



MISSOURI ASSOCIATION  
FOR HEALTH, PHYSICAL  
EDUCATION, RECREATION,  
AND DANCE (MOAHPERD)

# Grade-Level Expectations for K-12 Physical Education

At the invitation of the Missouri Department of Elementary and Secondary Education, a Task Force was assembled to complete a regular review of guidelines for Physical Education Curricula in Missouri Schools. This Task Force was representative of all physical education professionals in the state. All educational levels were represented (elementary, middle, high school, and university program), as well as a balance of regional representation and years of experience in the field. Supported by the Missouri Department of Health and Senior Services, the Task Force met in Jefferson City in April of 2014 to begin the process. Tasks were defined and time-lines were established to complete the charge of the Task Force. Following subsequent meetings and communications, the Task Force finalized the project in the summer of 2015.

For a variety of reasons, it was agreed that the Missouri Association for Health, Physical Education, Recreation, and Dance should spearhead the processes associated with implementation. At the November 2015 Representative Assembly meeting of the association, the draft was presented to members for consideration. It was decided to begin a review process at that time, and at the March 2016 meeting of the Representative Assembly the draft document with recommended modifications was approved. During the summer of 2016, recommended changes were addressed and implemented into the document.

As HB 149 passed during the 2014 legislative session, provides stipulations on how DESE updates academic standards, this document is not intended to be approved by DESE as a component of the Missouri Learning Standards. Yet, this document was prepared by reviewing the Missouri Grade Level Expectations for Physical Education (2007) and the SHAPE America National Standards in Physical Education published in 2014. Essential elements of each were included in this current document, while also including important elements of “health-related physical activity” components taken from the School Health Index (SHI).

The Missouri Association for Health, Physical Education, Recreation, and Dance has resources available to support any school district that conducts periodic Physical Education Curriculum Review cycles and seeks to update the curriculum to demonstrate compliance with the most current developmentally-appropriate practices that impact the local curriculum.

Assisting in the review and development process were: Laura Beckmann, Sheri Beeler, Stacey Bryant, Mary Driemeyer, Lieschen Fink, Taralyn Garner, Jen Hadler Hoell, Christi Hopper, Britt Johnson, Tom Loughrey, Julie Lueckenhoff, Rhonda Moore, Treslyn Pollreisz, Ron Ramspott, Andrew Salmon, Carla Smith, Mike Stewart, Steve Taff, Sarah Wall, Nanette Woolford, and Melanie Zerr. This group was invited by Janice Rehak, Missouri Department of Elementary and Secondary Education, with assistance from Kathy Craig and Janet Wilson, Missouri Department of Health and Senior Services.

# Grade-Level Outcomes for K-12 Physical Education

ADAPTED FROM AND USED WITH PERMISSION FROM **SHAPE AMERICA**

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### **Now available: *National Standards & Grade-Level Outcomes for K-12 Physical Education***

Find even more guidance on using the new National Standards in *National Standards & Grade-Level Outcomes for K-12 Physical Education* (SHAPE America, 2014). Designed as a tool for physical educators at all levels, this book offers guidance on planning curricula, designing units and lessons, tracking student progress across grades and more. Purchase your copy at [www.shapeamerica.org/shop/](http://www.shapeamerica.org/shop/).

## Elementary School Outcomes (K – Grade 5)

By the end of Grade 5, the learner will demonstrate competence in fundamental motor skills and selected combinations of skills; use basic movement concepts in dance, gymnastics and small-sided practice tasks; identify basic health-related fitness concepts; exhibit acceptance of self and others in physical activities; and identify the benefits of physically active lifestyle.


**Note:** Swimming skills and water-safety activities should be taught if facilities permit.

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b><i>Demonstrates competency in a variety of motor skills and movement patterns.</i></b>						
<b>S1.E1 Locomotor</b>  <i>Hopping, galloping, running, sliding, skipping, leaping</i>	Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. (S1.E1.K)	Hops, gallops, jogs and slides using a mature pattern. (S1.E1.1)	Skips using a mature pattern. (S1.E1.2)	Leaps using a mature pattern. (S1.E1.3)	Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences. (S1.E1.4)	Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance. (S1.E1.5a)  Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments. (S1.E1.5b)  Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E1.5c)
<b>S1.E2 Locomotor</b>  <i>Jogging, running</i>	<i>Developmentally appropriate/emerging outcomes first appear in grade 2.</i>	<i>Developmentally appropriate/emerging outcomes first appear in grade 2.</i>	Runs with a mature pattern. (S1.E2.2a)  Travels showing differentiation between jogging and sprinting. (S1.E2.2b)	Travels showing differentiation between sprinting and running. (S1.E2.3)	Runs for distance using a mature pattern. (S1.E2.4)	Uses appropriate pacing for a variety of running distances. (S1.E2.5)

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>S1.E3</b> <b>Locomotor</b>  <i>Jumping &amp; landing horizontal</i>	Performs jumping & Landing actions with balance. (S1.E3.K)  <i>Note: This outcome applies to both horizontal and vertical jumping &amp; landing.</i>	Demonstrates 2 of the 5 critical elements for jumping and landing in a horizontal plane using 2-foot take-offs and landings. (S1.E3.1)	Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of 1- and 2-foot take-offs and landings. (S1.E3.2)	Jumps and lands in the horizontal and vertical planes using a mature pattern. (S1.E3.3)  <i>Note: This outcome applies to both horizontal and vertical jumping &amp; landing.</i>	Uses spring-and-step take-offs and landings specific to gymnastics. (S1.E3.4)  <i>Note: This outcome applies to both horizontal and vertical jumping &amp; landing.</i>	Combines jumping and landing patterns with locomotor and manipulative skills in dance, educational gymnastics and small-sided practice tasks and games environments. (S1.E3.5)  <i>Note: This outcome applies to both horizontal and vertical jumping &amp; landing.</i>
<b>S1.E4</b> <b>Locomotor</b>  <i>Jumping &amp; landing vertical</i>		Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane. (S1.E4.1)	Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane. (S1.E4.2)			
<b>S1.E5</b> <b>Locomotor</b>  <i>Dance</i>	Performs locomotor skills in response to teacher-led creative dance. (S1.E5.K)	Combines locomotor and non-locomotor skills in a teacher-designed dance. (S1.E5.1)	Performs a teacher and/or student-designed rhythmic activity with correct response to simple rhythms. (S1.E5.2)	Performs teacher-selected and developmentally appropriate dance steps and movement patterns. (S1.E5.3)	Combines locomotor movement patterns and dance steps to create and perform an original dance. (S1.E5.4)	Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern. (S1.E5.5)
<b>S1.E6</b> <b>Locomotor</b>  <i>Combinations</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.E6.3)	Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks. (S1.E6.4)	* Applies locomotor and manipulative skill combinations in various movement activities.

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>S1.E7 Nonlocomotor* (stability)</b></p> <p><i>Balance</i> <i>Weight transfer</i></p>	<p>Maintains momentary stillness on different bases of support. (S1.E7.Ka)</p> <p>* Place a variety of body parts into high, middle and low levels.</p>	<p>Maintains stillness on different bases of support with different body shapes. (S1.E7.1)</p> <p>* Move feet into a high level by placing the weight on the hands and landing with control</p> <p>* Move in symmetrical positions</p> <p>Transfers weight from one body part to another in self-space in dance and gymnastics environments. (S1.E8.1)</p>	<p>Balances on different bases of support, combining levels and shapes. (S1.E7.2a)</p> <p>Balances in an inverted position with stillness and supportive base. (S1.E7.2b)</p> <p>Transfers weight from feet to different body parts/bases of support for balance and/or travel. (S1.E8.2)</p> <p>* Move feet into a high level by placing the weight on the hands and landing with control.</p>	<p>Transfers weight from feet to hands for momentary weight support. (S1.E8.3)</p> <p>* Transfer weight, from feet to hands, at fast and slow speeds, using large extensions: mule-kick, handstand, cartwheel.</p> <p>* Balance with obvious control, on a variety of moving objects, such as balance boards and scooters.</p> <p>Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. (S1.E12.3)</p> <p>Combines balance and weight transfers with movement concepts to create and perform a dance (S1.E12.3)</p>	<p>Balances on different bases of support on apparatus, demonstrating levels and shapes. (S1.E7.4)</p> <p>Transfers weight from feet to hands, varying speed and using large extensions (e.g., mule kick, handstand, cartwheel).1 (S1.E8.4)</p>	<p>Combines balance and transferring weight in a gymnastics sequence or dance with a partner. (S1.E7.5)</p> <p>Transfers weight In tumbling/gymnastics, dance, games and sports skills environments. (S1.E8.5)</p>

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>S1.E10</b> <b>Nonlocomotor (stability)</b></p> <p><i>Curling &amp; stretching</i></p> <p><i>Twisting &amp; bending</i></p> <p><i>Rolling, pushing, pulling</i></p>	<p>Contrasts the actions of curling &amp; stretching. (S1.E10.K)</p> <p>Rolls sideways in a narrow body shape. (S1.E9.K)</p> <p>Forms wide, narrow, curled &amp; twisted body shapes. (S1.E7.Kb)</p> <p>* Contrasts the action of pushing and pulling</p>	<p>Demonstrates twisting, curling, bending &amp; stretching actions. (S1.E10.1)</p> <p>Rolls with either a narrow or curled body shape. (S1.E9.1)</p>	<p>Differentiates among twisting, curling, bending &amp; stretching actions. (S1.E10.2)</p> <p>Rolls in different directions with either a narrow or curled body shape. (S1.E9.2)</p>	<p>Moves into and out of gymnastics balances with curling, twisting &amp; stretching actions. (S1.E10.3)</p>	<p>Moves into and out of balances on apparatus with curling, twisting &amp; stretching actions. (S1.E10.4)</p>	<p>Performs curling, twisting &amp; stretching actions with correct application in dance, gymnastics, small-sided practice tasks in games environments. (S1.E10.5)</p>
<p><b>S1.E11</b> <b>Nonlocomotor (stability)</b></p> <p><i>Combinations</i></p>	<p>* Identifies and demonstrates a variety of non-locomotor movement vocabulary</p>		<p>Combines balances and transfers into a 3-part sequence (i.e., dance, gymnastics). (S1.E11.2)</p>	<p>Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance. (S1.E11.3)</p>	<p>Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner. (S1.E11.4)</p> <p>Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus. (S1.E12.4)</p>	<p>Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group. (S1.E11.5)</p> <p>Combines actions, balances, and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus. (S1.E12.5)</p>

