrate appropriate technique in skill-related fitness training.

		practice tasks and small-sided games.	
1.2.9 Demonstrate throwing in a variety of non-dynamic practice tasks.	1.5.9 Demonstrate rolling a ball in a non-dynamic environment.	1.8.9 Demonstrate throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games.	1.12.9 Demonstrate water safety skills. If a pool facility is available, demonstrate water safety and basic swimming skills.
1.2.10 Demonstrate kicking a ball in a variety of non-dynamic practice tasks.	1.5.10 Demonstrate throwing in a variety of practice tasks.	1.8.10 Demonstrate a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games.	
1.2.11 Demonstrate dribbling with feet in a variety of non-dynamic practice tasks.	1.5.11 Demonstrate striking with a long-handled implement in a variety of practice tasks.	1.8.11 Demonstrate a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games.	
1.2.12 Demonstrate striking with hands in a variety of non-dynamic practice tasks.	1.5.12 Demonstrate catching in a variety of practice tasks.	1.8.12 Demonstrate the correct form of a forehand and backhand stroke with a short-handled and long-handled implement in a variety of practice tasks and modified small-sided games.	
1.2.13 Demonstrate striking with a short-handled implement in a variety of non-dynamic practice tasks.	1.5.13 Demonstrate striking with hands above the waist in a variety of practice tasks.	1.8.13 Demonstrate a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games.	
1.2.14 Demonstrate striking with a long-handled implement in a variety of non-dynamic practice tasks.	1.5.14 Demonstrate striking with hands below the waist in a variety of practice tasks.	1.8.14 Demonstrate sending and receiving in combination with locomotor skills in a variety of small-sided games.	
1.2.15 Demonstrate locomotor, non-locomotor, and manipulative movements based on a variety of dance forms.	1.5.15 Demonstrate serving an object in a non-dynamic environment.	1.8.15 Demonstrate a dribbling skill in a variety of practice tasks and small-sided games.	
1.2.16 Demonstrate jumping rope in a non-dynamic environment.	1.5.16 Demonstrate striking an object with a short-handled implement in a variety of practice tasks.	1.8.16 Demonstrate dribbling an object with an implement in a variety of practice tasks and small-sided games.	
1.2.17 Demonstrate water safety skills. If a pool facility is available, demonstrate water safety and basic swimming skills.	1.5.17 Demonstrate sending and receiving an object in a variety of practice tasks.	1.8.17 Demonstrate a shot on goal with and without an implement in a variety of practice tasks and small-sided games.	

	1.5.18 Demonstrate kicking a ball using the instep in a variety of practice tasks.	1.8.18 Demonstrate multiple techniques to create open space during a variety of practice tasks and small-sided games (offense).	
	1.5.19 Demonstrate dribbling with hands in non-dynamic and dynamic practice tasks.	1.8.19 Demonstrate a defensive-ready position in a variety of practice tasks and small-sided games.	
	1.5.20 Demonstrate dribbling with feet in a variety of practice tasks.	1.8.20 Demonstrate water safety skills. If a pool facility is available, demonstrate water safety and basic swimming skills.	
	1.5.21 Combine manipulative skills and traveling for execution to a target in a variety of practice tasks.		
	1.5.22 Demonstrate water safety skills. If a pool facility is available, demonstrate water safety and basic swimming skills.		

Competency 2: Knowledge to Move (Applies knowledge and strategies related to movement.)

Rationale: Through learning experiences, students develop self-awareness through movement-related knowledge. Students use this knowledge to critically analyze environments, situations, and factors to apply appropriate movement concepts, strategies, tactics, principles, and health-related (fitness) through self-regulation of health and well-being. Self-care acquired through movement helps maximize potential and further develops individuals' physical literacy journey.

Grade-Span Learning Indicators:
The successful Kansas student can:

Grades PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
2.2.1 Exhibit self-awareness by avoiding objects and others in personal and general space.	2.5.1 Apply movement concepts and strategy exhibiting self-awareness within dynamic environments.	2.8.1 Demonstrate knowledge of offensive tactics through creative thinking and developing space with movement.	2.12.1 Analyze through self-efficacy how health and fitness will impact quality of life after high school.
2.2.2 Identify physical activities that contribute to health-related fitness.	2.5.2 Define and provide examples of movement activities for developing the health-related fitness components.	2.8.2 Demonstrate knowledge of reducing open space with movement and denial.	2.12.2 Apply the terminology associated with exercise and participation in a variety of lifetime recreational physical activities.

