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.

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Middle School Outcomes (Grades 6 – 8)

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

Standard 1	Grade 6	Grade 7	Grade 8
Demonstrates competency in a variety of motor skills and movement patterns.			
S1.M1 **Dance & rhythms**	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)
S1.M2 **Games & sports** **Invasion & field games** *Throwing*	Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st 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)
S1.M3 *Catching*	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)
S1.M4 **Games & sports** **Invasion games** *Passing & receiving*	Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as basketball, flag football, speedball, or team handball. (S1.M4.6)	Passes and receives with feet in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as soccer or speedball. (S1.M4.7)	Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (floor, field, or ice). (S1.M4.8)

Note: For operational definitions and examples of activity types, see end of middle school section (p. 13).

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Standard 1	Grade 6	Grade 7	Grade 8
S1.M5 **Games & sports** **Invasion games** *Passing & receiving*	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)
S1.M6 **Games & sports** **Invasion games** *Offensive skills*	Performs pivots, fakes and jab steps designed to create open space during practice tasks. (S1.M6.6)	Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps. (S1.M6.7)	Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens. (S1.M6.8)
S1.M7 **Games & sports** **Invasion games** *Offensive skills*	Performs the following offensive skills without defensive pressure: pivot, give & go, and fakes. (S1.M7.6)	Performs the following offensive skills with defensive pressure: pivot, give & go, and fakes. (S1.M7.7)	Executes the following offensive skills during small-sided game play: pivot, give & go, and fakes. (S1.M7.8)
S1.M8 **Games & sports** **Invasion games** *Dribbling/ball control*	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 non-dominant hands using a change of speed and direction in small-sided game play. (S1.M8.8)
S1.M9 **Games & sports** **Invasion games** *Dribbling/ball control*	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)
S1.M10 **Games & sports** **Invasion games** *Shooting on goal*	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)
S1.M11 **Games & sports** **Invasion games** *Defensive skills*	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)
S1.M12 **Games & sports** **Net/wall games** *Serving*	Performs a legal underhand serve with control for net/wall games such as badminton, volleyball or pickleball. (S1.M12.6)	Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball or pickleball. (S1.M12.7)	Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball or pickleball. (S1.M12.8)

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Standard 1	Grade 6	Grade 7	Grade 8
S1.M13 **Games & sports** **Net/wall games** *Striking*	Strikes with a mature overhand in a non-dynamic environment for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.6)	Strikes with a mature overhand pattern in a dynamic environment for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.7)	Strikes with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.8)
S1.M14 **Games & sports** **Net/wall games** *Forehand & backhand*	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 forehand and backhand strokes with a short or long-handled implement with power and accuracy in net games such as pickle- ball, tennis, badminton or paddle ball. (S1.M14.8)
S1.M15 **Games & sports** **Net/wall games** *Weight transfer*	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 backhand side. (S1.M15.8)
S1.M16 **Games & sports** **Net/wall games** *Volley*	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)
S1.M17 **Games & sports** **Net/wall games** *Two-hand volley*	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)
S1.M18 **Games & sports** **Target games** *Underhand throw*	Executes consistently (70% of the time) a mature underhand pattern for target games such as bowling, bocce or horseshoes. (S1.M18.7)	Executes consistently (70% of the time) a mature underhand pattern for target games such as bowling, bocce or horseshoes. (S1.M18.7)	Performs consistently (70% of the time) a mature underhand pattern with accuracy and control for one target game such as bowling or bocce. (S1.M18.8)
S1.M19 **Games & sports** **Target games** *Striking*	Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffle-board or golf. (S1.M19.6)	Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffle- board or golf. (S1.M19.7)	Strikes, with an implement, a stationary object for accuracy and power in activities such as croquet, shuffleboard or golf. (S1.M19.8)

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Standard 1	Grade 6	Grade 7	Grade 8
S1.M20 **Games & sports** **Fielding/striking games** *Throwing*	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)
S1.M21 **Games & sports** **Fielding/striking games** *Catching*	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)
S1.M22 **Outdoor pursuits** *(See end of section for examples)*	Demonstrates correct technique for basic skills in 1 self-selected outdoor activity. (S1.M22.6)	Demonstrates correct technique for a variety of skills in 1 self-selected outdoor activity. (S1.M22.7)	Demonstrates correct technique for basic skills in at least 2 self-selected outdoor activities. (S1.M22.8)
S1.M23 **Aquatics**	Preferably taught at elementary or secondary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum.		
S1.M24 **Individual-performance activities** *(See end of section for examples)*	Demonstrates correct technique for basic skills in 1 self-selected individual performance activity. (S1.M24.6)	Demonstrates correct technique for a variety of skills in 1 self-selected individual performance activity. (S1.M24.7)	Demonstrates correct technique for basic skills in at least 2 self-selected individual performance activities. (S1.M24.8)