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>S1.E13 Manipulative</b></p> <p><i>Underhand throw</i></p> <p><i>Overhand throw</i></p>	<p>Throws underhand with opposite foot forward. (S1.E13.K)</p>	<p>Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E13.1)</p> <p>* Throw a ball demonstrating an overhand technique, side orientation to the target, and stepping in opposition.</p>	<p>Throws underhand using a mature pattern. (S1.E13.2)</p> <p>Throws overhand, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E14.2)</p> <p>* Throw a ball with different levels of force, toward a target, demonstrating an overhand technique, side orientation to the target, and stepping in opposition.</p>	<p>Throws underhand to a partner or target with accuracy. (S1.E13.3)</p> <p>Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern in nondynamic environments (closed skills), for distance and/or force. (S1.E14.3)</p>	<p>Throws underhand using mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. (S1.E13.5a)</p> <p>Throws overhand using a mature pattern in non-dynamic environments (closed skills). (S1.E14.4a)</p> <p>* Throw a variety of objects (frisbees, deck tennis rings, footballs), demonstrating both accuracy and distance.</p> <p>Throws to a moving partner with reasonable accuracy in a nondynamic environment (closed skills). (S1.E15.4)</p> <p>Throws <b>overhand</b> to a partner or at a target with accuracy at a reasonable distance. (S1.E14.4b)</p>	<p>* Throws underhand, with accuracy, in dynamic situations.</p> <p>* Throw a variety of objects (frisbees, deck tennis rings, footballs), demonstrating both accuracy and distance.</p> <p>Throws with accuracy, both partners moving. (S1.E15.5a)</p> <p>Throws with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E15.5b)</p> <p>Throws <b>overhand</b> using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. (S1.E13.5a)</p> <p>Throws <b>overhand</b> to a large target with accuracy. (S1.E13.5b)</p> 



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<p><b>S1.E16</b> <b>Manipulative</b></p> <p><i>Catching</i></p>	<p>Drops a ball and catches it before it bounces twice. (S1.E16.Ka)</p> <p>Catches a large ball tossed by a skilled thrower. (S1.E16.Kb)</p> <p>* Toss a ball and catch it before it bounces twice.</p> <p>* Drops a ball and catches it at the peak of the bounce.</p>	<p>Catches a soft object from a self-toss before it bounces. (S1.E16.1a)</p> <p>Catches various sizes of balls self-tossed or tossed by a skilled thrower. (S1.E16.1b)</p>	<p>Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body. (S1.E16.2)</p>	<p>Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E16.3)</p> <p>* Consistently catch a ball with bare hands, a glove or a scoop.</p>	<p>Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment. (closed skills). (S1.E16.4)</p>	<p>Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a non-dynamic environment (closed skills). (S1.E16.5a)</p> <p>Catches with accuracy, both partners moving. (S1.E16.5b)</p> <p>Catches with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E16.5c)</p>
<p><b>S1.E17</b> <b>Manipulative</b></p> <p><i>Dribbling/ball control with hands</i></p>	<p>Dribbles a ball with one hand, attempting the second contact. (S1.E17.K)</p>	<p>Dribbles continuously in self-space using the preferred hand. (S1.E17.1)</p> <p>* Continuously dribble a ball, using the hands or feet, without losing control.</p>	<p>Dribbles in self-space with preferred hand demonstrating a mature pattern. (S1.E17.2a)</p> <p>Dribbles using the preferred hand while walking in general space. (S1.E17.2b)</p> <p>* Continuously dribble a ball, using the hands or feet, without losing control.</p>	<p>Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body. (S1.E17.3)</p> <p>* Hand dribble and foot dribble a ball and maintain control while traveling within a group.</p>	<p>Dribbles in self-space with both the preferred and the nonpreferred hands using a mature pattern. (S1.E17.4a)</p> <p>Dribbles in general space with control of ball and body while increasing and decreasing speed. (S1.E17.4b)</p>	<p>Combines hand dribbling with other skills during 1v1 practice tasks. (S1.E17.5)</p>

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>S1.E18</b> <b>Manipulative</b>  <i>Dribbling/ball control with feet</i>	Taps a ball using the inside of the foot, sending it forward. (S1.E18.K)	Taps or dribbles a ball using the inside of the foot while walking in general space. (S1.E18.1)	Dribbles with the feet in general space with control of ball and body. (S1.E18.2)  * Continuously dribble a ball, using the hands or feet, without losing control.	Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body. (S1.E18.3)  * Hand dribble and foot dribble a ball and maintain control while traveling within a group.	Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed. (S1.E18.4)	Combines foot dribbling with other skills in 1v1 practice tasks. (S1.E18.5)
<b>S1.E19</b> <b>Manipulative</b>  <i>Passing &amp; receiving with feet</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	Passes & receives a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass. (S1.E19.3)	Passes & receives a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass. (S1.E19.4b)	
<b>S1.E20</b> <b>Manipulative</b>  <i>Dribbling in combination</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting). (S1.E20.4)  * Dribbles, then passes a ball to a moving receiver.  * Hand dribble and foot dribble a ball while changing directions and changing from foot to foot and hand to hand.	Dribbles with hands or feet with mature patterns in a variety of small-sided game forms. (S1.E20.5)  * Hand dribble and foot dribble a ball while preventing an opponent from stealing the ball.

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>S1.E21</b> <b>Manipulative</b>  <i>Kicking</i>	Kicks a stationary ball from a stationary position demonstrating 2 of the 5 elements of a mature kicking pattern. (S1.E21.K)  * Kick a stationary ball, using a running approach (without hesitating or stopping) prior to the kick.	Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E21.1)	Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern. (S1.E21.2)  * Use the inside or instep of the foot to kick a slowly rolling ball into the air or along the ground.	Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each. (S1.E21.3a)  Uses a continuous running approach and kicks a stationary ball for accuracy. (S1.E21.3b)	Kicks a ground ball, a lofted ball, and punts using mature patterns. (S1.E21.4)	Demonstrates mature patterns in kicking and punting in small-sided practice task environments. (S1.E21.5)
<b>S1.E22</b> <b>Manipulative</b>  <i>Volley, underhand</i>	Volleys a light-weight object (balloon), sending it upward. (S1.E22.K)	Volleys an object with an open palm, sending it upward. (S1.E22.1)	Volleys an object upward with consecutive hits. (S1.E22.2)  * Use at least three different body parts to strike a ball toward a target.	Strikes/volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E22.3)  * Strike a softly thrown, lightweight ball back to a partner using a variety of body parts and combinations of body parts, such as the forearm volleyball bump the thigh trap/pass in soccer.	Strikes/volleys underhand using a mature pattern, in a dynamic environment (e.g., 2 square, 4 square, handball). (S1.E22.4)	* Applies skill in various situations.

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>S1.E23</b></p> <p><b>Manipulative</b></p> <p><i>Volley, overhead</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p>	<p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p>	<p>Strikes/volleys a ball with a 2-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E23.4)</p> <p>* In a small group, keep an object (ball, foot bag) continuously in the air without catching it.</p>	<p>Strikes/volleys a ball using a 2-hand overhead pattern, sending it upward to a target. (S1.E23.5)</p>
<p><b>S1.E24</b></p> <p><b>Manipulative</b></p> <p><i>Striking, short implement</i></p>	<p>Strikes a lightweight object with a paddle short-handled racket. (S1.E24.K)</p>	<p>Strikes a ball with a short-handled implement, sending it upward. (S1.E24.1)</p> <p>* Strike a ball repeatedly with a paddle.</p>	<p>* Strike a ball repeatedly with a paddle toward a target.</p>	<p>Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. (S1.E24.3a)</p> <p>Strikes an object with a short-handled implement while the 5 critical elements of a mature pattern. (S1.E24.3b)</p> <p>* Consistently strike a softly thrown ball with a bat or paddle demonstrating an appropriate grip, side to the target, and swing plane.</p>	<p>Strikes an object with a short-handled implement while demonstrating a mature pattern. (S1.E24.4a)</p> <p>Strikes an object with a short handled implement, alternating hits a partner over a low net or against a wall. (S1.E24.4b)</p> <p>* Continuously strike a ball to a wall or a partner with a paddle, using forehand and backhand strokes.</p>	<p>Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment. (S1.E24.5)</p> <p>* Continuously strike toward a target or a partner with a paddle, using forehand and backhand strokes</p>

Standard 1	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>S1.E25</b> <b>Manipulative</b></p> <p><i>Striking, long implement</i></p>	<p>* Striking off batting tees.</p>	<p>* Consistently strike a ball with a bat from a tee or cone, using a correct grip and side orientation.</p>	<p>Strikes a ball off a tee or cone with a bat, using correct grip and side orientation/ proper body orientation. (S1.E25.2)</p> <p>* Striking a self-tossed ball to different distances.</p>	<p>Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. <i>Note:</i> Use batting tee or ball tossed by teacher for batting. (S1.E25.3)</p> <p>* Consistently strike a softly thrown ball with a bat or paddle demonstrating an appropriate grip, side to the target, and swing plane.</p>	<p>Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis racket, badminton racket), while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through). (S1.E25.4)</p>	<p>Strikes a pitched ball with a bat using a mature pattern. (S1.E25.5a)</p> <p>Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game. (S1.E25.5b)</p>
<p><b>S1.E27</b> <b>Manipulative</b></p> <p><i>Jumping rope</i></p>	<p>Executes a single jump with self-turned rope. (S1.E27.Ka)</p> <p>Jumps a long rope with teacher-assisted turning. (S1.E27.Kb)</p>	<p>Jumps forward or backward consecutively using a self- turned rope. (S1.E27.1a)</p> <p>Jumps a long rope up to 5 times consecutively with teacher-assisted turning. (S1.E27.1b)</p>	<p>Jumps a self-turned rope consecutively forward and backward with a mature pattern. (S1.E27.2a)</p> <p>Jumps a long rope 5 times ,consecutively with student turners. (S1.E27.2b)</p>	<p>Performs intermediate jump-rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes. (S1.E27.3)</p>	<p>Creates a jump-rope routine with either a short or long rope. (S1.E27.4)</p>	<p>Creates a jump- rope routine with a partner, using either a short or long rope. (S1.E27.5)</p>

