

2026 DRAFT DC PHYSICAL EDUCATION STANDARDS

Public Comment

Overview of the DC Physical Education Standards

SHAPE America defines four standards, and the DC Physical Education grade-span performance indicators are organized across these competency areas.

<p>Standard 1 Develops a variety of motor skills.</p>	<p>Through learning experiences in physical education, students develop motor skills across a variety of environments. Motor skills are a foundational part of child development, support the movements of everyday life and contribute to an individual’s physical literacy journey.</p>
<p>Standard 2 Applies knowledge related to movement and fitness concepts.</p>	<p>Through learning experiences in physical education, students use their knowledge of movement concepts, tactics and strategies across a variety of environments. This knowledge helps students become more versatile and efficient movers. Additionally, students apply knowledge of health-related and skill-related fitness to enhance their overall well-being and support their physical literacy journey.</p>
<p>Standard 3 Develops social skills through movement.</p>	<p>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.</p>
<p>Standard 4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.</p>	<p>Through learning experiences in physical education, students develop 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). Students develop personal skills including goal setting, identifying strengths and reflection to enhance their physical literacy journey.</p>

The following physical education concepts and skills are taught at each grade band:

	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Body Awareness: Locomotor and Non- Locomotor	X	X		
Body Awareness: Manipulatives	X	X		
Fitness Concepts	X	X	X	X
Invasion		X	X	X
Lifetime Activity				X
Net and Wall Games			X	X
Outdoor Pursuits			X	X

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Personal and Social Responsibility	X	X	X	X
Rhythm and Dance	X	X	X	X
Spatial Relationships	X			
Striking and Fielding			X	X
Target Games			X	X

Each competency area is organized in a table that includes the standard and a set of indicators. The standards provide clear and consistent outcomes that students are expected to attain at each grade band. The indicators provide a more detailed description of the knowledge and skills that students are expected to have under full implementation of these standards. The indicators have been organized by grade span and assigned a code using the following nomenclature: Standard.Grade band.Number. For example, the first indicator is 1.K-2.1, meaning Standard 1: Develops a variety of motor skills, Kindergarten-Grade 2, Indicator 1.

Note: Pre-kindergarten physical education standards are addressed through the District of Columbia Early Learning Standards.

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Standard 1: Develops a variety of motor skills.

Rationale: Through learning experiences in physical education, students develop motor skills across a variety of environments. Motor skills are a foundational part of child development, support the movements of everyday life and contribute to an individual’s physical literacy journey.

K-2	3-5	6-8	9-12
<p>1.K-2.1 Demonstrates a variety of locomotor skills with the concepts of space, effort and relationship awareness.</p> <p>1.K-2.2 Demonstrates jumping and landing in a non-dynamic environment.</p> <p>1.K-2.3 Demonstrates transferring weight on multiple body parts.</p> <p>1.K-2.4 Demonstrates non-locomotor skills with the concepts of space, effort and relationship awareness.</p> <p>1.K-2.5 Demonstrates balancing on different body parts in a non-dynamic environment.</p> <p>1.K-2.6 Demonstrates bouncing a ball in a variety of non-dynamic practice tasks.</p>	<p>1.3-5.1 Combines varied locomotor skills in a variety of practice tasks.</p> <p>1.3-5.2 Demonstrates transferring weight from feet to hands and hands to feet in a non-dynamic environment.</p> <p>1.3-5.3 Demonstrates rolling with the body in a non-dynamic environment.</p> <p>1.3-5.4 Combines jumping and landing, rolling, balancing and transferring of weight from feet to hands in a non-dynamic environment.</p> <p>1.3-5.5 Combines locomotor, non-locomotor and manipulative movements based on a variety of dance forms.</p> <p>1.3-5.6. Demonstrates jumping rope in a variety of practice tasks.</p>	<p>1.6-8.1 Demonstrates correct technique in a variety of outdoor activities.</p> <p>1.6-8.2 Demonstrates movement sequences within a variety of dance forms.</p> <p>1.6-8.3 Demonstrates appropriate form in a variety of health-related fitness activities (i.e., cardiovascular endurance, muscular strength and endurance, flexibility).</p> <p>1.6-8.4 Demonstrates appropriate form in a variety of skill-related fitness activities.</p> <p>1.6-8.5 Demonstrates a striking motion with a long-handled implement.</p> <p>1.6-8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in</p>	<p>1.9-12.1 Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.</p> <p>1.9-12.2 Demonstrates activity-specific movement skills in a variety of recreational and yard games.</p> <p>1.9-12.3 Demonstrates activity-specific movement skills in a variety of outdoor pursuits.</p> <p>1.9-12.4 Demonstrates and creates movement sequences based on one or more forms of dance forms.</p> <p>1.9-12.5 Demonstrates appropriate technique in cardiovascular training.</p> <p>1.9-12.6 Demonstrates appropriate technique in muscular strength and endurance training.</p>

