

**NEW MILFORD BOARD OF EDUCATION**

**New Milford Public Schools  
50 East Street  
New Milford, Connecticut 06776**

**COMMITTEE ON LEARNING  
MEETING NOTICE**

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NEW MILFORD, CT

|               |  |
|---------------|--|
| <b>DATE:</b>  | <b>February 6, 2018</b>                        |
| <b>TIME:</b>  | <b>7:30 P.M.</b>                               |
| <b>PLACE:</b> | <b>Lillis Administration Building – Room 2</b> |

**AGENDA**

**New Milford Public Schools Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family, and community is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

**1. Call to Order**

**2. Public Comment**

An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:

- A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
- B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

**3. Discussion and Possible Action**

**A. Review and Approval of Curriculum**

- 1. Physical Education K-12

**4. Public Comment**

An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:

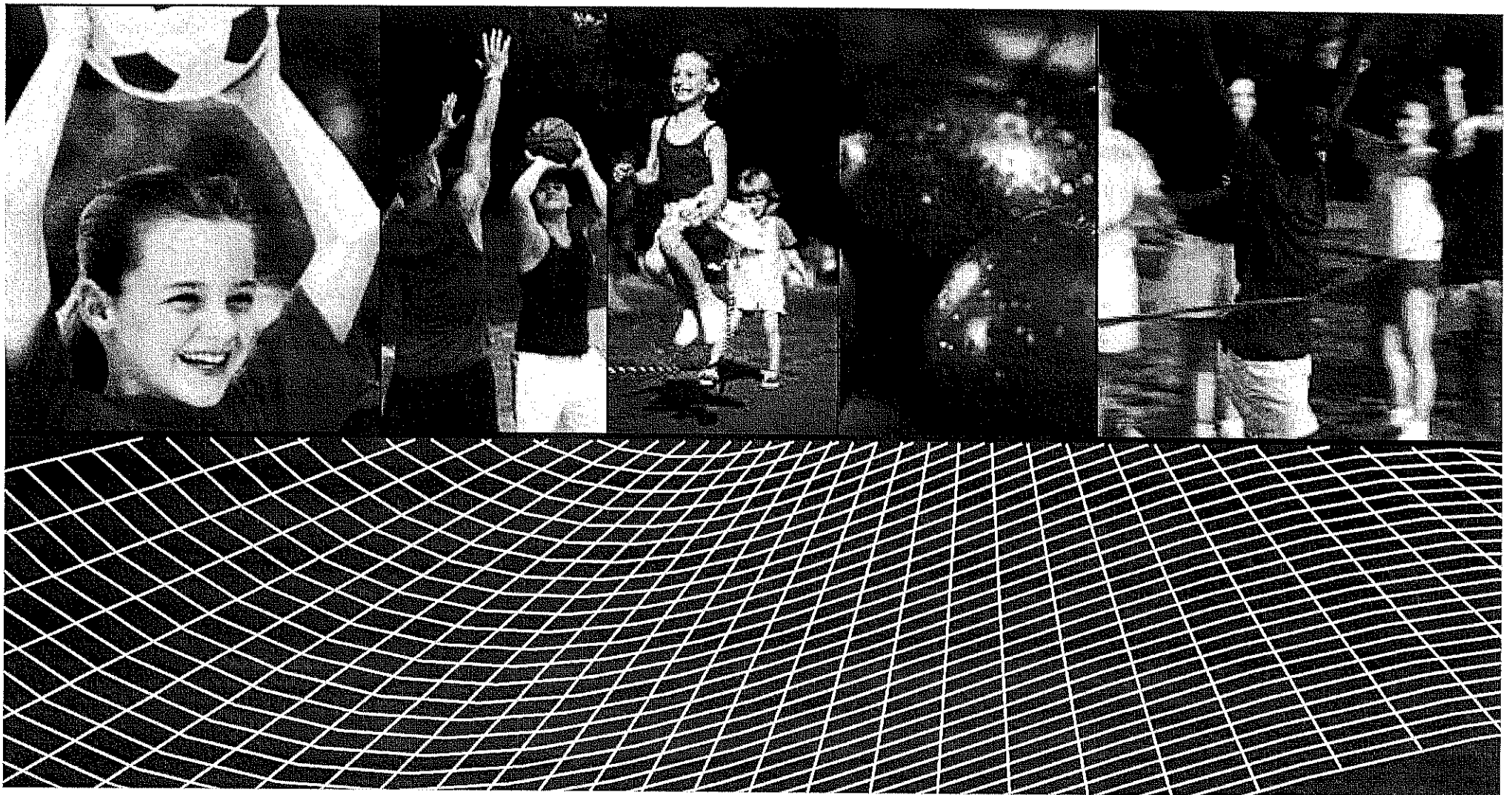
- A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
- B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

**5. Adjourn**

**Sub-Committee Members:** **Tammy McInerney, Chairperson**  
**Bill Dahl**  
**Joseph Failla**  
**J.T. Schemm**

**Alternates:** **Angela C. Chastain**  
**Brian McCauley**

# Grade-Level Outcomes for K-12 Physical Education



# Grade-Level Outcomes for K-12 Physical Education



## Created by:

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## Acknowledgments

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**Meggin DeMoss**, Rose Hill, KS

**Shaunna McGhie**, Utah Valley University

**Peter Rattigan**, Rowan University

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

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

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# National Standards for K-12 Physical Education

The goal of physical education is 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.
- Values physical activity and its contributions to a healthful lifestyle.

**Standard 1.** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2.** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3.** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4.** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5.** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

\* Adapted from NASPE. (2004). *Moving into the future: National standards for physical education* (2nd ed.). Reston, VA: Author, and Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2012). Physical literacy for physical educators. *Physical Education and Health Journal*, 75 (3), 27 - 30.

## Outcomes for Elementary School Students (K – Grade 5)

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

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

| Standard 1  | Kindergarten  | Grade 1  | Grade 2                                 | Grade 3                                 | Grade 4   | Grade 5  |
|---|---|--|---|---|---|--|
| <i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i> |   |  |   |   |   |  |
| <b>S1.E1</b><br><b>Locomotor</b><br><br><i>Hopping, galloping, running, sliding, skipping, leaping</i>                | Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. (S1.E1.K) | Hops, gallops, jogs and slides using a mature pattern. (S1.E1.1) | Skips using a mature pattern. (S1.E1.2) | Leaps using a mature pattern. (S1.E1.3) | Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences. (S1.E1.4) | Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance. (S1.E1.5a)<br><br>Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments. (S1.E1.5b)<br><br>Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E1.5c) |



| Standard 1   | Kindergarten   | Grade 1  | Grade 2  | Grade 3   | Grade 4   | Grade 5  |
|--|--|--|--|---|---|--|
| <b>S1.E2 Locomotor</b><br><i>jogging, running</i>                      | <i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i>  | <i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i>  | Runs with a mature pattern. (S1.E2.2a)<br><br>Travels showing differentiation between jogging and sprinting. (S1.E2.2b)  | Travels showing differentiation between sprinting and running. (S1.E2.3)  | Runs for distance using a mature pattern. (S1.E2.4)   | Uses appropriate pacing for a variety of running distances. (S1.E2.5)  |
| <b>S1.E3 Locomotor</b><br><i>Jumping and landing, horizontal plane</i> | Performs jumping and landing actions with balance. (S1.E3.K)<br><br><i>Note: This outcome applies to both horizontal and vertical jumping and landing.</i> | Demonstrates <u>2</u> of the <u>5</u> critical elements for jumping and landing in a horizontal plane using two-foot take-offs and landings. (S1.E3.1) | Demonstrates <u>4</u> of the <u>5</u> critical elements for jumping and landing in a horizontal plane using a variety of one- and two-foot take-offs and landings. (S1.E3.2) | Jumps and lands in the horizontal and vertical planes using a mature pattern. (S1.E3.3)<br><br><i>Note: This outcome applies to both horizontal and vertical jumping and landing.</i> | Uses spring-and-step take-offs and landings specific to gymnastics. (S1.E3.4)<br><br><i>Note: This outcome applies to both horizontal and vertical jumping and landing.</i> | Combines jumping and landing patterns with locomotor and manipulative skills in dance, educational gymnastics and small-sided practice tasks and games environments. (S1.E3.5)<br><br><i>Note: This outcome applies to both horizontal and vertical jumping and landing.</i> |
| <b>S1.E4 Locomotor</b><br><i>Jumping and landing, vertical plane</i>   |  | Demonstrates <u>2</u> of the <u>5</u> critical elements for jumping and landing in a vertical plane. (S1.E4.1)   | Demonstrates <u>4</u> of the <u>5</u> critical elements for jumping and landing in a vertical plane. (S1.E4.2)   |   |   |  |
| <b>S1.E5 Locomotor</b><br><i>Dance</i>                                 | Performs locomotor skills in response to teacher-led creative dance. (S1.E5.K)   | Combines locomotor and nonlocomotor skills in a teacher-designed dance. (S1.E5.1)  | Performs a teacher-and/or student-designed rhythmic activity with correct response to simple rhythms. (S1.E5.2)  | Performs teacher-selected and developmentally appropriate dance steps and movement patterns. (S1.E5.3)  | Combines locomotor movement patterns and dance steps to create and perform an original dance. (S1.E5.4)   | Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern. (S1.E5.5)   |

