




STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

RICK SNYDER
GOVERNOR

BRIAN J. WHISTON
STATE SUPERINTENDENT

MEMORANDUM

DATE: May 30, 2017
TO: State Board of Education
FROM: Brian J. Whiston, Chairman 
SUBJECT: Presentation of Revised K-12 Physical Education Standards

The attached State of Michigan K-12 Physical Education (PE) standards have been reviewed and updated by a stakeholder group consisting of current, practicing PE teachers, Educational Preparation Program representatives, and state PE organizations. The current standards have not been updated since 2007. The attached updated PE standards reflect an emphasis on a cooperative learning, physical fitness focus that allows for personalized learning of the student.

Following a period of public comment, the Board will be asked to approve the revised K-12 Physical Education Standards at its August 8, 2017, meeting.

STATE BOARD OF EDUCATION

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K-12 Physical Education Standards

INTRODUCTION

In early 2016, the Michigan Department of Education (MDE), the State Board of Education, students, parents, educators, administrators, local districts, intermediate school districts, and other education stakeholders worked on creating a set of goals and strategies to make Michigan a Top 10 education state in the next 10 years (<http://www.michigan.gov/mde/0,4615,7-140--398077--,00.html>). The purpose of this work was to design an educational system that engages our children (prenatal through post-secondary) in a meaningful way by finding, through research and evidence-based approaches, what works best and implementing a plan consistently over time. Michigan's vision for education is that every learner in Michigan's public schools will have an inspiring, engaging, and caring learning environment that fosters creative and critical thinkers who believe in their ability to positively influence Michigan and the world beyond.

Physical education is an integral component of a student's education. Researchers have shown that students who participate in regular fitness-based physical education (PE) will enjoy enhanced memory and learning, better concentration, and increased problem-solving abilities. Movement is critical to all aspects of a child's growth and development. Regular PE encourages a positive attitude towards self and others, which is an important factor in creating a safe and healthy learning environment and fits perfectly with Michigan's vision for education.

In recognition of the importance of PE and physical activity (PA) to a student's education, Every Student Succeeds Act, which was passed in December 2015, has recognized physical education as part of a well-rounded education.

PE and PA are one component of the Whole School, Whole Community, Whole Child model from the ASCD (<http://www.ascd.org/programs/learning-and-health/wsc-model.aspx>). PE supports a holistic approach to the development of students by addressing all domains; psychomotor (motor skills), cognitive (facts and concepts), and affective (social and emotional learning). Physical Education for all students is a Tier 1 intervention when utilizing the Multi-Tiered Systems of Supports (MTSS) model as well as a Tier 2 intervention for struggling students.

Quality physical education programs are research-based and rigorous. It provides the foundation for healthy, active lifestyles that supports all learning and helps ensure success in future pursuits. Statistics related to chronic disease, disability and death, health care costs, and quality of life issues clearly illustrate that there are severe problems associated with attending to the intellectual but not the physical being.

Physical education has been making a move in recent years from a competitive sports focus to a cooperative learning, physical fitness focus that allows for personalized learning of the student based on where they are and where they would like to be.

Physical education is defined as an academic subject that provides students with a planned sequential K-12 standards-based program of curricula and instruction designed to develop motor skills, knowledge, and behaviors for healthy active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. The essential components of a physical education program include policies and environment, curriculum, appropriate instruction, and student assessment. Physical education provides unique learning opportunities that also contributes to and assures that students become physically literate and engage in a physically active lifestyle. (www.shapeamerica.org/events/physicalliteracy.cfm) “Physical literacy is defined as the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.” (Mandigo, Francis, Lodewyk & Lopez, 2012)

Mandigo, Francis, Lodewyk and Lopez define a physically literate individual as someone who:

- Has learned the skills necessary to participate in a variety of physical activities
- Knows the implications and the benefits of involvement in various types of physical activities
- Participates regularly in physical activity
- Is physically fit
- Values physical activity and its contributions to a healthful lifestyle

It is critical to acknowledge the difference between physical activity and physical education. Physical activity is defined as bodily movement of any type and may include recreational, fitness, and sport activities, such as jumping rope, playing soccer, or lifting weights, as well as daily activities, such as walking to the store, taking the stairs, or raking the leaves. The Physical Activity Guidelines for Americans recommends that children age 6 to 17 should participate in at least 60 minutes of physical activity a day. For some students, physical education class may be the only opportunity they have to be physically active.

DESIGN CONSIDERATIONS

In late 2016, a stakeholder group reviewed the State of Michigan K-12 Physical Education (PE) standards for the purpose of revising standards that had not been updated since 2007. This stakeholder group consisted of current, practicing PE teachers at all levels, Educational Preparation Program representatives, and state PE organizations. The group reviewed the national standards and decided to adopt those standards at the state level.

As specified by the Council of Chief State School Officers (CCSSO) and the National Governor's Association (NGA), the Standards are (1) research and evidence-based, (2) aligned with college and work expectations with the expectation of lifelong fitness, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first century, globally competitive society. The Standards are intended to be a living work: as new and better evidence emerges, the Standards will be revised accordingly.

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools and/or districts the flexibility in high school course design. The two-year band can allow, for example, a basic PE course in high school and then allow a second, more advanced, level as an elective without students having to repeat the previous, basic PE course.

The new PE standards focus on results rather than means. They offer a variety of instructional methods and are based on context. Local level PE instructors and curriculum developers determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate things such as a particular sport or game, or the full range of skills and strategies that students may need to monitor and direct their learning and direction. These are minimum standards. Teachers are thus free to provide students with whatever tools, skills, and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too, must the Standards specify the motor skills and understandings required for college and career readiness. The PE standards are meant to help students meet the particular challenges of fundamental motor skills and competency and prepare for a lifetime of fitness. Past and current brain research on the link between physical activity and academic achievement consistently show fitness based physical education is a critical component to a student's ability to be successful.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a physically literate person. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Individuals who are physically literate and fit show increased attendance, a decreased risk of depression and stress, reduced risk of chronic conditions, and improved ability to focus. In short, students who meet the Standards develop the skills in that will assist them in being successful in their futures.