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<p>1.K-2.7 Demonstrates rolling a ball in a variety of non-dynamic practice tasks.</p> <p>1.K-2.8 Demonstrates catching in a variety of non-dynamic practice tasks.</p> <p>1.K-2.9 Demonstrates throwing in a variety of non-dynamic practice tasks.</p> <p>1.K-2.10 Demonstrates kicking a ball in a variety of non-dynamic practice tasks.</p> <p>1.K-2.11 Demonstrates dribbling with feet in a variety of non-dynamic practice tasks.</p> <p>1.K-2.12 Demonstrates striking with hands in a variety of non-dynamic practice tasks.</p> <p>1.K-2.13 Demonstrates striking with a short-handled implement in a variety of non-dynamic practice tasks.</p> <p>1.K-2.14 Demonstrates striking with a long-handled implement in a variety of non-dynamic practice tasks.</p>	<p>1.3-5.7. Demonstrates jumping and landing in a non-dynamic environment.</p> <p>1.3-5.8. Demonstrates balancing on different body parts in a non-dynamic environment.</p> <p>1.3-5.9 Demonstrates rolling a ball in a non-dynamic environment.</p> <p>1.3-5.10 Demonstrates throwing in a variety of practice tasks.</p> <p>1.3-5.11 Demonstrates striking with a long-handled implement in a variety of practice tasks.</p> <p>1.3-5.12 Demonstrates catching in a variety of practice tasks.</p> <p>1.3-5.13 Demonstrates striking with hands above waist in a variety of practice tasks.</p> <p>1.3-5.14 Demonstrates striking with hands below waist in a variety of practice tasks.</p> <p>1.3-5.15 Demonstrates serving an object in a non-dynamic environment.</p>	<p>a variety of practice tasks and modified target games.</p> <p>1.6-8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games.</p> <p>1.6-8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games.</p> <p>1.6-8.9 Demonstrates throwing for accuracy, distance and power in a variety of practice tasks and small-sided games.</p> <p>1.6-8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games.</p> <p>1.6-8.11 Demonstrates a proper underhand and overhand serve using a short- or long-handled implement in a variety of practice tasks and modified small-sided games.</p> <p>1.6-8.12 Demonstrates the correct form of a forehand and</p>	<p>1.9-12.7 Demonstrates appropriate technique in flexibility training.</p> <p>1.9-12.8 Demonstrates appropriate technique in skill-related fitness training.</p> <p>1.9-12.9 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills.</p>
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<p>1.K-2.15 Demonstrates locomotor, non-locomotor and manipulative movements based on a variety of dance forms.</p> <p>1.K-2.16 Demonstrates jumping rope in a non-dynamic environment.</p> <p>1.K-2.17 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills.</p>	<p>1.3-5.16 Demonstrates striking an object with a short-handled implement in a variety of practice tasks.</p> <p>1.3-5.17 Demonstrates sending and receiving an object in a variety of practice tasks.</p> <p>1.3-5.18 Demonstrates kicking a ball using the instep in a variety of practice tasks.</p> <p>1.3-5.19 Demonstrates dribbling with hands in a variety of practice tasks.</p> <p>1.3-5.20 Demonstrates dribbling with feet in a variety of practice tasks.</p> <p>1.3-5.21 Combines manipulative skills and traveling for execution to a target in a variety of practice tasks.</p> <p>1.3-5.22 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills.</p>	<p>backhand stroke with a short- and long-handled implement in a variety of practice tasks and modified small-sided games.</p> <p>1.6-8.13 Demonstrates a volley using a short- and long-handled implement in a variety of practice tasks and modified net and wall games.</p> <p>1.6-8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games.</p> <p>1.6-8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games.</p> <p>1.6-8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games.</p> <p>1.6-8.17 Demonstrates a shot on a goal with and without an implement in a variety of practice tasks and small-sided games.</p> <p>1.6-8.18 Demonstrates multiple techniques to create open space</p>	
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		<p>during a variety of practice tasks and small-sided games (offense).</p> <p>1.6-8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games.</p> <p>1.6-8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills.</p>	
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Standard 2: Applies knowledge related to movement and fitness concepts.

