



Maryland Physical Education Framework: Pre-Kindergarten Through High School

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Introduction

Physical education plays a critical role in educating the whole child as part of a well-rounded education. Like other academic courses of study, physical education is based on rigorous State and national standards that define what students should know and be able to do. Physical education is unique to the school curriculum as it is the only program that provides students with opportunities to learn motor skills, develop fitness, and gain an understanding of the importance of physical activity.

THE GOAL OF PHYSICAL EDUCATION

Physical education aims to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. To pursue a lifetime of healthful physical activity, a physically literate individual:

- 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,
- And values physical activity and its contributions to a healthful lifestyle.

— *National Standards and Grade-Level Outcomes for K-12 Physical Education (SHAPE America, 2014).*

CODE OF MARYLAND REGULATIONS

The Code of Maryland Regulations (COMAR) [13A.04.13](#), Physical Education Instructional Programs for Grades Prekindergarten-12 states that each local education agency shall “provide in public schools an instructional program in physical education each year with sufficient frequency and duration to meet the requirements of the State Framework for all students in grades prekindergarten – 8; and offer in public schools a standard-based physical education program in grades 9 – 12 which meets the requirements of the State Framework, and enables students to meet graduation requirements and to select physical education electives.”

Local education agencies must also provide comprehensive physical education curriculum documents for the elementary and secondary schools under their jurisdiction that include the content standards adopted by the State Board of Education, align with the State Framework, and include standards-based instructional assessments that:

- (a) Periodically evaluate progress toward achievement of the content standards;
- (b) Align to outcomes in the State Framework;
- (c) Monitor a student’s cognitive, affective, and psychomotor progress;
- (d) Include all students;
- (e) Do not evaluate student dress or attendance; and
- (f) Are not based on the results of a health-related fitness test.

STATE FRAMEWORKS

Maryland's Physical Education Framework was developed by the Maryland State Department of Education (MSDE) to support local education agencies (LEAs) in providing high-quality instructional programs in physical education. State Frameworks are defined as supporting documents and provide LEAs guidance for implementing the state standards in physical education, which the Maryland State Board of Education adopted in 2016. The State Framework also aims to provide consistency in learning expectations for students in physical education programs across Maryland's twenty-four LEAs as the curriculum is developed and adopted locally using this document as the foundation.

MSDE shall update the State Framework for physical education in the manner and time the State Superintendent of Schools determines necessary to ensure alignment with best-in-class, research-based best practices. Tenure and stability of the State Framework afford LEAs the necessary time to procure supporting instructional materials, provide professional development, and measure student growth within their program.

Educators, practitioners, and experts who participated in the writing workgroups for the State Framework represent the diversity of stakeholders across Maryland. The State Framework was developed, reviewed, and revised by teams of Maryland educators and practitioners, including LEA content curriculum specialists, teachers, accessibility staff, and academic researchers and experts in close collaboration with MSDE.

The current physical education State Framework was released in August of 2022 and is closely aligned to [SHAPE America's National Standards and Grade Level Outcomes \(2014\)](#).

To track the grade-level outcomes, each one has been given a unique identifier using the information below.



MARYLAND PHYSICAL EDUCATION CONTENT STANDARDS

Students shall:

- (1) Demonstrate competency in a variety of motor skills and movement patterns;
- (2) Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance;
- (3) Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness;
- (4) Exhibit responsible personal and social behavior that respects self and others; and
- (5) Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction. [COMAR 13A.04.13.01C](#)

Elementary Outcomes – Primary Grades

STANDARD 1: MOTOR SKILLS AND MOVEMENT PATTERNS

Skill/Concept	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2
Hopping, Galloping, Jogging, Running, Sliding, and Skipping	Moves using a variety of locomotor skills. S1.PK.1	Performs locomotor skills with balance. S1.K.1	Demonstrates hopping, galloping, jogging, running, and sliding using a mature pattern . S1.G1.1	Demonstrates skipping using a mature pattern . S1.G2.1
Jogging for Distance	<i>This skill becomes a developmentally appropriate practice beginning in 2nd grade.</i>	<i>This skill becomes a developmentally appropriate practice beginning in 2nd grade.</i>	<i>This skill becomes a developmentally appropriate practice beginning in 2nd grade.</i>	Demonstrates jogging for distance with a mature pattern . S1.G2.2a
				Travels showing differentiation between jogging and sprinting. S1.G2.2b
Jumping and Landing	Demonstrates a vertical jump and landing with balance. S1.PK.3	Performs horizontal and vertical jumping and landing actions with balance. S1.GK.3	Demonstrates some critical elements for jumping and landing in a horizontal plane using two-foot takeoffs and landings. S1.G1.3a	Demonstrates most critical elements for jumping and landing in a horizontal plane using a variety of one and two-foot takeoffs and landings. S1.G2.3a
			Demonstrates some critical elements for jumping and landing in a vertical plane. S1.G1.3b	Demonstrates most critical elements for jumping and landing in a vertical plane. S1.G2.3b

Skill/Concept	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2
Dance	Performs creative movements to the rhythm of music. S1.PK.4	Performs locomotor skills in response to teacher-led creative dance. S1.GK.4	Combines locomotor and non-locomotor skills in a teacher- designed dance. S1.G1.4	Performs a rhythmic activity with correct response to simple rhythms. S1.G2.4
Balance	Identifies different bases of support. S1.PK.5a	Maintains balance on different bases of support. S1.GK.5a	Maintains balance on different bases of support with different body shapes. S1.G1.5	Balances on different bases of support, combining levels and shapes. S1.G2.5a
	Balances on different body parts. S1.PK.5b	Forms wide, narrow, curled, and twisted body shapes. S1.GK.5b		Balances in an inverted position with stillness and supportive base. S1.G2.5b
Weight Transfer	<i>This skill becomes a developmentally appropriate practice beginning in 1st grade.</i>	<i>This skill becomes a developmentally appropriate practice beginning in 1st grade.</i>	Transfers weight from one body part to another in personal space in dance and gymnastics environments. S1.G1.6	Transfers weight from feet to different body parts/bases of support for balance. S1.G2.6
Weight Transfer - Rolling	Creates curled shapes with their body. S1.PK.7a	Demonstrates rolling sideways in a narrow body shape. S1.GK.7	Demonstrates rolling with either a narrow or a curled body shape. S1.G1.7	Demonstrates rolling in different directions with either a narrow or a curled body shape. S1.G2.7
	Demonstrates how to rock on different body parts. S1.PK.7b			

Skill/Concept	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2
Curling, Stretching, Twisting, and Bending	Stretches the muscles. S1.PK.8	Contrasts the actions of curling and stretching. S1.GK.8	Demonstrates twisting, curling, bending, and stretching actions. S1.G1.8	Differentiates among twisting, curling, bending, and stretching actions. S1.G2.8
Combinations - Balance and Weight Transfers	<i>This skill becomes a developmentally appropriate practice beginning in 2nd grade.</i>	<i>This skill becomes a developmentally appropriate practice beginning in 2nd grade.</i>	<i>This skill becomes a developmentally appropriate practice beginning in 2nd grade.</i>	Combines balances and transfers into a three-part sequence. S1.G2.9
Rolling a Ball	Rolls a ball to a stationary partner or target while seated. S1.PK.10	Rolls a ball with the opposite foot forward. S1.GK.10	Rolls a ball while demonstrating some critical elements . S1.G1.10	Rolls a ball while demonstrating most critical elements . S1.G2.10
Underhand Throw	Underhand throws to a large, stationary target. S1.PK.11	Demonstrates an underhand throw with the opposite foot forward. S1.GK.11	Demonstrates an underhand throw using some critical elements . S1.G1.11	Demonstrates an underhand throw using a mature pattern . S1.G2.11
Overhand Throw	<i>This skill becomes a developmentally appropriate practice beginning in 2nd grade.</i>	<i>This skill becomes a developmentally appropriate practice beginning in 2nd grade.</i>	<i>This skill becomes a developmentally appropriate practice beginning in 2nd grade.</i>	Demonstrates some critical elements of an overhand throw. S1.G2.12
Catching	Demonstrates some of the critical elements when catching a rolling ball. S1.PK.13	Drops a ball and catches it before it bounces twice. S1.GK.13a	Catches a soft object from a self-toss before it bounces. S1.G1.13a	Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling it against the body. S1.G2.13
		Catches a large ball tossed by a skilled thrower. S1.GK.13b	Catches a variety of objects tossed by a skilled thrower. S1.G1.13b	

Skill/Concept	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2
Dribbling with Hands	Bounces a ball down with two hands and attempts to catch it while remaining in personal space. S1.PK.14	Dribbles a ball with 1 hand, attempting the second contact. S1.GK.14	Dribbles continuously in personal space using the preferred hand. S1.G1.14	Dribbles in personal space with preferred hand demonstrating a mature pattern . S1.G2.14a
				Dribbles while walking in general space. S1.G2.14b
Dribbling with Feet	Taps a stationary ball using the inside of the foot, maintaining body control. S1.PK.15	Taps a ball using the inside of the foot, sending it forward. S1.GK.15	Taps or dribbles a ball using the inside of the foot walking in general space. S1.G1.15	Dribbles with the feet in general space with control of ball and body. S1.G2.15
Kicking	Kicks a stationary ball from a stationary position, maintaining body control. S1.PK.16	Kicks a stationary ball from a stationary position, demonstrating some critical elements . S1.GK.16	Approaches a stationary ball and kicks it forward, demonstrating some of the critical elements . S1.G1.16	Uses a continuous running approach and kicks a moving ball, demonstrating some critical elements . S1.G2.16
Underhand Volley	Volleys a lightweight object using different body parts. S1.PK.17	Volleys a lightweight object, sending it upward. S1.GK.17	Volleys an object with an open palm, sending it upward. S1.G1.17	Volleys an object upward with consecutive hits. S1.G2.17
Striking with a Short-Handled Implement	<i>This skill becomes a developmentally appropriate practice beginning in kindergarten.</i>	Strikes a lightweight object with a paddle or short-handled racket. S1.GK.18	Strikes a ball with a short-handled implement, sending it upward. S1.G1.18	Strikes an object upward with a short-handled implement, using consecutive hits. S1.G2.18

Skill/Concept	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2
Catching with a Short-Handled Implement	<i>This skill becomes a developmentally appropriate practice beginning in kindergarten.</i>	Drops a ball and catches it with a short-handled implement before the ball bounces twice in a non-dynamic environment. S1.GK.19	Catches a variety of soft objects with a short-handled implement before it bounces in a non-dynamic environment. S1.G1.19	Catches an object with a short-handled implement in a non-dynamic environment, demonstrating some of the critical elements . S1.G2.19
Striking with a Long-Handled Implement	<i>This skill becomes a developmentally appropriate practice beginning in 2nd grade.</i>	<i>This skill becomes a developmentally appropriate practice beginning in 2nd grade.</i>	<i>This skill becomes a developmentally appropriate practice beginning in 2nd grade.</i>	Strikes a stationary object, demonstrating some of the critical elements . S1.G2.20
Jumping Rope	Demonstrates jumping over a stationary rope several times. S1.PK.21	Executes a single jump with a self-turned rope. S1.GK.21a	Jumps forward or backward consecutively using a self-turned rope. S1.G1.21a	Jumps a self-turned rope consecutively forward and backward with a mature pattern . S1.G2.21a
		Jumps a long rope with teacher-assisted turning. S1.GK.21b	Jumps a long rope consecutively with teacher-assisted turning. S1.G1.21b	Jumps a long rope consecutively with peer turners. S1.G2.21b

STANDARD 2: CONCEPTS AND STRATEGIES

Skill/Concept	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2
Space	Identifies personal space. S2.PK.1a	Differentiates between movement in personal and general space. S2.GK.1a	Moves in personal and general space in response to designated beats or rhythms. S2.G1.1	Combines locomotor skills in general space to a rhythm. S2.G2.1
	Identifies general space. S2.PK.1b	Moves in personal space to a rhythm. S2.GK.1b		
Pathways, Shapes, & Levels	Travels forward and sideways while changing directions quickly in response to a signal. S2.PK.2a	Travels in three different pathways. S2.GK.2	Travels while demonstrating low, middle, and high levels. S2.G1.2a	Combines shapes, levels, and pathways into simple travel, dance, and gymnastics sequences. S2.G2.2
	Identifies three pathways (straight, curved, and zigzag). S2.PK.2b		Travels while demonstrating a variety of relationships with objects. S2.G1.2b	
Speed, Direction, & Force	Demonstrates the relationship of over, under, through, behind, next to, right, left, up, down, forward, backward, and in front of by using the body and/or object. S2.PK.3	Travels in general space with different speeds. S2.GK.3	Differentiates between fast and slow speeds. S2.G1.3a	Varies speed and force with gradual increases and decreases. S2.G2.3
			Differentiates between strong and light force. S2.G1.3b	

STANDARD 3: HEALTH-ENHANCING LEVEL OF PHYSICAL ACTIVITY AND FITNESS

Skill/Concept	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2
Physical Activity Knowledge	Identifies physical activities. S3.PK.1	Identifies active play opportunities outside of physical education class. S3.GK.1	Discusses the benefits of being active. S3.G1.1	Describes physical activities for participation outside of physical education class. S3.G2.1
Physical Activity Engagement	Participates in physical education class. S3.PK.2	Participates actively in physical education class. S3.GK.2	Engages actively in physical education class. S3.G1.2	Engages actively in physical education class in response to instruction and practice. S3.G2.2
Fitness Knowledge	Participates in activities that increase the heart rate. S3.PK.3a	Recognizes that when you move fast, your heart beats faster and you breathe faster. S3.GK.3a	Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity. S3.G1.3a	Uses own body as resistance for developing strength. S3.G2.3a
	Identifies the chest as a place on the body to feel their heartbeat with one hand. S3.PK.3b	Identifies the speed in which their heart is beating. S3.GK.3b	Identifies at least one location on the body to find a heartbeat using two fingers. S3.G1.3b	Identifies physical activities that contribute to fitness. S3.G2.3b
				Practices estimating their heart rate. S3.G2.3c
Nutrition	Identifies foods that fuel your body. S3.PK.4a	Recognizes that food provides energy for physical activity. S3.GK.4	Identifies nutrient-dense foods. S3.G1.4	Recognizes the correlation of good nutrition with physical activity. S3.G2.4

Skill/Concept	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2
Nutrition	Recognizes the relationship between nutrition and physical activity. S3.PK.4b			

STANDARD 4: RESPONSIBLE PERSONAL AND SOCIAL BEHAVIOR

Skill/Concept	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2
Personal Responsibility	Follows directions in a group setting. S4.PK.1a	Follows directions and classroom routines. S4.GK.1a	Accepts personal responsibility by using equipment and space appropriately. S4.G1.1a	Practices skills with minimal teacher prompting. S4.G2.1a
	Responds to signals when transitioning from one activity to another. S4.PK.1b	Acknowledges responsibility for behavior when prompted. S4.GK.1b	Follows the rules and parameters of the learning environment. S4.G1.1b	Accepts responsibility for class protocols with behavior and performance actions. S4.G2.1b
	Recognizes that practice helps skill development. S4.PK.1c	Recognizes that skills will develop with appropriate practice. S4.GK.1c	Recognizes that skills will develop with appropriate practice and use of the correct cues. S4.G1.1c	Recognizes that skills will develop over time with appropriate practice and use of the correct cues. S4.G2.1c
Corrective Feedback	Uses verbal and visual cues to improve skill performance. S4.PK.2	Uses verbal and visual cues to improve skill performance. S4.GK.2	Recalls and shows how verbal and visual cues improve personal performance in a variety of skills. S4.G1.2	Lists examples of appropriate feedback using verbal and visual cues to improve performance in a specific skill. S4.G2.2
Accepting Feedback	Identifies the importance of corrective feedback on performance. S4.PK.3a	Follows instruction and directions when prompted. S4.GK.3	Responds appropriately to feedback from the teacher. S4.G1.3	Accepts skill-specific corrective feedback from the teacher. S4.G2.3
	Responds to an adult when asked. S4.PK.3b			

Skill/Concept	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2
Working with Others	Exhibits strategies for dealing with conflicts, such as sharing, taking turns, and compromising. S4.PK.4	Shares equipment and space with others. S4.GK.4	Works independently with others in a variety of class environments. S4.G1.4	Works independently with others in partner environments. S4.G2.4
Rules and Etiquette	Shows awareness for the established protocol for classroom activities. S4.PK.5	Recognizes the established protocol for class activities. S4.GK.5	Exhibits the established protocols for class activities. S4.G1.5	Recognizes the role of rules and etiquette in teacher-designed physical activities. S4.G2.5
Safety	Appropriately handles materials and equipment. S4.PK.6a	Properly uses equipment with minimal reminders. S4.GK.6a	Properly uses equipment without reminders. S4.G1.6a	Works independently and safely in physical education. S4.G2.6a
	Follows basic safety rules with adult guidance and support. S4.PK.6b	Follows teacher directions for safe participation with minimal reminders. S4.GK.6b	Follows teacher directions for safe participation without reminders. S4.G1.6b	Works safely with physical education equipment. S4.G2.6b

STANDARD 5: RECOGNIZES THE VALUE OF PHYSICAL ACTIVITY

Skill/Concept	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2
Health	Recognizes that physical activity can be fun and enjoyable. S5.PK.1	Recognizes that physical activity is important for good health. S5.GK.1	Identifies physical activity as a component of good health. S5.G1.1	Recognizes the value of good health balance. S5.G2.1
Challenge	Identifies some physical activities that can be challenging. S5.PK.2	Recognizes that some physical activities are challenging. S5.GK.2	Recognizes that challenge in physical activities can lead to success. S5.G1.2	Compares physical activities that bring confidence and challenge. S5.G2.2
Self-Expression and Enjoyment	Demonstrates enjoyment of playing with other children. S5.PK.3a	Identifies physical activities that are enjoyable. S5.GK.3a	Describes positive feelings that result from participating in physical activities. S5.G1.3a	Identifies physical activities that provide self-expression. S5.G2.3a
	Shows satisfaction or seeks acknowledgment when completing a task or solving a problem. S5.PK.3b	Discusses the enjoyment of playing with others. S5.GK.3b	Discusses personal reasons for enjoying physical activity. S5.G1.3b	Chooses personal reasons for enjoying physical activity. S5.G2.3b

Elementary Outcomes – Intermediate Grades

STANDARD 1: MOTOR SKILLS AND MOVEMENT PATTERNS

Skill/Concept	Grade 3	Grade 4	Grade 5
Hopping, Galloping, Jogging, Running, Sprinting, Sliding, Skipping, and Leaping	Leaps using a mature pattern . S1.G3.1	Demonstrates various locomotor skills in a variety of small-sided practice tasks, dance, and educational gymnastics experiences. S1.G4.1	Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics, and dance. S1.G5.1a
			Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments. S1.G5.1b
			Combines traveling with manipulative skills for execution to a target. S1.G5.1c
Jogging and Running for Distance	Travels while showing differentiation between sprinting and running. S1.G3.2	Runs for distance using a mature pattern . S1.G4.2	Uses appropriate pacing for a variety of running distances. S1.G5.2
Jumping and Landing - Horizontal & Vertical	Jumps and lands in the horizontal and vertical planes using a mature pattern . S1.G3.3	Uses spring and step takeoffs and landings specific to gymnastics. S1.G4.3	Combines jumping and landing patterns with locomotor and manipulative skills in dance, educational gymnastics, and small-sided practice tasks and games environments. S1.G5.3

Skill/Concept	Grade 3	Grade 4	Grade 5
Dance	Performs developmentally appropriate dance steps and movement patterns. S1.G3.4	Combines locomotor movement patterns and dance steps to create and perform an original dance. S1.G4.4	Combines locomotor skills in cultural as well as creative dances with correct rhythm and pattern. S1.G5.4
Combinations	Performs a teacher-led sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. S1.G3.5	Combines traveling with manipulative skills of dribbling, throwing, catching, and striking with a partner in teacher-and/or student-designed small-sided practice tasks. S1.G4.5	Combines traveling with manipulative skills of dribbling, throwing, catching, and striking with a group in teacher-and/or student-designed small-sided practice tasks. S1.G5.5
Balance	Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. S1.G3.6	Balances on different bases of support on an apparatus, demonstrating levels and shapes. S1.G4.6	Combines balance and transferring weight in a gymnastics sequence or dance. S1.G5.6
Weight Transfer	Transfers weight from feet to hands for momentary weight support. S1.G3.7	Transfers weight from feet to hands, varying speed and using large extensions. S1.G4.7	Transfers weight in gymnastics and dance environments. S1.G5.7
Curling and Stretching; Twisting and Bending	Moves into and out of gymnastics balances with curling, twisting, and stretching actions. S1.G3.8	Moves into and out of balances on an apparatus with curling, twisting, and stretching actions. S1.G4.8	Performs curling, twisting, and stretching actions with correct application in dance and gymnastics. S1.G5.8
Combinations with Levels, Shapes, Extensions, Pathways, Force, Time, & Flow	Combines locomotor skills and movement concepts to create and perform a dance. S1.G3.9	Combines locomotor skills and movement concepts to create and perform a dance with a partner. S1.G4.9	Combines locomotor skills and movement concepts to create and perform a dance with a group. S1.G5.9

Skill/Concept	Grade 3	Grade 4	Grade 5
Balance and Weight Transfers	Combines balance and weight transfers with movement concepts to create and perform a dance. S1.G3.10	Combines traveling with balance and weight transfers to create a gymnastics sequence. S1.G4.10	Combines actions, balances, and weight transfers to create a gymnastics sequence. S1.G5.10
Rolling a Ball	Rolls a ball to a partner or target, demonstrating most of the critical elements with reasonable accuracy. S1.G3.11	Using a three-step approach, rolls a ball to a partner or target, demonstrating a mature pattern . S1.G4.11	Using a five-step approach, rolls a ball to a partner or target, demonstrating a mature pattern . S1.G5.11
Underhand Throw	Throws underhand to a partner or target with reasonable accuracy, demonstrating most of the critical elements . S1.G3.12	Throws underhand to a partner or target with reasonable accuracy, demonstrating a mature pattern . S1.G4.12	Throws underhand using a mature pattern in non-dynamic environments with different sizes and types of objects. S1.G5.12
Overhand Throw	Throws overhand, demonstrating most of the critical elements , in non-dynamic environments (closed skills), for distance and/or force. S1.G3.13	Throws overhand, demonstrating a mature pattern in non-dynamic environments. S1.G4.13a	Throws overhand, demonstrating a mature pattern in non-dynamic environments, with different sizes and types of objects. S1.G5.13a
		Throws overhand to a partner or at a target with accuracy at a reasonable distance. S1.G4.13b	Throws overhand at a large target with accuracy. S1.G5.13b
Passing with Hands	<i>This skill becomes a developmentally appropriate practice beginning in 4th grade.</i>	Throws to a moving partner with reasonable accuracy in a non-dynamic environment. S1.G4.14	Throws with accuracy while both partners are moving. S1.G5.14a

Skill/Concept	Grade 3	Grade 4	Grade 5
Passing with Hands			Throws with accuracy in dynamic, small-sided practice tasks. S1.G5.14b
Catching	Catches a gently tossed hand-size ball from a partner, demonstrating most of the critical elements . S1.G3.15	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. S1.G4.15	Catches a batted ball at different levels using a mature pattern in a non-dynamic environment. S1.G5.15a
			Catches with accuracy while both partners are moving. S1.G5.15b
			Catches with reasonable accuracy in dynamic, small-sided practice tasks. S1.G5.15c
Dribbling with Hands	Dribbles with the hand and travels in general space at slow to moderate jogging speed with control of the ball and body. S1.G3.16	Dribbles in personal space with both the preferred and the non-preferred hands, demonstrating a mature pattern . S1.G4.16a	Combines hand dribbling with other skills during 1v1 practice tasks. S1.G5.16
		Dribbles in general space, alternating hands while increasing and decreasing speed and demonstrating a mature pattern . S1.G4.16b	

Skill/Concept	Grade 3	Grade 4	Grade 5
Dribbling with Feet	Dribbles with the feet and travels in general space at slow to moderate jogging speed with control of the ball and body. S1.G3.17	Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed. S1.G4.17	Combines foot dribbling with other skills in 1v1 practice tasks. S1.G5.17
Passing and Receiving with Feet	Passes and receives a ball with the insides of the feet to a stationary partner, giving on reception before returning the pass. S1.G3.18	Passes and receives a ball with the insides of the feet to a moving partner in a non-dynamic environment. S1.G4.18a	Passes with the feet using a mature pattern as both partners travel. S1.G5.18a
		Passes and receives a ball with the outsides and insides of the feet to a stationary partner. S1.G4.18b	Receives a pass with the foot using a mature pattern as both partners travel. S1.G5.18b
Dribbling in Combination	<i>This skill becomes a developmentally appropriate practice beginning in 4th grade.</i>	Dribbles with hands or feet in combination with other skills. S1.G4.19	Dribbles with hands or feet with mature patterns in a variety of small-sided game forms. S1.G5.19
Kicking	Uses a continuous running approach and kicks a stationary ball for accuracy while demonstrating most of the critical elements . S1.G3.20	Kicks along the ground and in the air and punts, demonstrating a mature pattern. S1.G4.20	Demonstrates a mature pattern in kicking and punting in small-sided practice task environments. S1.G5.20

Skill/Concept	Grade 3	Grade 4	Grade 5
Underhand Volley	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 most of the critical elements . S1.G3.21	Volleys underhand using a mature pattern in a non-dynamic environment. S1.G4.21	Volleys underhand using a mature pattern in a dynamic environment. S1.G5.21
Overhead Volley	<i>This skill becomes a developmentally appropriate practice beginning in 4th grade.</i>	Volleys a ball with a two-hand overhead pattern, sending it upward, demonstrating most of the critical elements . S1.G4.22	Volleys a ball using a two-hand overhead pattern, sending it upward to a target. S1.G5.22
Striking with a Short-Handled Implement	Strikes an object with a short-handled implement while demonstrating most of the critical elements . S1.G3.23a	Strikes an object with a short-handled implement while demonstrating a mature pattern . S1.G4.23a	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.G5.23
	Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. S1.G3.23b	Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. S1.G4.23b	
Catching with a Short-Handled Implement	Catches a gently tossed ball, demonstrating most of the critical elements while using a short-handled implement. S1.G3.24	Catches a ball at different levels using a mature pattern in a non-dynamic environment while using a short-handled implement. S1.G4.24	Catches with reasonable accuracy in dynamic small-sided games with both partners moving while using a short-handled implement. S1.G5.24

Skill/Concept	Grade 3	Grade 4	Grade 5
Striking with a Long-Handled Implement	Strikes a ball with a long-handled implement off a tee or tossed by the teacher, sending it forward, while demonstrating some of the critical elements . S1.G3.25	Strikes an object with a long-handled implement while demonstrating most of the critical elements . S1.G4.25	Strikes a pitched ball, demonstrating a mature pattern . S1.G5.25
Throwing with a Long-Handled Implement	Throws with a long-handled implement to a stationary target, demonstrating some of the critical elements . S1.G3.26	Throws with a long-handled implement, demonstrating most of the critical elements , in a non-dynamic environment for distance and/or force. S1.G4.26	Throws with a long-handled implement, using a mature pattern , to a partner or a target in a non-dynamic environment with accuracy. S1.G5.26
Catching with a Long-Handled Implement	Catches a self-toss or underhand thrown ball, using some of the critical elements , with a long-handled implement. S1.G3.27	Catches a ball at different levels off a wall, using most of the critical elements , with a long-handled implement. S1.G4.27	Catches a ball with reasonable accuracy in dynamic small-sided games, with both partners moving using long-handled implements. S1.G5.27
Striking in Combination	<i>This skill becomes a developmentally appropriate practice beginning in 4th grade.</i>	Combines traveling with the manipulative skills of dribbling, throwing, catching, and striking in teacher-and/or-student-designed small-sided practice-task environments. S1.G4.28	Combines striking with a long-handled implement with receiving and traveling skills in a small-sided game. S1.G5.28a
			Combines manipulative skills and traveling for execution to a target. S1.G5.28b

Skill/Concept	Grade 3	Grade 4	Grade 5
Jumping Rope	Performs intermediate jump-rope skills for both long and short ropes in increasingly complex environments. S1.G3.29	Creates a jump-rope routine with either a short or a long rope. S1.G4.29	Creates a jump-rope routine with a partner. S1.G5.29

STANDARD 2: CONCEPTS AND STRATEGIES

Skill/Concept	Grade 3	Grade 4	Grade 5
Space	Recognizes the concept of open spaces in a movement context. S2.G3.1	Applies the concept of open spaces to combination skills involving traveling. S2.G4.1a	Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance, and games environments. S2.G5.1
		Applies the concept of closing spaces in small-sided practice tasks. S2.G4.1b	
		Dribbles in general space with changes in direction and speed. S2.G4.1c	
Pathways, Shapes, and Levels	Recognizes locomotor skills specific to a wide variety of physical activities. S2.G3.2	Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments. S2.G4.2	Combines movement concepts with skills in small-sided practice tasks with self-direction. S2.G5.2
Speed, Direction, and Force	Combines movement concepts with skills as directed by the teacher. S2.G3.3	Applies the movement concepts of speed, endurance, and pacing for running. S2.G4.3a	Applies movement concepts to strategy in game situations. S2.G5.3a
		Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target. S2.G4.3b	Analyzes movement situations and applies movement concepts in small-sided practice tasks in game environments, dance, and gymnastics. S2.G5.3b

Skill/Concept	Grade 3	Grade 4	Grade 5
Speed, Direction, and Force			Applies the concepts of direction and force to strike an object with a long-handled implement. S2.G5.3c
Strategies and Tactics	Applies simple strategies and tactics in chasing activities and fleeing activities. S2.G3.4	Applies simple offensive strategies and tactics in chasing and fleeing activities. S2.G4.4a	Applies basic offensive and defensive strategies and tactics in invasion and/or small-sided practice tasks. S2.G5.4a
		Applies simple defensive strategies and tactics in chasing and fleeing activities. S2.G4.4b	Applies basic offensive and defensive strategies and tactics in net and wall small-sided practice tasks. S2.G5.4b
		Recognizes the types of kicks needed for different games and sports situations. S2.G4.4c	Recognizes the type of throw, volley, or striking action needed for different games and sports situations. S2.G5.4c

STANDARD 3: HEALTH-ENHANCING LEVEL OF PHYSICAL ACTIVITY AND FITNESS

Skill/Concept	Grade 3	Grade 4	Grade 5
Physical Activity Knowledge	Charts participation in physical activities outside physical education class. S3.G3.1a	Analyzes opportunities for participating in physical activity outside physical education class. S3.G4.1	Charts and analyzes physical activity outside physical education class for fitness benefits of activities. S3.G5.1
	Identifies physical activity as a way to become healthier. S3.G3.1b		
Physical Activity Engagement	Engages actively in the activities of physical education class without teacher prompting. S3.G3.2	Engages actively in the activities of physical education class, both teacher-directed and independent. S3.G4.2	Engages actively in all of the activities of physical education. S3.G5.2
Fitness Knowledge	Describes the concept of fitness and provides examples of physical activity to enhance fitness. S3.G3.3a	Identifies the components of health-related fitness. S3.G4.3a	Differentiates between skill-related and health-related fitness. S3.G5.3a
	Recognizes the importance of warm-up and cool-down relative to vigorous physical activity. S3.G3.3b	Demonstrates a warm-up and cool-down relative to an aerobic capacity/cardiovascular endurance activity. S3.G4.3b	Identifies the need for warm-up and cool-down relative to various physical activities. S3.G5.3b
	Calculates heart rate per minute. S3.G3.3c	Calculates heart rate per minute and records the results. S3.G4.3c	Evaluates varying heart rates based on activity levels. S3.G5.3c
	Discusses and performs specific activities that show the FITT principle guidelines of type and intensity. S3.G3.3d	Discusses and performs specific activities that show the FITT principle guidelines of type, intensity, and time. S3.G4.3d	Explains and applies the principles of the FITT component to develop a short-term fitness goal. S3.G5.3d

Skill/Concept	Grade 3	Grade 4	Grade 5
Assessment and Program Planning	Demonstrates, with teacher direction, the health-related fitness components. S3.G3.4	Completes pre and post- health-related fitness assessments. S3.G4.4a	Analyzes the results of a health-related fitness assessment (pre- and post-), comparing results to fitness components for good health. S3.G5.4a
		Identifies areas of needed remediation from the results of a personal test and with teacher assistance, identify strategies for progress in those areas. S3.G4.4b	Designs a fitness plan to address ways to use physical activity to enhance fitness. S3.G5.4b

STANDARD 4: RESPONSIBLE PERSONAL AND SOCIAL BEHAVIOR

Skill/Concept	Grade 3	Grade 4	Grade 5
Personal Responsibility	Exhibits personal responsibility in teacher-directed activities. S4.G3.1a	Exhibits responsible behavior in independent group situations. S4.G4.1a	Engages in physical activity with responsible interpersonal behavior. S4.G5.1a
	Works independently for extended periods of time. S4.G3.1b	Reflects on personal social behavior in physical activity. S4.G4.1b	Participates with responsible personal behavior in a variety of physical activities. S4.G5.1b
	Describes how skills will develop over time with appropriate practice. S4.G3.1c	Explains how skills will develop over time with appropriate practice. S4.G4.1c	Exhibits respect for self with appropriate behavior while engaging in physical activity. S4.G5.1c
			Applies and shows that skills will develop over time with appropriate practice. S4.G5.1d
Corrective Feedback	Interprets and applies feedback using verbal and visual cues to show improved performance in a variety of skills. S4.G3.2	Provides feedback to illustrate errors in a peer's skill performance. S4.G4.2	Provides feedback to solve and correct errors in a peer's performance. S4.G5.2
Accepting Feedback	Accepts and implements skill-specific corrective feedback from the teacher. S4.G3.3	Listens respectfully to corrective feedback from others. S4.G4.3	Gives corrective feedback respectfully to peers. S4.G5.3
Working with Others	Works cooperatively with others. S4.G3.4a	Praises the movement performance of others both more skilled and less skilled. S4.G4.4a	Accepts, recognizes, and actively involves others in physical activities and group projects. S4.G5.4

Skill/Concept	Grade 3	Grade 4	Grade 5
Working with Others	Praises others for their success in movement performance. S4.G3.4b	Includes players of all skill levels into the physical activity. S4.G4.4b	
Rules and Etiquette	Recognizes the role of rules and etiquette in physical activity with peers. S4.G3.5	Exhibits etiquette and adherence to rules in a variety of physical activities. S4.G4.5	Critiques the etiquette involved in rules of various game activities. S4.G5.5
Safety	Works independently and safely in physical activity settings. S4.G3.6	Works safely with peers in physical activity settings. S4.G4.6	Applies safety principles with age-appropriate physical activities. S4.G5.6

STANDARD 5: RECOGNIZES THE VALUE OF PHYSICAL ACTIVITY

Skill/Concept	Grade 3	Grade 4	Grade 5
Health	Discusses the relationship between physical activity and good health. S5.G3.1	Examines the health benefits of participating in physical activity. S5.G4.1	Compares the health benefits of participating in selected physical activities. S5.G5.1
Challenge	Discusses the challenges that come from learning a new physical activity. S5.G3.2	Rates the enjoyment of participating in challenging and mastered physical activities. S5.G4.2	Expresses the enjoyment and/or challenge of participating in a physical activity. S5.G5.2
Self-Expression and Enjoyment	Reflects on the reasons for enjoying selected physical activities. S5.G3.3	Ranks the enjoyment of participating in different physical activities. S5.G4.3	Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. S5.G5.3
Social Interaction	Describes the positive social interactions that come when engaged with others in physical activity. S5.G3.4	Describes and compares the positive social interactions when engaged in partner, small-group, and large-group physical activities. S5.G4.4	Describes the social benefits gained from participating in physical activity outside of physical education. S5.G5.4

Middle School Outcomes

STANDARD 1: MOTOR SKILLS AND MOVEMENT PATTERNS

Skill/Concept	Grade 6	Grade 7	Grade 8
Dance & Rhythms	Demonstrates correct rhythm and pattern for one dance form. S1.G6.1	Demonstrates correct rhythm and pattern for one dance form. S1.G7.1	Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group. S1.G8.1
Throwing	Throws with a mature pattern for distance or power appropriate to the practice task. S1.G6.2	Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment. S1.G7.2	Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play. S1.G8.2
Catching	Catches a variety of objects from different trajectories with a mature pattern in varying practice tasks. S1.G6.3	Catches a variety of objects from different trajectories with a mature pattern in small-sided game play. S1.G7.3	Catches an object from different trajectories and speeds in a dynamic environment or modified game play. S1.G8.3
Passing & Receiving	Passes and receives with hands while changing direction and speed with competency. S1.G6.4a	Passes and receives with feet while changing direction and speed with competency. S1.G7.4a	Passes and receives with an implement while changing direction, speed, and/or level, with competency. S1.G8.4a
	Throws, while stationary, a leading pass to a moving receiver. S1.G6.4b	Throws, while moving, a leading pass to a moving receiver. S1.G7.4b	Throws a leading pass to a moving partner off a dribble or pass. S1.G8.4b

Skill/Concept	Grade 6	Grade 7	Grade 8
Offensive Skill	Performs pivots, fakes, and jab steps designed to create open space during practice tasks. S1.G6.5a	Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps. S1.G7.5a	Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens. S1.G8.5a
	Performs the following offensive skills without defensive pressure: pivot, give and go, and fakes. S1.G6.5b	Performs the following offensive skills with defensive pressure: pivot, give and go, and fakes. S1.G7.5b	Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes. S1.G8.5b
Dribbling/Ball Control	Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks. S1.G6.6a	Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks. S1.G7.6a	Dribbles with dominant and non-dominant hands using a change of speed and direction in small-sided game play. S1.G8.6a
	Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks. S1.G6.6b	Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks. S1.G7.6b	Foot-dribbles or dribbles with an implement with control, changing speed, and direction during small-sided game play. S1.G8.6b
Shooting on a Goal	Shoots on goal with power in a dynamic environment as appropriate to the activity. S1.G6.7	Shoots on goal with power and accuracy in small-sided game play. S1.G7.7	Shoots on goal with a long-handled implement for power and accuracy in modified invasion games. S1.G8.7
Defensive Skills	Maintains defensive-ready position with weight on balls of feet, arms extended, and eyes on midsection of the offensive player. S1.G6.8	Slides in all directions while on defense without crossing feet. S1.G7.8	Drop-steps in the direction of the pass during player-to-player defense. S1.G8.8

Skill/Concept	Grade 6	Grade 7	Grade 8
Serving	Performs an underhand serve with control for net and wall games. S1.G6.9	Consistently executes an underhand serve with a mature pattern to a predetermined target for net and wall games. S1.G7.9	Consistently executes an underhand serve for distance and accuracy for net and wall games. S1.G8.9
Striking	Strikes with a mature overhand pattern in a non-dynamic environment for net or wall games. S1.G6.10	Strikes with a mature overhand pattern in a dynamic environment for net or wall games. S1.G7.10	Strikes with a mature overhand pattern in a modified net or wall games. S1.G8.10
Forehand & Backhand	Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games. S1.G6.11	Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games. S1.G7.11	Demonstrates the mature form of forehand and backhand strokes with a short or long-handled implement with power and accuracy in net games. S1.G8.11
Weight Transfer	Transfers weight with correct timing for a striking pattern. S1.G6.12	Transfers weight with correct timing using low-to-high striking pattern with a short-handled implement on the forehand side. S1.G7.12	Transfers weight with correct timing using low-to-high striking pattern with a long-handled implement on the forehand and backhand sides. S1.G8.12
Volley	Forehand volleys with a mature pattern and control using a short-handled implement. S1.G6.13	Forehand and backhand volleys with a mature pattern and control using a short handled implement. S1.G7.13	Forehand and backhand volleys with a mature pattern and control using a short-handled implement during modified game play. S1.G8.13
Two-hand volley	Two-hand volleys with control in a variety of practice tasks. S1.G6.14	Two-hand volleys with control in a dynamic environment. S1.G7.14	Two-hand volleys with control in a small-sided game. S1.G8.14

Skill/Concept	Grade 6	Grade 7	Grade 8
Target Games/Propel an Object	Demonstrates an ability to propel an object for a modified target game. S1.G6.15	Consistently propels an object for target games. S1.G7.15	Consistently propels an object with accuracy and control for target games. S1.G8.15
Striking with a Long-Handled Implement	Strikes a pitched ball with an implement with force in a variety of practice tasks. S1.G6.16	Strikes a pitched ball with an implement to open space in a variety of practice tasks. S1.G7.16	Strikes a pitched ball with an implement for power to open space in a variety of small-sided games. S1.G8.16
Catching with a Short or Long-Handled Implement	Catches, with a mature pattern , from different trajectories, using a variety of objects in varying practice tasks while using an implement. S1.G6.17	Catches, with a mature pattern , from different trajectories, using a variety of objects in small-sided game play while using an implement. S1.G7.17	Catches a variety of objects from different trajectories and speeds in a dynamic environment or modified game play while using an implement. S1.G8.17
Outdoor Pursuits	Demonstrates correct technique for basic skills in one self-selected outdoor activity. S1.G6.18	Demonstrates correct technique for a variety of skills in one self-selected outdoor activity. S1.G7.18	Demonstrates correct technique for basic skills in at least two self-selected outdoor activities. S1.G8.18
Individual Performance Activities	Demonstrates correct technique for basic skills in one self-selected individual performance activity. S1.G6.19	Demonstrates correct technique for a variety of skills in one self-selected individual performance activity. S1.G7.19	Demonstrates correct technique for basic skills in at least two self-selected individual performance activities. S1.G8.19

STANDARD 2: CONCEPTS AND STRATEGIES

Skill/Concept	Grade 6	Grade 7	Grade 8
Creating Space - Movement	Creates open space in combination with movement concepts. S2.G6.1	Reduces open space in combination with movement concepts. S2.G7.1	Opens and closes space during small-sided game play with movement concepts. S2.G8.1
Creating Space - Offensive Tactics	Executes at least one 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. S2.G6.2	Executes at least two of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give and go. S2.G7.2	Executes at least three 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 and go. S2.G8.2
Reducing Space - Changing Size and Shape	Reduces open space on defense by making the body larger and reducing passing angles. S2.G6.3	Reduces open space on defense by staying close to the opponent as they near the goal. S2.G7.3	Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to the opponent. S2.G8.3
Reducing Space - Using Denial	Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass. S2.G6.4	Reduces open space by not allowing the catch (denial) or anticipating the speed of the object and person for the purpose of interception or deflection. S2.G7.4	Reduces open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection. S2.G8.4
Transitions	Transitions from offense to defense or defense to offense by recovering quickly. S2.G6.5	Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates. S2.G7.5	Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on an advantage. S2.G8.5

Skill/Concept	Grade 6	Grade 7	Grade 8
Creating Space - Through Variation	Creates open space in net or wall games with a short-handled implement by varying force and direction. S2.G6.6	Creates open space in net or wall games with a long-handled implement by varying force and direction and by moving opponent from side to side. S2.G7.6	Creates open space in net or wall games with either a long-handled or a short-handled implement by varying force or direction, or by moving opponent from side to side, and/or forward and backwards. S2.G8.6
Using Tactics & Shots	Reduces offensive options for opponents by returning to mid-court position. S2.G6.7	Selects offensive shot based on opponent's location. S2.G7.7	Varies placement, force, and timing of return to prevent anticipation by opponent. S2.G8.7
Shot Selection	Selects appropriate shot based on location of the object in relation to the target. S2.G6.8	Varies the speed and/or trajectory of the shot based on location of the object in relation to the target. S2.G7.8	Varies the speed, force, and trajectory of the shot based on location of the object in relation to the target. S2.G8.8
Offensive Strategies	Identifies open spaces and attempts to strike object into that space. S2.G6.9	Uses a variety of shots to hit to open space. S2.G7.9	Identifies sacrifice situations and attempts to advance a teammate. S2.G8.9
Reducing Space	Identifies the correct defensive play based on the situation. S2.G6.10	Selects the correct defensive play based on the situation. S2.G7.10	Reduces open spaces in the field by working with teammates to maximize coverage. S2.G8.10
Movement Concepts	Varies application of force during dance or gymnastic activities. S2.G6.11a	Identifies and applies Newton's Laws of Motion to various dance or movement activities. S2.G7.11a	Describes and applies mechanical advantage(s) for a variety of movement patterns. S2.G8.11a

Skill/Concept	Grade 6	Grade 7	Grade 8
Movement Concepts	Makes appropriate decisions based on the weather, level of difficulty due to conditions, or ability to ensure the safety of self and others. S2.G6.11b	Analyzes an activity and makes adjustments to ensure the safety of self and others. S2.G7.11b	Implements safe protocols in self-selected outdoor activities. S2.G8.11b

STANDARD 3: HEALTH-ENHANCING LEVEL OF PHYSICAL ACTIVITY AND FITNESS

Skill/Concept	Grade 6	Grade 7	Grade 8
Physical Activity Knowledge	Identifies three influences on physical activity. S3.G6.1	Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers. S3.G7.1	Develops a plan to address one of the barriers within one's family, school, or community to maintaining a physically active lifestyle. S3.G8.1
Engages in Physical Activity	Participates in a variety of moderate-to-vigorous physical activities (cardio-kick, step aerobics, aerobic dance, recreational team sports, outdoor pursuits, or dance activities). S3.G6.2	Participates in a variety of moderate to vigorous strength and endurance fitness activities (Pilates, resistance training, body weight training, free weight training, dual and individual sports, martial arts, or aquatic activities). S3.G7.2	Participates in a variety of self-selected aerobic fitness activities outside of school such as walking, jogging, biking, skating, dancing, and swimming. S3.G8.2a
			Plans and implements a program of cross-training to include aerobic, strength, endurance, and flexibility training. S3.G8.2b
			Participates in moderate to vigorous aerobic and/or muscle and bone-strengthening physical activity. S3.G8.2c
Fitness Knowledge	Identifies the components of skill-related fitness. S3.G6.3a	Distinguishes between health-related and skill-related fitness components. S3.G7.3a	Compares and contrasts health-related fitness components. S3.G8.3a

Skill/Concept	Grade 6	Grade 7	Grade 8
Fitness Knowledge	Sets and monitors a self-selected physical activity goal based on current fitness level. S3.G6.3b	Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. S3.G7.3b	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.G8.3b
	Employs correct techniques and methods of stretching. S3.G6.3c	Describes and demonstrates the difference between dynamic and static stretches. S3.G7.3c	Employs a variety of appropriate static stretching techniques for all major muscle groups. S3.G8.3c

STANDARD 4: RESPONSIBLE PERSONAL AND SOCIAL BEHAVIOR

Skill/Concept	Grade 6	Grade 7	Grade 8
Personal Responsibility	Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors. S4.G6.1a	Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates. S4.G7.1	Accepts responsibility for improving one's own levels of physical activity and fitness. S4.G8.1a
	Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors. S4.G6.1b		Uses effective self-monitoring skills to incorporate opportunities for physical activity. S4.G8.1b
Accepting Feedback	Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. S4.G6.2	Provides corrective feedback to a peer, using teacher-generated guidelines, that incorporates appropriate tone and other communication skills. S4.G7.2	Provides encouragement and feedback to peers without prompting. S4.G8.2
Working with Others	Accepts differences among classmates in physical development, maturation, and skill level by providing encouragement and positive feedback. S4.G6.3a	Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. S4.G7.3a	Responds appropriately to participants' behavior during physical activity by using rules and guidelines for resolving conflicts. S4.G8.3a
	Cooperates with a small group of classmates. S4.G6.3b	Problem-solves with a small group of classmates. S4.G7.3b	Cooperates with multiple classmates on problem-solving initiatives. S4.G8.3b

Skill/Concept	Grade 6	Grade 7	Grade 8
Rules and Etiquette	Identifies the rules and etiquette for activities. S4.G6.4	Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or by following parameters to create or modify a dance. S4.G7.4	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.G8.4

STANDARD 5: RECOGNIZES THE VALUE OF PHYSICAL ACTIVITY

Skill/Concept	Grade 6	Grade 7	Grade 8
Health	Describes how being physically active leads to a healthy body. S5.G6.1a	Identifies different types of physical activities and describes how each exerts a positive effect on health. S5.G7.1a	Identifies the components of health-related fitness and explains the relationship between fitness and overall physical and mental health. S5.G8.1a
	Identifies components of physical activity that provide opportunities for reducing stress and for social interaction. S5.G6.1b	Identifies positive mental and emotional aspects of participating in a variety of physical activities. S5.G7.1b	Analyzes the empowering consequences of being physically active. S5.G8.1b
Challenge	Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, and/or modifying the tasks. S5.G6.2a	Generates positive strategies such as offering suggestions or assistance, leading or following others, and providing possible solutions when faced with a group challenge. S5.G7.2a	Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge. S5.G8.2a
	Recognizes that skills will develop over time with appropriate practice. S5.G6.2b	Shows that skills will develop over time with appropriate practice. S5.G7.2b	Justifies that skills will develop over time with appropriate practice. S5.G8.2b
Self-Expression and Enjoyment	Describes how moving competently in a physical activity setting creates enjoyment. S5.G6.3a	Identifies why self-selected physical activities create enjoyment. S5.G7.3a	Discusses how enjoyment could be increased in self-selected physical activities. S5.G8.3a

Skill/Concept	Grade 6	Grade 7	Grade 8
Self-Expression and Enjoyment	Identifies how self-expression and physical activity are related. S5.G6.3b	Explains the relationship between self-expression and lifelong enjoyment through physical activity. S5.G7.3b	Identifies and participates in an enjoyable activity that prompts individual self-expression. S5.G8.3b

High School

STANDARD 1: MOTOR SKILLS AND MOVEMENT PATTERNS

Skill/Concept	Level 1	Level 2
Lifetime Activities	Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, invasion games, fielding and striking games, aquatics, net/wall games, or target games). S1.L1.1	Refines activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual-performance activities, invasion games, fielding and striking games, aquatics, net and wall games, or target games). S1.L2.1
Fitness Activities	Demonstrates competency in one or more specialized skills in health-related fitness activities. S1.L1.2	Demonstrates competency in two or more specialized skills in health-related fitness activities. S1.L2.2

STANDARD 2: CONCEPTS AND STRATEGIES

Skill/Concept	Level 1	Level 2
Movement Concepts, Principles, and Knowledge	Applies the terminology associated with exercise and participation in selected individual-performance activities, net and wall games, target games, aquatics, invasion games, fielding and striking games, and/or outdoor pursuits appropriately. S2.L1.1a	Identifies and discusses the historical and cultural roles of games, sports, and dance in a society. S2.L2.1a
	Uses movement concepts and principles to analyze and improve performance of self and/or others in a selected skill. S2.L1.1b	Describes the speed-versus-accuracy trade-off in throwing and striking skills. S2.L2.1b
	Creates a practice plan to improve performance for a self-selected skill. S2.L1.1c	Identifies the stages of learning a motor skill. S2.L2.1c
	Identifies examples of social and technical dance forms. S2.L1.1d	Compares similarities and differences in various dance forms. S2.L2.1d
	Uses strategies and tactics effectively during game play in net, wall, and/or target games. S2.L1.1e	Analyzes errors in order to modify strategies and tactics in net, wall, and/or target games. S2.L2.1e

STANDARD 3: HEALTH-ENHANCING LEVEL OF PHYSICAL ACTIVITY AND FITNESS

Skill/Concept	Level 1	Level 2
Physical Activity Knowledge	Discusses the benefits of a physically active lifestyle as it relates to college or career readiness. S3.L1.1a	Investigates the relationships among physical activity, nutrition, and body composition. S3.L2.1a
	Analyzes the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle. S3.L1.1b	Evaluates and applies technology and social media tools for supporting a healthy, active lifestyle. S3.L2.1b
	Identifies issues associated with exercising in heat, humidity, and cold. S3.L1.1c	Applies rates of perceived exertion and pacing. S3.L2.1c
	Analyzes – according to their benefits, social support network and participation requirements – activities that can be pursued in the local environment. S3.L1.1d	Evaluates the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career settings. S3.L2.1d
	Analyzes the risks and safety factors that might affect physical activity preferences throughout the life cycle. S3.L1.1e	Evaluates the risks and safety factors that might affect physical activity preferences throughout the life cycle. S3.L2.1e
Fitness Knowledge	Demonstrates appropriate technique on resistance training machines and with free weights. S3.L1.2a	Designs and implements a strength and conditioning program that develops balance in opposing muscle groups. S3.L2.2a
	Relates physiological responses to individual levels of fitness and nutritional balance. S3.L1.2b	Identifies the different energy systems used in selected physical activities. S3.L2.2b
	Identifies types of strength exercises and stretching exercises for personal fitness development. S3.L1.2c	Identifies the structure of skeletal muscle and fiber types as they relate to muscle development. S3.L2.2c
	Calculates target heart rate and applies that information to a personal fitness plan. S3.L1.2d	Adjusts pacing to keep heart rate in the target zone, using available technology to self-monitor aerobic intensity. S3.L2.2d

Skill/Concept	Level 1	Level 2
Assessment and Program Planning	Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings. S3.L1.3a	Develops and maintains a fitness portfolio. S3.L2.3a
	Designs a fitness program, including all components of health-related fitness for a college student and/or an employee in the learner's chosen career. S3.L1.3b	Analyzes the components of skill-related fitness in relation to life and career goals and designs an appropriate fitness program for those goals. S3.L2.3b
Nutrition	Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. S3.L1.4	Creates a meal plan for before, during, and after exercise that addresses nutrition needs for each phase. S3.L2.4
Stress Management	Identifies stress-management strategies to reduce stress. S3.L1.5	Applies stress-management strategies to reduce stress. S3.L2.5

STANDARD 4: RESPONSIBLE PERSONAL AND SOCIAL BEHAVIOR

Skill/Concept	Level 1	Level 2
Personal Responsibility	Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. S4.L1.1	Recognizes the difference between personal characteristics, idealized body images, and elite performance levels portrayed in various media. S4.L2.1
Rules and Etiquette	Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance. S4.L1.2	Examines moral and ethical conduct in specific competitive situations. S4.L2.2
Working with Others	Uses communication skills and strategies that promote team or group dynamics. S4.L1.3a	Demonstrates a leadership role in a physical activity setting. S4.L2.3a
	Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. S4.L1.3b	Engages with others in cooperative and collaborative movement projects. S4.L2.3b
Safety	Applies best practices for participating safely in physical activity, exercise, and dance. S4.L1.4	Applies best practices for participating safely in physical activity, exercise, and dance, including injury prevention, proper alignment, hydration, and use of equipment. S4.L2.4

STANDARD 5: RECOGNIZES THE VALUE OF PHYSICAL ACTIVITY

Skill/Concept	Level 1	Level 2
Health	Identifies the health benefits of a self-selected physical activity. S5.L1.1	Analyzes the health benefits of a self-selected physical activity. S5.L2.1
Challenge	Identifies an appropriate level of challenge needed to experience success and desire to participate in a self-selected physical activity. S5.L1.2	Chooses an appropriate level of challenge needed to experience success and desire to participate in a self-selected physical activity. S5.L2.2
Self-Expression and Enjoyment	Identifies the uniqueness of creative dance as a means of self-expression. S5.L1.3	Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. S5.L2.3
Social Interaction	Identifies the opportunity for social support in a self-selected physical activity or dance. S5.L1.4	Evaluates the opportunity for social interaction and social support in a self-selected physical activity. S5.L2.4

Critical Elements

LOCOMOTOR MOVEMENTS

Hopping

1. Body erect with head facing forward
2. Take off and land on the same foot while lifting knee of non-landing leg
3. Ankle and knee flexion to push upward and to absorb shock upon landing
4. Arms push up and down for flight and balance
5. Knee seldom straightens fully

Galloping

1. Trunk and head faces forward
2. Lead leg lifts and moves forward
3. Rear foot closes quickly; does not pass lead foot
4. Body momentarily airborne
5. Arms in front, slightly bent

Walking, Jogging, Running, and Sprinting

1. Arm-leg move in opposition throughout action
2. Arms swing forward and backward, not crossing the midline
3. Toes point forward
4. Foot lands heel to toe
5. Trunk leans slightly forward

Sliding

1. Trunk faces forward with head turned towards the direction of travel
2. Lead leg lifts and moves sideways
3. Rear foot closes quickly; does not pass lead foot
4. Body momentarily airborne
5. Arms lift and extend to sides

Skipping

1. Trunk and head faces forward
2. Step and hop on one foot and then on the other
3. Arms move in opposition with feet
4. Arm and leg push up and down for flight and balance
5. Lead foot alternates

Leaping

1. Trunk and head faces forward
2. Take off and land on opposing foot
3. Arms lift and extend forward in opposition with the feet
4. Landing leg bends to absorb the force of the body

MANIPULATIVE SKILLS

Rolling a Ball

1. Face the target in preparation for rolling
2. Rolling arm swings back in preparation for action
3. Step forward with opposite foot as throwing arm moves forward while bending at the waist and knee
4. Released the ball below the knee
5. Follow through towards target and adjacent to the ear

Underhand Throwing

1. Face the target in preparation for the throwing action
2. Throwing arm back in preparation for action
3. Step forward with opposite foot as throwing arm moves forward
4. Release the object between knee and waist level
5. Follow through towards the target

Overhand Throwing

1. Side to target in preparation for the throwing action
2. Throwing arm back and fully extended with the elbow at shoulder height or slightly above
3. Step forward with the opposite foot as throwing arm moves forward
4. Hip and shoulders rotate as the throwing action is executed.
5. Follow through toward target and across body

Throwing with a Long-Handled Implement (Lacrosse Stick)

1. Side to target in preparation for the throwing action
2. Grip the shaft with the dominate hand in the center and the non-dominate hand at the bottom
3. Opposite arm back and fully extended with the elbow at shoulder height or slightly above
4. Step forward with the opposite foot as throwing arm moves forward
5. Hips and shoulders rotate as the dominate hand pushes and the non-dominate hand pulls
6. Follow through toward target and across body

Catching with Hands

1. Extend arms outward to reach for the object
 - a. Thumbs in for a catch above the waist
 - b. Thumbs out for a catch at or below the waist
2. Track the object all the way into the hands
3. Trap the object with hands only; not cradled against the body
4. Pull the object into the body to absorb it's energy

Catching with a Short-handled Implement (Scoop)

1. Grip the implement with an extend arm to reach for the object
2. Track the object all the way into the scoop
3. Catch the object with the scoop
4. Pull the scoop into the body to absorb its energy

**Catching with a Long-handled Implement
(Lacrosse Stick)**

1. Grip the implement with the dominate hand at the top of the shaft and the non-dominate hand at the bottom
2. Extend arms to reach for the object
3. Track the object all the way into the stick
4. Catch the object with the head of the stick
5. Pull the head of the stick into the body to absorb its energy

Dribbling with Hands

1. Opposite foot forward and knees slightly bent
2. Firm contact is made with the ball from waist height
3. Contact is made using finger pads only
4. Contact is made on the top of ball with slight wrist flexion
 - a. Slightly behind the ball for travel
5. Eyes looking forward; not down at the ball

Dribbling with Feet

1. Opposite foot forward and knees slightly bent
2. Contact is made directly behind the center of the ball
3. Alternating taps with the shoelaces, inside, and outside of the foot; not the toes
4. Maintain control of the ball by staying close to and slightly behind it
5. Eyes looking forward; not down at the ball

Kicking - Stationary

1. Arms extend forward with eyes on the ball
2. Opposite foot planted next to the ball for balance
3. Trunk leans back slightly in preparation for kicking action
4. Contact ball with shoelaces or the inside of the foot, with a fully extended leg
 - a. Kick on the ground: contact ball at the center
 - b. Kick into the air: contact ball below the center
5. Follow through towards the target with the kicking leg extending forward and upward

Kicking - While on the Move

1. A continuous jogging/running approach towards the ball
2. Arms extend forward with eyes on the ball
3. Opposite foot planted next to the ball for balance
4. Trunk leans back slightly in preparation for kicking action
5. Contact ball with shoelaces or the inside of the foot, with a fully extended leg
 - a. Kick on the ground: contact ball at the center
 - b. Kick into the air: contact ball below the center
6. Follow through towards the target with the kicking leg extending forward and upward

Kicking - A Moving Object While on the Move

1. A continuous jogging/running approach towards the ball in anticipation of the speed and direction of the ball
2. Arms extend forward with eyes on the ball
3. Opposite foot planted next to the ball for balance
4. Trunk leans back slightly in preparation for kicking action
5. Contact ball with shoelaces or the inside of the foot, with a fully extended leg
 - a. Kick on the ground: contact ball at the center
 - b. Kick into the air: contact ball below the center
6. Follow through towards the target with the kicking leg extending forward and upward

Kicking in the Air (Punt)

1. Step-hop approach with arms extend forward
2. Drop the ball down towards the kicking foot
3. Trunk leans back slightly in preparation for kicking action
4. Kicking leg extends forward and upwards
5. Contact is made with the ball just below waist level and with the shoelaces
6. Follow through extending the kicking leg upward

Underhand Volleying (Serve)

1. Face the target
2. Arm back in preparation for the volley.
3. Step with opposite foot forward.
4. Flat surface with the hand for contact with the object
5. Contact with the object between knee and waist level
6. Follow through upward and to the target

Underhand Volleying (Forearm Pass)

1. Knees bent and arms extend
2. Thumbs down and elbows locked
3. Track the object all the way into the arms
4. Contact is made with minimal arm swing
5. Guide the object towards the target

Overhead Volleying (Set)

1. Body aligned and positioned under the ball
2. Knees, arms, and elbows bent in preparation for the volley
3. Hands rounded; thumbs and pointer fingers make a triangle (without touching).
4. Ball contacts only the finger pads; wrists stay firm
5. Extend arms upward on contact, follow through slightly toward target

Striking with a Short-handled Implement - Underhand (Serve)

1. Face the target in preparation for the striking action holding the object in front at waist level
2. Bring the racket or paddle back in preparation for striking action
3. Step with opposite foot forward as the striking arm swings forward
4. Contact the object with the racket or paddle between knee and waist level
5. Follow through to target for completion of the striking action

Striking with a Short-handled Implement - Overhead (Serve)

1. Face the target in preparation for the striking action
2. Bring the racket or paddle up, and back with the elbow at shoulder height at or slightly above; elbow leads
3. Step forward with the opposite foot as the striking arm moves forward in a high to low motion
4. Follow through towards target and opposite hip

Striking with a Short-handled Implement - Forehand

1. Grip the racket or paddle back in preparation for striking
2. Step with opposite foot forward as contact is made
3. Swing racket or paddle low to high
4. Coil and uncoil the trunk for preparation and execution of striking action
5. Follow through towards opposite shoulder for completion of the striking action

Striking with a Short-handled Implement - Backhand

1. Grip the racket or paddle back in preparation for striking
2. Step with the same foot as contact is made
3. Swing racket or paddle low to high
4. Coil and uncoil the trunk for preparation and execution of the striking action.
5. Follow through towards the target

Striking with a Long-handled Implement - Horizontal Plane (Bat)

1. Bat up and back in preparation for the striking action
2. Step forward on opposite foot as contact is made
3. Coil and uncoil the trunk in preparation and execution of the striking action
4. Swing the bat in a horizontal place while turning the back foot
5. Wrist uncocks on follow-through for completion of the striking action

Striking with a Long-handled Implement - Vertical Plane

1. Draw the implement back in preparation for the striking action
2. Transfer body weight to the opposite foot as contact is made
3. Coil and uncoil the trunk for preparation and execution of the striking action
4. With both hands on the stick, swing the implement on a vertical place while turning the back foot
5. Wrist uncocks on follow-through for completion of the striking action

WEIGHT TRANSFER (ROLLING)

Log Roll

1. Lie on your back
2. Stretch your arms above your head
3. Straighten your body from head to toe
4. Bring your feet tight together, touching
5. Rock your body to the right or left while moving from your back to stomach

Sideways Roll - Different Body Parts

1. Sit on the floor and bring your knees to your chest.
2. Curve your body like the letter “c”
3. Hold your knees together, either from the outside or from the inside out
4. Roll over

Egg Roll/Sideways over a shoulder

1. Sit on the floor and bring your knees to your chest.
2. Curve your body like the letter “c”
3. Hold your knees together, either from the outside or from the inside out
4. Drop one shoulder to the mat.
5. Tuck the elbow and knee of the dropped shoulder under.
6. Roll over

Forward Roll

1. Get onto the floor in a squat position.
2. Hands should be on the floor on the outside of your knees
3. Lean forward
4. Lift/hike your bottom up high into the air while looking back through your legs
5. Tip over; place the top of your shoulders on the mat
6. Roll forward and unfold your body

Backward Roll

1. Sit on the floor
2. Hands back by shoulders, fingers pointing toward shoulders, thumbs near ears.
3. Push with your arms all the way through the roll
4. Keep a right, round shape all the way through the roll

Backward Shoulder Roll

1. Sit on the floor
2. Round your back and tuck your chin and knees in
3. Tuck your head to one side as you roll over
4. Keep your arm off the shoulder you are going to roll over out of the side of your body

JUMPING AND LANDING

Horizontal Plane - Distance

1. Feet shoulder width apart
2. Arms back and knees bent in preparation for jumping action
3. Arms swing forward as the body propels forward
4. Legs and arms fully extend upward while in flight
5. Hips, knees, and ankles bend on landing
6. Two-foot landing with shoulders, knees, and ankles aligned for balance

Vertical Plane - Height

1. Feet shoulder width apart
2. Arms back and knees bent in preparation for jumping action
3. Arms swing upward as the body propels upward
4. Legs and arms fully extend upward while in flight
5. Hips, knees, and ankles bend on landing
6. Two-foot landing with shoulders, knees, and ankles aligned for balance

1-Foot Take-off

1. Sturdy stance on flight foot
2. Hip, knee, ankle bend in preparation for flight phase, non-flight leg straight out in front of body
3. Arms extend upward
4. Leave the ground on one foot
5. Shoulders, knees, ankles align on the landing

2-Foot Takeoff

1. Hips, knees, ankles bend in preparation for flight phase
2. Arms extend upward
3. Leave the ground on two feet
4. Extend body and stretch
5. Shoulders, knees, ankles align on the landing

1-Foot Landing

1. Leave the ground on two feet, arms extend upward
2. Hips, knees, ankles bend in preparation for landing phase
3. Arms extend downward during landing
4. Shoulders, knees, ankles align on one foot landing

2-Foot Landing

1. Leave the ground on two feet, arms extend upward
2. Hips, knees, ankles bend in preparation for landing phase
3. Arms extend downward during landing
4. Shoulders, knees, ankles align on one foot landing

Jump Rope – Single Bounce Forward Swing

1. Grip the jump rope handles at waist level with thumbs facing outward
2. Keeping head and shoulders up, turn the rope from heels overhead towards the toes
3. Track the rope and anticipate it landing in front of the body
4. Perform a small, two-foot jump landing on balls of both feet with knees slightly bent
5. Continue with a steady rhythm and motion

Jump Rope – Single Bounce Backward Swing

1. Grip the jump rope handles at waist level with thumbs facing outward
2. Keeping head and shoulders up, turn the rope from toes overhead towards the heels
3. Track the rope and anticipate it landing behind the body
4. Perform a small, two-foot jump landing on balls of both feet with knees slightly bent
5. Continue with a steady rhythm and motion

SIXTH GRADE - VALUING PHYSICAL ACTIVITY (S5.G6.2a)

Name: _____ Period: _____

Self-Reflection Exit Ticket

What was a challenge you experienced during physical activity in class today?	How did you handle the situation?	What can you modify/change to overcome this challenge for the next class?

Name: _____ Period: _____

Self-Reflection Exit Ticket

What was a challenge you experienced during physical activity in class today?	How did you handle the situation?	What can you modify/change to overcome this challenge for the next class?

HIGH SCHOOL LEVEL 1 - FITNESS KNOWLEDGE

Name: _____ Period: _____

Directions: Carefully read each question and provide your answer.**Scenario:** You are the doctor and you have just finished the annual physical exam of your longtime patient Mr. Charles Brown. Upon completion of the exam, you determine that you would like to discuss his test results. Below you will find his medical record for you to review.**Patient Name:** Brown, Charles**Age:** 46**Blood Pressure:** 120/80**Cholesterol:** moderate HDL/moderate LDL**Smoker:** Yes, ½ pack a day**Activity:** None**Occupation:** Firefighter**Stress:** Normal**Body Fat%:** 33%**Resting Heart Rate:** 70 bpm**Family History:** Mr. Brown's father died from heart disease. His mother died from cancer. Due to his busy schedule, he often eats at fast food restaurants.

1. After reviewing the test results together, you suggest that Mr. Brown begin to increase his physical activity levels. Can you identify three benefits of exercising for Mr. Brown? **(S3.L1.1a)**

(a) _____

(b) _____

(c) _____

2. Now that you explained the benefits of physical activity to Mr. Brown, and he has agreed to exercise more, you must inform him of the intensity level at which he should exercise. **(S3.L1.2d)**

(a) What is Mr. Brown's target heart rate? (show your work)

(b) Suggest three cardiovascular endurance exercises for Mr. Brown.

i. _____

ii. _____

iii. _____

3. Complete the chart below by:

(a) Identifying five muscle building exercises that would be appropriate for Mr. Brown. **(S3.L1.2c)**

(b) Providing your rationale for choosing that particular exercise for Mr. Brown. **(S3.L1.1a)**

Name of exercise	Why did you recommend it?

4. Recommend at least three different ways Mr. Brown can perform these exercises at home or in his local community. **(S3.L1.1d)**

5. Choose one of the exercises you identified in question #3 and either illustrate or write a detailed description of how it should be performed. **(S3.L1.2a)**

Glossary

Accuracy – Eighty percent or above successful performance of a task. Scores in the range of sixty to seventy-nine percent are considered to be reasonably accurate.

Adapted Physical Education – A specifically designed physical education service where the program is adapted to meet the needs of each student through modifications and accommodations in the least restrictive environment. [A Guide for Serving Students with Disabilities in Physical Education \(2022\)](#)

Aerobic Capacity/Cardiovascular Endurance – The body’s ability to use oxygen to create energy. Many factors influence aerobic fitness, including lung efficiency, cardiac function, age, and genetic makeup.

Affective Domain – The domain of learning which focuses on personal-social development, attitudes, values, feelings, motivations, emotions, and social skills needed to work cooperatively with others.

Cardiorespiratory Endurance – The ability to sustain exercise that increases heart rate and breathing rate. Examples might include running, cycling, swimming, and cross-country skiing.

Challenge – An essential factor for effective lesson design and goal-setting that leverages students’ previous knowledge and skills to advance their lifelong learning through assertiveness, responsibility, and perseverance. To foster challenging learning experiences, struggle and progress go hand in hand to achieve incremental mastery of complex competences.

Cognitive Domain – The domain of learning which focuses on knowledge and intellectual understanding of content.

Critical Elements – The key components of a motor skill that can be observed, the sum of which results in movement efficiency.

Cues – Short, student-friendly phrases that provide key points to a skill.

Culturally Relevant Teaching – The deliberate and strategic implementation of a lesson plan that recognizes the importance of including students’ backgrounds, interests, skill levels, and learning styles.

Differentiated Instruction – A method of instruction in which teachers actively plan and vary teaching strategies to accommodate individual differences based on students’ backgrounds, interests, skill levels, and learning styles.

Distance – Space (length, width, or height) that is constantly adjusted to be developmentally appropriate and meet individual needs while still challenging students to perform a skill and meet the safety requirements/limitations of the instructional space.

Dynamic Environment (Open Skills) – Skills performed in an unpredictable way, while in motion.

Elements of Dance – Movement, relationship, time, energy, space, and body.

Endurance – The ability to perform an exercise for an extended period of time.

Exergaming – Video games that require physical activity during play.

Feedback – Statements that inform the student of their strengths and areas for improvement. Corrective statements should be given in a timely manner and be individualized, positive, and skill-specific with the goal of enhancing performance. Examples might include cross-space, oral, written, peer-to-peer, and one-on-one.

Fitness Activities – Activities that focus on improving or maintaining health-related fitness. Examples might include yoga, resistance training, spinning, running, fitness walking, fitness swimming, kickboxing, cardio-kick, and exergaming.

Formal Assessments – Evaluating student performance with a written or standardized instrument that may have a predetermined criterion.

Formative Assessments – Assessments that are ongoing during instruction, allowing teachers to track student progress and adapt instruction accordingly.

Fundamental Motor Skill – Locomotor, non-locomotor, and manipulative skills that provide the foundation for more complex movement patterns used in games and sports.

Grade-Level-Outcomes (GLOs) – Evidence-based, deliberate, and strategic progressions that clarify what students should know and be able to do at various points in their PreK-12 academic career.

Health-Related Fitness Components – Aerobic capacity, body composition, flexibility, muscular strength, and muscular endurance.

Health-Related Fitness Assessment – Assesses the health-related fitness components of aerobic capacity, body composition, flexibility, muscular endurance, and muscular strength. Teachers must encourage *personal* fitness improvement, *personal* bests, and *personal* skill achievement. Students who receive negative feedback based on fitness scores most often develop negative attitudes toward physical activity, which goes against the goal of physical education.

High School Level 1 – The Maryland State Department of Education required 0.5 credit course and a prerequisite to High School Level 2 courses. These outcomes reflect the minimum knowledge and skills that students must acquire and attain by graduation to be college or career ready.

High School Level 2 – Outcomes that build on Level 1 competencies by augmenting knowledge and skills considered desirable for college or career readiness.

Inclusion – The provision of a learning environment where students with disabilities have opportunities to participate and learn with their nondisabled peers in a general education setting.

Individual-Performance Activities – Activities that allow an individual to pursue lifelong fitness without the need of teammates. Activities might include gymnastics, figure skating, track and field, multisport events, in-line skating, wrestling, self-defense, and skateboarding.

Informal Assessment – Assessment that evaluates student performance without a formal or written instrument to inform instruction.

Invasion Games – Activities in which students try to advance into an opponent’s territory to score a goal or point. Maintaining possession, offensive and defensive tactics, and communication are crucial to success. Activities might include soccer, basketball, hockey, ultimate, and handball.

Lifetime Activities – Activities that are suitable for participation across the lifespan and that one can undertake alone or with a partner as opposed to a team. Examples might include outdoor pursuits, individual-performance activities, aquatics, net/wall games, and target games.

Least Restrictive Environment (LRE) – An environment in which supplementary aids, services, supports, and program modifications are provided to students with disabilities to access the standards-based curriculum.

Mature Pattern – A pattern in which students execute with efficiency all of the critical elements of a motor skill in an authentic environment.

Moderate-to-Vigorous Physical Activity (MVPA) – Activities that are equivalent to the intensity of a brisk walk, bicycling, jogging, or aerobic dancing that cause an increase in breathing and heart rate.

Modified Games – Small-sided games in which the rules have been changed to deliberately emphasize and provide additional practice of particular skills and tactics taught in class.

Movement Concepts – Applicable principles and knowledge related to skillful performance of movement and fitness activities, such as spatial awareness, effort, tactics, and strategies related to movement efficiency and health-enhancing fitness.

Newton’s Three Laws of Motion – The movement concepts of the Law of Inertia, the Law of Motion, and the Law of Action and Reaction, which can be applied to various outcomes.

Non-Dynamic Environment (Closed Skills) – Skills that are performed in a constant, predictable, or stationary way. The goal for performers is to produce movements that are consistent and accurate because the environment is stable and unchanging.

Nutrient-Dense Foods – Foods that provide vitamins, minerals, and other substances with little or no solid fats, added sugars, refined starches, and sodium. The “all foods fit” philosophy must be emphasized where there are no “good” foods or “bad” foods, and all foods provide nourishment whether physical or emotional. The idea that no food has moral value is an important concept in removing judgments and distortions that often form in disordered eating.

Outcomes – Statements that specify what learners will know or be able to do as a result of a lesson.

Outdoor Pursuits – Activities might include kayaking, canoeing, sailing, rowing, hiking, backpacking, fishing, orienteering, geocaching, ice skating, skateboarding, snow skiing, water skiing, snowboarding, snowshoeing, surfing, bouldering, traversing, climbing, mountain biking, adventure activities, and ropes courses. Selection of activities is dependent on the environmental opportunities within the geographical region.

Overload Principle – The principle that it is necessary to place increasing demands on the body during exercise to cause the body to adapt. This is accomplished by manipulating the frequency, intensity, time (duration), and type (FITT) of activity.

Psychomotor Domain – The domain of learning which focuses on the performance of motor skills.

Rubric – An assessment and instructional tool that identifies criterion behaviors for at least two levels of performance. Each level of the rubric identifies and describes criterion behaviors that contain critical elements of the tasks along a range or continuum of performance expectations.

Skill Proficiency Continuum – The three stages of skill development and application:

Emerging – Showing some skill development through practice in a non-dynamic environment.

Maturing – Demonstrating most of the critical elements through practice.

Applying – Demonstrating a mature pattern in a dynamic environment.

Skill-Related Fitness Components – Speed, power, agility, balance, coordination, and reaction time.

Small-Sided Games – Organized games in which the number of players involved is reduced from the conventional competitive version of the sport.

Strategy – The overall game plan that can lead to success.

Summative Assessment – An assessment that occurs at the close of a unit, providing teachers with a comprehensive summary of student progress and growth.

Tactics – Moment to moment adaptations made to address challenges that arise during game play.

Target Games – Activities in which students send (propel) an object toward a target. Control, accuracy, and exhibiting a limited amount of force are crucial to success but not indicative of a mature pattern. Activities might include archery, bocce, bowling, cornhole, croquet, disk golf, golf, horseshoes, ladder ball, and shuffleboard.

Task Progression – Building gradually from one activity or task to the next to increase the challenge and complexity of the content.

Teaching with Fidelity – Implementing a curriculum the way it was intended to be implemented by the developers. The program's critical features are present and delivered as prescribed, and the teachers are supportive and prepared.

Technology – Software, websites, devices, and applications used as tools in physical education to enhance teaching and learning, not to drive instruction. A technology tool should not become a distraction or a hindrance to moderate-to-vigorous physical activity.

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