WHAT IS NOT INCLUDED IN THE STANDARDS:

1. The Standards define what all students are expected to know and be able to do, not how teachers should teach. For instance, the use of play with young children is not specified by the Standards, but it is welcome as a valuable activity in its own right and as a way to help students meet the expectations in this document. Furthermore, while the Standards make references to some particular forms of content, including invasion games, target games, strength and endurance, they do not—indeed, cannot—enumerate all or even most of the content and skills that students should learn. The Standards must therefore be complemented by a well-developed, skills and content-rich curriculum and program consistent with the expectations laid out in this document.
2. While the Standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and curriculum developers. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list or a set of restrictions that limits what can be taught beyond what is specified herein. As previously noted, specific team sports, etc. are not intentionally covered. In turn, although it could be a benefit to a sports program, the standards are not analogous with a competitive sports program or other activities. They do not provide a substitute for a quality PE program.
3. Water safety is also not specifically covered in the Standards. However, as the state of Michigan has more than 11,000 inland lakes as well as being surrounded by the Great Lakes, it is strongly recommended that water safety and swimming skills be included in a quality PE program whenever possible.
4. The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. For those students, advanced work in such areas as personal fitness, strength training, etc. should be available. This work should provide the next logical step up from the college and career readiness baseline established here.
5. The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.

6. It is also beyond the scope of the Standards to define the full range of supports appropriate for PE and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post high school lives. The Standards should also be read as allowing for the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation of students with special education needs. The Adapted Physical Education National Standards can be found at <http://www.apens.org/whatisape.html>.
7. While the PE components described herein are critical to college and career readiness, they do not define the whole of such readiness. Students require a wide ranging, rigorous preparation and, particularly in the early grades, attention to such matters as skill development, social, emotional, and physical development and approaches to learning. Although it should be expected within a quality PE program, this guide does not include cross-curricular opportunities.
8. Cardiopulmonary Resuscitation (CPR), Automatic External Defibrillator (AED) use, and first aid for students are not covered in the Standards for PE. They are described in the health education standards.
9. Although it is not specifically covered in the Standards, the mind-body connection is a core concept in everything taught in PE and contributes greatly to a well-rounded education. Growing research continues to show increased academic success with increased fitness levels. This is a concept that needs to be taught to students in a quality PE program.

ASSESSMENT IN PHYSICAL EDUCATION (PE)

Assessment in PE may not resemble that of other content areas and this presents its own unique challenges. Seeing potentially hundreds of students every day, some only once or twice a week, makes collecting and analyzing data particularly difficult but technology, such as heart rate monitors and pedometers, has started to make it a bit less so.

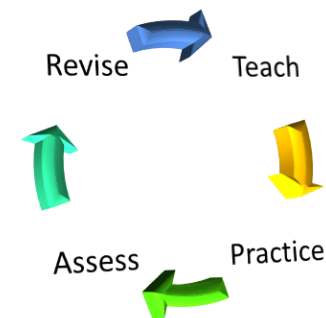
The biggest change with the advance of technology and move toward fitness-based PE is that observation can no longer be used as a primary assessment method or a valid measure of a student's progress. Participation and dressing for class doesn't necessarily equate to skill development. Assessment is an objective process that is continuous and occurs throughout a student's learning.

Pre-assessments are utilized to formulate a picture of where students are and therefore allows them to personalize their learning to meet their goals and the Standards. They measure their progress of self- not progress based on others.

In PE, a variety of assessments based on the activity are necessary to get a complete understanding of a student's learning and progress towards goals. Appropriate assessments for PE include:

- Formative Assessments- ongoing during instruction and can include checks for understanding, heart rate monitors, checklists, rubrics, exit slips
- Summative Assessments – occur at the close of a unit or instructional sequence and are meant to determine a student's level of achievement. These can include personal fitness plans and logs, skills test, written tests, video or skills demonstration to peers or the class
- Fitness Gram
- Student Self Assessments
- Peer Assessments
- Performance-Based Assessments

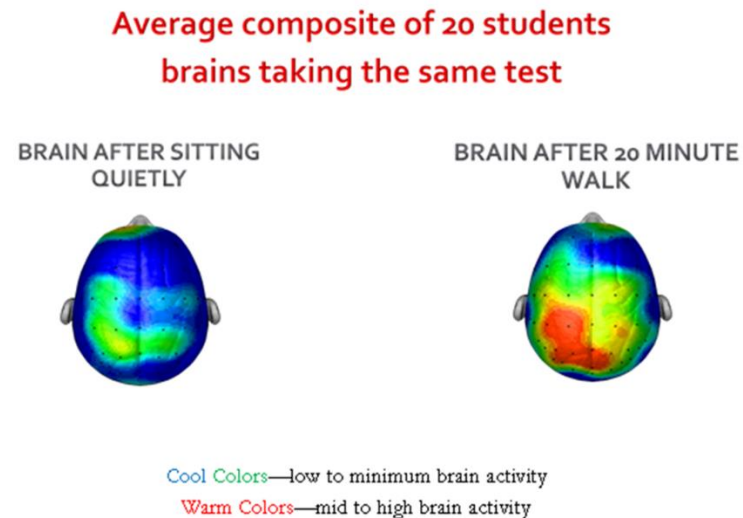
Instruction assessment should lead to a revision in how teaching is taking place if the student is struggling to meet the Standards. This then allows for re-teaching and practice.



CAREER AND COLLEGE READY

Skills taught in PE go far beyond motor skills. Interpersonal skills, such as respect for self and others, goal setting, resiliency, confidence, stress management, and strategizing are all part of a quality PE program. Soft skills such as teamwork, working in groups, problem solving, stress management, time management, appropriate sporting behavior, leadership, cooperation, respect for others, and managing competition are all critical in today's world. The changing nature of the work environment makes skills such as receiving constructive criticism/feedback, managing self-directed activities, assessing progress and modification of goals, motivation, and taking initiative -all skills that are taught in PE- are critical to ensure success in college and careers.

Research continues to show that students with higher fitness levels perform better in school. A study by Dr. Charles Hillman showed that one brisk 20-minute walk on a treadmill before taking a cognitive test increased brain activity and test scores. (See image below). Research continues to show that improvements are only seen with an increase in heart rate for a sustained amount of time. If one 20-minute brisk walk on a treadmill can improve attention and achievement, just think what fitness-based physical education and physical activity can do if students receive it daily.