Rationale: Through learning experiences in physical education, students use their knowledge of movement concepts, tactics and strategies across a variety of environments. This knowledge helps students become more versatile and efficient movers. Additionally, students apply knowledge of health-related and skill-related fitness to enhance their overall well-being and support their physical literacy journey.

K-2	3-5	6-8	9-12
2.K-2.1 Recognizes personal space and where to move in general space.	2.3-5.1 Applies movement concepts and strategies for safe movement within dynamic environments.	2.6-8.1 Identifies the effective use of movement within multiple dynamic environments.	2.9-12.1 Demonstrates knowledge of tactics and strategies within lifetime sports and activities.
2.K-2.2 Identifies simple strategies in chasing and fleeing activities.	2.3-5.2 Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks.	2.6-8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games.	2.9-12.2 Demonstrates knowledge of tactics and strategies within recreational and yard games.
2.K-2.3 Identifies movement concepts related to locomotor, non-locomotor and manipulative skills.	2.3-5.3 Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks.	2.6-8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games.	2.9-12.3 Demonstrates knowledge of tactics and strategies within outdoor pursuits.
2.K-2.4 Demonstrates knowledge of locomotor, non-locomotor and manipulative skills in movement settings.	2.3-5.4 Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills.	2.6-8.4 Selects and applies the appropriate shot and technique in net and wall games.	2.9-12.4 Applies knowledge of movement sequences to create or participate in one or more forms of dance.
2.K-2.5 Demonstrates knowledge of locomotor, non-locomotor and movement concepts used in dance and rhythms.	2.3-5.5 Demonstrates problem-solving strategies in a variety of games and activities.	2.6-8.5 Demonstrates knowledge of offensive tactics in striking and fielding games.	2.9-12.5 Analyzes how health and fitness will impact quality of life after high school.
2.K-2.6 Identifies physical activities that contribute to fitness.	2.3-5.6 Applies movement concepts to different types of	2.6-8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games.	2.9-12.6 Establishes a goal and creates a practice plan to