Standard 2	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b><i>Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</i></b>						
<p><b>S2.E1 Movement concepts</b></p> <p><i>Space—self or personal; general space</i></p>	<p>Differentiates between movement in personal (self-space) and general space. (S2.E1.Ka)</p> <p>Moves in personal space to a rhythm. (S2.E1.Kb)</p> <p>* Demonstrates safe movement through general space.</p>	<p>Moves in self-space and general space in response to designated beats/ rhythms. (S2.E1.1)</p>	<p>Combines locomotor skills in general space to a rhythm. (S2.E1.2)</p>	<p>* Demonstrate safe movement through general space in a variety of movement contexts</p>	<p>Safely applies the concept of general space to combination skills involving traveling (e.g., dribbling and traveling). (S2.E1.4a)</p> <p>Dribbles in general space with changes in direction and speed. (S2.E1.4c)</p>	<p>Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance and games environments. (S2.E1.5)</p>
<p><b>S2.E2 Movement concepts</b></p> <p><i>Pathways, shapes, levels, extensions</i></p>	<p>Travels safely in straight, curved and zigzag pathways. (S2.E2.K)</p> <p>* Travels demonstrating extensions (large/small; wide/narrow; far/near).</p>	<p>Travels demonstrating low, middle and high levels. (S2.E2.1a)</p> <p>Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). (S2.E2.1b)</p>	<p>Combines shapes, levels, extensions and pathways into simple travel, dance and gymnastics sequences. (S2.E2.2)</p>	<p>* Employs a variety of pathways, shapes, extensions and levels while moving in a various locomotor patterns.</p>	<p>Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments. (S2.E2.4)</p>	<p>Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics and dance with self-direction. (S2.E2.5)</p>

Standard 2	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>S2.E3</b> <b>Movement concepts</b></p> <p><i>Speed, direction, force, flow</i></p>	<p>Travels safely in general space with different speeds, force and directions. (S2.E3.K)</p>	<p>Differentiates between fast and slow speeds. (S2.E3.1a)</p> <p>Differentiates between strong and light force. (S2.E3.1b)</p>	<p>Varies time and force with gradual increases and decreases. (S2.E3.2)</p> <p>* Differentiates between bound and free (flow)</p>	<p>Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher or as is appropriate for the situation. (S2.E3.3)</p>	<p>Applies the movement concepts of speed, endurance and pacing for various locomotor movement (e.g. Running) (S2.E3.4a)</p> <p>Applies the concepts of direction and force in various activities (e.g. when striking an object with a short-handled implement, sending it toward a designated target). (S2.E3.4b)</p>	<p>Applies movement concepts to strategy in game situations. (S2.E3.5a)</p> <p>Applies the concepts of direction and force (e.g. to strike an object with a long-handled implement). (S2.E3.5b)</p> <p>Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics. (S2.E3.5c)</p>

Standard 2	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>S2.E5</b> <b>Movement concepts</b></p> <p><i>Strategies &amp; tactics</i></p>	<p>* Demonstrates control while engaging safely in fleeing and chasing activities</p>	<p>* Demonstrate skills of chasing, fleeing, and dodging to avoid or catch others</p>	<p>* Applies appropriate cooperative, social, and teamwork skills while participating in game situations</p>	<p>* Apply chasing, fleeing and dodging in a variety of complex and changing game-like situations</p>	<p>* Applies simple offensive and defensive strategies and tactics in complex and changing game-like situations.</p> <p>Recognizes the types of skills needed for different games and sports situations (e.g. Kicks, throws). (S2.E5.4c)</p>	<p>Applies basic offensive and defensive strategies/tactics in invasion small-sided practice tasks. (S2.E5.5a)</p> <p>Applies basic offensive and defensive strategies &amp; tactics in net/wall small-sided practice tasks. (S2.E5.5b)</p> <p>Recognizes and demonstrates strategies and tactics needed for different games and sports situations (e.g. throw, volley, or striking action needed for different games &amp; sports situations. (S2.E5.5c)</p>
<p><b>Movement concepts</b></p> <p><i>Body Awareness</i></p>	<p>* Identify selected body parts, skills, and movement concepts.</p>	<p>* Identify major body parts (e.g. head, neck, arm, shoulders, elbow, legs, knee, hip, feet, back, fingers, toes)</p>	<p>* Identify human body systems (e.g. heart—circulatory system, lungs—respiratory system, muscle—muscular system, bones—skeletal system)</p> <p>* Show on the body a few of the major bones (e.g. patella, ribs, phalanges, femur)</p>	<p>* Identify the parts of the circulatory and respiratory systems of the body (circulatory—heart, blood, veins, arteries; respiratory—lungs, mouth, nose bronchial, tubes, trachea)</p> <p>* Tell why muscles and bones are important to movement</p>	<p>* Label major muscles (e.g. abdominals, quadriceps, biceps) and bones (e.g. tibia, fibula, radius)</p> <p>* Recognize what systems work together to move your body (e.g. muscular and skeletal)</p>	<p>* Identify the major functions of circulatory (blood flow); respiratory (oxygen); muscular (strength and motor performance) and skeletal (body support) systems</p>



Standard 3	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b>						
<b>S3.E1</b> <b>Physical activity knowledge</b>	Identifies active-play opportunities outside physical education class. (S3.E1.K)  * Explains ways to be active every day.	Discusses the benefits of being active and exercising and/ or playing. (S3.E1.1)  * Describes behaviors that are physically active and physically in-active.	Describes large motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family). (S3.E1.2)  * Identifies the recommended amount of physical activity for children.  * Describe how being physically active can help a person feel better.  * Describe the benefits of being physically active.  * Describe the benefits of drinking plenty of water before, during, and after physical activity.	Tracks participation in physical activities outside physical education class. (S3.E1.3a)  Identifies physical activity benefits as a way to become healthier. (S3.E1.3b)  * Identify different types of physical activity (Physical Activity Pyramid).  * Set a realistic personal goal to be physically active.	Analyzes opportunities for participating in physical activity outside physical education class. (S3.E1.4)  * Track progress toward personal goal to be physically active.  * Describe the recommended amount of physical activity for children.  * Identify ways to increase daily physical activity.  * Identify different types of physical activities.  * Describe the importance of choosing a variety of ways to be physically active.  * Explain positive outcomes for being physically active.	Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.E1.5)

Standard 3	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>S3.E1</b> <b>Physical activity knowledge</b> <i>(continued)</i>					* Identify short-term and long-term benefits of moderate and vigorous physical activity, such as improving cardiovascular health, strength, endurance, and flexibility and reducing the risks for chronic diseases.	
<b>S3.E2</b> <b>Engages in physical activity</b>	* Meet the national standard of 60 minutes of daily physical activity.	* Meet the national standard of 60 minutes of daily physical activity.	* Meet the national standard of 60 minutes of daily physical activity.	* Meet the national standard of 60 minutes of daily physical activity.  * Engages in moderate to vigorous physical activity for at least 50% of the physical education class time.	* Meet the national standard of 60 minutes of daily physical activity.  * Engages in moderate to vigorous physical activity for at least 50% of the physical education class time.	* Meet the national standard of 60 minutes of daily physical activity  * Engages in moderate to vigorous physical activity for at least 50% of the physical education class time.
<b>S3.E3</b> <b>Fitness knowledge</b>	Recognizes that when you move fast, your heart beats faster and you breathe faster. (S3.E3.K)	Identifies the heart as a muscle that grows stronger with exercise, play and physical activity. (S3.E3.1)  * Understands body temperature changes are related to heart rate changes as a result of physical activity (e.g. perspiration/ sweat).	Identifies physical activities that contribute to fitness. (S3.E3.2b)	Provide examples of physical activity to enhance different fitness components.	Identifies the components of health-related fitness and recognize activities that contribute to the development of each component. (S3.E3.4)	* Identify activities that contribute to the development of each health-related component of fitness.

Standard 3	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>S3.E4 Fitness knowledge</b>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 2</i>	* Identifies proper warm up and cool down procedures (e.g. static/dynamic stretching)	Recognizes the importance of warm-up & cool-down relative to vigorous physical activity. (S3.E4.3)	Demonstrates warm-up & cool-down relative to the cardio-respiratory fitness assessment. (S3.E4.4)	Identifies the need for warm-up & cool-down relative to various physical activities. (S3.E4.5)
<b>S3.E5 Assessment &amp; Personal Development</b>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 1.</i>	* Demonstrates skills necessary to improve fitness levels (e.g. FITNESSGRAM)	* Demonstrates skills necessary to improve fitness levels (e.g. FITNESSGRAM)	* Demonstrates, with teacher direction, the health-related fitness assessments. (S3.E5.3)	* Uses fitness assessments to set goals for achieving or maintaining healthy fitness levels (e.g. FITNESSGRAM)  Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. (S3.E5.4b)	Analyzes results of fitness assessment (FITNESSGRAM pre- & post-), comparing results to fitness components for good health. (S3.E5.5a)  * Identify barriers to participation in physical activity.  Set goals to address ways to use physical activity to overcome barriers and enhance fitness. (S3.E5.5b)
<b>S3.E6 Nutrition</b>	Recognizes that food provides energy for physical activity and growth. (S3.E6.K)	Differentiates between healthy and unhealthy foods. (S3.E6.1)	* Recognizes how energy balance correlates to nutrition and physical activity (caloric intake and expenditure)  * Recognizes that daily hydration choices relate to physical activity	Identifies foods and drinks that are beneficial or harmful before, during, and after physical activity. (S3.E6.3)	Discusses the importance of hydration and hydration choices relative to physical activities. (S3.E6.4)	Analyzes the impact of food choices relative to physical activity, youth sports & personal health. (S3.E6.5)

Standard 4	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b><i>Exhibits responsible personal and social behavior that respects self and others.</i></b>						
<b>S4.E1 Personal responsibility</b>	Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K)	Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)	Practices skills with minimal teacher prompting. (S4.E1.2)	Exhibits personal responsibility in teacher-directed activities. (S4.E1.3)	Exhibits responsible behavior in independent group situations. (S4.E1.4)	Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5)
<b>S4.E2 Personal responsibility</b>	Acknowledges responsibility for behavior when prompted. (S4.E2.K)	Follows the rules & parameters of the learning environment. (S4.E2.1)	Accepts responsibility for class protocols with behavior and performance actions. (S4.E2.2)	Works independently for extended periods of time. (S4.E2.3)	Reflects on personal social behavior in physical activity. (S4.E2.4)	Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. (S4.E2.5a)  Exhibits respect for self and others with appropriate behavior while engaging in physical activity. (S4.E2.5b)
<b>S4.E3 Accepting feedback</b>	Follows instruction/directions when prompted. (S4.E3.K)	Responds appropriately to general feedback from the teacher. (S4.E3.1)	Accepts specific corrective feedback from the teacher. (S4.E3.2)	Accepts and implements specific corrective feedback from the teacher. (S4.E3.3)	Listens respectfully to corrective feedback from others (e.g., peers, adults). (S4.E3.4)	Gives corrective feedback respectfully to peers. (S4.E3.5)
<b>S4.E4 Working with others</b>	Shares equipment and space with others. (S4.E4.K)	Works independently and respectfully with others in a variety of class environments (e.g., small and large groups). (S4.E4.1)	Works independently with others in partner environments. (S4.E4.2)	Works cooperatively with others. (S4.E4.3a)  Praises others for their success in movement performance. (S4.E4.3b)	Praises the movement performance of others both more- and less-skilled. (S4.E4.4a)  Accepts players of all skill levels into the physical activity. (S4.E4.4b)	Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)  * Assists others in the performance of tasks.