Hillman, C.H. The Effect of Acute Treadmill Walking on Cognitive Control and Academic Achievement in Preadolescent Children. 2009

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

Kindergarten	Grade 1	Grade 2
Locomotor		
1. Hopping, galloping, running, sliding, skipping, leaping: Performs locomotor skills while maintaining balance.	Hops, gallops, jogs, and slides using a mature pattern.	Skips using a mature pattern.
2. Jogging, running: <i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i>	a. Runs with a mature pattern. b. Travels showing differentiation between jogging and sprinting.
3. Jumping and landing, horizontal: Performs jumping and landing actions with balance.	Demonstrates 2 of the 5 critical elements for jumping and landing in a horizontal plane using 2-foot take-offs and landings.	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.
4. Jumping and Landing, vertical: Performs jumping and landing actions with balance.	Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane.	Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane.
5. Dance: Performs locomotor skills in response to teacher-led creative dance.	Combines locomotor and nonlocomotor skills in teacher-designed dance.	Performs a teacher and/or student-designed rhythmic activity with correct response to simple rhythms.
6. Combinations: <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>

Kindergarten	Grade 1	Grade 2
Nonlocomotor (stability)		
7. Balance: a. Maintains momentary stillness on different bases of support. b. Forms wide, narrow, curled, and twisted body shapes.	Maintains stillness on different bases of support with different body shapes.	a. Balances on different bases of support, combining levels and shapes. b. Balances in an inverted position with stillness and supportive base.
8. Weight Transfer: <i>Developmentally appropriate/emerging outcomes first appear in Grade 1.</i>	Transfers weight from one body part to another in self-space in dance and gymnastics environments.	Transfers weight from feet to different body parts/bases of support for balance and/or travel.
9. Weight Transfer, rolling: Rolls sideways in a narrow body shape.	Roll with either a narrow or curled body shape.	Rolls in different directions with either a narrow or curled body shape.
10. Curling and Stretching; twisting and bending: Contrasts the actions of curling and stretching.	Demonstrates twisting, curling, bending, and stretching actions.	Differentiates among twisting, curling, bending, and stretching actions.
11. Combinations: <i>Developmentally appropriate/emerging outcome first appear in Grade 2.</i>	<i>Developmentally appropriate/emerging outcome first appear in Grade 2.</i>	Combines balances and transfers into a 3-part sequence.
12. Balance and Weight Transfers: <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>

Manipulative		
13. Throwing Underhand: Throws underhand with opposite foot forward.	Throws underhand, demonstrating 2 of the 5 critical elements of a mature patterns.	Throws underhand using a mature pattern.
14. Throwing Overhand: <i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i>	Throws overhand demonstrating 2 of the 5 critical elements of a mature pattern.
15. Passing with Hands: <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>
16. Catching: a. Drops a ball and catches it before it bounces twice. b. Catches a large ball tossed by a skilled thrower.	a. Catches a soft object from a self-toss before it bounces. b. Catches various sizes of balls self-tossed or tossed by a skilled thrower.	Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.
17. Dribbling/ball control with hands: Dribbles a ball with one hand, attempting the second contact.	Dribbles continuously in self-space using the preferred hand.	a. Dribbles in self-space with preferred hand demonstrating a mature pattern. b. Dribbles using the preferred hand while walking in general space.
18. Dribbling/ball control with feet: Taps a ball using the inside of the foot, sending it forward.	Taps or dribbles a ball using the inside of the foot while walking in general space.	Dribbles with the feet in general space with control of ball and body.
19. Passing and Receiving with feet: <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>
20. Dribbling in Combination: <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>

21. Kicking: Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a mature kicking pattern.	Approaches a stationary ball and kicks it forward, demonstrating 2 of 5 critical elements of a mature pattern.	Uses a continuous running approach and kicks a moving ball, demonstrating 3 of 5 critical elements of a mature pattern.
22. Volleying Underhand: Volleys a light weight object (balloon), sending it upward.	Volleys an object with an open palm, sending it upward.	Volleys an object upward with consecutive hits.
23. Volleying Overhead: <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>
24. Striking, short implement: Strikes a light-weight object with a paddle or short-handled racket.	Strikes a ball with a short-handled implement, sending it upward.	Strikes an object upward with a short-handled implement, using consecutive hits.
25. Striking, long implement: <i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i>	Strikes a ball off a tee or cone with a bat using correct grip and side orientation/proper body orientation.
26. In combination with locomotor: <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>
27. Jumping Rope: a. Executes a single jump with self-turned rope. b. Jumps a long rope with teacher-assisted turning.	a. Jumps forward or backward consecutively using a self-turned rope. b. Jumps a long rope up to 5 times consecutively with teacher-assisted turning.	a. Jumps a self-turned rope consecutively forward and backward with a mature pattern. b. Jumps a long rope 5 times consecutively with student turners.

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

Kindergarten	Grade 1	Grade 2
Movement concepts, principles and knowledge		
1. Space: a. Differentiates between movement in personal (self-space) and general space. b. Moves in personal space to a rhythm.	Moves in self-space and general space in response to designated beats/rhythms.	Combines locomotor skills in general space to a rhythm.
2. Pathways, shapes, levels: Travels in 3 different pathways.	a. Travels demonstrating low, middle, and high levels. b. Travels demonstrating a variety of relationships with objects (e.g. over, under, around, and through.)	Combines shapes, levels, and pathways into simple travel, dance, and gymnastics sequences.
3. Speed, direction, force: Travels in general space with different speeds.	a. Differentiates between fast and slow speeds. b. Differentiates between strong and light force.	Varies time and force with gradual increases and decreases.
4. Alignment and muscular tension: <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>
5. Strategies and tactics: <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>

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhanced level of physical activity and fitness.

Kindergartners	Grade 1	Grade 2
Physical activity knowledge		
1. Identifies active-play opportunities outside physical education class.	Discusses the benefits of being active and exercising and/or playing.	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).
Engages in physical activity		
2. Actively participates in physical education class.	Actively engages in physical education class.	Actively engages in physical education class in response to instruction and practice.
Fitness Knowledge		
3. Recognizes that when you move fast, your heart beats faster and you breathe faster.	Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity.	a. Recognizes the use of the body as resistance (e.g. holds body in plank position, animal walks) for developing strength. b. Identifies physical activities that contribute to fitness.
4. Developmentally appropriate/emerging outcomes first appear in Grade 3.	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>
Assessment and program planning		
5. Developmentally appropriate/emerging outcomes first appear in Grade 3.	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>	<i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>
6. Nutrition: Recognizes that food provides energy for physical activity.	Differentiates between healthy and unhealthy foods.	Recognizes the “good health balance” of nutrition and physical activity.

