

**HOW ROCK CLIMBING RELATES TO THE
2024 SHAPE AMERICA'S NATIONAL PHYSICAL EDUCATION STANDARDS &
GRADE-SPAN LEARNING INDICATORS**

Standard 1: Develops a variety of motor skills.

Rationale: Through learning experiences in physical education, the student develops motor skills across a variety of environments. Motor skills are a foundational part of child development and support the movements of everyday life. The development of motor skills contributes to an individual's physical literacy journey.

Grade-Span Learning Indicators:

Grades PreK-2

- 1.2.1 Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness.
- 1.2.3 Demonstrates transferring weight on multiple body parts.
- 1.2.4 Demonstrates non-locomotor skills with the concepts of space, effort, and relationship awareness.
- 1.2.5 Demonstrates balancing on different body parts in a non-dynamic environment.

Grades 3-5

- 1.5.1 Combines varied locomotor skills in a variety of practice tasks.
- 1.5.2 Demonstrates transferring weight from feet to hands and hands to feet in a non-dynamic environment.
- 1.5.8 Demonstrates balancing on different body parts in a non-dynamic environment.
- 1.5.21 Combines manipulative skills and traveling for execution to a target in a variety of practice tasks. *

Grades 6-8

- 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities.
- 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities.

Grades 9-12

- 1.12.1 Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.
- 1.12.3 Demonstrates activity-specific movement skills in a variety of outdoor pursuits. +
- 1.12.5 Demonstrates appropriate technique in cardiovascular training.
- 1.12.6 Demonstrates appropriate technique in muscular strength and endurance training.
- 1.12.7 Demonstrates appropriate technique in flexibility training.
- 1.12.8 Demonstrates appropriate technique in skill-related fitness training.

Standard 2: Applies knowledge related to movement and fitness concepts.

Rationale: Through learning experiences in physical education, the student uses their knowledge of movement concepts, tactics, and strategies across a variety of environments. This knowledge helps the student become a more versatile and efficient mover. Additionally, the student applies knowledge of health-related and skill-related fitness to enhance their overall well-being. The application of knowledge related to various forms of movement contributes to an individual's physical literacy journey.

Grade-Span Learning Indicators:

Grades PreK-2

- 2.2.1 Recognizes personal space and where to move in general space.
- 2.2.3 Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills. *
- 2.2.4 Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings.
- 2.2.6 Identifies physical activities that contribute to fitness. +
- 2.2.7 Recognizes the importance of stretching before and after physical activity. +

Grades 3-5

- 2.5.1 Applies movement concepts and strategies for safe movement within dynamic environments.
- 2.5.4 Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. *
- 2.5.5 Demonstrates problem solving strategies in a variety of games/activities.
- 2.5.8 Establishes goals related to enhancing fitness development. *
- 2.5.11 Identifies the need for warm-up & cool-down relative to various physical activities. +
- 2.5.13 Explains the benefits of physical activity. +
- 2.5.14 Recognizes and explains how physical activity influences physiological changes in their body. +
- 2.5.15 Recognizes the critical elements that contribute to proper execution of a skill. *

Grades 6-8

- 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments.
- 2.8.7 Demonstrates problem-solving skills in a variety of games and activities.
- 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. *
- 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. +
- 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. physical activities. +
- 2.8.16 Identifies ways to be physically active. +
- 2.8.18 Analyzes skill performance by identifying critical elements. *
- 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. *

Grades 9-12

- 2.12.1 Demonstrates knowledge of tactics and strategies within lifetime sports & activities.



- 2.12.3 Demonstrates knowledge of tactics and strategies within outdoor pursuits. *
- 2.12.5 Analyzes how health and fitness will impact quality of life after high school. +
- 2.12.6 Establishes a goal and creates a practice plan to improve performance for a self-selected skill. *
- 2.12.7 Applies the principles of exercise in a variety of self-selected lifetime physical activities. +
- 2.12.9 Evaluates perceived exertion during physical activity and adjusts effort. +
- 2.12.11 Discusses the benefits of a physically active lifestyle as it relates to young adulthood. +
- 2.12.16 Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity. +

Standard 3: Develops social skills through movement.

Rationale: Through learning experiences in physical education, students develop the social 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.