| Standard 1   | Kindergarten  | Grade 1  | Grade 2   | Grade 3   | Grade 4   | Grade 5  |
|--|---|--|---|---|---|--|
| <b>S1.E6</b><br><b>Locomotor</b><br><i>Combinations</i>                            | <i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>   | <i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>                  | <i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>   | Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.E6.3) | Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks. (S1.E6.4) | Applies skill.   |
| <b>S1.E7</b><br><b>Nonlocomotor* (stability)</b><br><i>Balance</i>                 | Maintains momentary stillness on different bases of support. (S1.E7.Ka)<br><br>Forms wide, narrow, curled and twisted body shapes. (S1.E7.Kb) | Maintains stillness on different bases of support with different body shapes. (S1.E7.1)        | Balances on different bases of support, combining levels and shapes. (S1.E7.2a)<br><br>Balances in an inverted position* with stillness and supportive base. (S1.E7.2b) | Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. (S1.E7.3)         | Balances on different bases of support on apparatus, demonstrating levels and shapes. (S1.E7.4)   | Combines balance and transferring weight in a gymnastics sequence or dance with a partner. (S1.E7.5) |
| <b>S1.E8</b><br><b>Nonlocomotor (stability)</b><br><i>Weight transfer</i>          | <i>Developmentally appropriate/emerging outcomes first appear in Grade 1.</i>   | Transfers weight from one body part to another in self-space in dance and gymnastics (S1.E8.1) | Transfers weight from feet to different body parts/bases of support for balance and/or (S1.E8.2)  | Transfers weight from feet to hands for momentary weight support. (S1.E8.3)   | Transfers weight from feet to hands, varying speed and using large extensions (e.g., mule kick, handstand, cartwheel). <sup>1</sup> (S1.E8.4)                       | Transfers weight in gymnastics and dance environments. (S1.E8.5)                                     |
| <b>S1.E9</b><br><b>Nonlocomotor (stability)</b><br><i>Weight transfer, rolling</i> | Rolls sideways in a narrow body shape. (S1.E9.K)  | Rolls with either a narrow or curled body shape. (S1.E9.1)                                     | Rolls in different directions with either a narrow or curled body shape. (S1.E9.2)  | Applies skill.  | Applies skill.  | Applies skill.   |

\*Teachers must use differentiated instruction and developmentally appropriate practice tasks for individual learners when presenting transfers of weight from feet to other body parts.

| <b>Standard 1</b>   | <b>Kindergarten</b>  | <b>Grade 1</b>   | <b>Grade 2</b>  | <b>Grade 3</b>   | <b>Grade 4</b>  | <b>Grade 5</b>  |
|---|--|--|---|--|---|---|
| <p><b>S1.E10</b><br/><b>Nonlocomotor (stability)</b></p> <p><i>Curling and stretching; twisting and bending</i></p> | <p>Contrasts the actions of curling and stretching. (S1.E10.K)</p>                   | <p>Demonstrates twisting, curling, bending and stretching actions. (S1.E10.1)</p>    | <p>Differentiates among twisting, curling, bending and stretching actions. (S1.E10.2)</p>               | <p>Moves into and out of gymnastics balances with curling, twisting and stretching actions. (S1.E10.3)</p>   | <p>Moves into and out of balances on apparatus with curling, twisting and stretching actions. (S1.E10.4)</p>  | <p>Performs curling, twisting and stretching actions with correct application in dance, gymnastics, small-sided practice tasks and games environments. (S1.E10.5)</p>   |
| <p><b>S1.E11</b><br/><b>Nonlocomotor (stability)</b></p> <p><i>Combinations</i></p>                                 | <p><i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i></p> | <p><i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i></p> | <p>Combines balances and transfers into a three-part sequence (i.e., dance, gymnastics). (S1.E11.2)</p> | <p>Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance. (S1.E11.3)</p> | <p>Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner. (S1.E11.4)</p> | <p>Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group. (S1.E11.5)</p> |
| <p><b>S1.E12</b><br/><b>Nonlocomotor (stability)</b></p> <p><i>Balance and weight transfers</i></p>                 | <p><i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i></p> | <p><i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i></p> | <p><i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i></p>                    | <p>Combines balance and weight transfers with movement concepts to create and perform a dance. (S1.E12.3)</p>  | <p>Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus. (S1.E12.4)</p>                           | <p>Combines actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus. (S1.E12.5)</p>                             |

| Standard 1  | Kindergarten  | Grade 1  | Grade 2   | Grade 3  | Grade 4   | Grade 5   |
|---|---|--|---|--|---|---|
| <b>S1.E13</b><br><b>Manipulative</b><br><i>Underhand throw</i>    | Throws underhand with opposite foot forward. (S1.E13.K)                       | Throws underhand, demonstrating <u>2</u> of the <u>5</u> critical elements of a mature pattern. (S1.E13.1) | Throws underhand using a mature pattern. (S1.E13.2)   | Throws underhand to a partner or target with reasonable accuracy. (S1.E13.3)   | Applies skill.  | Throws underhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of objects. (S1.E13.5a)<br><br>Throws underhand to a large target with accuracy. (S1.E13.5b) |
| <b>S1.E14</b><br><b>Manipulative</b><br><i>Overhand throw</i>     | <i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i> | <i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i>                              | Throws overhand, demonstrating <u>2</u> of the <u>5</u> critical elements of a mature pattern. (S1.E14.2) | Throws overhand, demonstrating <u>3</u> of the <u>5</u> critical elements of a mature pattern, in nondynamic environments (closed skills), for distance and/or force. (S1.E14.3) | Throws overhand using a mature pattern in nondynamic environments (closed skills). (S1.E14.4a)<br><br>Throws overhand to a partner or at a target with accuracy at a reasonable distance. (S1.E14.4b) | Throws overhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of objects. (S1.E13.5a)<br><br>Throws overhand to a large target with accuracy. (S1.E13.5b)   |
| <b>S1.E15</b><br><b>Manipulative</b><br><i>Passing with hands</i> | <i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i> | <i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>                              | <i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>                             | <i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>  | Throws to a moving partner with reasonable accuracy in a nondynamic environment (closed skills). (S1.E15.4)   | Throws with accuracy, both partners moving. (S1.E15.5a)<br><br>Throws with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E15.5b)  |