Standard 4: Exhibits responsible personal and social behavior that respects self and others.		
Kindergarten	Grade 1	Grade 2
Personal Responsibility		
1. Follows directions in group settings (e.g. safe behaviors, following rules, taking turns).	Accepts personal responsibility by using equipment and space appropriately.	Practices skills with minimal teacher prompting.
2. Acknowledges responsibility for behavior when prompted.	Follows the rules and parameters of the learning environment.	Accepts responsibility for class protocols with behavior and performance actions.
Accepting Feedback		
3. Follows instruction/directions when prompted.	Responds appropriately to general feedback from the teacher.	Accepts specific corrective feedback from the teacher.
Working with Others		
4. Shares equipment and space with others.	Works independently with others in a variety of class environments (e.g. small and large groups).	Works independently with others in partner environments.
Rules and Etiquette		
5. Recognizes the established protocols for class activities.	Exhibits the established protocols for class activity.	Recognizes the role of rules and etiquette in teacher-designed physical activities.
Safety		
6. Follows teacher directions for safe participation and proper use of equipment with minimal reminders.	Follows teacher directions for safe participation and proper use of equipment without teacher reminders.	a. Works independently and safely in physical education. b. Works safely with physical education equipment.

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Kindergarten	Grade 1	Grade 2
Health		
1. Recognizes that physical activity is important for good health.	Identifies physical activity as a component of good health.	Recognizes the value of “good health balance.”
Challenge		
2. Acknowledges that some physical activities are challenging/difficult.	Recognizes that challenge in physical activities can lead to success.	Compares physical activities that bring confidence and challenge.
Self-Expression and Enjoyment		
3. a. Identifies physical activities that are enjoyable.	a. Describes positive feelings that result from participating in physical activities.	Identifies physical activities that provide self-expression (e.g. dance, gymnastics routines, practice task in game environments).
b. Discusses the enjoyment of playing with friends.	b. Discuss personal reasons (i.e., the “why”) for enjoying physical activities.	
4. Social Interaction: <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>

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

Grade 3	Grade 4	Grade 5
Locomotor		
1. Hopping, galloping, running, sliding, skipping, leaping: Leaps using a mature pattern.	Uses various locomotor skills in a variety of small-sided practice tasks, dance, and educational gymnastics experiences.	a. Demonstrate mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics, and dance.

		<p>b. Combines locomotor and manipulative skills in a variety of small-sided practice tasks in game environments.</p> <p>c. Combines traveling with manipulative skills for execution to a target (e.g. scoring in soccer, hockey and basketball).</p>
<p>2. Jogging, running:</p> <p>Travels showing differentiation between sprinting and running.</p>	Runs for distance using a mature pattern.	Uses appropriate pacing for a variety of running distances.
<p>3. Jumping and landing, horizontal:</p> <p>Jumps and lands in the horizontal plane using a mature pattern.</p>	Uses spring-and-step takeoffs and landings specific to gymnastics.	Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, and small-sided practice tasks in game environments.
<p>4. Jumping and Landing, vertical:</p> <p>Jumps and lands in the vertical plane using a mature pattern.</p>	Uses spring-and-step takeoffs and landings specific to gymnastics.	Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, and small-sided practice tasks in game environments.
<p>5. Dance:</p> <p>Performs teacher-selected and developmentally appropriate dance steps and movement patterns.</p>	Combines locomotor movement patterns and dance steps to create and perform an original dance.	Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern.
<p>6. Combinations:</p> <p>Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation.</p>	Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher-and/or student designed small-sided practice tasks.	Applies skill.
Nonlocomotor (stability)		
<p>7. Balance:</p> <p>Balances on different bases of support, demonstrating muscular tension and extensions of free body parts.</p>	Balances on different bases of support on apparatus, demonstrating levels and shapes.	Combines balance and transferring weight in a gymnastics sequence or dance with a partner.

8. Weight Transfer: Transfers weight from feet to hands for momentary weight support.	Transfers weight from feet to hands, varying speed and using large extensions (e.g. mule kick handstand, cartwheel).	Transfers weight in gymnastics and dance environments.
9. Weight Transfer, rolling: Applies skill.	Applies skill.	Applies skill.
10. Curling and stretching; twisting and bending: Moves into and out of gymnastics balances with curling, twisting, and stretching actions.	Moves into and out of balances with curling, twisting, and stretching actions.	Performs curling, twisting, and stretching actions with correct application in dance, gymnastics and small-sided practice tasks in game environments.
11. Combinations: Combines locomotors skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance.	Combines locomotors skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner.	Combines locomotors skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group.
12. Balance and weight transfers: Combines balance and weight transfers with movement concepts to create and perform a dance.	Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus.	Combines actions, balances, and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus.
Manipulative		
13. Throwing underhand: Throws underhand to a partner or target with reasonable accuracy.	Applies skill.	a. Throws underhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of objects. b. Throws underhand to large target with accuracy.
14. Throwing overhand: Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in nondynamic environments (closed skills), for distance and/or force.	a. Throws overhand using a mature pattern in a nondynamic environment (closed skills). b. Throws overhand to a partner or at a target with accuracy at a reasonable distance.	a. Throws overhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of balls. b. Throws overhand to large target with accuracy.

15. Passing with hands: <i>Developmentally appropriate/emerging outcomes first appear in grade 4.</i>	Throws to a moving partner with reasonable accuracy in a nondynamic environment (closed skills).	a. Throws with accuracy, both partners moving. b. Throws with reasonable accuracy in dynamic, small-sided practice tasks.
16. Catching: Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern.	Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a nondynamic environment (closed environment).	a. Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a nondynamic environment (closed skills). b. Catches with accuracy, both partners moving. c. Catches with reasonable accuracy in dynamic small-sided practice tasks.
17. Dribbling/ball control with hands: Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body.	a. Dribbles in self-space with both the preferred and the non-preferred hands using a mature pattern. b. Dribbles in general space with control of ball and body while increasing and decreasing speed.	Combines hand dribbling with other skills during 1v1 practice tasks.
18. Dribbling/ball control with feet: Dribbles with the feet in general space at slow to moderate jogging speed with control of the ball and body.	Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed.	Combines foot dribbling with other skills in 1v1 practice tasks.
19. Passing and receiving with feet: Passes and receives the ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass.	a. Passes and receives ball with the insides of the feet to a moving partner in a nondynamic environment (closed skills). b. Receives and passes a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass.	a. Passes with the feet using a mature pattern as both partners travel. b. Receives a pass with the feet using a mature pattern as both partners travel.
20. Dribbling in Combination: <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).	Dribbles with hands or feet with mature patterns in a variety of small-sided game forms.