Gade-Span Learning Indicators:

Grades PreK-2

- 3.2.1 Recognizes the feelings of others during a variety of physical activity.
- 3.2.2 Demonstrates ability to encourage others.
- 3.2.3 Uses communication skills to share space and equipment.
- 3.2.4 Responds appropriately to directions and feedback from the teacher.
- 3.2.5 Demonstrates respectful behaviors that contribute to positive social interactions in movement.
- 3.2.6 Describes why following rules are important for safety and fairness.
- 3.2.7 Makes safe choices with physical education equipment.
- 3.2.8 Discusses problems and solutions with teacher support in a physical activity setting.
- 3.2.9 Makes fair choices as directed by teacher.

Grades 3-5

- 3.5.1 Describes the perspective of others during a variety of activities.
- 3.5.2 Uses communication skills to negotiate roles and responsibilities in a physical activity setting.
- 3.5.3 Demonstrates respectful behaviors that contribute to positive social interaction in group activities.
- 3.5.4 Demonstrates safe behaviors independently with limited reminders.
- 3.5.5 Solves problems independently, with partners, and in small groups.
- 3.5.6 Makes choices that are fair according to activity etiquette.

Grades 6-8

- 3.8.1 Understands and accepts others' differences during a variety of physical activities.
- 3.8.2 Demonstrates consideration for others and contributes positively to the group or team.
- 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting.
- 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher.

- 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations.
- 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment.
- 3.8.8 Solves problems amongst teammates and opponents.
- 3.8.9 Applies and respects the importance of etiquette in a physical activity setting.
- 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles.

Grades 9-12

- 3.12.1 Demonstrates awareness of other people’s emotions and perspectives in a physical activity setting.
- 3.12.2 Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.
- 3.12.3 Encourages and supports others through their interactions in a physical activity setting.
- 3.12.4 Implements and provides feedback to improve performance without prompting from teacher.
- 3.12.6 Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).
- 3.12.7 Thinks critically and solves problems in physical activity settings, both as an individual and in groups.
- 3.12.8 Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings.

Standard 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:

Grades PreK-2

- 4.2.5 Recognizes individual challenges through movement.
- 4.2.6 Sets observable short-term goals.
- 4.2.7 Recognizes movement strengths and the need for practice for individual improvement.
- 4.2.9 Demonstrates techniques (e.g., breathing, counting) to assist with managing emotions and behaviors in a physical activity. *
- 4.2.10 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. *

Grades 3-5

- 4.5.1 Explains how preferred physical activities meet the need for personal self-expression. +
- 4.5.2 Explains how preferred physical activities meet the need for social interaction. +
- 4.5.3 Describes how movement positively affects personal health. +



- 4.5.4 Explains the rationale for one's choices related to physical activity based on personal interests. +
- 4.5.5 Recognizes group challenges through movement.
- 4.5.6 Sets observable long-term goals.
- 4.5.7 Identifies movement strengths and opportunities for practice for individual improvement.
- 4.5.8 Identifies physical activity opportunities outside of physical education class. +
- 4.5.9 Recognizes personally effective techniques that assist with managing one's emotions and behaviors in a physical activity setting. +
- 4.5.10 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. *

Grades 6-8

- 4.8.2 Describes how social interaction impacts individual engagement in physical activity. *
- 4.8.3 Participates in a variety of physical activities that can positively affect personal health.
- 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. +
- 4.8.5 Examines individual and group challenges through movement.
- 4.8.6 Sets goals to participate in physical activities based on examining individual ability.
- 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. *
- 4.8.8 Utilizes a variety of techniques to manage one's emotions and behaviors in a physical activity setting. *
- 4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. *

Grades 9-12

- 4.12.1 Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression. +
- 4.12.2 Selects and participates in physical activities that meet the need for social interaction. +
- 4.12.3 Identifies and participates in physical activity that positively affects health. +
- 4.12.4 Chooses and participates in physical activity based on personal interests.
- 4.12.5 Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.
- 4.12.6 Sets and develops movement goals related to personal interests.
- 4.12.7 Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility). +
- 4.12.8 Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting. +
- 4.12.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. +

***Dependent on the activity. / Specific activities can include this concept.**

+These concepts and principles can be taught/integrated before, during and/or after climbing activities.