Standard 4	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>S4.E5 Rules &amp; etiquette</b>	Recognizes and follows the established protocol for class activities. (S4.E5.K)	Exhibits the Established protocols for class activities. (S4.E5.1)	Recognizes and adheres to the role of rules and etiquette in teacher-designed physical activities. (S4.E5.2)	Recognizes and adheres to the role of rules and etiquette in physical activity with peers. (S4.E5.3)	Exhibits etiquette and adherence to rules in a variety of physical activities. (S4.E5.4)	Reflect and analyze the etiquette of self and others in following rules of various game activities. (S4.E5.5)
<b>S4.E6 Safety</b>	Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)	Follows teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)	Works independently and safely in physical education. (S4.E6.2a)  Works safely with physical education equipment. (S4.E6.2b)  * Be able to identify safety rules for playing on playgrounds, swimming, and playing sports.  * Describe how to be a safe pedestrian	Works independently and safely in physical activity settings. (S4.E6.3)  * Willingly uses appropriate safety equipment with various equipment (bike helmet).  * Describe how to ride a bike, skateboard, inline skates, scooter safely	Works safely with peers and equipment in physical activity settings. (S4.E6.4)  * Identify safety precautions for playing and working outdoors in different kinds of environmental conditions.  * Identify ways to reduce injury as a pedestrian.	Applies safety principles with age-appropriate physical activities. (S4.E6.5)  * Identify safety precautions for playing and working outdoors in different kinds of environmental conditions.  * Identify ways to reduce injury as a pedestrian.

Standard 5	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</b>						
<b>S5.E1 Health</b>	Recognizes that physical activity is important for good health. (S5.E1.K)	Identifies physical activity as a component of good health. (S5.E1.1)	Recognizes the value of “good health balance.” (Refer to S3.E6.2)	Discusses the relationship between physical activity and good health. (S5.E1.3)	Examines the health benefits of participating in physical activity. (S5.E1.4)	Compares the health benefits of participating in selected physical activities. (S5.E1.5)
<b>S5.E2 Challenge</b>	Acknowledges that some physical activities are challenging/difficult. (S5.E2.K)	Recognizes that challenge in physical activities can lead to success. (S5.E2.1)	Compares physical activities that bring confidence and challenge. (S5.E2.2)	Discusses the challenge that comes from learning a new physical activity. (S5.E2.3)	Rates the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4)	Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5)
<b>S5.E3 Self-expression &amp; enjoyment</b>	Identifies physical activities that are enjoyable. (S5.E3.Ka)  Discusses the enjoyment of playing with friends. (S5.E3.Kb)	Describes positive feelings that result from participating in physical activities. (S5.E3.1a)  Discusses personal reasons (i.e., the “why”) for enjoying physical activities. (S5.E3.1b)	Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks/games environment). (S5.E3.2)	Reflects on the reasons for enjoying selected physical activities. (S5.E3.3)	Ranks the enjoyment of participating in different physical activities. (S5.E3.4)	Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)
<b>S5.E4 Social interaction</b>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	Describes the positive social interactions that come when engaged with others in physical activity. (S5.E4.3)	Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical activities. (S5.E4.4)	Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport). (S5.E4.5)

## Middle School Outcomes (Grades 6-8)

By the end of Grade 8, the learner will apply tactics and strategies to modified game play; demonstrate fundamental movement skills in a variety of contexts; design and implement a health-enhancing fitness program; participate in self-selected physical activity; cooperate with and encourage classmates; accept individual differences and demonstrate inclusive behaviors; and engage in physical activity for enjoyment and self-expression. **Note:** Swimming skills and water-safety activities should be taught if facilities permit.

Standard 1	Grade 6	Grade 7	Grade 8
<b>Demonstrates competency in a variety of motor skills and movement patterns.</b>			
<b>S1.M1</b> <b>Dance &amp; rhythms</b>	Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance. (S1.M1.6)	Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line and world dance. (S1.M1.7)	Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group. (S1.M1.8)
<b>S1.M2</b> <b>Games &amp; sports</b> <b>Invasion &amp; field games</b>  <i>Throwing</i>	Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2 <sup>nd</sup> base to 1 <sup>st</sup> base). (S1.M2.6)	Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment. (S1.M2.7)	Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play. (S1.M2.8)
<b>S1.M3</b>  <i>Catching</i>	Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks. (S1.M3.6)	Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play. (S1.M3.7)	Catches using an implement in a dynamic environment or modified game play. (S1.M3.8)
<b>S1.M4</b> <b>Games &amp; sports</b> <b>Invasion games</b>  <i>Passing &amp; receiving</i>	Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as basketball, flag football, speedball or team handball. (S1.M4.6)	Passes and receives with feet in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as soccer or speedball. (S1.M4.7)	Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (floor, field, ice). (S1.M4.8)
<b>S1.M5</b> <b>Games &amp; sports</b> <b>Invasion games</b>  <i>Passing &amp; receiving</i>	Throws, while stationary, a leading pass to a moving receiver. (S1.M5.6)	Throws, while moving, a leading pass to a moving receiver. (S1.M5.7)	Throws a lead pass to a moving partner off a dribble or pass. (S1.M5.8)
<b>S1.M6</b> <b>Games &amp; sports</b> <b>Invasion games</b>  <i>Offensive skills</i>	Performs pivots, fakes and jab steps designed to create open space during practice tasks. (S1.M6.6)	Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps. (S1.M6.7)	Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens. (S1.M6.8)

<b>Standard 1</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>S1.M7</b> <b>Games &amp; sports</b> <b>Invasion games</b>  <i>Offensive skills</i>	Performs the following offensive skills without defensive pressure: pivot, give & go, and fakes. (S1.M7.6)	Performs the following offensive skills with defensive pressure: pivot, give & go, and fakes. (S1.M7.7)	Executes the following offensive skills during small-sided game play: pivot, give & go, and fakes. (S1.M7.8)
<b>S1.M8</b> <b>Games &amp; sports</b> <b>Invasion games</b>  <i>Dribbling/ball control</i>	Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks. (S1.M8.6)	Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks. (S1.M8.7)	Dribbles with dominant and nondominant hands using a change of speed and direction in small-sided game play. (S1.M8.8)
<b>S1.M9</b> <b>Games &amp; sports</b> <b>Invasion games</b>  <i>Dribbling/ball control</i>	Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks. (S1.M9.6)	Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks. (S1.M9.7)	Foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play. (S1.M9.8)
<b>S1.M10</b> <b>Games &amp; sports</b> <b>Invasion games</b>  <i>Shooting on goal</i>	Shoots on goal with power in a dynamic environment as appropriate to the activity. (S1.M10.6)	Shoots on goal with power and accuracy in small-sided game play. (S1.M10.7)	Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse. (S1.M10.8)
<b>S1.M11</b> <b>Games &amp; sports</b> <b>Invasion games</b>  <i>Defensive skills</i>	Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player. (S1.M11.6)	Slides in all directions while on defense without crossing feet. (S1.M11.7)	Drop-steps in the direction of the pass during player-to-player defense. (S1.M11.8)
<b>S1.M12</b> <b>Games &amp; sports</b> <b>Net/wall games</b>  <i>Serving</i>	Performs a legal underhand serve with control for net/wall games such as badminton, volleyball or pickleball. (S1.M12.6)	Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball or pickleball. (S1.M12.7)	Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball or pickleball. (S1.M12.8)
<b>S1.M13</b> <b>Games &amp; sports</b> <b>Net/wall games</b>  <i>Striking</i>	Strikes, with a mature overarm pattern, in a non-dynamic environment for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.6)	Strikes, with a mature overarm pattern, in a dynamic environment for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.7)	Strikes, with a mature overarm pattern, in a modified game for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.8)



Standard 1	Grade 6	Grade 7	Grade 8
<b>S1.M14</b> <b>Games &amp; sports</b> <b>Net/wall games</b>  <i>Forehand &amp; backhand</i>	Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddle ball, pickleball or short-handled racket tennis. (S1.M14.6)	Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis. (S1.M14.7)	Demonstrates the mature form of fore- hand and backhand strokes with a short- or long-handled implement with power and accuracy in net games such as pickle- ball, tennis, badminton or paddle ball. (S1.M14.8)
<b>S1.M15</b> <b>Games &amp; sports</b> <b>Net/wall games</b>  <i>Weight transfer</i>	* Transfers weight with correct timing for a variety of manipulative movements.	* Transfers weight with correct timing using low to or high striking pattern for a variety of manipulative movements.	Transfers weight with correct timing using low to high striking pattern with a long-handled implement on the backhand side. (S1.M15.8)
<b>S1.M16</b> <b>Games &amp; sports</b> <b>Net/wall games</b>  <i>Volley</i>	Forehand-volleys with a mature form and control using a short-handled implement. (S1.M16.6)	Forehand- and backhand-volleys with a mature form and control using a short-handled implement. (S1.M16.7)	Forehand- and backhand-volleys with a mature form and control using a short-handled implement during modified game play. (S1.M16.8)
<b>S1.M17</b> <b>Games &amp; sports</b> <b>Net/wall games</b>  <i>Two-hand volley</i>	Two-hand-volleys with control in a variety of practice tasks. (S1.M17.6)	Two-hand-volleys with control in a dynamic environment. (S1.M17.7)	Two-hand-volleys with control in a small-sided game. (S1.M17.8)
<b>S1.M18</b> <b>Games &amp; sports</b> <b>Target games</b>  <i>Underhand throw</i>	Demonstrates a mature underhand throwing pattern for a modified target game such as bowling, bocce or horseshoes. (S1.M19.6)	Executes consistently (70% of the time) a mature underhand pattern for target games such as bowling, bocci or horseshoes. (S1.M18.7)	Performs consistently (70% of the time) a mature underhand pattern with accuracy and control for one target game such as bowling or bocci. (S1.M18.8)
<b>S1.M19</b> <b>Games &amp; sports</b> <b>Target games</b>  <i>Striking</i>	Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffle- board or golf. (S1.M19.6)	Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffle- board or golf. (S1.M19.7)	Strikes, with an implement, a stationary object for accuracy and power in activities such as croquet, shuffleboard or golf. (S1. M19.8)
<b>S1.M20</b> <b>Games &amp; sports</b> <b>Fielding/striking games</b>  <i>Striking</i>	Strikes a pitched ball with an implement with force in a variety of practice tasks. (S1.M20.6)	Strikes a pitched ball with an implement to open space in a variety of practice tasks. (S1.M20.7)	Strikes a pitched ball with an implement for power to open space in a variety of small-sided games. (S1.M20.8)