| Standard 1   | Kindergarten   | Grade 1  | Grade 2  | Grade 3  | Grade 4  | Grade 5  |
|--|--|--|--|--|--|--|
| <p><b>S1.E16</b><br/><b>Manipulative</b><br/><i>Catching</i></p>                                 | <p>Drops a ball and catches it before it bounces twice. (S1.E16.Ka)</p> <p>Catches a large ball tossed by a skilled thrower. (S1.E16.Kb)</p> | <p>Catches a soft object from a self-toss before it bounces. (S1.E16.1a)</p> <p>Catches various sizes of balls self-tossed or tossed by a skilled thrower. (S1.E16.1b)</p> | <p>Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body. (S1.E16.2)</p>   | <p>Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E16.3)</p> | <p>Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment (closed skills). (S1.E16.4)</p>  | <p>Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a nondynamic environment (closed skills). (S1.E16.5a)</p> <p>Catches with accuracy, both partners moving. (S1.E16.5b)</p> <p>Catches with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E16.5c)</p> |
| <p><b>S1.E17</b><br/><b>Manipulative</b><br/><i>Dribbling and/or ball control with hands</i></p> | <p>Dribbles a ball with one hand, attempting the second contact. (S1.E17.K)</p>  | <p>Dribbles continuously in self-space using the preferred hand. (S1.E17.1)</p>  | <p>Dribbles in self-space with preferred hand demonstrating a mature pattern. (S1.E17.2a)</p> <p>Dribbles using the preferred hand while walking in general space. (S1.E17.2b)</p> | <p>Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body. (S1.E17.3)</p>                | <p>Dribbles in self-space with both the preferred and the nonpreferred hands using a mature pattern. (S1.E17.4a)</p> <p>Dribbles in general space with control of ball and body while increasing and decreasing speed. (S1.E17.4b)</p> | <p>Combines hand dribbling with other skills during 1v1 practice tasks. (S1.E17.5)</p>   |

| Standard 1  | Kindergarten  | Grade 1   | Grade 2   | Grade 3  | Grade 4  | Grade 5   |
|---|---|---|---|--|--|---|
| <b>S1.E18</b><br><b>Manipulative</b><br><i>Dribbling/ball control with feet</i> | Taps a ball using the inside of the foot, sending it forward. (S1.E18.K)      | Taps or dribbles a ball using the inside of the foot while walking in general space. (S1.E18.1) | Dribbles with the feet in general space with control of ball and body. (S1.E18.2) | Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body. (S1.E18.3)                          | Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed. (S1.E18.4)  | Combines foot dribbling with other skills in 1v1 practice tasks. (S1.E18.5)   |
| <b>S1.E19</b><br><b>Manipulative</b><br><i>Passing and receiving with feet</i>  | <i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i> | <i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>                   | <i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>     | Passes and receives a ball with the insides of the feet to a stationary partner, "giving" on reception before returning the pass. (S1.E19.3) | Passes and receives a ball with the insides of the feet to a moving partner in a nondynamic environment (closed skills). (S1.E19.4a)<br><br>Passes and receives a ball with the outsides and insides of the feet to a stationary partner, "giving" on reception before returning the pass. (S1.E19.4b) | Passes with the feet using a mature pattern as both partners travel. (S1.E19.5a)<br><br>Receives a pass with the foot using a mature pattern as both partners travel. (S1.E19.5b) |
| <b>S1.E20</b><br><b>Manipulative</b><br><i>Dribbling in combination</i>         | <i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i> | <i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>                   | <i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>     | <i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>  | Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting). (S1.E20.4)  | Dribbles with hands or feet with mature patterns in a variety of small-sided game forms. (S1.E20.5)   |

| Standard 1   | Kindergarten  | Grade 1  | Grade 2   | Grade 3  | Grade 4  | Grade 5   |
|--|---|--|---|--|--|---|
| <b>S1.E21</b><br><b>Manipulative</b><br><i>Kicking</i>           | Kicks a stationary ball from a stationary position, demonstrating <u>2 of the 5</u> critical elements of a mature kicking pattern. (S1.E21.K) | Approaches a stationary ball and kicks it forward, demonstrating <u>2 of the 5</u> critical elements of a mature pattern. (S1.E21.1) | Uses a continuous running approach and kicks a moving ball, demonstrating <u>3 of the 5</u> critical elements of a mature pattern. (S1.E21.2) | Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating <u>4 of the 5</u> critical elements of a mature pattern for each. (S1.E21.3a)<br><br>Uses a continuous running approach and kicks a stationary ball for accuracy. (S1.E21.3b) | Kicks along the ground and in the air, and punts using mature patterns. (S1.E21.4)                                       | Demonstrates mature patterns in kicking and punting in small-sided practice task environments. (S1.E21.5) |
| <b>S1.E22</b><br><b>Manipulative</b><br><i>Volley, underhand</i> | Volleys a light-weight object (balloon), sending it upward. (S1.E22.K)  | Volleys an object with an open palm, sending it upward. (S1.E22.1)   | Volleys an object upward with consecutive hits. (S1.E22.2)  | 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 <u>4 of the 5</u> critical elements of a mature pattern. (S1.E22.3)   | Volleys underhand using a mature pattern, in a dynamic environment (e.g., two square, four square, handball). (S1.E22.4) | Applies skill.  |

| Standard 1   | Kindergarten  | Grade 1   | Grade 2   | Grade 3   | Grade 4   | Grade 5   |
|--|---|---|---|---|---|---|
| <b>S1.E23</b><br><b>Manipulative</b><br><i>Volley, overhead</i>          | <i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>   | <i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i> | <i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>               | <i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i>   | Volleys a ball with a two-hand overhead pattern, sending it upward, demonstrating <u>4</u> of the <u>5</u> critical elements of a mature pattern. (S1.E23.4)  | Volleys a ball using a two-hand overhead pattern, sending it upward to a target. (S1.E23.5)   |
| <b>S1.E24</b><br><b>Manipulative</b><br><i>Striking, short implement</i> | Strikes a light-weight object with a paddle or short-handled racket. (S1.E24.K) | Strikes a ball with a short-handled implement, sending it upward. (S1.E24.1)  | Strikes an object upward with a short-handled implement, using consecutive hits. (S1.E24.2) | Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. (S1.E24.3a)<br><br>Strikes an object with a short-handled implement while demonstrating <u>3</u> of the <u>5</u> critical elements of a mature pattern. (S1.E24.3b) | Strikes an object with a short-handled implement while demonstrating a mature pattern. (S1.E24.4a)<br><br>Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. (S1.E24.4b) | Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment. (S1.E24.5) |



| Standard 1   | Kindergarten   | Grade 1  | Grade 2  | Grade 3   | Grade 4   | Grade 5  |
|--|--|--|--|---|---|--|
| <p><b>S1.E25</b><br/><b>Manipulative</b></p> <p><i>Striking, long implement</i></p>      | <p><i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i></p> | <p><i>Developmentally appropriate/emerging outcomes first appear in Grade 2.</i></p> | <p>Strikes a ball off a tee or cone with a bat, using correct grip and side orientation/ proper body orientation. (S1.E25.2)</p> | <p>Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. <i>Note:</i> Use batting tee or ball tossed by teacher for batting. (S1.E25.3)</p> | <p>Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis racket, badminton racket), while demonstrating <u>3</u> of the <u>5</u> critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through). (S1.E25.4)</p> | <p>Strikes a pitched ball with a bat using a mature pattern. (S1.E25.5a)</p> <p>Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game. (S1.E25.5b)</p> |
| <p><b>S1.E26</b><br/><b>Manipulative</b></p> <p><i>In combination with locomotor</i></p> | <p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p> | <p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p> | <p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p>   | <p><i>Developmentally appropriate/emerging outcomes first appear in Grade 4.</i></p>  | <p>Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher- and/ or student-designed small-sided practice-task environments. (S1.E26.4)</p>  | <p>Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E26.5)</p>   |

| Standard 1   | Kindergarten   | Grade 1   | Grade 2   | Grade 3  | Grade 4   | Grade 5  |
|--|--|---|---|--|---|--|
| <p><b>S1.E27 Manipulative</b></p> <p><i>Jumping rope</i></p> | <p>Executes a single jump with self-turned rope. (S1.E27.Ka)</p> <p>Jumps a long rope with teacher-assisted turning. (S1.E27.Kb)</p> | <p>Jumps forward or backward consecutively using a self-turned rope. (S1.E27.1a)</p> <p>Jumps a long rope <u>up to 5 times consecutively</u> with teacher-assisted turning. (S1.E27.1b)</p> | <p>Jumps a self-turned rope consecutively forward and backward with a mature pattern. (S1.E27.2a)</p> <p>Jumps a long rope <u>5 times consecutively</u> with student turners. (S1.E27.2b)</p> | <p>Performs intermediate jump-rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes. (S1.E27.3)</p> | <p>Creates a jump-rope routine with either a short or long rope. (S1.E27.4)</p> | <p>Creates a jump-rope routine with a partner, using either a short or long rope. (S1.E27.5)</p> |