2.2.3 Recognize body responses to movement and physical activities.	2.5.3 Define and explain how to implement principles of exercise through self-care.	2.8.3 Create space through variation and critical thinking.	2.12.3 Critically analyze the health benefits of physical activity through self-regulation.
2.2.4 Identify benefits of personal health practices.	2.5.4 Explain the benefits of personal health practices.	2.8.4 Reduce offensive options for an opponent using problem-solving, tactics, and strategies.	2.12.4 Organize, set a goal, and create a practice plan to improve performance for a self-selected skill.
2.2.5 Recognize physiological changes in their body during physical activities.	2.5.5 Define and provide examples of movement activities for developing the skill-related fitness components.	2.8.5 Select and apply the appropriate shooting techniques.	2.12.5 Identify and describe the historical and cultural roles of games, sports, and dance in society.
2.2.6 Recognize that regular physical activity is good for their health.	2.5.6 Identify the need for warm-up and cool-down relative to various physical activities.	2.8.6 Demonstrate offensive strategies in striking/fielding games.	2.12.6 Apply movement concepts and principles (e.g., force, motion, rotation) to critically analyze and improve the performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery).
	2.5.7 Create goals related to enhancing fitness development.	2.8.7 Demonstrate defensive strategies in striking/fielding games.	2.12.7 Determine the benefits of a physically active lifestyle as it relates to young adulthood.
	2.5.8 Recognize and articulate how physical activity influences physiological changes in one's body.	2.8.8 Apply movement concepts to different types of dances, gymnastics, rhythms, and individual performance activities.	2.12.8 Critically analyze and apply technology as a tool to support a healthy, active lifestyle.
	2.5.9 Explain the benefits of physical activity.	2.8.9 Identify and compare the components of health and skill-related fitness.	2.12.9 Compare similarities and differences in various forms of dance.
		2.8.10 Implement the principles of exercise for different types of physical activity.	2.12.10 Utilize safety practices when exercising in a variety of environments.
		2.8.11 Apply knowledge of aerobic, strength and endurance, and flexibility training exercises in muscular strength and endurance.	2.12.11 Evaluate risks and safety factors that might affect physical activity performance throughout the life cycle.
		2.8.12 Apply knowledge of personal health practices and self-care to select meaningful physical activities.	2.12.12 Apply heart rate concepts to ensure safety and maximize health-related fitness outcomes.
		2.8.13 Apply dynamic and static stretching to exercise in warm-up, cool-down,	2.12.13 Evaluate perceived exertion during physical activity and adjust effort.

		flexibility, endurance, and physical activities.	
			2.12.14 Evaluate the validity of advertising for products and programs pertaining to fitness and a healthy, active lifestyle.
			2.12.15 Examine factors that influence consistent engagement in physical activity within academic or professional environments (e.g., life choices, economics, motivation, and accessibility).
			2.12.16 Identify snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity.

Competency 3: Develops personal and social skills related to movement.

Rationale: Through learning experiences in physical education, students develop the personal responsibility, social awareness, and responsible decision-making skills necessary to exhibit empathy and respect for others and foster and maintain relationships. In addition, students develop skills for communication, leadership, cultural awareness, and conflict resolution in a variety of physical activity settings.

Grade-Span Learning Indicators:
The successful Kansas student can:

Grades PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
3.2.1 Identify emotions related to engagement (e.g., challenges, successes, failures) in physical activity.	3.5.1 Recognize that emotions impact behavior during physical activity.	3.8.1 Understand and express how emotions can impact one's physical activity experiences.	3.12.1 Anticipate one's emotions before engaging in specific physical activities.
3.2.2 Identify personal interests related to physical activity and try new activities.	3.5.2 Express emotions in a constructive way during physical activity (e.g., when confronted with negative peer pressure, not getting picked for the team they want, getting out, losing, controversial decisions).	3.8.2 Understand and identify how one's expressed emotions impact others during physical activity.	3.12.2 Assess personal strengths and interests and how they influence engagement in physical activity (e.g., positive self-image, feelings of success, confidence).
3.2.3 Demonstrate techniques (e.g., breathing, counting) to assist with managing emotions and behaviors in a physical	3.5.3 Express how personal interests influence participation in physical activity.	3.8.3 Recognize personal strengths, struggles, and responsibilities related to physical activity.	3.12.3 Identify and manage emotions and behavior constructively in a physical activity setting.