<b>Standard 1</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>S1.M21</b> <b>Games &amp; sports</b> <b>Fielding/striking games</b>  <i>Catching</i>	Catches, with a mature pattern, from different trajectories using a variety of objects in a varying practice tasks. (S1.M21.6)	Catches, with a mature pattern, from different trajectories using a variety of objects in small-sided game play. (S1.M21.7)	Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play. (S1.M21.8)
<b>S1.M22</b> <b>Outdoor/Adventure pursuits</b> <i>(See end of section for examples)</i>	Demonstrates correct technique for basic skills in 1 self-selected outdoor activity. (S1.M22.6)	Demonstrates correct technique for a variety of skills in 1 self-selected outdoor activity. (S1.M22.7)	Demonstrates correct technique for basic skills in at least 2 self-selected outdoor activities. (S1.M22.8)
<b>S1.M23</b> <b>Aquatics</b>	Preferably taught at elementary or secondary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum.		
<b>S1.M24</b> <b>Individual-performance activities</b>	Demonstrates correct technique for basic skills in 1 self-selected individual-performance activity. (S1.M24.6)	Demonstrates correct technique for a variety of skills in 1 self-selected individual-performance activity. (S1.M24.7)	Demonstrates correct technique for basic skills in at least 2 self-selected individual-performance activities. (S1.M24.8)
<b>Applies the Elements of Dance in Movement Skills</b>	<ul style="list-style-type: none"> <li>* Demonstrates correct rhythm and pattern for one of the following Dance forms(folk, social, creative, line or world)</li> <li>* Practices simple breathing and relaxation techniques.</li> <li>* Perform short dances that have a beginning, middle, and end.</li> </ul>	<ul style="list-style-type: none"> <li>* Demonstrates correct rhythm and pattern for a variety of dance forms among folk, social, creative, line, and world.</li> <li>* Use of breath to facilitate movement in dance.</li> <li>* Perform dances that use simple choreographic forms and structures (musical, literary, or visual).</li> </ul>	<ul style="list-style-type: none"> <li>* Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group.</li> <li>* Maintains adequate breath support for movement phrasing and endurance, and ease of motion.</li> <li>* Perform dances that fulfill aesthetic criteria including: beginning development of an idea, resolution, and end; use of variety in elements of dance, artistic form, and communication of the intent of the choreographer.</li> </ul>
<b>Applies Locomotor and Non-locomotor Movement Skills in Dance and Rhythmic Activities</b>	<ul style="list-style-type: none"> <li>* Integrate locomotor and non-locomotor (axil) movement and stillness into dance sequences through use of transitions.</li> </ul>	<ul style="list-style-type: none"> <li>* Demonstrates basic movement skills and describes the underlying principles (e.g., alignment, balance, initiation of movement, articulation, isolated body parts, weight shift, elevation and landing, fall and recovery).</li> </ul>	<ul style="list-style-type: none"> <li>* Apply anatomical concepts to movements that are vertical, off vertical, and on one leg with balance, agility, endurance, and ease of motion.</li> </ul>

Standard 2	Grade 6	Grade 7	Grade 8
<b><i>Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</i></b>			
<b>S2.M1</b> <b>Games &amp; sports</b> <b>Invasion games</b>  <i>Creating space with movement</i>	Creates open space by using locomotor movements (e.g., walking, running, jumping & landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace). (S2.M1.6)	Reduces open space by using locomotor movements (e.g., walking, running, jumping & landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal). (S2.M1.7)	Opens and closes space during small-sided game play by combining locomotor movements with movement concepts. (S2.M1.8)
<b>S2.M2</b> <b>Games &amp; sports</b> <b>Invasion games</b>  <i>Creating space with offensive tactics</i>	Executes at least 1 the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give & go. (S2.M2.6)	Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give & go. (S2.M2.7)	Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give & go. (S2.M2.8)
<b>S2.M3</b> <b>Games &amp; sports</b> <b>Invasion games</b>  <i>Creating space using width &amp; length</i>	Creates open space by using the width and length of the field/court on offense. (S2.M3.6)	Creates open space by staying spread on offense, and cutting and passing quickly. (S2.M3.7)	Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball. (S2.M3.8)
<b>S2.M4</b> <b>Games &amp; sports</b> <b>Invasion games</b>  <i>Reducing space by changing size &amp; shape</i>	Reduces open space on defense by making the body larger and reducing passing angles. (S2.M4.6)	Reduces open space on defense by staying close to the opponent as he/ she nears the goal. (S2.M4.7)	Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective). (S2.M4.8)
<b>S2.M5</b> <b>Games &amp; sports</b> <b>Invasion games</b>  <i>Reducing space using denial</i>	Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass. (S2.M5.6)	Reduces open space by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection. (S2.M5.7)	Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection. (S2.M5.8)
<b>S2.M6</b> <b>Games &amp; sports</b> <b>Invasion games</b>  <i>Transitions</i>	Transitions from offense to defense or defense to offense by recovering quickly. (S2.M6.6)	Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates. (S2.M6.7)	Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. (S2.M6.8)

Standard 2	Grade 6	Grade 7	Grade 8
<b>S2.M7</b> <b>Games &amp; sports</b> <b>Net/wall games</b>  <i>Creating space through variation</i>	Creates open space in net/wall games with a short-handled implement by varying force and direction. (S2.M7.6)	Creates open space in net/wall games with a long-handled implement by varying force and direction, and by moving opponent from side to side. (S2.M7.7)	Creates open space in net/wall games with either a long- or short-handled implement by varying force or direction, or by moving opponent from side to side and/or forward and back. (S2.M7.8)
<b>S2.M8</b> <b>Games &amp; sports</b> <b>Net/wall games</b>  <i>Using tactics &amp; shots</i>	Reduces offensive options for opponents by returning to mid-court position. (S2.M8.6)	Selects offensive shot based on opponent's location (hit where opponent is not). (S2.M8.7)	Varies placement, force and timing of return to prevent anticipation by opponent. (S2.M8.8)
<b>S2.M9</b> <b>Games &amp; sports</b> <b>Target games</b>  <i>Shot selection</i>	Selects appropriate shot and/or club based on location of the object in relation to the target. (S2.M9.6)	Varies the speed and/or trajectory of the shot based on location of the object in relation to the target. (S2.M9.7)	Varies the speed, force and trajectory of the shot based on location of the object in relation to the target. (S2.M9.8)
<b>S2.M10</b> <b>Games &amp; sports</b> <b>Fielding/striking games</b>  <i>Offensive strategies</i>	Identifies open spaces and attempts to strike object into that space. (S2.M10.6)	Uses a variety of shots (e.g., slap & run, bunt, line drive, high arc) to hit to open space. (S2.M10.7)	Identifies sacrifice situations and attempt to advance a teammate. (S2.M10.8)
<b>S2.M11</b> <b>Games &amp; sports</b> <b>Fielding/striking games</b>  <i>Reducing space</i>	Identifies the correct defensive play based on the situation (e.g., number of outs). (S2.M11.6)	Selects the correct defensive play based on the situation (e.g., number of outs). (S2.M11.7)	Reduces open spaces in the field by working with teammates to maximize coverage. (S2.M11.8)
<b>S2.M12</b> <b>Individual-performance activities, dance &amp; rhythms</b>  <i>Movement concepts</i>	Varies application of force during dance or gymnastic activities. (S2.M12.6)	* Identifies and applies <i>principles</i> of motion to various dance or movement activities.	Describes and applies mechanical advantage(s) for a variety of movement patterns. (S2.M12.8)
<b>S2.M13</b> <b>Outdoor pursuits</b>  <i>Movement concepts</i>	Makes appropriate decisions to ensure safety of self and others (e.g. weather, level of difficulty, etc.). (S2.M13.6)	Analyzes the situation and makes adjustments to ensure the safety of self and others. (S2.M13.7)	Implements safe protocols in self-selected outdoor activities. (S2.M13.8)

Standard 2	Grade 6	Grade 7	Grade 8
<p><b>Applications of Principles and Elements of Dance to Fitness Activities</b></p>	<ul style="list-style-type: none"> <li>* Varies application of force during dance, rhythmic movement or gymnastic activities.</li> <li>* Uses concentration and focus during dancing.</li> <li>* Understand the role of improvisation in choreography.</li> <li>* Use abstract movement to create dance phrases that communicate ideas, experiences, feelings, or images.</li> </ul>	<ul style="list-style-type: none"> <li>* Identifies and applies Newton’s Laws of motion to various dance or movement activities.</li> <li>* Uses clarity, concentration, and focus while dancing.</li> <li>* Select movement phrases to create dance sequences that communicate ideas, experiences, feelings, images or stories.</li> <li>* Use self-assessment, teacher feedback, and peer feedback to refine dance quality.</li> <li>* Use dance vocabulary to describe how elements of movement are used to communicate ideas in dance.</li> </ul>	<ul style="list-style-type: none"> <li>* Describes and applies mechanical advantages for a variety of movement patterns.</li> <li>* Dance with concentration and dynamic energy, kinesthetic awareness, interconnectedness between dancers, and attention to auditory and visual cues.</li> <li>* Uses appropriate movement terminology and dance &amp; anatomical vocabulary to describe the actions and movement elements.</li> <li>* Identifies aesthetic criteria for evaluating dance (e.g. originality, visual and emotional, impact, variety, transition, contrast, skill of performers).</li> <li>* Use reflection and discussion to revise choreography.</li> </ul>