| Standard 2   | Kindergarten  | Grade 1   | Grade 2   | Grade 3  | Grade 4  | Grade 5  |
|--|---|---|---|--|--|--|
| <b>The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</b> |   |   |   |  |  |  |
| <b>S2.E1<br/>Movement concepts</b><br><br><i>Space</i>   | Differentiates between movement in personal (self-space) and general space. (S2.E1.Ka)<br><br>Moves in personal space to a rhythm. (S2.E1.Kb) | Moves in self-space and general space in response to designated beats or rhythms. (S2.E1.1)   | Combines locomotor skills in general space to a rhythm. (S2.E1.2)   | Recognizes the concept of open spaces in a movement context. (S2.E1.3)                   | Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). (S2.E1.4a)<br><br>Applies the concept of closing spaces in small-sided practice tasks. (S2.E1.4b)<br><br>Dribbles in general space with changes in direction and speed. (S2.E1.4c) | Combines spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance and games environments. (S2.E1.5)    |
| <b>S2.E2<br/>Movement concepts</b><br><br><i>Pathways, shapes, levels</i>  | Travels in three different pathways. (S2.E2.K)  | Travels demonstrating low, middle and high levels. (S2.E2.1a)<br><br>Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). (S2.E2.1b) | Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences. <sup>2</sup> (S2.E2.2) | Recognizes locomotor skills specific to a wide variety of physical activities. (S2.E2.3) | Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments. (S2.E2.4)   | Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics and dance with self-direction. (S2.E2.5) |

| Standard 2   | Kindergarten   | Grade 1   | Grade 2  | Grade 3   | Grade 4  | Grade 5   |
|--|--|---|--|---|--|---|
| <p><b>S2.E3</b><br/><b>Movement concepts</b><br/><i>Speed, direction, force</i></p>        | <p>Travels in general space with different speeds. (S2.E3.K)</p>                     | <p>Differentiates between fast and slow speeds. (S2.E3.1a)</p> <p>Differentiates between strong and light force. (S2.E3.1b)</p> | <p>Varies time and force with gradual increases and decreases. (S2.E3.2)</p>         | <p>Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher. (S2.E3.3)</p>  | <p>Applies the movement concepts of speed, endurance and pacing for running. (S2.E3.4a)</p> <p>Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target. (S2.E3.4b)</p> | <p>Applies movement concepts to strategy in game situations. (S2.E3.5a)</p> <p>Applies the concepts of direction and force to strike an object with a long-handled implement. (S2.E3.5b)</p> <p>Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics. (S2.E3.5c)</p> |
| <p><b>S2.E4</b><br/><b>Movement concepts</b><br/><i>Alignment and muscular tension</i></p> | <p><i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i></p> | <p><i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i></p>  | <p><i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i></p> | <p>Employs the concept of alignment in gymnastics and dance. (S2.E4.3a)</p> <p>Employs the concept of muscular tension with balance in gymnastics and dance. (S2.E4.3b)</p> | <p>Applies skill.</p>  | <p>Applies skill.</p>   |

| Standard 2   | Kindergarten   | Grade 1  | Grade 2  | Grade 3   | Grade 4   | Grade 5   |
|--|--|--|--|---|---|---|
| <p><b>S2.E5</b><br/><b>Movement concepts</b><br/><i>Strategies &amp; tactics</i></p> | <p><i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i></p> | <p><i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i></p> | <p><i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i></p> | <p>Applies simple strategies and tactics in chasing activities. (S2.E5.3a)</p> <p>Applies simple strategies in fleeing activities. (S2.E5.3b)</p> | <p>Applies simple offensive strategies and tactics in chasing and fleeing activities. (S2.E5.4a)</p> <p>Applies simple defensive strategies and tactics in chasing and fleeing activities. (S2.E5.4b)</p> <p>Recognizes the types of kicks needed for different games and sports situations. (S2.E5.4c)</p> | <p>Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks. (S2.E5.5a)</p> <p>Applies basic offensive and defensive strategies and tactics in net and wall small-sided practice tasks. (S2.E5.5b)</p> <p>Recognizes the type of throw, volley or striking action needed for different games and sports situations. (S2.E5.5c)</p> |

| Standard 3   | Kindergarten   | Grade 1   | Grade 2  | Grade 3   | Grade 4  | Grade 5  |
|--|--|---|--|---|--|--|
| <b>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b> |  |   |  |   |  |  |
| <b>S3.E1<br/>Physical activity knowledge</b>   | Identifies active-play opportunities outside physical education class. (S3.E1.K)                           | Discusses the benefits of being active and exercising and/or playing. (S3.E1.1)                           | Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family). (S3.E1.2) | Charts participation in physical activities outside physical education class. (S3.E1.3a)<br><br>Identifies physical activity as a way to become healthier. (S3.E1.3b) | Analyzes opportunities for participating in physical activity outside physical education class. (S3.E1.4)        | Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.E1.5) |
| <b>S3.E2<br/>Engages in physical activity</b>  | Participates actively in physical education class. (S3.E2.K)   | Engages actively in physical education class. (S3.E2.1)   | Engages actively in physical education class in response to instruction and practice. (S3.E2.2)  | Engages actively in the activities of physical education class without teacher prompting. (S3.E2.3)   | Engages actively in the activities of physical education class, both teacher-directed and independent. (S3.E2.4) | Engages actively in all of the activities of physical education. (S3.E2.5)   |
| <b>S3.E3<br/>Fitness knowledge</b>   | Recognizes that when you move fast, your heart beats faster and you breathe faster. <sup>3</sup> (S3.E3.K) | Identifies the heart as a muscle that grows stronger with exercise, play and physical activity. (S3.E3.1) | Uses own body as resistance (e.g., holds body in plank position, animal walks) <sup>4</sup> for developing strength. (S3.E3.2a)<br><br>Identifies physical activities that contribute to fitness. (S3.E3.2b)     | Describes the concept of fitness and provides examples of physical activity to enhance fitness. (S3.E3.3)   | Identifies the components of health-related fitness. <sup>5</sup> (S3.E3.4)                                      | Differentiates between skill-related and health-related fitness. <sup>6</sup> (S3.E3.5)                              |
| <b>S3.E4<br/>Fitness knowledge</b>   | <i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>                              | <i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>                             | <i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>  | Recognizes the importance of warm-up and cool-down relative to vigorous physical activity. (S3.E4.3)  | Demonstrates warm-up and cool-down relative to the cardiorespiratory fitness assessment. (S3.E4.4)               | Identifies the need for warm-up and cool-down relative to various physical activities. (S3.E4.5)                     |

| Standard 3                                       | Kindergarten  | Grade 1   | Grade 2  | Grade 3  | Grade 4   | Grade 5  |
|--|---|---|--|--|---|--|
| <b>S3.E5<br/>Assessment and program planning</b> | <i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i> | <i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i> | <i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>            | Demonstrates, with teacher direction, the health-related fitness components. (S3.E5.3) | Completes fitness assessments (pre and post). (S3.E5.4a)<br><br>Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. (S3.E5.4b) | Analyzes results of fitness assessment (pre and post), comparing results to fitness components for good health. (S3.E5.5a)<br><br>Designs a fitness plan to address ways to use physical activity to enhance fitness. (S3.E5.5b) |
| <b>S3.E6<br/>Nutrition</b>                       | Recognizes that food provides energy for physical activity. (S3.E6.K)         | Differentiates between healthy and unhealthy foods. (S3.E6.1)                 | Recognizes the “good health balance” of good nutrition with physical activity. (S3.E6.2) | Identifies foods that are beneficial for before and after physical activity. (S3.E6.3) | Discusses the importance of hydration and hydration choices relative to physical activities. (S3.E6.4)  | Analyzes the impact of food choices relative to physical activity, youth sports and personal health. (S3.E6.5)   |