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<p>2.K-2.7 Recognizes the importance of stretching before and after physical activity.</p> <p>2.K-2.8 Identifies the heart as a muscle that gets stronger with exercise, play and physical activity.</p> <p>2.K-2.9 Recognizes that regular physical activity is good for their health.</p> <p>2.K-2.10 Recognizes physiological changes in their body during physical activity.</p> <p>2.K-2.11 Recognizes food and hydration choices that provide energy for physical activity.</p>	<p>dances, gymnastics, rhythms and individual performance activities.</p> <p>2.3-5.7 Defines and provides examples of movement activities for developing the health-related fitness components (i.e., cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, body composition).</p> <p>2.3-5.8 Establishes goals related to enhancing fitness development.</p> <p>2.3-5.9 Defines and explains how to implement the FITT Principle (frequency, intensity, time, type) for skill fitness development.</p> <p>2.3-5.10 Defines and provides examples of movement activities for developing the skill-related fitness components (i.e., agility, balance, coordination, power, reaction time, speed).</p> <p>2.3-5.11 Identifies the need for warm-up and cool-down relative to various physical activities.</p>	<p>2.6-8.7 Demonstrates problem-solving skills in a variety of games and activities.</p> <p>2.6-8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities.</p> <p>2.6-8.9 Identifies and compares the components of health and skill-related fitness.</p> <p>2.6-8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment.</p> <p>2.6-8.11 Implements the principles of exercise (progression, overload and specificity) for different types of physical activity.</p> <p>2.6-8.12 Applies knowledge of skill-related fitness to different types of physical activity.</p> <p>2.6-8.13 Explains the relationship of aerobic exercise and rate of perceived exertion (RPE) scale to physical activity effort.</p>	<p>improve performance for a self-selected skill.</p> <p>2.9-12.7 Applies the principles of exercise in a variety of self-selected lifetime physical activities.</p> <p>2.9-12.8 Designs and implements a plan that applies knowledge of aerobic, strength, endurance and flexibility training exercises.</p> <p>2.9-12.9 Evaluates perceived exertion during physical activity and adjusts effort.</p> <p>2.9-12.10 Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes.</p> <p>2.9-12.11 Discusses the benefits of a physically active lifestyle as it relates to young adulthood.</p> <p>2.9-12.12 Applies knowledge of rest when planning regular physical activity.</p> <p>2.9-12.13 Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve</p>
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	<p>2.3-5.12 Identifies location of pulse and provides examples of activities that increase heart rate.</p> <p>2.3-5.13 Explains the benefits of physical activity.</p> <p>2.3-5.14 Recognizes and explains how physical activity influences physiological changes in the body.</p> <p>2.3-5.15 Recognizes the critical elements that contribute to proper execution of a skill.</p> <p>2.3-5.16 Identifies technology tools that support physical activity goals.</p> <p>2.3-5.17 Describes the impact of food and hydration choices on physical activity.</p>	<p>2.6-8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility and endurance physical activities.</p> <p>2.6-8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness.</p> <p>2.6-8.16 Identifies ways to be physically active.</p> <p>2.6-8.17 Examines how rest impacts the body's response to physical activity.</p> <p>2.6-8.18 Analyzes skill performance by identifying critical elements.</p> <p>2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals.</p> <p>2.8.20 Explains the relationship among nutrition, physical activity and health factors.</p> <p>2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities.</p>	<p>performance of self and/or others in a selected skill.</p> <p>2.9-12.14 Identifies and discusses the historical and cultural roles of games, sports and dance in a society.</p> <p>2.9-12.15 Analyzes and applies technology as tools to support a healthy, active lifestyle.</p> <p>2.9-12.16 Identifies snacks and food choices that help and hinder performance, recovery and enjoyment during physical activity.</p>
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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.

K-2	3-5	6-8	9-12
<p>3.K-2.1 Identifies personal emotions and the emotions of others during physical activity and responds with empathy.</p> <p>3.K-2.2 Demonstrates ability to encourage others.</p> <p>3.K-2.3 Uses communication skills to share space and equipment.</p> <p>3.K-2.4 Responds appropriately to directions and feedback from the teacher.</p> <p>3.K-2.5 Demonstrates respectful behaviors that contribute to positive social interactions and movement.</p> <p>3.K-2.6 Describes why following rules is important for safety and fairness.</p> <p>3.K-2.7 Makes safe choices with physical education equipment.</p>	<p>3.3-5.1 Describes the perspective of others during a variety of activities.</p> <p>3.3-5.2 Uses communication skills to negotiate roles and responsibilities in a physical activity setting.</p> <p>3.3-5.3 Demonstrates respectful behaviors that contribute to positive social interaction.</p> <p>3.3-5.4 Demonstrates safe behaviors independently with limited reminders.</p> <p>3.3-5.5 Solves problems independently, with partners and in small groups in a physical activity setting.</p> <p>3.3-5.6 Makes choices that are fair according to activity etiquette.</p>	<p>3.6-8.1 Understands and accepts others' differences during a variety of physical activities.</p> <p>3.6-8.2 Demonstrates consideration for others and contributes positively to the group or team.</p> <p>3.6-8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting.</p> <p>3.6-8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher.</p> <p>3.6-8.5 Explains the value of a specific physical activity in culture.</p> <p>3.6-8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations.</p>	<p>3.9-12.1 Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.</p> <p>3.9-12.2 Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity.</p> <p>3.9-12.3 Encourages and supports others through their interactions in a physical activity setting.</p> <p>3.9-12.4 Implements and provides feedback to improve performance without prompting from the teacher in a physical activity setting.</p> <p>3.9-12.5 Analyzes the value of a specific physical activity in a variety of cultures.</p> <p>3.9-12.6 Applies best practices for participating safely in physical</p>