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

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

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Standard 3	Grade 6	Grade 7	Grade 8
Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.			
S3.M1 **Physical activity knowledge**	Describes how being physically active leads to a healthy body. (S3.M1.6)	Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers. (S3.M1.7)	Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance, body com-position) and explains the connections between fitness and overall physical and mental health. (S3.M1.8)
S3.M2 **Engages in physical activity**	Participates in self-selected physical activity outside of physical education class. (S3.M2.6)	Participates in a physical activity 2 times a week outside of physical education class. (S3.M2.7)	Participates in physical activity 3 times a week outside of physical education class. (S3.M2.8)
S3.M3 **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)
S3.M4 **Engages in physical activity**	Participates in a variety of aerobic-fit-ness 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 & endurance and flexibility training. (S3.M4.8)
S3.M5 **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)
S3.M6 **Fitness knowledge**	Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day. (S3.M6.6)	Participates in moderate to vigorous muscle- and bone-strengthening physical activity at least 3 times a week. (S3.M6.7)	Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day at least 5 times a week. (S3.M6.8)
S3.M7 **Fitness knowledge**	Identifies the components of skill-related fitness. (S3.M7.6)	Distinguishes between health-related and skill-related fitness.[9] (S3.M7.7)	Compares and contrasts health-related fitness components.[10] (S3.M7.8)
S3.M8 **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)

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Standard 3	Grade 6	Grade 7	Grade 8
S3.M9 **Fitness knowledge**	Employs correct techniques and methods of stretching.[11] (S3.M9.6)	Describes and demonstrates the difference between dynamic and static stretches.[12] (S3.M9.7)	Employs a variety of appropriate static stretching techniques for all major muscle groups. (S3.M9.8)
S3.M10 **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)
S3.M11 **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.[13]	Uses the overload principle (FITT formula) in preparing a personal workout.[14] (S3.M11.8)
S3.M12 **Fitness knowledge**	Describes the role of warm-ups and cool-downs before and after physical activity. (S3.M12.6)	Designs a warm-up/cool-down regimen for a self-selected physical activity. (S3.M12.7)	Designs and implements a warm-up/cool-down regimen for a self-selected physical activity. (S3.M12.8)
S3.M13 **Fitness knowledge**	Defines resting heart rate and de-scribes its relationship to aerobic fit-ness and the Borg Rating of Perceived Exertion (RPE) Scale.[15] (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)
S3.M14 **Fitness knowledge**	Identifies major muscles used in selected physical activities.[16] (S3.M14.6)	Describes how muscles pull on bones to create movement in pairs by relaxing and contracting.[17] (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.[18] (S3.M14.8)
S3.M15 **Assessment & program planning**	Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment. (S3.M15.6)	Designs and implements a pro-gram of remediation for 2 areas of weakness based on the results of health-related fitness assessment. (S3.M15.7)	Designs and implements a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment. (S3.M15.8)
S3.M16 **Assessment & program planning**	Maintains a physical activity log for at least 2 weeks and reflects on activity levels as documented in the log. (S3.M16.6)	Maintains a physical activity and nutrition log for at least 2 weeks and reflects on activity levels and nutrition as documented in the log. (S3.M16.7)	Designs and implements a program to improve levels of health-related fitness and nutrition. (S3.M16.8)

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

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Standard 4	Grade 6	Grade 7	Grade 8
Exhibits responsible personal and social behavior that respects self and others.			
S4.M1 **Personal responsibility**	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)
S4.M2 **Personal responsibility**	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)
S4.M3 **Accepting feedback**	Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (S4.M3.6)	Provides corrective feedback to a peer, using teacher-generated guide-lines, and incorporating appropriate tone and other communication skills. (S4.M3.7)	Provides encouragement and feedback to peers without prompting from the teacher. (S4.M3.8)
S4.M4 **Working with others**	Accepts differences among class-mates 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)
S4.M5 **Working with others**	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)
S4.M6 **Rules & etiquette**	Identifies the rules and etiquette for physical activities/games and dance activities. (S4.M6.6)	Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance. (S4.M6.7)	Applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters. (S4.M6.8)
S4.M7 **Safety**	Uses physical activity and fitness equipment appropriately and safely, *with the teacher's guidance.* (S1.M7.6)	*Independently* uses physical activity and exercise equipment appropriately and safely. (S1.M7.7)	Independently uses physical activity and fitness equipment appropriately, and *identifies specific safety concerns* associated with the activity. (S1.M7.8)

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Standard 5	Grade 6	Grade 7	Grade 8
Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.			
S5.M1 **Health**	Describes how being physically active leads to a healthy body. (S5.M1.6)	Identifies different types of physical activities and describes how each exerts a positive effect on health. (S5.M1.7)	Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition) and explains the connections between fitness and overall physical and mental health. (S5.M1.8)
S5.M2 **Health**	Identifies components of physical activity that provide opportunities for reducing stress and for social interaction. (S5.M2.6)	Identifies positive mental and emotional aspects of participating in a variety of physical activities. (S5.M2.7)	Analyzes the empowering consequences of being physical active. (S5.M2.8)
S5.M3 **Challenge**	Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback and/or modifying the tasks. (S5.M3.6)	Generates positive strategies such as offering suggestions or assistance, leading or following others and pro-viding 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)
S5.M4 **Self-expression & enjoyment**	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 in-creased in self-selected physical activities. (S5.M4.8)
S5.M5 **Self-expression & enjoyment**	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)
S5.M6 **Social interaction**	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)

Bemidji Area Schools PE Standards (2016)

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 & Rhythmic Activities: Activities that focus on dance or rhythms and might include, but are not limited to dance forms such as creative movement/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 & field, multi-sport events, in-line skating, wrestling, self-defense and skateboarding.

Games & 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 and fielding/striking games have been excluded from the secondary outcomes because these activities require team participation and are less suited to lifelong participation.