| Standard 4   | Kindergarten  | Grade 1   | Grade 2   | Grade 3   | Grade 4  | Grade 5  |
|--|---|---|---|---|--|--|
| <i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</i> |   |   |   |   |  |  |
| <b>S4.E1<br/>Personal responsibility</b>   | Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K) | Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1) | Practices skills with minimal teacher prompting. (S4.E1.2)                                  | Exhibits personal responsibility in teacher-directed activities. (S4.E1.3)      | Exhibits responsible behavior in independent group situations. (S4.E1.4)                 | Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5)   |
| <b>S4.E2<br/>Personal responsibility</b>   | Acknowledges responsibility for behavior when prompted. (S4.E2.K)                                     | Follows the rules and parameters of the learning environment. (S4.E2.1)               | Accepts responsibility for class protocols with behavior and performance actions. (S4.E2.2) | Works independently for extended periods of time. (S4.E2.3)                     | Reflects on personal social behavior in physical activity. (S4.E2.4)                     | Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. (S4.E2.5a)<br><br>Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b) |
| <b>S4.E3<br/>Accepting feedback</b>  | Follows instruction and directions when prompted. (S4.E3.K)   | Responds appropriately to general feedback from the teacher. (S4.E3.1)                | Accepts specific corrective feedback from the teacher. (S4.E3.2)                            | Accepts and implements specific corrective feedback from the teacher. (S4.E3.3) | Listens respectfully to corrective feedback from others (e.g., peers, adults). (S4.E3.4) | Gives corrective feedback respectfully to peers. (S4.E3.5)   |



| Standard 4                             | Kindergarten  | Grade 1  | Grade 2  | Grade 3   | Grade 4   | Grade 5  |
|--|---|--|--|---|---|--|
| <b>S4.E4<br/>Working with others</b>   | Shares equipment and space with others. (S4.E4.K)   | Works independently with others in a variety of class environments (e.g., small and large groups). (S4.E4.1)       | Works independently with others in partner environments. (S4.E4.2)   | Works cooperatively with others. (S4.E4.3a)<br><br>Praises others for their success in movement performance. (S4.E4.3b) | Praises the movement performance of others both more skilled and less skilled. (S4.E4.4a)<br><br>Accepts players of all skill levels into the physical activity. (S4.E4.4b) | Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5) |
| <b>S4.E5<br/>Rules &amp; etiquette</b> | Recognizes the established protocol for class activities. (S4.E5.K)   | Exhibits the established protocols for class activities. (S4.E5.1)   | Recognizes the role of rules and etiquette in teacher-designed physical activities. (S4.E5.2)                                      | Recognizes the role of rules and etiquette in physical activity with peers. (S4.E5.3)                                   | Exhibits etiquette and adherence to rules in a variety of physical activities. (S4.E5.4)  | Critiques the etiquette involved in rules of various game activities. (S4.E5.5)  |
| <b>S4.E6<br/>Safety</b>                | Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K) | Follows teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1) | Works independently and safely in physical education. (S4.E6.2a)<br><br>Works safely with physical education equipment. (S4.E6.2b) | Works independently and safely in physical activity settings. (S4.E6.3)   | Works safely with peers and equipment in physical activity settings. (S4.E6.4)  | Applies safety principles with age-appropriate physical activities. (S4.E6.5)  |

| Standard 5  | Kindergarten  | Grade 1  | Grade 2   | Grade 3   | Grade 4   | Grade 5   |
|---|---|--|---|---|---|---|
| <b><i>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i></b> |   |  |   |   |   |   |
| <b>S5.E1<br/>Health</b>   | Recognizes that physical activity is important for good health. (S5.E1.K)   | Identifies physical activity as a component of good health. (S5.E1.1)  | Recognizes the value of “good health balance.” (S3.E6.2)  | Discusses the relationship between physical activity and good health. (S5.E1.3)                               | Examines the health benefits of participating in physical activity. (S5.E1.4)   | Compares the health benefits of participating in selected physical activities. (S5.E1.5)  |
| <b>S5.E2<br/>Challenge</b>  | Acknowledges that some physical activities are challenging/difficult. (S5.E2.K)   | Recognizes that challenge in physical activities can lead to success. (S5.E2.1)  | Compares physical activities that bring confidence and challenge. (S5.E2.2)   | Discusses the challenge that comes from learning a new physical activity. (S5.E2.3)                           | Rates the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4)   | Expresses (via written essay, visual creative dance) the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5) |
| <b>S5.E3<br/>Self-expression &amp; enjoyment</b>  | Identifies physical activities that are enjoyable. <sup>7</sup> (S5.E3.Ka)<br><br>Discusses the enjoyment of playing with friends. (S5.E3.Kb) | Describes positive feelings that result from participating in physical activities. (S5.E3.1a)<br><br>Discusses personal reasons (i.e., the “why”) for enjoying physical activities. (S5.E3.1b) | Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks in games environments). (S5.E3.2) | Reflects on the reasons for enjoying selected physical activities. (S5.E3.3)                                  | Ranks the enjoyment of participating in different physical activities. (S5.E3.4)  | Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)          |
| <b>S5.E4<br/>Social interaction</b>   | <i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>   | <i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>  | <i>Developmentally appropriate/emerging outcomes first appear in Grade 3.</i>   | Describes the positive social interactions that come when engaged with others in physical activity. (S5.E4.3) | Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities. (S5.E4.4) | Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport). (S5.E4.5)                             |

## Outcomes for Middle School Students (Grades 6 – 8)

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

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

**Note:** For operational definitions and examples of activity types, see end of middle school section (p. 32).

| Standard 1   | Grade 6  | Grade 7  | Grade 8  |
|--|--|--|--|
| <b>S1.M5</b><br><b>Games and sports</b><br>Invasion games<br><i>Passing &amp; receiving</i>    | Throws, while stationary, a leading pass to a moving receiver. (S1.M5.6)   | Throws, while moving, a leading pass to a moving receiver. (S1.M5.7)   | Throws a lead pass to a moving partner off a dribble or pass. (S1.M5.8)  |
| <b>S1.M6</b><br><b>Games and sports</b><br>Invasion games<br><i>Offensive skills</i>           | Performs pivots, fakes and jab steps designed to create open space during practice tasks. (S1.M6.6)  | Executes <u>at least 1</u> of the following designed to create open space during small-sided game play: pivots, fakes, jab steps. (S1.M6.7)  | Executes <u>at least 2</u> of the following to create open space during modified game play: pivots, fakes, jab steps, screens. (S1.M6.8)   |
| <b>S1.M7</b><br><b>Games and sports</b><br>Invasion games<br><i>Offensive skills</i>           | Performs the following offensive skills without defensive pressure: pivot, give and go, and fakes. (S1.M7.6)                               | Performs the following offensive skills with defensive pressure: pivot, give and go, and fakes. (S1.M7.7)  | Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes. (S1.M7.8)   |
| <b>S1.M8</b><br><b>Games and sports</b><br>Invasion games<br><i>Dribbling and ball control</i> | Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks. (S1.M8.6)                                | Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks. (S1.M8.7)  | Dribbles with dominant and nondominant hands using a change of speed and direction in small-sided game play. (S1.M8.8)   |
| <b>S1.M9</b><br><b>Games and sports</b><br>Invasion games<br><i>Dribbling/ball control</i>     | Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks. (S1.M9.6)           | Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks. (S1.M9.7)  | Foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play. (S1.M9.8)   |
| <b>S1.M10</b><br><b>Games and sports</b><br>Invasion games<br><i>Shooting on goal</i>          | Shoots on goal with power in a dynamic environment as appropriate to the activity. (S1.M10.6)  | Shoots on goal with power and accuracy in small-sided game play. (S1.M10.7)  | Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse. (S1.M10.8)                                |
| <b>S1.M11</b><br><b>Games and sports</b><br>Invasion games<br><i>Defensive skills</i>          | Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player. (S1.M11.6) | Slides in all directions while on defense without crossing feet. (S1.M11.7)  | Drop-steps in the direction of the pass during player-to-player defense. (S1.M11.8)  |
| <b>S1.M12</b><br><b>Games and sports</b><br>Net and wall games<br><i>Serving</i>               | Performs a legal underhand serve with control for net and wall games such as badminton, volleyball or pickleball. (S1.M12.6)               | Executes consistently (at least 70 percent of the time) a legal underhand serve to a predetermined target for net and wall games such as badminton, volleyball or pickleball. (S1.M12.7) | Executes consistently (at least 70 percent of the time) a legal underhand serve for distance and accuracy for net and wall games such as badminton, volleyball or pickleball. (S1.M12.8) |