activity.			
3.2.4 Work independently and with peers on physical activities and accept responsibility for one's behavior.	3.5.4 Recognize personally effective techniques that assist with managing one's emotions and behaviors in a physical activity setting.	3.8.4 Know and utilize techniques to manage one's emotions and behaviors in a physical activity setting.	3.12.4 Identify and practice stress management strategies.
3.2.5 Recognize the feelings of others during a variety of physical activities.	3.5.5 Recognize positive and negative stress.	3.8.5 Demonstrate stress management strategies.	3.12.5 Pursue lifetime physical activities that meet individual interests and physical and emotional needs.
3.2.6 Recognize the benefits of cooperation (e.g., sharing, taking turns, peer assessment, leading, following) with a partner or small group in a physical activity setting.	3.5.6 Try new activities and connect hard work and practice to success.	3.8.6 Pursue personally enjoyable and challenging experiences and identify new physical activities.	3.12.6 Demonstrate awareness of other individual's emotions and perspectives in a physical activity setting.
3.2.7 Demonstrate ability to encourage others using verbal and nonverbal communication.	3.5.7 Work independently and with peers for extended periods of time.	3.5.7 Identify and use appropriate communication and social skills and ask for help from peers or adults when needed.	3.12.7 Exhibit proper etiquette, respect for others, empathy, and teamwork while engaging in physical activity.
3.2.8 Use communication skills to share space and equipment.	3.5.8 Use appropriate communication and social skills and seek help from peers or adults when needed.	3.8.8 Understand, accept, and accommodate for individual differences during a variety of physical activities.	3.12.8 Encourage and support others during their interactions in a physical activity setting (e.g., identify and utilize potential strengths of each individual, cooperative learning strategies, inclusion).
3.2.9 Respond appropriately to directions and corrective feedback from the teacher (e.g., start and stop on an auditory and visual signal).	3.5.9 Describe the perspective of others during a variety of activities.	3.8.9 Evaluate the role of respectful interactions with others when participating in physical activity.	3.12.9 Use communication skills that promote team and group cooperation.
3.2.10 Demonstrate respectful behaviors that contribute to positive social interactions in movement (e.g., listening to peers, speaking at appropriate times, participating without distracting behaviors).	3.5.10 Recognize the role of sportsmanship and respectful interactions with others when participating in physical activity (e.g., congratulating teammates and opponents upon the conclusion of a game or activity or for performing a skill correctly).	3.8.10 Demonstrate consideration for others and contribute positively to the group or team (e.g., evaluating personal responsibility, offering positive encouragement).	3.12.10 Implement and provide feedback to improve performance without prompting from the teacher.
3.2.11 Describe why following the rules is important for safety and fairness and perform within the parameters and guidelines set.	3.5.11 Describe desired behaviors that promote teamwork and cooperation.	3.8.11 Use communication skills to negotiate strategies and tactics, solve problems, and resolve conflicts in a physical activity setting.	3.12.11 Analyze the value of a specific physical activity in a variety of cultures.
3.2.12 Make safe choices with physical education	3.5.12 Use communication skills to negotiate roles and	3.8.12 Implement and provide constructive	3.12.12 Evaluate opportunities and barriers for