<p>21. Kicking:</p> <p>a. 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.</p> <p>b. Uses a continuous running approach and kicks a stationary ball for accuracy.</p>	<p>Kicks along the ground and in the air, and punts using mature patterns.</p>	<p>Demonstrates mature patterns of kicking and punting in small-sided practice task environments.</p>
<p>22. Volleying underhand:</p> <p>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 elements of a mature pattern.</p>	<p>Volleys underhand using a mature pattern in a dynamic environment (e.g. 2 square, 4 square, handball).</p>	<p>Applies skill.</p>
<p>23. Volleying overhead:</p> <p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p>	<p>Volleys a ball with a two-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern.</p>	<p>Volleys a ball using a two-hand pattern, sending it upward to a target.</p>
<p>24. Striking, short implement:</p> <p>a. Strikes an object with a short-handled implement, sending it forward over a low net or to a wall.</p> <p>b. Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern.</p>	<p>a. Strikes an object with a short-handled implement while demonstrating a mature pattern.</p> <p>b. Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall.</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.</p>
<p>25. Striking, long implement:</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. Note: Use batting tee or ball tossed by teacher for batting.</p>	<p>Strikes an object with a long-handled implement (e.g. hockey stick, golf club, bat, tennis or 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).</p>	<p>a. Strikes a pitched ball with a bat using a mature pattern.</p> <p>b. Combines striking with a long implement (e.g. bat, hockey stick) with receiving and traveling skills in a small-sided game.</p>
<p>26. In combination with locomotor:</p>	<p>Combines traveling with manipulative skills of dribbling, throwing, catching and striking in</p>	<p>Combines manipulative skills and traveling for execution to a target (e.g. scoring in soccer, hockey, and basketball).</p>

<i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>	teacher- and/or student-designed small-sided practice-task environments.	
27. Jumping rope: Performs intermediate jump-rope skills (e.g. a variety of tricks, running in and out of long rope) for both long and short ropes.	Creates a jump-rope routine with either a short or long rope.	Creates a jump-rope routine with a partner using either a short or long rope.
Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.		
Grade 3	Grade 4	Grade 5
1. Space: Recognizes the concept of open spaces in a movement context.	a. Applies the concept of open spaces to combination skills involving traveling (e.g. dribbling and traveling) b. Applies the concept of closing spaces in small-sided practice tasks. c. Dribbling in general space with changes in direction and speed.	Combines spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance, and games environments.
2. Pathways, shapes, levels: Recognizes locomotor skills specific to a wide variety of physical activities.	Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments.	Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics, and dance with self-direction.
3. Speed, direction, force: Combines movement concepts (directions, levels, force, time) with skills as directed by the teacher.	a. Applies the movement concepts of speed, endurance, and pacing for running. b. Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target.	a. Applies movement concepts to strategy in game situations. b. Applies the concepts of direction and force to strike an object with a long-handled implement. c. 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.

4. Alignment and muscular tension: a. Employs the concept of alignment in gymnastics and dance. b. Employs the concept of muscular tension with balance in gymnastics and dance.	Applies skill.	Applies skill.
5. Strategies and tactics: a. Applies simple strategies and tactics in chasing activities. b. Applies simple strategies in fleeing activities.	a. Applies simple offensive strategies and tactics in chasing and fleeing activities. b. Applies simple defensive strategies and tactics in chasing and fleeing activities. c. Recognizes the types of kicks needed for different games and sports situations.	a. Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks. b. Applies basic offensive and defensive strategies and tactics in net/wall small-sided practice tasks. c. Recognizes the type of throw, volley, or striking action needed for different games and sports situations.
Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.		
Grade 3	Grade 4	Grade 5
1. Physical Activity knowledge: a. Charts participation in physical activities outside physical education class. b. Identifies physical activity benefits as a way to become healthier.	Analyzes opportunities for participating in physical activity outside physical education class.	Charts and analyzes physical activity outside physical education class for fitness benefits of activities.
2. Engages in Physical Activity: Engages in the activities of physical education class without teacher prompting.	Actively engages in the activities on physical education class, both teacher-directed and independent.	Actively engages in all the activities of physical education.
3. Fitness Knowledge: Describes the concept of fitness and provides examples of physical activity to enhance fitness.	Identifies the components of health-related fitness.	Differentiates between skill-related and health-related fitness.

4. Fitness Knowledge: Recognizes the importance of warm-up and cool-down relative to vigorous physical activity.	Demonstrates warm-up and cool-down relative to the cardiorespiratory fitness assessment.	Identifies the need for warm-up and cool-down relative to various physical activities.
5. Assessment and Program Planning: Demonstrates, with teacher direction, the health-related fitness components.	a. Completes fitness assessments (pre- and post-). b. Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas.	a. Analyzes results of fitness assessment (pre-and post-) comparing results with fitness components for food health. b. Designs a fitness plan to address ways to use physical activity to enhance fitness.
6. Nutrition: Identifies foods that are beneficial for before and after physical activity.	Discusses the importance of hydration and hydration choices relative to physical activities.	Analyzes the impact of food choices relative to physical activity, youth sports and personal health.