Standard 3	Grade 6	Grade 7	Grade 8
<b><i>Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i></b>			
<b>S3.M1 Physical activity knowledge</b>	Describes how being physically active leads to a healthy body. (S3.M1.6)	Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers. (S3.M1.7)	Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition) and explains the connections between fitness and overall physical and mental health. (S3.M1.8)
<b>S3.M2 Engages in physical activity</b>	Participates in self-selected physical activity outside of physical education class. (S3.M2.6)	Participates in self-selected physical activity outside of physical education class. (S3.M2.6)	Participates in self-selected physical activity outside of physical education class. (S3.M2.6)
<b>S3.M3 Engages in physical activity</b>	Participates in a variety of aerobic fitness activities such as cardio kick, step aerobics and aerobic dance. (S3.M3.6)	Participates in a variety of strength- and endurance-fitness activities such as Pilates, resistance training, body- weight training and light free-weight training. (S3.M3.7)	Participates in a variety of self-selected aerobic-fitness activities outside of school such as walking, jogging, biking, skating, dancing and swimming. (S3.M3.8)
<b>S3.M4 Engages in physical activity</b>	Participates in a variety of aerobic-fitness activities using technology. (S3.M4.6)	Participates in a variety of strength- and endurance-fitness activities such as weight or resistance training. (S3.M4.7)	Plans and implements a program of cross-training to include aerobic, strength & endurance and flexibility training. (S3.M4.8)
<b>S3.M5 Engages in physical activity</b>	Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities. (S3.M5.6)	Participates in a variety of lifetime dual and individual sports, martial arts or aquatic activities. (S3.M5.7)	Participates in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day. (S3.M5.8)
<b>S3.M6 Fitness knowledge</b>	Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day. (S3.M6.6)	Participates in moderate to vigorous muscle- and bone-strengthening physical activity. (S3.M6.7)	Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day. (S3.M6.8)
<b>S3.M7 Fitness knowledge</b>	Identifies the components of skill-related fitness. (S3.M7.6)	Distinguishes between health-related and skill-related fitness. (S3.M7.7)	Compares and contrasts health-related fitness components. (S3.M7.8)
<b>S3.M8 Fitness knowledge</b>	Sets and monitors a self-selected physical activity goal for aerobic and/ or muscle- and bone-strengthening activity based on current fitness level. (S3.M8.6)	Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.M8.7)	Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.M8.8)

<b>Standard 3</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>S3.M9</b> <b>Fitness knowledge</b>	Employs correct techniques and methods of stretching. (S3.M9.6)	Describes and demonstrates the difference between dynamic and static stretches. (S3.M9.7)	Employs a variety of appropriate static stretching techniques for all major muscle groups. (S3.M9.8)
<b>S3.M10</b> <b>Fitness knowledge</b>	Differentiates between aerobic and anaerobic capacity, and between muscular strength and endurance. (S3.M10.6)	Describes the role of exercise and nutrition in weight management. (S3.M10.7)	Describes the role of flexibility in injury prevention. (S3.M10.8)
<b>S3.M11</b> <b>Fitness knowledge</b>	Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time, type) for different types of physical activity (aerobic, muscular fitness and flexibility.) (S3.M11.6)	Describes overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness. (S3.M11.7)	Uses the overload principle (FITT formula) in preparing a personal workout. (S3.M11.8)
<b>S3.M12</b> <b>Fitness knowledge</b>	Describes the role of warm-ups and cool-downs before and after physical activity. (S3.M12.6)	Designs a warm-up/cool-down regimen for a self-selected physical activity. (S3.M12.7)	Designs and implements a warm-up/ cool-down regimen for a self-selected physical activity. (S3.M12.8)
<b>S3.M13</b> <b>Fitness knowledge</b>	Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale. (S3.M13.6)	Defines how the RPE Scale can be used to determine the perception of the work effort or intensity of exercise. (S3.M13.7)	Defines how the RPE Scale can be used to adjust workout intensity during physical activity. (S3.M13.8)
<b>S3.M14</b> <b>Fitness knowledge</b>	Identifies major muscles used in selected physical activities. (S3.M14.6)	Describes how muscles pull on bones to create movement in pairs by relaxing and contracting. (S3.M14.7)	Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity. (S3.M14.8)
<b>S3.M15</b> <b>Assessment &amp; program planning</b>	Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment. (S3.M15.6)	Designs and implements a program of remediation for 2 areas of weakness based on the results of health-related fitness assessment. (S3.M15.7)	Designs and implements a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment. (S3.M15.8)
<b>S3.M16</b> <b>Assessment &amp; program planning</b>	Maintains a physical activity log for at least 2 weeks and reflects on activity levels as documented in the log. (S3.M16.6)	Maintains a physical activity and nutrition log for at least 2 weeks and reflects on activity levels and nutrition as documented in the log. (S3.M16.7)	Designs and implements a program to improve levels of health-related fitness and nutrition. (S3.M16.8)

Standard 3	Grade 6	Grade 7	Grade 8
<b>S3.M17 Nutrition</b>	Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/ her age and physical activity levels. (S3.M17.6)	Develops strategies for balancing healthy food, snacks and water intake, along with daily physical activity. (S3.M17.7)	Describes the relationship between poor nutrition and health risk factors. (S3.M17.8)
<b>S3.M18 Stress management</b>	Identifies positive and negative results of stress and appropriate ways of dealing with each. (S3.M18.6)	Practices strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise. (S3.M18.7)	Demonstrates basic movements used in other stress-reducing activities such as yoga and tai chi. (S3.M18.8)
<b>Ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	<ul style="list-style-type: none"> <li>* Regularly participates in a variety of aerobic activities such as cardio-kick, Zumba, step aerobics, and/or aerobic dance.</li> <li>* Designs and implements a warm-up/cool-down regimen for self-selected physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>* Regularly participates in a variety of aerobic fitness activities, strength &amp; endurance fitness activities (i.e. Pilates, resistance-training)</li> <li>* Describe and demonstrate 3 or 4 safe warm-up practices that relate to personal needs. (e.g., hyperextended knees, swaybacks, rounded shoulders, or lack of abdominal tone).</li> </ul>	<ul style="list-style-type: none"> <li>* Participates in a variety of self-directed aerobic, strength &amp; endurance fitness activities. Plans and implements cross training programs that keep an individual fit.</li> <li>* Applies safe movement practices in both technique and choreography (e.g., plié: knees over toes; releve: alignment of ankle, knee, and hip; balance: vertical alignment of the spine).</li> </ul>
<b>Knowledge for Healthy Lifestyle Development</b>	<ul style="list-style-type: none"> <li>* Describe the recommended amounts and types of moderate, vigorous, muscle strengthening, and bone strengthening physical activity for adolescents and adults.</li> <li>* Explain how physical activity can be incorporated into daily life without special exercise equipment.</li> <li>* Describe ways to increase daily physical activity and decrease inactivity.</li> <li>* Summarize the mental and social benefits of physical activity.</li> <li>* Differentiate between physical activity, exercise, health-related fitness, and skill-related fitness.</li> </ul>	<ul style="list-style-type: none"> <li>* Describe physical activities that contribute to maintaining or improving components of health-related fitness.</li> <li>* Explain the short-term and long-term benefits of physical activity, including improving cardiovascular health, strength, endurance, and flexibility and reducing the risks for chronic diseases.</li> <li>* Explain how an inactive lifestyle contributes to chronic disease.</li> <li>* Explain the importance of warming up and cooling down after physical activity.</li> <li>* Describe climate-related physical conditions that affect physical activity, such as heat exhaustion, sunburn, heat stroke, and hypothermia.</li> </ul>	<ul style="list-style-type: none"> <li>* Summarize the benefits of drinking water before, during, and after physical activity.</li> <li>* Summarize how physical activity can contribute to maintaining a healthy body weight.</li> <li>* Describe the use of safety equipment for specific physical activities.</li> <li>* Describe the ways to reduce risk of injuries from participation in sports and other physical activities.</li> </ul>



Standard 3	Grade 6	Grade 7	Grade 8
<b>Influence of family, peers, culture, media, technology and other factors on health behaviors</b>	<ul style="list-style-type: none"> <li>* Explain the influence of school rules and community laws (e.g., bicycling riding laws) on physical activity practices and behaviors.</li> <li>* Explain how perceptions of norms influence healthy and unhealthy physical activity practices and behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>* Explain how social expectations influence healthy and unhealthy behaviors related to physical activity practices and behaviors.</li> <li>* Explain how personal values and beliefs influence physical activity practices and behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>* Describe how some health risk behaviors influence the likelihood of engaging in physical inactivity practices and behaviors.</li> <li>* Analyze how relevant influences of family and culture, school and community, media (e.g. advertising, social networks) and technology (e.g., internet shopping), and peers affect personal physical activity practices and behaviors.</li> </ul>
<b>Ability to access valid information and products and services to enhance health.</b>		<ul style="list-style-type: none"> <li>* Analyze the validity and reliability of physical activity information.</li> <li>* Determine the availability of valid and reliable physical activity products.</li> </ul>	<ul style="list-style-type: none"> <li>* Analyze the validity and reliability of physical activity products and services.</li> <li>* Access valid and reliable physical activity information from home, school, or community.</li> <li>* Locate valid and reliable physical activity products and services.</li> </ul>
<b>Ability to practice health-enhancing behaviors and avoid or reduce health risks</b>	<ul style="list-style-type: none"> <li>* Explain the importance of being responsible for being physically active.</li> </ul>	<ul style="list-style-type: none"> <li>* Analyze personal practices and behaviors that reduce or prevent physical inactivity.</li> </ul>	<ul style="list-style-type: none"> <li>* Demonstrate healthy practices and behaviors to improve the physical activity of oneself and others.</li> <li>* Provide evidence of being physically active outside of school on a regular basis.</li> </ul>

Standard 4	Grade 6	Grade 7	Grade 8
<b>Exhibits responsible personal and social behavior that respects self and others.</b>			
<b>S4.M1</b> <b>Personal responsibility</b>	Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors. (S4.M1.6)	Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates. (S4.M1.7)	Accepts responsibility for improving one's own levels of physical activity and fitness. (S4.M1.8)
<b>S4.M2</b> <b>Personal responsibility</b>	Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk. (S4.M2.6)	Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class. (S4.M2.7)	Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school. (S4.M2.8)
<b>S4.M3</b> <b>Accepting feedback</b>	Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (S4.M3.6)	Provides corrective feedback to a peer, using teacher-generated guide-lines, and incorporating appropriate tone and other communication skills. (S4.M3.7)	Provides encouragement and feedback to peers without prompting from the teacher. (S4.M3.8)
<b>S4.M4</b> <b>Working with others</b>	Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback. (S4.M4.6)	Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. (S4.M4.7)	Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. (S4.M4.8)
<b>S4.M5</b> <b>Working with others</b>	Cooperates with a small group of classmates during adventure activities, game play or team-building activities. (S4.M5.6)	Problem-solves with a small group of classmates during adventure activities, small-group initiatives or game play. (S4.M5.7)	Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play. (S4.M5.8)
<b>S4.M6</b> <b>Rules &amp; etiquette</b>	Identifies the rules and etiquette for physical activities/games and dance activities. (S4.M6.6)	Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance. (S4.M6.7)	Applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters. (S4.M6.8)
<b>S4.M7</b> <b>Safety</b>	Uses physical activity and fitness equipment appropriately and safely, <i>with the teacher's guidance.</i> (S1.M7.6)	<i>Independently</i> uses physical activity and exercise equipment appropriately and safely. (S1.M7.7)	Independently uses physical activity and fitness equipment appropriately, and <i>identifies specific safety concerns</i> associated with the activity. (S1.M7.8)

Standard 4	Grade 6	Grade 7	Grade 8
<b>Working with others</b>	<ul style="list-style-type: none"> <li>* Demonstrates respect for self and others in movement activities and dance styles by following rules, working with partners, working with groups, and encouraging others.</li> <li>* Demonstrates the ability to perform with groups of varying sizes.</li> </ul>	<ul style="list-style-type: none"> <li>* Demonstrates the ability to perform dances with groups of varying sizes; plus demonstrates partner skills; using complimentary shapes, using contrasting movements, taking and supporting weights, and counting phrases to maintain unison. (e.g., counting in canon and understanding counts of phrasing).</li> <li>* Problem solves with a small group of peers in creative movement design.</li> </ul>	<ul style="list-style-type: none"> <li>* Cooperates with a partner to demonstrate the following skills in a visually interesting way: creating, contrasting, and complimentary shapes; taking and supporting weight.</li> <li>* Cooperates with a partner or small group to produce original work/dance.</li> <li>* Demonstrates appropriate audience behavior, performance, and etiquette in formal and informal situations. Explains how audiences and venues affect choreography.</li> </ul>
<b>Ability to use interpersonal communication skills to enhance health and avoid or reduce health risks</b>	<ul style="list-style-type: none"> <li>* Demonstrate the use of effective verbal and nonverbal communication skills to enhance physical activity.</li> <li>* Demonstrate effective peer resistance skills to avoid or reduce physical inactivity.</li> </ul>	<ul style="list-style-type: none"> <li>* Demonstrate effective negotiation skills that avoid or reduce participation in unsafe physical activities.</li> <li>* Demonstrate how to effectively ask for assistance in accessing equipment necessary to safely engage in physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>* Demonstrate how to effectively ask for assistance to improve physical activity.</li> <li>* Demonstrate how to effectively communicate empathy and support to others who are trying to maintain or improve physical activity.</li> </ul>
<b>Ability to use decision-making skills to enhance health.</b>	<ul style="list-style-type: none"> <li>* Identify circumstances that help or hinder making a decision to be physically active.</li> <li>* Determine when situations related to physical activity require a decision (e.g., when a peer suggests watching television, a friend suggests riding bikes without a helmet).</li> <li>* Distinguish when decisions related to physical activity can be made individually or with the help of others.</li> </ul>	<ul style="list-style-type: none"> <li>* Explain how family, culture, media, peers, and personal beliefs affect a decision related to physical activity.</li> <li>* Distinguish between healthy and unhealthy alternatives to a decision related to physical activity.</li> <li>* Predict the potential healthy and unhealthy alternatives to a decision related to physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>* Choose a healthy alternative when making a decision related to physical activity.</li> <li>* Analyze the effectiveness of a final outcome of a decision related to physical activity.</li> </ul>

Standard 4	Grade 6	Grade 7	Grade 8
<p><b>Ability to use goal-setting skills to enhance health.</b></p>	<ul style="list-style-type: none"> <li>* Assess personal physical activity practices.</li> <li>* Set a realistic personal goal to be physically active.</li> </ul>	<ul style="list-style-type: none"> <li>* Assess the barriers to achieving a personal goal to be physically active.</li> <li>* Apply strategies to overcome barriers to achieving a personal goal to be physically active.</li> </ul>	<ul style="list-style-type: none"> <li>* Use strategies and skills to achieve a personal goal to be physically active.</li> </ul>
<p><b>Ability to advocate for personal, family, and community health.</b></p>	<ul style="list-style-type: none"> <li>* State a health-enhancing position about being physically active, supported with accurate information, to improve the health of others.</li> </ul>	<ul style="list-style-type: none"> <li>* Persuade others to make healthy and safe physical activity choices.</li> <li>* Collaborate with others to advocate for individuals, families, and schools to be physically active.</li> </ul>	<ul style="list-style-type: none"> <li>* Demonstrate how to adapt a positive physical activity messages for different audiences.</li> </ul>

Standard 5	Grade 6	Grade 7	Grade 8
<b>Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and social interaction.</b>			
<b>S5.M1 Health</b>	Describes how being physically active leads to a healthy body. (S5.M1.6)	Identifies different types of physical activities and describes how each exerts a positive effect on health. (S5.M1.7)	Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition) and explains the connections between fitness and overall physical and mental health. (S5.M1.8)
<b>S5.M2 Health</b>	Identifies components of physical activity that provide opportunities for reducing stress and for social interaction. (S5.M2.6)	Identifies positive mental and emotional aspects of participating in a variety of physical activities. (S5.M2.7)	Analyzes the empowering consequences of being physical active. (S5.M2.8)
<b>S5.M3 Challenge</b>	Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback and/or modifying the tasks. (S5.M3.6)	Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge. (S5.M3.7)	Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge. (S5.M3.8)
<b>S5.M4 Self-expression &amp; enjoyment</b>	Describes how moving competently in a physical activity setting creates enjoyment. (S5.M4.6)	Identifies why self-selected physical activities create enjoyment. (S5.M4.7)	Discusses how enjoyment could be increased in self-selected physical activities. (S5.M4.8)
<b>S5.M5 Self-expression &amp; enjoyment</b>	Identifies how self-expression and physical activity are related. (S5.M5.6)	Explains the relationship between self-expression and lifelong enjoyment through physical activity. (S5.M5.7)	Identifies and participates in an enjoyable activity that prompts individual self-expression. (S5.M5.8)
<b>S5.M6 Social interaction</b>	Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6)	Demonstrates the importance of positive social interaction by helping and encouraging others and providing support to classmates. (S5.M6.7)	Demonstrates respect for self by asking for help and helping others in various physical activities. (S5.M6.8)
<b>The importance of life long activities for joy, health, and overall well-being.</b>	<p>* Describes how dance is a life-long, healthful physical activity. (e.g., aids in weight management, helps prevent diabetes, and osteoporosis, and promotes a strong cardiovascular system).</p> <p>* Identifies positive and negative results of stress and appropriate ways of dealing with each.</p>	<p>* Recognizes the joy of dance as a life-time fitness activity to celebrate culture and community events.</p> <p>* Practices strategies for dealing with stress such as, deep breathing, guided-visualization, and aerobic exercise.</p>	<p>* Recognizes the joy of dance as a life-long activity to celebrate culture and community events (follow-up from earlier grade levels).</p> <p>* Demonstrates basic movements used in stress-reducing activities dancers use such as Yoga and Tai Chi.</p>

## Operational Definition of Activity Categories

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

**Fitness Activities:** Activities with a focus on improving or maintaining fitness and might include, but are not limited to yoga, Pilates, resistance training, spinning, running, fitness walking, fitness swimming, kickboxing, cardio-kick, Zumba and exergaming.

**Dance and Rhythmic Activities:** Activities that focus on dance or rhythms and might include, but are not limited to dance forms such as creative movement and dance, ballet, modern, ethnic/folk, hip hop, Latin, line, ballroom, social and square.

**Aquatics:** Might include, but are not limited to swimming, diving, synchronized swimming and water polo.

**Individual-Performance Activities:** Might include, but are not limited to gymnastics, figure skating, track and field, multi-sport events, in-line skating, wrestling, self-defense and skateboarding.

**Games and Sports:** Includes the games categories of invasion, net/wall, target and fielding/striking.

**Lifetime Activities:** Includes the categories of outdoor pursuits, selected individual performance activities, aquatics and net/wall and target games. **Note:** Invasion games and fielding and striking games are not addressed in the secondary outcomes because those activities require team participation and are not well suited to lifelong participation.

## High School Outcomes (Grades 9-12)

By the end of high school, the learner will be college/career-ready, as demonstrated by the ability to plan and implement different types of personal fitness programs; demonstrate competency in two or more lifetime activities; describe key concepts associated with successful participation in physical activity; model responsible behavior while engaged in physical activity; and engage in physical activities that meet the need for self-expression, challenge, social interaction and enjoyment.

**Note:** High school outcomes have been organized into two levels. **Level 1** indicates the minimum knowledge and skills that students must attain to be college/career-ready. **Level 2** allows students to build on Level 1 competencies by augmenting knowledge and skills considered desirable for college/career readiness.

**Note:** Swimming skills and water-safety activities should be taught of facilities permit.

Standard 1	Level 1	Level 2
<b><i>Demonstrates competency in a variety of motor skills and movement patterns.</i></b>		
<b><i>S1.H1</i></b> <b>Lifetime activities</b>	Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L1)	Refines activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L2)
<b><i>S1.H2</i></b> <b>Dance &amp; rhythms</b>	Demonstrates competency in dance forms used in cultural and social occasions (e.g., weddings, parties), or demonstrates competency in one form of dance (e.g., ballet, modern, hip hop, tap). (S1.H2.L1)	Demonstrates competency in a form of dance by choreographing a dance or by giving a performance. (S1.H2.L2)
<b><i>S1.H3</i></b> <b>Fitness activities</b>	Demonstrates competency in performing activities that contribute to improving each of the five components of health-related fitness. (S1.H3.L1-Rev.)	Demonstrates proficiency in performing activities that contribute to improving each of the five components of health-related fitness.-. (S1.H3.L2-Rev.)