equipment and move safely through space.	responsibilities, and to resolve conflicts in a physical activity setting.	feedback to others when prompted and supported by the teacher.	physical activity in a variety of contexts.
3.2.13 Discuss problems and solutions with teacher support in a physical activity setting and ask for teacher help when needed.	3.5.13 Demonstrate respect for the person who is officiating.	3.8.13 Explain the physical, emotional, social, and cultural benefits and value of a specific physical activity.	3.12.13 Evaluate and demonstrate appropriate and respectful behaviors that contribute to positive social interaction in movement.
3.2.14 Make fair choices as directed by the teacher.	3.5.14 Demonstrate respectful behaviors that contribute to positive social interaction in movement.	3.8.14 Recognize opportunities and barriers for physical activity in a variety of contexts.	3.12.14 Identify leadership skills and assume a leadership role that contributes to the group's success (e.g., task or group leader, referee, coach) in a variety of physical activity settings.
	3.5.15 Describe why following the game rules is important in a physical activity setting.	3.8.15 Articulate how respectful behaviors may vary among populations and how those behaviors contribute to positive social interaction in movement.	3.12.15 Apply best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).
	3.8.16 Demonstrate the ability to follow rules and procedures in a variety of physical activity situations.	3.8.16 Display self-control and the ability to follow game rules in a variety of physical activity situations.	3.12.16 Solve problems, resolve conflicts, and think critically in physical activity settings, both as an individual and in groups.
	3.5.17 Demonstrate safe behaviors independently with limited reminders.	3.8.17 Recognize and implement safe and appropriate behaviors during physical activity and with exercise equipment (e.g., warm-up and cool-down procedures, safe technique, appropriate attire).	3.12.17 Identify moral and ethical conduct and the difference between foul play and fair play in a competition setting. (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). This includes the understanding of intentional fouls that are strategic or malicious.
	3.5.18 Solve problems independently, with partners, and in small groups.	3.8.18 Solve problems and conflicts independently and with peers, teammates, and opponents.	3.12.18 Abide by the decisions of officials, accept the outcome of the game, and show appreciation toward fellow participants.
	3.5.19 Make choices that are fair and exhibit sportsmanship according to activity etiquette.	3.8.19 Practice and respect the importance of etiquette.	
	3.5.20 Accept and implement corrective feedback from the teacher and peers and give respectful peer feedback.	3.8.20 Accept and implement corrective feedback from teachers, coaches, and peers and give respectful peer feedback.	

		3.8.21 Follow the direction of officials, accept the outcome of the game, and show appreciation towards fellow participants.	

Competency 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Rationale: Through learning experiences in physical education, the student develops an understanding of how movement is personally beneficial and subsequently chooses to participate in physical activities that are personally meaningful (e.g., activities that offer social interaction, cultural connection, exploration, choice, self-expression, appropriate levels of challenge, and added health benefits). The student develops personal skills including goal setting, identifying strengths, and reflection to enhance their physical literacy journey.

Grade-Span Learning Indicators:
The successful Kansas student can:

Grades PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
4.2.1 Identify physical activities that can meet the need for self-expression.	4.5.1 Explain how preferred physical activities meet the need for personal self-expression.	4.8.1 Describe how self-expression impacts individual engagement in physical activity.	4.12.1 Select and participate in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression.
4.2.2 Identify physical activities that can meet the need for social interaction.	4.5.2 Explain how preferred physical activities meet the need for social interaction.	4.8.2 Describe how social interaction impacts individual engagement in physical activity.	4.12.2 Select and participate in physical activities that meet the need for social interaction.
4.2.3 List ways that movement positively affects personal health.	4.5.3 Describe how movement positively affects personal health.	4.8.3 Participate in a variety of physical activities that can positively affect personal health.	4.12.3 Identify and participate in physical activity that positively affects health.
4.2.4 Identify preferred physical activities based on personal interests.	4.5.4 Explain the rationale for one's choices related to physical activity based on personal interests.	4.8.4 Connect how choice and personal interests impact individual engagement in physical activity.	4.12.4 Choose and participate in physical activity based on personal interests.
4.2.5 Recognize individual challenges through movement.	4.5.5 Recognize group challenges through movement.	4.8.5 Examine individual and group challenges through movement.	4.12.5 Choose and successfully participate in self-selected physical activity at a level that is appropriately challenging.
4.2.6 Set observable short-term goals.	4.5.6 Set observable long-term goals.	4.8.6 Set goals to participate in physical activities based on examining individual ability.	4.12.6 Set and develop movement goals related to personal interests.

4.2.7 Recognize movement strengths and the need for practice for individual improvement.	4.5.7 Identify movement strengths and opportunities for practice for individual improvement.	4.8.7 Examine opportunities and barriers to participating in physical activity outside of physical education class.	4.12.7 Analyze factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility).
4.2.8 Recognize the opportunity for physical activity within physical education class.	4.5.8 Identify physical activity opportunities outside of physical education class.	4.8.8 Utilize a variety of techniques to manage one's emotions and behaviors in a physical activity setting.	4.12.8 Analyze and apply self-selected techniques to manage one's emotions in a physical activity setting.