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<p>3.K-2.8 Discusses problems and solutions with teacher support in a physical activity setting.</p> <p>3.K-2.9 Makes fair choices as directed by the teacher.</p> <p>3.K-2.10 Identifies and participates in physical activities representing different cultures.</p>	<p>3.3-5.7 Describes physical activities that represent a variety of cultures around the world.</p>	<p>3.6-8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with equipment.</p> <p>3.6-8.8 Solves problems amongst teammates and opponents.</p> <p>3.6-8.9 Applies and respects the importance of etiquette in a physical activity setting.</p> <p>3.6-8.10 Explains how communication, feedback, cooperation and etiquette relate to leadership roles in a physical activity setting.</p>	<p>activity (e.g., injury prevention, spacing, hydration, use of equipment, following rules, sun protection).</p> <p>3.9-12.7 Thinks critically and solves problems in physical activity settings, both as an individual and in groups.</p> <p>3.9-12.8 Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings.</p>
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Standard 4: Develops personal skills, identifies personal benefits of movement and chooses to engage in physical activity.

Rationale: Through learning experiences in physical education, students develop 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). Students develop personal skills including goal setting, identifying strengths and reflection to enhance their physical literacy journey.

K-2	3-5	6-8	9-12
4.K-2.1 Identifies physical activities that can meet the need for self-expression.	4.3-5.1 Explains how preferred physical activities meet the need for personal self-expression.	4.6-8.1 Describes how self-expression impacts individual engagement in physical activity.	4.9-12.1 Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression.
4.K-2.2 Identifies physical activities that can meet the need for social interaction.	4.3-5.2 Explains how preferred physical activities meet the need for social interaction.	4.6-8.2 Describes how social interaction impacts individual engagement in physical activity.	4.9-12.2 Selects and participates in physical activities that meet the need for social interaction.
4.K-2.3 Identifies ways that movement positively affects personal health.	4.3-5.3 Explains how movement positively affects personal health.	4.6-8.3 Participates in a variety of physical activities that can positively affect personal health.	4.9-12.3 Selects and participates in physical activity that positively affects health.
4.K-2.4 Identifies preferred physical activities based on personal interests.	4.3-5.4 Explains the rationale for one's choices related to physical activity based on personal interests.	4.6-8.4 Connects how choice and personal interests impact individual engagement in physical activity.	4.9-12.4 Selects and participates in physical activity based on personal interests.
4.K-2.5 Recognizes individual challenges through movement.	4.3-5.5 Recognizes group challenges through movement.	4.6-8.5 Examines individual and group challenges through movement.	4.9-12.5 Selects and successfully participates in self-selected physical activity at a level that is appropriately challenging.
4.K-2.6 Sets observable short-term movement goals, with teacher support.	4.3-5.6 Sets observable long-term movement goals, with teacher support.	4.6-8.6 Sets goals to participate in physical activities based on examining individual ability.	4.9-12.6 Sets and develops movement goals related to personal interests.
4.K-2.7 Recognizes movement strengths and the need for practice for individual	4.3-5.7 Identifies movement strengths and opportunities for practice for individual		

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<p>improvement, with teacher support.</p> <p>4.K-2.8 Recognizes the opportunity for physical activity within physical education class.</p> <p>4.K-2.9 Demonstrates self-regulating strategies (e.g., breathing, counting) to assist with managing emotions and behaviors in a physical activity, with teacher support.</p> <p>4.K-2.10 Identifies what was enjoyable or not enjoyable during physical education class.</p>	<p>improvement, with teacher support.</p> <p>4.3-5.8 Identifies physical activity opportunities outside of physical education class.</p> <p>4.3-5.9 Recognizes personally effective self-regulating strategies that assist with managing one’s emotions and behaviors in a physical activity setting.</p> <p>4.3-5.10 Identifies physical activities that affect emotions positively.</p>	<p>4.6-8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class.</p> <p>4.6-8.8 Utilizes a variety of self-regulating strategies (e.g., breathing, mindfulness, self-affirmation) to manage one’s emotions and behaviors in a physical activity setting.</p> <p>4.6-8.9 Connects movement experiences within physical education class with thoughts and feelings after participation.</p>	<p>4.9-12.7 Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility).</p> <p>4.9-12.8 Analyzes and applies self-selected regulation strategies to manage one’s emotions in a physical activity setting.</p> <p>4.9-12.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.</p>
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Glossary

Cardiovascular training: Any low-, moderate- or high-intensity activity that increases heart rate and breathing. Might include, but not limited to, walking, running, cycling, swimming and dancing.

Critical elements: The biomechanical features of motor skills that lead to efficient performance. Typically organized by preparation, execution or force phase and follow-through or recovery.

Dance and rhythmic activities: Might include, but not limited to, forms of dance such as creative movement or dance, ballet, modern, ethnic or folk, hip hop, Latin, line, ballroom, social and square and jumping rope.

Dynamic environment: An environment in which objects, people and events are changing and unpredictable.

FITT Principle: A set of guidelines for structuring an efficient exercise program, based on frequency (how often you exercise), intensity (how hard you push yourself), time (how much exercise you do) and type (what kind of exercise you do).

Lifetime sports and activities: Includes the categories of outdoor pursuits, selected individual-performance activities, aquatics, net and wall and target games.

Locomotor skills: There are six locomotor skills: hopping, galloping, running, sliding, skipping and walking.

Long-handled implement: Might include, but not limited to hockey stick, bat, golf club, tennis racket, and badminton racket.

Manipulative movements: Movements that involve the use of a body part like hands or feet to move or manipulate an item

Net and wall games: Might include, but not limited to badminton, volleyball, handball, pickleball, tennis and paddle ball.

Non-dynamic environment: A stable, predictable environment in which objects or events are stationary.

Non-locomotor skills: Might include, but not limited to, bending, flexing, lifting, pushing, raising, stretching, turning and twisting.

Outdoor pursuits: The outdoor environment is an important factor in student engagement in the activity. Activities might include, but not limited to recreational boating (e.g., kayaking, canoeing, sailing, rowing), hiking, backpacking, fishing, orienteering/geocaching, ice skating,

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skateboarding, snow or water skiing, snowboarding, snowshoeing, surfing, bouldering/traversing/climbing, mountain biking, adventure activities and ropes courses. Selection of activities depends on the environmental opportunities within the geographical region.

Physical literacy journey: The physical literacy journey involves the ongoing acquisition and application of knowledge skills and dispositions necessary for engagement in a lifetime of healthful and meaningful physical activity.

Rate of perceived (RPE) scale: Used to measure how hard your body works during physical activity on a scale from 0 to 10.

Short-handled implement: Might include, but not limited to, badminton, pickleball, tennis and paddle ball.

Social and emotional learning (SEL): The process through which children and adults acquire and apply the knowledge, skills and attitudes to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships and make responsible and caring decisions (Collaborative for Academic, Social and Emotional Learning [CASEL], 2020).

Target games: Might include, but not limited to bowling, bocce, horseshoes, croquet, shuffleboard and golf.

Types of strength exercises: Isometric, concentric and eccentric.

Types of stretching exercises: Static, proprioceptive neuromuscular facilitation and dynamic.