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

Grade 3	Grade 4	Grade 5
1. Personal responsibility: Exhibits personal responsibility in teacher-directed activities.	Exhibits responsible behavior in independent group situations.	Engages in physical activity with responsible interpersonal behavior (e.g. peer-to-peer, student to teacher, student to referee).
2. Personal responsibility: Works independently for extended periods of time.	Reflects on personal social behavior in physical activity.	a. Participates with responsible personal behavior in a variety of physical contexts, environments and facilities. b. Exhibits respect for self with appropriate behavior while engaging in physical activity.
3. Accepting feedback: Accepts and implements specific corrective feedback from the teacher.	Listens respectfully to corrective feedback from others (e.g. peers, adults).	Gives corrective feedback respectfully to peers.
4. Working with others: a. Works cooperatively with others.	a. Praises the movement performance of others both more- and less- skilled.	Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects.

b. Praises others for their success in movement performance.	b. Accepts players of all levels into the physical activity.	
5. Rules and Etiquette: Recognizes the role of rules and etiquette in physical activity with peers.	Exhibits etiquette and adherence to rules in a variety of physical activities.	Critiques the etiquette involved in rules of various game activities.
6. Safety: Works independently and safely in physical activity settings.	Works safely with peers and equipment in physical activity settings.	Applies safety principals with age-appropriate physical activities.
Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.		
Grade 3	Grade 4	Grade 5
1. Health: Discusses the relationship between physical activity and good health.	Examines the health benefits of participating in physical activity.	Compares the health benefits of participating in selected physical activities.
2. Challenge: Discusses the challenge that comes from learning a new physical activity.	Rates the enjoyment of participating in challenging and mastered physical activities.	Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity.
3. Self-expression and enjoyment: Reflects on the reasons for enjoying selected physical activities.	Ranks the enjoyment of participating in different physical activities.	Analyzes different physical activities for enjoyment, challenge, identifying reasons for a positive or negative response.
4. Social interaction: Describes the positive social interactions that come when engaged with others in physical activity.	Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activity.	Describes the social benefits gained from participating in physical activity (e.g. recess, youth sport).

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

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

Performs pivots, fakes, and jab steps designed to create open space during practice tasks.		
7. Offensive skills: Performs the following offensive skills without defensive pressure: pivot, give and go, and fakes.	Performs the following offensive skills with defensive pressure: pivot, give and go, and fakes.	Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes.
8. Dribbling/Ball Control: Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks.	Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks.	Dribbles with dominant and non-dominant hands using a change of speed and direction in small-sided game play.
9. Dribbling/Ball Control: Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks.	Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks.	Foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play.
10. Shooting on goal: Shoots on goal with power in a dynamic environment as appropriate to the activity.	Shoots on goal with power and accuracy in small-sided game-play.	Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field, or ice) or lacrosse.
11. Defensive Skills: Maintains defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the offensive player.	Slides in all directions while on defense without crossing feet.	Drop-steps in the direction of the pass during player-to-player defense.
12. Games and sports. Net/Wall Games Serving: Performs a legal underhand serve with control for net/wall games such as badminton, volleyball, or pickleball.	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.	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.
13. Striking: Strikes with a mature overhand pattern in a nondynamic environment (closed skills) for	Strikes with a mature overhand pattern in a dynamic environment for net/wall games such as volleyball, handball, badminton, or tennis.	Strikes with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton, or tennis.

net/wall games such as volleyball, handball, badminton, or tennis.		
14. Forehand and backhand: Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddleball, pickleball, or short-handled racket tennis.	Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis.	Demonstrates the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games, such as pickleball, tennis, badminton, or paddleball.
15. Weight Transfer: Transfers weight with correct timing for the striking pattern.	Transfers weight with correct timing using low-to-high striking pattern with a short-handled implement on the forehand side.	Transfers weight with correct timing using low-to-high striking pattern with a long-handled implement on the backhand side.
16. Volley: Forehand volleys with a mature form and control using a short-handled implement.	Forehand and backhand volleys with a mature form and control using a short-handled implement.	Forehand and backhand volleys with a mature form and control using a short-handled implement during modified game play.
17. Two handed volley: Two-handed volleys with control in a variety of practice tasks.	Two-hand-volleys with control in a dynamic environment.	Two-hand-volleys with control in a small-sided game.
18. Games and sports. Target Games: Demonstrates a mature underhand pattern for a modified target game such as bowling, bocce, or horseshoes.	Executes consistently (70% of the time) a mature underhand pattern for target games such as bowling, bocce, or horseshoes.	Performs consistently (70% of the time) a mature underhand pattern with accuracy and control for 1 target game such as bowling or bocce.
19. Striking: Strikes, with an implement, a stationary object for accuracy in activities such as croquet, shuffleboard, or golf.	Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard, or golf.	Strikes with an implement, a stationary object for accuracy and power in such activities as croquet, shuffleboard, or golf.
20. Games and Sports. Fielding/striking games –Striking: Strikes a pitched ball with an implement with force in a variety of practice tasks.	Strikes a pitched ball with an implement to open space in a variety of practice tasks.	Strikes a pitched ball with an implement for power to open space in a variety of small-sided games.

21. Catching: Catches, with a mature pattern, from different trajectories using a variety of objects in varying practice tasks.	Catches, with a mature pattern, from different trajectories using a variety of objects in small-sided game play.	Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play.
22. Outdoor pursuits: Demonstrates correct technique for basic skills in 1 self-selected outdoor activity.	Demonstrates correct technique for a variety of skills in 1 self-selected outdoor activity.	Demonstrates correct technique for basic skills in 2 self-selected outdoor activities.
23. Aquatics: Preferably taught at elementary or secondary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum.		
24. Individual-performance activities: Demonstrates correct technique for basic skills in 1 self-directed individual-performance activity.	Demonstrates correct technique for a variety of skills in 1 self-selected individual-performance activity.	Demonstrates correct technique for basic skills in at least 2 self-selected individual-performance activities.
Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.		
Grade 6	Grade 7	Grade 8
1. Games and Sports. Invasion Games Creating space with movement: Creates open space by using locomotor movements (e.g. walking, running, jumping, and landing) in combination with movement (e.g. varying pathways; change of speed; direction or pace).	Reduces open space by using locomotor movements (e.g. walking, running, jumping, and landing, changing size and shape of the body) in combination with movement concepts (e.g. reducing the angle in space, reducing distance between player and goal).	Opens and closes space during small-sided game play by combining locomotor movements with movement concepts.
2. Creating space with offensive tactics: Executes at least 1 of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots, and fakes; give and go.	Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots, and fakes; give and go.	Executes at least 3 of the following offensive tactics to create an open space: moves to create open space on and off the ball; uses a variety of passes, fakes, and pathways; give and go.