| Standard 1   | Grade 6  | Grade 7   | Grade 8   |
|--|--|---|---|
| <b>S1.M13</b><br><b>Games and sports</b><br>Net and wall games<br><br><i>Striking</i>                | Strikes with a mature overhand pattern in a nondynamic environment for net or wall games such as volleyball, handball, badminton or tennis. (S1.M13.6)                                   | Strikes with a mature overhand pattern in a dynamic environment for net or wall games such as volleyball, handball, badminton or tennis. (S1.M13.7) | Strikes with a mature overhand pattern in a modified net or wall game such as volleyball, handball, badminton or tennis. (S1.M13.8)   |
| <b>S1.M14</b><br><b>Games and sports</b><br>Net and wall games<br><br><i>Forehand &amp; backhand</i> | Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddle ball, pickleball or short-handled racket tennis. (S1.M14.6) | Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis. (S1.M14.7)    | Demonstrates the mature form of fore- hand and backhand strokes with a short- or long-handled implement with power and accuracy in net games such as pickleball, tennis, badminton or paddle ball. (S1.M14.8) |
| <b>S1.M15</b><br><b>Games and sports</b><br>Net and wall games<br><br><i>Weight transfer</i>         | Transfers weight with correct timing for the striking pattern. (S1.M15.6)  | Transfers weight with correct timing using low to high striking pattern with a short-handled implement on the forehand side. (S1.M15.7)             | Transfers weight with correct timing using low to high striking pattern with a long-handled implement on the forehand and backhand sides. (S1.M15.8)  |
| <b>S1.M16</b><br><b>Games and sports</b><br>Net and wall games<br><br><i>Volley</i>                  | Forehand-volleys with a mature form and control using a short-handled implement. (S1.M16.6)  | Forehand- and backhand-volleys with a mature form and control using a short-handled implement. (S1.M16.7)   | Forehand- and backhand-volleys with a mature form and control using a short-handled implement during modified game play. (S1.M16.8)   |
| <b>S1.M17</b><br><b>Games and sports</b><br>Net and wall games<br><br><i>Two-hand volley</i>         | Two-hand-volleys with control in a variety of practice tasks. (S1.M17.6)   | Two-hand-volleys with control in a dynamic environment. (S1.M17.7)  | Two-hand-volleys with control in a small-sided game. (S1.M17.8)   |
| <b>S1.M18</b><br><b>Games and sports</b><br>Target games<br><br><i>Throwing</i>                      | Demonstrates a mature throwing pattern for a modified target game such as bowling, bocce or horseshoes. (S1.M18.6)   | Executes consistently (70 percent or more of the time) a mature throwing pattern for target games such as bowling, bocce or horseshoes. (S1.M18.7)  | Performs consistently (70 percent or more of the time) a mature throwing pattern, with accuracy and control, for target games such as bowling, bocce or horseshoes. (S1.M18.8)                                |
| <b>S1.M19</b><br><b>Games and sports</b><br>Target games<br><br><i>Striking</i>                      | Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard and golf. (S1.M19.6)   | Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard and golf. (S1.M19.7)          | Strikes, with an implement, a stationary object for accuracy and power in activities such as croquet, shuffleboard and golf. (S1.M19.8)   |

| Standard 1   | Grade 6  | Grade 7  | Grade 8  |
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| <b>S1.M20</b><br><b>Games and sports</b><br>Fielding and striking games<br><i>Throwing</i>   | Strikes a pitched ball with an implement with force in a variety of practice tasks. (S1.M20.6)   | Strikes a pitched ball with an implement to open space in a variety of practice tasks. (S1.M20.7)                            | Strikes a pitched ball with an implement for power to open space in a variety of small-sided games. (S1.M20.8)                   |
| <b>S1.M21</b><br><b>Games and sports</b><br>Fielding and striking games<br><i>Catching</i>   | Catches, with a mature pattern, from different trajectories using a variety of objects in a varying practice tasks. (S1.M21.6)                                       | Catches, with a mature pattern, from different trajectories using a variety of objects in small-sided game play. (S1.M21.7)  | Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play. (S1.M21.8)   |
| <b>S1.M22</b><br><b>Outdoor pursuits</b><br><i>(See p. 32 for examples)</i>                  | Demonstrates correct technique for basic skills in <u>1</u> self-selected outdoor activity. (S1.M22.6)   | Demonstrates correct technique for a variety of skills in <u>1</u> self-selected outdoor activity. (S1.M22.7)                | Demonstrates correct technique for basic skills in <u>at least 2</u> self-selected outdoor activities. (S1.M22.8)                |
| <b>S1.M23</b><br><b>Aquatics</b>   | Preferably taught at elementary or secondary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum. |  |  |
| <b>S1.M24</b><br><b>Individual-performance activities</b><br><i>(See p. 32 for examples)</i> | Demonstrates correct technique for basic skills in <u>1</u> self-selected individual-performance activity. (S1.M24.6)  | Demonstrates correct technique for a variety of skills in <u>1</u> self-selected individual-performance activity. (S1.M24.7) | Demonstrates correct technique for basic skills in <u>at least 2</u> self-selected individual-performance activities. (S1.M24.8) |

| Standard 2  | Grade 6  | Grade 7  | Grade 8  |
|---|--|--|--|
| <b><i>The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</i></b> |  |  |  |
| <b>S2.M1</b><br><b>Games and sports<sup>8</sup></b><br><b>Invasion games</b><br><br><i>Creating space with movement</i>                                 | Creates open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace). (S2.M1.6) | Reduces open space by using locomotor movements (e.g., walking, running, jumping and landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal). (S2.M1.7) | Opens and closes space during small-sided game play by combining locomotor movements with movement concepts. (S2.M1.8)   |
| <b>S2.M2</b><br><b>Games and sports</b><br><b>Invasion games</b><br><br><i>Creating space with offensive tactics</i>                                    | Executes <u>at least 1</u> 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.M2.6)       | Executes <u>at least 2</u> of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give and go. (S2.M2.7)   | Executes <u>at least 3</u> 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.M2.8) |
| <b>S2.M3</b><br><b>Games and sports</b><br><b>Invasion games</b><br><br><i>Creating space using width and length</i>                                    | Creates open space by using the width and length of the field or court on offense. (S2.M3.6)   | Creates open space by staying spread on offense, and cutting and passing quickly. (S2.M3.7)  | Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball. (S2.M3.8)  |
| <b>S2.M4</b><br><b>Games and sports</b><br><b>Invasion games</b><br><br><i>Reducing space by changing size and shape</i>                                | Reduces open space on defense by making the body larger and reducing passing angles. (S2.M4.6)   | Reduces open space on defense by staying close to the opponent as he/she nears the goal. (S2.M4.7)   | Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective). (S2.M4.8)   |
| <b>S2.M5</b><br><b>Games and sports</b><br><b>Invasion games</b><br><br><i>Reducing space using denial</i>  | Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass. (S2.M5.6)  | Reduces open space by not allowing the catch (denial) or anticipating the speed of the object and person for the purpose of interception or deflection. (S2.M5.7)  | Reduces open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection. (S2.M5.8)                                       |
| <b>S2.M6</b><br><b>Games and sports</b><br><b>Invasion games</b><br><br><i>Transitions</i>  | Transitions from offense to defense or defense to offense by recovering quickly. (S2.M6.6)   | Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates. (S2.M6.7)  | Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. (S2.M6.8)  |