Standard 2	Level 1	Level 2
<b><i>Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</i></b>		
<b>S2.H1 Movement concepts, principles &amp; knowledge</b>	Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1-Rev.)	Design a personalized plan to implement movement concepts and principles. (S2.H1.L2 – Rev.)
<b>S2.H2 Movement concepts, principles &amp; knowledge</b>	Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)	Describes the speed/accuracy trade-off in throwing and striking skills. (S2.H2.L2)
<b>S2.H3 Movement concepts, principles &amp; knowledge</b>	Creates a practice plan to improve performance for a self- selected skill. (S2.H3.L1)	
<b>S2.H4 Movement concepts, principles &amp; knowledge</b>	Identifies examples of social and technical movement and dance forms. (S2.H4.L1)	Compares similarities and differences in various movement and dance forms. (S2.H4.L2)
<b>S2.H5 Tactics and strategies</b>	* Apply appropriate tactics and strategies in various activities	* Design and implement tactics and strategies appropriate for various activities.



Standard 3	Level 1	Level 2
<b><i>Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.</i></b>		
<b>S3.H1 Physical activity knowledge</b>	Discusses the benefits of a physically active lifestyle as it relates to college or career readiness. (S3.H1.L1)	Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)
<b>S3.H2 Physical activity knowledge</b>	Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle. (S3.H2.L1)	Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle. (S3.H2.L2)
<b>S3.H3 Physical activity knowledge</b>	Identifies issues associated with exercising in heat, humidity and cold. (S3.H3.L1)	Applies rates of perceived exertion and pacing. (S3.H3.L2)
<b>S3.H4 Physical activity knowledge</b>	Evaluates — according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment. (S3.H4.L1)	* Analyzes personal physical activity behaviors taking into account community offerings/local environment and pursue personal choices for improving healthy living.
<b>S3.H5 Physical activity knowledge</b>	Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. (S3.H5.L1)	Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings. (S3.H5.L2)
<b>S3.H6 Engages in physical activity</b>	Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)	Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event). (S3.H6.L2)
<b>S3.H7 Fitness knowledge</b>	Demonstrate appropriate technique in resistance-training machines and free weights. (S3.H7.L1)	Designs and implements a strength & conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. (S3.H7.L2)
<b>S3.H8 Fitness knowledge</b>	Relates physiological responses to individual levels of fitness and nutritional balance. (S3.H8.L1)	Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic). (S3.H8.L2)
<b>S3.H9 Fitness knowledge</b>	Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion). (S3.H9.L1)	Identifies the structure of skeletal muscle and fiber types as they relate to muscle development. (S3.H9.L2)
<b>S3.H10 Fitness knowledge</b>	Calculates target heart rate and applies that information to personal fitness plan. (S3.H10.L1)	Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity. (S3.H10.L2)
<b>S3.H11 Assessment &amp; program planning</b>	Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings. (S3.H11.L1)	Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). (S3.H11.L2)

Standard 3	Level 1	Level 2
<b>S3.H12 Assessment &amp; program planning</b>	Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work. (S3.H12.L1)	Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals. (S3.H12.L2)
<b>S3.H13 Nutrition</b>	Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. (S3.H13.L1)	Creates a snack plan for before, during and after exercise that addresses nutrition needs for each phase. (S3.H13.L2)
<b>Knowledge for Healthy Lifestyle Development</b>	<ul style="list-style-type: none"> <li>* Analyze how an inactive lifestyle contributes to chronic disease.</li> <li>* Analyze ways to increase physical activity and decrease inactivity.</li> <li>* Summarize the mental and social benefits of physical activity.</li> <li>* Summarize the recommended amounts and types of moderate, vigorous, muscle strengthening, and bone-strengthening physical activity for adolescents and adults.</li> <li>* Summarize how a person can incorporate physical activity into daily life (without relying on a structured exercise plan or special equipment).</li> <li>* Evaluate the short-term and long-term benefits of physical activity, including improving cardiovascular health, strength, endurance, and flexibility; healthy weight management; and reducing chronic diseases.</li> <li>* Summarize physical activities that contribute to maintaining or improving components of health-related fitness.</li> <li>* Describe methods for avoiding and responding to climate-related physical conditions during physical activity.</li> <li>* Explain the ways to reduce the risk of injuries from participation in sports and other physical activities.</li> <li>* Describe the effects of hydration and dehydration on physical performance.</li> <li>* Determine the necessary protective gear for wheel sports and activities, including biking, inline skating, riding a scooter, and skateboarding.</li> <li>* Describe the use of safety equipment for specific physical activities.</li> </ul>	

Standard 3	Level 1	Level 2
<p><b>Influence of family, peers, culture, media, technology and other factors on health behaviors.</b></p>	<p>Identifies and discusses the historical and cultural roles of games, sports and dance in a society. (S2.H1.L2)</p> <ul style="list-style-type: none"> <li>* Explain the influence of public health policies on physical activity practices and behaviors.</li> <li>* Analyze how culture supports and challenges physical activity beliefs, practices, and behaviors.</li> <li>* Analyze how peers and perceptions of norms influence healthy and unhealthy personal physical activity behaviors.</li> <li>* Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy physical activity behaviors.</li> <li>* Analyze how some health risk behaviors influence the likelihood of engaging in physical inactivity practices and behaviors.</li> <li>* Analyze how laws, rules, and regulations (e.g., transportation) influence personal physical activity practices and behaviors.</li> <li>* Analyze how school and community affect personal physical activity practices and behaviors.</li> <li>* Analyze the effect of media and technology on personal, family, and community on physical activity practices and behaviors.</li> <li>* Differentiate the relevant influences, including family, culture, peers, school, community, media, technology, and public health policies on personal physical activity practices and behaviors.</li> <li>* Analyze the factors that influence opportunities to obtain safe, accessible, and affordable products and services that support physical activity practices and behaviors for oneself and others.</li> </ul>	

Standard 3	Level 1	Level 2
<p><b>Ability to access valid information and products and services to enhance health.</b></p>	<ul style="list-style-type: none"> <li>* Evaluate the validity and reliability of physical activity information, products, and services.</li> <li>* Determine the accessibility of valid and reliable physical activity products and services.</li> <li>* Determine the accessibility of valid and reliable physical activity services.</li> </ul>	
<p><b>Ability to practice health-enhancing behaviors and avoid or reduce health risks.</b></p>	<ul style="list-style-type: none"> <li>* Determines personal goals for level of participation and attainment/improvement.</li> <li>* Effectively determines personal workout parameters that are aligned with specifically chosen personal benefits.</li> <li>* Monitors individual progress toward goals.</li> <li>* Monitor behaviors characterized by participation in activities associated with guidelines for enhancing health and reducing risk.</li> <li>* Evaluate personal practices and behaviors that reduce or prevent physical inactivity.</li> <li>* Demonstrate healthy practices and behaviors to improve the physical activity of oneself and others.</li> </ul>	

Standard 4	Level 1	Level 2
<b>Exhibits responsible personal and social behavior that respects self and others.</b>		
<b>S4.H1 Personal responsibility</b>	Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. (S4.H1.L1)	Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media. (S4.H1.L2)
<b>S4.H2 Rules &amp; etiquette</b>	Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)	Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). (S4.H2.L2)
<b>S4.H3 Working with others</b>	Uses communication skills and strategies that promote team/ group dynamics. (S4.H3.L1)	Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)
<b>S4.H4 Working with others</b>	Solves problems and thinks critically in physical activity and/ or dance settings, both as an individual and in groups. (S4.H4.L1)	Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2)
<b>S4.H5 Safety</b>	Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)	<b>If the outcome was not achieved in Level 1, it should be a focus in Level 2.</b> * Identify potential safety issues in a physical activity setting.  * Apply injury recognition and basic rehabilitation practice.
<b>Ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid being physically inactive. PA4.12.2  Demonstrate how to effectively ask for and effectively offer assistance to improve physical activity. PA4.12.3	
<b>Ability to use decision-making skills to enhance health.</b>	* Examine barriers to making a decision to be physically active.  * Analyze how family, culture, media, peers, and personal beliefs affect a decision related to physical activity.  * Predict the potential short-term and long-term consequences of alternatives to decisions related to physical activity.	

Standard 4	Level 1	Level 2
<p><b>Ability to use goal-setting skills to enhance health.</b></p>	<ul style="list-style-type: none"> <li>* Assess personal physical activity practices and behaviors</li> <li>* Analyze and compare health and fitness benefits derived from various activities.</li> <li>* Create progressive and appropriate goals for improving or maintaining cardiovascular health.</li> <li>* Create progressive and appropriate goals for improving or maintaining muscle and bone health.</li> <li>* Create appropriate goals for dealing with stress through physical activities and relaxation activities.</li> </ul>	<ul style="list-style-type: none"> <li>* Assess the barriers to achieving a personal goal to be physically active.</li> <li>* Develop a personal plan to attain a personal goal of being physically active.</li> <li>* Implement strategies, including self -monitoring (e.g., a personal activity log), to achieve a personal goal of being physically active.</li> <li>* Use strategies to overcome barriers to achieving a personal goal to be physically active.</li> <li>* Formulate an effective long-term personal health plan to achieve a personal goal to be physically active.</li> </ul>
<p><b>Ability to advocate for personal, family, and community health.</b></p>	<ul style="list-style-type: none"> <li>* Use peer and societal norms, based on accurate health information, to formulate a message that promotes physical activity.</li> <li>* Persuade and support others to make healthy and safe physical activity choices.</li> </ul>	<ul style="list-style-type: none"> <li>* Persuade and support others to make healthy and safe physical activity choices.</li> <li>* Encourage school and community environments to promote the physical activity of others.</li> <li>* Adapt physical activity health messages and communication techniques for a specific target audience.</li> <li>* Persuade community leaders about the importance of ensuring there are safe, accessible, and affordable physical activity opportunities, products, and services to improve the health of oneself and others.</li> </ul>

Standard 5	Level 1	Level 2
<b>Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, personal meaning and social interaction.</b>		
<b>S5.H1 Health</b>	Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)	<b>If the outcome was not achieved in Level 1, it should be a focus in Level 2.</b> * Analyze the benefits and regularly participates in health enhancing physical activity.
<b>S5.H2 Challenge</b>	<b>Challenge is a focus in Level 2.</b> * Appreciates the value that challenge provides for personal development	Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)
<b>S5.H3 Self-expression, personal meaning &amp; enjoyment</b>	Selects and participates in physical activities or dance that meet the need for self-expression, personal meaning and enjoyment. (S5.H3.L1)	* Selects and REGULARLY participates in physical activities or dance that meet the need for self-expression, personal meaning and enjoyment.
<b>S5.H4 Social interaction</b>	Identifies the opportunity for social support in a self-selected physical activity or dance. (S5.H4.L1)	Provides support and positively receives social interaction while engaged in physical activity. (S5.H4.L2)