3. Creating space using width and length: Creates open space by using the width and length of the field/court on offense.	Creates open space by staying spread on offense and cutting and passing quickly.	Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball.
4. Games and Sports. Invasion Games- Reducing space by changing size and shape: Reduces open space on defense by making the body larger or reducing passing angles.	Reduces open space on defense by staying close to the opponent as he/she nears the goal.	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).
5. Reducing space using denial: Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass.	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.	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.
6. Transitions: Transitions from offense to defense or defense to offense by recovering quickly.	Transitions from offense to defense or defense to offense by recovering quickly and communicating with team-mates.	Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on an advantage.
7. Games and Sports. Net/Wall games - Creating Space through variation: Creates open space in net/wall games with a short-handled implement by varying force and direction.	Creates open space in net/wall games with a long-handled implement by varying force and direction, and moving opponent from side to side.	Creates open space in net/wall games with either a long- or short-handled implement by varying force or direction or by moving opponent side to side and/or forward and back.
8. Using tactics and shots: Reduces offensive options for opponents by returning to midcourt position.	Selects offensive shot based on opponent's location (hit where opponent is not).	Varies placement, force, and timing of return to prevent anticipation by opponent.
9. Games and Sports. Target games -Shot selection: Selects appropriate shot and/or club based on location of the object in relation to the target.	Varies the speed and/or trajectory of the shot based on location of the object in relation to the target.	Varies the speed, force, and trajectory of the shot based on location of the object in relation to the target.
10. Games and sports. Fielding and Striking games- Offensive strategies: Identifies open spaces and attempts to strike object into that space.	Uses a variety of shots (e.g. slap & run, bunt, line drive, high arc) to hit to open space.	Identifies sacrifice situations and attempt to advance a teammate.

11. Reducing space: Identifies the correct defensive play based on the situation (e.g. number of outs).	Selects the correct defensive play based on the situation (e.g. number of outs).	Reduces open spaces in the field by working with teammates to maximize coverage.
12. Individual-performance activities, dance and rhythms- Movement concepts: Varies application of force during dance or gymnastic activities.	Identifies and applies Newton's law of motion to various dance or movement activities.	Describes and applies mechanical advantage(s) for a variety of movement patterns.
13. Outdoor Pursuits -Movement concepts: Makes appropriate decisions based on the weather, level of difficulty due to conditions, or ability to ensure safety of self and others.	Analyzes the situation and makes adjustments to ensure the safety of self and others.	Implements safe protocols in self-selected outdoor activities.
Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.		
Grade 6	Grade 7	Grade 8
1. Physical activity knowledge: Describes how being physically active leads to a healthy body.	Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.	Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiorespiratory endurance, body composition) and explains the connections between fitness and overall physical and mental health.
2. Engages in physical activity: Participates in self-selected physical activity outside of physical education class.	Participates in a physical activity twice a week outside of physical education class.	Participates in a physical activity 3 times a week outside of physical education class.
3. Engages in physical activity: Participates in a variety of aerobic-fitness activities such as cardio-kick, step aerobics, and aerobic dance.	Participates in a variety of strength- and endurance-fitness activities such as Pilates, resistance training, body-weight training, and light free-weight training.	Participates in a variety of self-selected aerobic-fitness activities outside of school such as walking, jogging, biking, skating, dancing, and swimming.
4. Engages in physical activity: Participates in a variety of aerobic-fitness activities using technology such as Dance Dance Revolution or Wii Fit.	Participates in a variety of strength- and endurance-fitness activities such as weight or resistance training.	Plans and implements a program of cross-training to include aerobic, strength and endurance, and flexibility training.

5. Engages in physical activity: Participates in a variety of lifetime recreational team sports, outdoor pursuits, or dance activities.	Participates in a variety of lifetime dual and individual sports, martial arts, or aquatic activities.	Participates in a self-selected lifetime sport, dance, aquatic, or outdoor activities outside of the school day.
6. Fitness knowledge: 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.	Participates in moderate to vigorous muscle- and bone-strengthening physical activity at least 3 times per week.	Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day at least 5 times per week.
7. Fitness knowledge: Identifies the components of skill-related fitness.	Distinguishes between health-related and skill-related fitness.	Compares and contrasts health-related fitness components.
8. Fitness knowledge: Sets and monitors a self-selected physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level.	Adjusts physical activity based on quantity of exercise needed for a minimal health standards and/or optimal functioning based on current fitness level.	Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.
9. Fitness knowledge: Employs correct techniques and methods of stretching.	Describes and demonstrates the difference between dynamic and static stretches.	Employs a variety of appropriate static-stretching techniques for all major muscle groups.
10. Fitness knowledge: Differentiates between aerobic and anaerobic capacity and between muscular strength and endurance.	Describes the role of exercise and nutrition in weight management.	Describe the role of flexibility in injury prevention.
11. Fitness knowledge: Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time, and type) for different types of physical activity (aerobic, muscular fitness, and flexibility).	Describes the 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.	Uses the overload principle (FITT formula) in preparing a personal workout.

12. Fitness knowledge: Describes the role of warm-ups and cool-downs before and after physical activity.	Designs a warm-up and cool-down regimen for a self-selected physical activity.	Designs and implements a warm-up/cool-down regimen for a self-selected physical activity.
13. Fitness knowledge: Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) scale.	Defines how the RPE Scale can be used to determine the perception of the work effort or intensity of exercise.	Defines how RPE Scale can be used to adjust workout intensity during physical activity.
14. Fitness knowledge: Identifies major muscles used in selective physical activities.	Describes how muscles pull on bones to create movement in pairs by relaxing and contracting.	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.
15. Assessment and program planning: Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment.	Designs and implements a program of remediation for 2 areas of weakness based on the results of health-related fitness assessment.	Designs and implements a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment.
16. Assessment and program planning: Maintains a physical activity log for at least 2 weeks and reflects on activity levels as documented in the log.	Maintains a physical activity and nutrition log for at least 2 weeks and reflects on activity levels and nutrition as documented in the log.	Designs and implements a program to improve levels of health-related fitness and nutrition.
17. Nutrition: Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels.	Develops strategies for balancing healthy food, snacks and water intake, along with daily physical activity.	Describes the relationship between poor nutrition and health risk factors.
18. Stress Management: Identifies positive and negative results of stress and appropriate ways of dealing with it.	Practices strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise.	Demonstrates basic movements used in other stress-reducing activities, such as yoga and tai chi.