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



| Standard 3   | Grade 6  | Grade 7   | Grade 8   |
|--|--|---|---|
| <i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i> |  |   |   |
| <b>S3.M1</b><br>Physical activity knowledge  | Is able to identify three influences on physical activity (e.g., school, family and peers; community and built environment; policy). (S3.M1.6)   | Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers. (S3.M1.7)                                      | Develops a plan to address one of the barriers within one's family, school or community to maintaining a physically active lifestyle. (S3.M1.8)                                 |
| <b>S3.M2</b><br>Engages in physical activity   | Participates in self-selected physical activity outside of physical education class. (S3.M2.6)   | Participates in a physical activity <u>2 times a week</u> outside of physical education class. (S3.M2.7)  | Participates in a physical activity <u>3 times a week</u> outside of physical education class. (S3.M2.8)  |
| <b>S3.M3</b><br>Engages in physical activity   | Participates in a variety of aerobic fitness activities such as cardio-kick, step aerobics and aerobic dance. (S3.M3.6)  | Participates in a variety of strength and endurance fitness activities such as Pilates, resistance training, body-weight training and light free-weight training. (S3.M3.7) | Participates in a variety of self-selected aerobic fitness activities outside of school such as walking, jogging, biking, skating, dancing and swimming. (S3.M3.8)              |
| <b>S3.M4</b><br>Engages in physical activity   | Participates in a variety of aerobic-fitness activities using technology such as Dance Dance Revolution® or Wii Fit®. (S3.M4.6)  | Participates in a variety of strength and endurance fitness activities such as weight or resistance training. (S3.M4.7)   | Plans and implements a program of cross-training to include aerobic, strength and endurance, and flexibility training. (S3.M4.8)  |
| <b>S3.M5</b><br>Engages in physical activity   | Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities. (S3.M5.6)  | Participates in a variety of lifetime dual and individual sports, martial arts or aquatic activities. (S3.M5.7)   | Participates in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day. (S3.M5.8)   |
| <b>S3.M6</b><br>Engages in physical activity   | Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day. (S3.M6.6) | Participates in moderate to vigorous muscle- and bone-strengthening physical activity <u>at least 3 times a week</u> . (S3.M6.7)  | Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day <u>at least 5 times a week</u> . (S3.M6.8) |
| <b>S3.M7</b><br>Fitness knowledge  | Identifies the components of skill-related fitness. (S3.M7.6)  | Distinguishes between health-related and skill-related fitness. <sup>9</sup> (S3.M7.7)  | Compares and contrasts health-related fitness components. <sup>10</sup> (S3.M7.8)   |
| <b>S3.M8</b><br>Fitness knowledge  | Sets and monitors a self-selected physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level. (S3.M8.6)  | Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.M8.7)           | Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.M8.8)        |

| Standard 3                                       | Grade 6   | Grade 7   | Grade 8   |
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| <b>S3.M9</b><br>Fitness knowledge                | Employs correct techniques and methods of stretching. <sup>11</sup> (S3.M9.6)   | Describes and demonstrates the difference between dynamic and static stretches. <sup>12</sup> (S3.M9.7)   | Employs a variety of appropriate static stretching techniques for all major muscle groups. (S3.M9.8)  |
| <b>S3.M10</b><br>Fitness knowledge               | Differentiates between aerobic and anaerobic capacity, and between muscular strength and endurance. (S3.M10.6)  | Describes the role of exercise and nutrition in weight management. (S3.M10.7)   | Describes the role of flexibility in injury prevention. (S3.M10.8)  |
| <b>S3.M11</b><br>Fitness knowledge               | Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time, type) for different types of physical activity (aerobic, muscular fitness and flexibility). (S3.M11.6) | Describes overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness. <sup>13</sup> (S3.M11.7) | Uses the overload principle (FITT formula) in preparing a personal workout. <sup>14</sup> (S3.M11.8)  |
| <b>S3.M12</b><br>Fitness knowledge               | Describes the role of warm-ups and cool-downs before and after physical activity. (S3.M12.6)  | Designs a warm-up and cool-down regimen for a self-selected physical activity. (S3.M12.7)   | Designs and implements a warm-up and cool-down regimen for a self-selected physical activity. (S3.M12.8)  |
| <b>S3.M13</b><br>Fitness knowledge               | Defines resting heart rate and describes its relationship to aerobic fitness and the Borg rating of perceived exertion (RPE) scale. <sup>15</sup> (S3.M13.6)  | Defines how the RPE scale can be used to determine the perception of the work effort or intensity of exercise. (S3.M13.7)   | Defines how the RPE scale can be used to adjust workout intensity during physical activity. (S3.M13.8)  |
| <b>S3.M14</b><br>Fitness knowledge               | Identifies major muscles used in selected physical activities. <sup>16</sup> (S3.M14.6)   | Describes how muscles pull on bones to create movement in pairs by relaxing and contracting. <sup>17</sup> (S3.M14.7)   | Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity. <sup>18</sup> (S3.M14.8) |
| <b>S3.M15</b><br>Assessment and program planning | Designs and implements a program of remediation for <u>an area of weakness</u> based on the results of health-related fitness assessment. (S3.M15.6)  | Designs and implements a program of remediation for <u>2 areas of weakness</u> based on the results of health-related fitness assessment. (S3.M15.7)  | Designs and implements a program of remediation for <u>3 areas of weakness</u> based on the results of health-related fitness assessment. (S3.M15.8)  |
| <b>S3.M16</b><br>Assessment and program planning | Maintains a physical activity log <u>for at least 2 weeks</u> , and reflects on activity levels as documented in the log. (S3.M16.6)  | Maintains a physical activity and nutrition log <u>for at least 2 weeks</u> , and reflects on activity levels and nutrition as documented in the log. (S3.M16.7)  | Designs and implements a program to improve levels of health-related fitness and nutrition. (S3.M16.8)  |

| Standard 3                          | Grade 6   | Grade 7   | Grade 8  |
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| <b>S3.M17<br/>Nutrition</b>         | Identifies foods within each of the basic food groups and selects appropriate servings and portions for his or her age and physical activity levels. <sup>19</sup> (S3.M17.6) | Develops strategies for balancing healthy food, snacks and water intake, along with daily physical activity. <sup>20</sup> (S3.M17.7)     | Describes the relationship between poor nutrition and health risk factors. <sup>21</sup> (S3.M17.8)        |
| <b>S3.M18<br/>Stress management</b> | Identifies positive and negative results of stress and appropriate ways of dealing with each. <sup>22</sup> (S3.M18.6)  | Practices strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise. <sup>23</sup> (S3.M18.7) | Demonstrates basic movements used in other stress-reducing activities such as yoga and tai chi. (S3.M18.8) |

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

| Standard 5  | Grade 6  | Grade 7   | Grade 8  |
|---|--|---|--|
| <b><i>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i></b> |  |   |  |
| <b>S5.M1<br/>Health</b>   | Describes how being physically active leads to a healthy body. (S5.M1.6)   | Identifies different types of physical activities and describes how each exerts a positive effect on health. (S5.M1.7)  | Identifies the five components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiorespiratory endurance and body composition) and explains the connections between fitness and overall physical and mental health. (S5.M1.8) |
| <b>S5.M2<br/>Health</b>   | Identifies components of physical activity that provide opportunities for reducing stress and for social interaction. (S5.M2.6)  | Identifies positive mental and emotional aspects of participating in a variety of physical activities. (S5.M2.7)  | Analyzes the empowering consequences of being physically active. (S5.M2.8)   |
| <b>S5.M3<br/>Challenge</b>  | Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, and/or modifying the tasks. (S5.M3.6)               | Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge. (S5.M3.7) | Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge. (S5.M3.8)  |
| <b>S5.M4<br/>Self-expression &amp; enjoyment</b>  | Describes how moving competently in a physical activity setting creates enjoyment. (S5.M4.6)   | Identifies why self-selected physical activities create enjoyment. (S5.M4.7)  | Discusses how enjoyment could be increased in self-selected physical activities. (S5.M4.8)   |
| <b>S5.M5<br/>Self-expression &amp; enjoyment</b>  | Identifies how self-expression and physical activity are related. (S5.M5.6)  | Explains the relationship between self-expression and lifelong enjoyment through physical activity. (S5.M5.7)   | Identifies and participates in an enjoyable activity that prompts individual self-expression. (S5.M5.8)  |
| <b>S5.M6<br/>Social interaction</b>   | Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6) | Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates. (S5.M6.7)                             | Demonstrates respect for self by asking for help and helping others in various physical activities. (S5.M6.8)  |

## Operational Definition of Activity Categories

**Outdoor Pursuits:** The outdoor environment is an important factor in student engagement in the activity. Activities might include, but are not limited to recreational boating (e.g., kayaking, canoeing, sailing, rowing), hiking, backpacking, fishing, orienteering/geocaching, ice skating, skateboarding, snow or water skiing, snowboarding, snowshoeing, surfing, bouldering/traversing/climbing, mountain biking, adventure activities and ropes courses. Selection of activities depends on the environmental opportunities within the geographical region.

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

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

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

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

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

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

## Outcomes for High School Students (Grades 9 – 12)

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

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

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

| Standard 1  | Level 1  | Level 2  |
|---|--|--|
| <i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i> |  |  |
| <b>S1.H1</b><br>Lifetime activities   | Demonstrates competency and/or refines activity-specific movement skills in <u>2 or more</u> lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). <sup>24</sup> (S1.H1.L1) | Refines activity-specific movement skills in <u>1 or more</u> lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net and wall games, or target games). <sup>25</sup> (S1.H1.L2) |
| <b>S1.H2</b><br>Dance and rhythms   | Demonstrates competency in dance forms used in cultural and social occasions (e.g., weddings, parties), or demonstrates competency in <u>1</u> form of dance (e.g., ballet, modern, hip hop, tap). (S1.H2.L1)                              | Demonstrates competency in a form of dance by choreographing a dance or by giving a performance. (S1.H2.L2)  |
| <b>S1.H3</b><br>Fitness activities  | Demonstrates competency in <u>1 or more</u> specialized skills in health-related fitness activities. (S1.H3.L1)  | Demonstrates competency in <u>2 or more</u> specialized skills in health-related fitness activities. (S1.H3.L2)  |

**Note:** For operational definitions and examples of activity types, see end of high school section (p. 39).

| Standard 2   | Level 1   | Level 2  |
|--|---|--|
| <i>The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</i> |   |  |
| <b>S2.H1</b><br>Movement concepts, principles and knowledge  | Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net and wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) | Identifies and discusses the historical and cultural roles of games, sports and dance in a society. <sup>26</sup> (S2.H1.L2) |
| <b>S2.H2</b><br>Movement concepts, principles and knowledge  | Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. <sup>27</sup> (S2.H2.L1)  | Describes the speed vs. accuracy trade-off in throwing and striking skills. <sup>28</sup> (S2.H2.L2)                         |
| <b>S2.H3</b><br>Movement concepts, principles and knowledge  | Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)  | Identifies the stages of learning a motor skill. (S2.H3.L2)  |
| <b>S2.H4</b><br>Movement concepts, principles and knowledge  | Identifies examples of social and technical dance forms. (S2.H4.L1)   | Compares similarities and differences in various dance forms. (S2.H4.L2)   |



| Standard 3   | Level 1   | Level 2  |
|--|---|--|
| <b><i>The physically literate individual demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.</i></b> |   |  |
| <b>S3.H1<br/>Physical activity knowledge</b>   | Discusses the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1)   | Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)   |
| <b>S3.H2<br/>Physical activity knowledge</b>   | Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle. <sup>29</sup> (S3.H2.L1)   | Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle. <sup>30</sup> (S3.H2.L2)   |
| <b>S3.H3<br/>Physical activity knowledge</b>   | Identifies issues associated with exercising in heat, humidity and cold. <sup>31</sup> (S3.H3.L1)   | Applies rates of perceived exertion and pacing. <sup>32</sup> (S3.H3.L2)   |
| <b>S3.H4<br/>Physical activity knowledge</b>   | Evaluates — according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment. <sup>33</sup> (S3.H4.L1)  | <i>If the outcome was not attained in Level 1, it should be a focus in Level 2.</i>  |
| <b>S3.H5<br/>Physical activity knowledge</b>   | Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. <sup>34</sup> (S3.H5.L1)  | Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings. (S3.H5.L2)                |
| <b>S3.H6<br/>Engages in physical activity</b>  | Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)   | Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event). <sup>35</sup> (S3.H6.L2)   |
| <b>S3.H7<br/>Fitness knowledge</b>   | Demonstrates appropriate technique on resistance-training machines and with free weights. <sup>36</sup> (S3.H7.L1)  | Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. <sup>37</sup> (S3.H7.L2) |
| <b>S3.H8<br/>Fitness knowledge</b>   | Relates physiological responses to individual levels of fitness and nutritional balance. <sup>38</sup> (S3.H8.L1)   | Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic). <sup>39</sup> (S3.H8.L2)           |
| <b>S3.H9<br/>Fitness knowledge</b>   | Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion). <sup>40</sup> (S3.H9.L1) | Identifies the structure of skeletal muscle and fiber types as they relate to muscle development. <sup>41</sup> (S3.H9.L2)   |

| <b>Standard 3</b>                                       | <b>Level 1</b>  | <b>Level 2</b>  |
|---|---|---|
| <b>S3.H10</b><br><b>Fitness knowledge</b>               | Calculates target heart rate and applies that information to personal fitness plan. (S3.H10.L1)   | Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity. (S3.H10.L2) <sup>42</sup>  |
| <b>S3.H11</b><br><b>Assessment and program planning</b> | Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings. (S3.H11.L1)  | Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). <sup>43</sup> (S3.H11.L2) |
| <b>S3.H12</b><br><b>Assessment and program planning</b> | Designs a fitness program, including all components of health-related fitness, for a college student and/or an employee in the learner's chosen field of work. (S3.H12.L1)      | Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals. <sup>44</sup> (S3.H12.L2)  |
| <b>S3.H13</b><br><b>Nutrition</b>                       | Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. (S3.H13.L1)  | Creates a snack plan for before, during and after exercise that addresses nutrition needs for each phase. (S3.H13.L2)   |
| <b>S3.H14</b><br><b>Stress management</b>               | Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. <sup>45</sup> (S3.H14.L1) | Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. <sup>46</sup> (S3.H14.L2)  |

| Standard 4   | Level 1  | Level 2  |
|--|--|--|
| <i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</i> |  |  |
| <b>S4.H1</b><br>Personal responsibility  | Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. <sup>47</sup> (S4.H1.L1)  | Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media. <sup>48</sup> (S4.H1.L2)                           |
| <b>S4.H2</b><br>Rules and etiquette  | Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)   | Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). <sup>49</sup> (S4.H2.L2) |
| <b>S4.H3</b><br>Working with others  | Uses communication skills and strategies that promote team or group dynamics. <sup>50</sup> (S4.H3.L1)   | Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)  |
| <b>S4.H4</b><br>Working with others  | Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1)  | Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2)  |
| <b>S4.H5</b><br>Safety   | Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1) | <i>If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.</i>  |

| Standard 5  | Level 1  | Level 2  |
|---|--|--|
| <b><i>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i></b> |  |  |
| <b>S5.H1<br/>Health</b>   | Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)                                  | <i>If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.</i>  |
| <b>S5.H2<br/>Challenge</b>  | <i>Challenge is a focus in Level 2.</i>  | Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. <sup>51</sup> (S5.H2.L2) |
| <b>S5.H3<br/>Self-expression &amp; enjoyment</b>  | Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. | Identifies the uniqueness of creative dance as a means of self-expression. (S5.H3.L2)  |
| <b>S5.H4<br/>Social interaction</b>   | Identifies the opportunity for social support in a self-selected physical activity or dance. (S5.H4.L1)        | Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance. <sup>52</sup> (S5.H4.L2)              |

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**Note:** Invasion and fielding and striking games are not addressed in the secondary outcomes because those activities require team participation and are not well suited to lifelong participation.

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