Standard 4: Exhibits responsible personal and social behavior that respects self and others.		
Grade 6	Grade 7	Grade 8
1. Personal responsibility: Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors.	Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates.	Accepts responsibility for improving one's own levels of physical activity and fitness.
2. Personal responsibility: Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.	Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.	Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.
3. Accepting feedback: Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.	Provides corrective feedback to a peer using teacher-generated guidelines and incorporating appropriate tone and other communication skills.	Provides encouragement and feedback to peers without prompting from the teacher.
4. Working with others: Accepts differences among classmates in physical development, maturation, and varying skills levels by providing encouragement and positive feedback.	Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.	Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.
5. Working with others: Cooperates with a small group of classmates during adventure activities, game play, or team-building activities.	Problem solves with a small group of classmates during adventure activities, small-group initiatives, or game play.	Cooperates with multiple classmates on problem-solving initiatives, including adventure activities, large-group initiatives, and game-play.
6. Rules and etiquette: Identifies the rules and etiquette for physical activities, games and dance activities.	Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance.	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.

7. Safety: Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance.	Independently uses physical activity and exercise equipment appropriately and safely.	Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity.
Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.		
Grade 6	Grade 7	Grade 8
1. Health: Describes how being physically active leads to a healthy body.	Identifies different types of physical activities and describes how each exerts a positive impact on health.	Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiorespiratory endurance, and body composition) and explains the connections between fitness and overall physical and mental health.
2. Health: Identifies components of physical activity that provide opportunities for reducing stress and for social interaction.	Identifies positive mental and emotional aspects of participating in a variety of physical activities.	Analyzes the empowering consequences of being physically active.
3. Challenge: Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, or modifying the tasks.	Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge.	Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.
4. Self-expression and enjoyment: Describes how moving competently in a physical activity setting creates enjoyment.	Identifies why self-selected physical activities create enjoyment.	Discusses how enjoyment could be increased in self-selected physical activities.
5. Self-expression and enjoyment: Identifies how self-expression and physical activity are related.	Explains the relationship between self-expression and lifelong enjoyment through physical activity.	Identifies and participates in an enjoyable activity that prompts individual self-expression.
6. Social interaction: Demonstrates respect for self and others in activities and games by following the rules,	Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.	Demonstrates respect for self by asking for help and helping others in various physical activities.

encouraging others, and playing in the spirit of the game or activity.		
Grades 9-12		
High School Outcomes have been organized into two levels. Level 1 indicates the minimal knowledge and skills necessary for students to be career and college ready. Level 2 builds on Level 1 skills and competencies.		
Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.		
Level 1	Level 2	
1. Lifetime activities: Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games).	Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games).	
2. Dance and rhythms: Demonstrates competency in dance forms used in cultural and social occasions (e.g. weddings, parties) or demonstrates competency in 1 form of dance (e.g. ballet, modern, hip hop, tap).	Demonstrates competency in a form of dance by choreographing a dance or by giving a performance.	
3. Fitness activities: Demonstrates competency in 1 or more specialized skills in health-related fitness activities.	Demonstrates competency in 2 or more specialized skills in health-related fitness activities.	

Standard 2: Applies knowledge of concepts, principals, strategies and tactics related to movement and performance.

Level 1	Level 2
1. Movement concepts, principles and knowledge: 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.	Identifies and discusses the historical and cultural roles of games, sports, and dance in a society.
2. Movement concepts, principles and knowledge: Uses movement concepts and principles (e.g. force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.	Describes the speed/accuracy trade-off in throwing and striking skills.
3. Movement concepts, principles and knowledge: Creates a practice plan to improve performance for a self-selected skill.	Identifies the stages of learning a motor skill.
4. Movement concepts, principles and knowledge: Identifies examples of social and technical dance forms.	Compares similarities and difference in various dance forms.

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

1. Physical activity knowledge: Discusses the benefits of a physical activity active lifestyle as it relates to college or career productivity.	Investigates the relationships among physical activity, nutrition, and body composition.
2. Physical activity knowledge: Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.	Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle.
3. Physical activity knowledge: Identifies issues associated with exercising in heat, humidity, and cold.	Applies rates of perceived exertion and pacing.
4. Physical activity knowledge:	<i>If the outcome was not achieved in Level 1, it should be a focus in Level 2.</i>

Evaluates – according to their benefits, social support network, and participation requirements – activities that can be pursued in the local environment.	
5. Physical activity knowledge: Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle.	Analyzes the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career settings.
6. Engages in physical activity: Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day.	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).
7. Fitness knowledge: Demonstrates appropriate technique in resistance-training machines and free-weights.	Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist-antagonist) and supports a healthy, active lifestyle.
8. Fitness knowledge: Relates physiological responses to individual levels of fitness and nutritional balance.	Identifies the different energy systems used in a selected physical activity (e.g. adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic).
9. Fitness knowledge: 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).	Identifies the structure of skeletal muscle and fiber types as they relate to muscle development.
10. Fitness knowledge: Calculates target heart rate and applies that information to personal fitness plan.	Adjusts pacing to keep heart rate in the target zone, using available technology (e.g. pedometer, heart rate monitor), to self-monitor aerobic intensity.
11. Assessment and program planning: Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings.	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).
12. Assessment and program planning: 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.	Analyzes the components of skill-related fitness in relation to life and career goals and designs an appropriate fitness program for those goals.

13. Nutrition: Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.	Creates a snack plan for before, during, and after exercise that addresses nutrition needs for each phase.
14. Stress Management: Identifies stress-management strategies (e.g. mental imagery, relaxation techniques, deep breathing, aerobic exercise, and meditation) to reduce stress.	Applies stress-management strategies (e.g. mental imagery, relaxation techniques, deep breathing, aerobic exercise, and meditation) to reduce stress.
Standard 4: Exhibits responsible personal and social behavior that respects self and others.	
1. Personal responsibility: Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed.	Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.
2. Rules and etiquette: Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance.	Examines moral and ethical conduct in specific competitive situations (e.g. intentional fouls, performance-enhancing substances, gambling, current events in sport).
3. Working with others: Uses communication skills and strategies that promote team or group dynamics.	Assumes a leadership role (e.g. task or group leader, referee, coach) in a physical activity setting.
4. Working with others: Solves problems and thinks critically in physical activity or dance settings, both as an individual and in groups.	Accepts others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.
5. Safety:	<i>If the outcome was not achieved in Level 1, it should be a focus in Level 2.</i>

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).

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

1. Health:

Analyzes the health benefits of a self-selected physical activity.

If the outcome was not achieved in Level 1, it should be a focus in Level 2.

2. Challenge:

Challenge is a focus in Level 2.

Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.

3. Self-expression and enjoyment:

Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.

Identifies the uniqueness of creative dance as a means of self-expression.

4. Social Interaction:

Identifies the opportunity for social support in a self-selected physical activity or dance.

Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance.