

Arizona 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.

The following terms are used throughout the standards:

- **E= Emerging.** Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition
- **M= Maturing.** Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level Outcomes, which will continue to be refined with practice.
- **A= Applying.** Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of physical activity environment.

6-8 Outcomes

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

The intent of this standard is the development of the physical skills needed to enjoy participation in physical activities. Maturing movement fundamentals establishes a foundation to facilitate the development of continued motor skill acquisition at all levels.

Note: It must be noted that the use of physical activity as punishment for any reason (e.g. poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

Standard 1	6-8 Outcomes	Performance Indicators
<i>Demonstrates competency in a variety of motor skills and movement patterns. Dance and Rhythms</i>		<i>E= Emerging, M= Maturing, A= Applying</i>
S1.M1 Dance and Rhythms	6– Demonstrates correct rhythm and pattern for 1 of the following dance forms: folk, social, creative, line or world dance. 7 – Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line or world dance. 8 - Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group.	6-8 A: dance and rhythms
<i>Games and Sports: Invasion Games</i>		
S1.M2 Games and Sports: Invasion Games <i>Throwing</i>	6 – 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). 7 – Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment. 8 - Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play.	6- 8 A: throwing

Standard 1	6-8 Outcomes	Performance Indicators
<i>Demonstrates competency in a variety of motor skills and movement patterns. Games and Sports: Invasion Games (cont.) E= Emerging, M= Maturing, A= Applying</i>		
S1.M3 Games and Sports: Invasion Games <i>Catching</i>	6 – Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks. 7 – Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play. 8 - Catches using an implement in a dynamic environment or modified game play.	6-8 A: catching
S1.M4 Games and Sports: Invasion Games <i>Passing and Receiving</i>	6 – Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in modified invasion games such as basketball, flag football, speedball, or team handball. 7 – Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed with competency in modified invasion games such as soccer or speedball. 8- Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed, and/or level with competency in modified invasion games, such as lacrosse or hockey.	6 E: passing and receiving 7-8 M: passing and receiving
S1. M5 Games and Sports: Invasion Games <i>Passing and Receiving, Moving Target</i>	6– Throws, while stationary, a lead pass to a moving target. 7 – Throws, while moving, a leading pass to a moving target. 8 - Throws a lead pass to a moving target off a dribble or pass with hands, feet, or an implement.	6 E: passing and receiving with a moving target 7-8 M: passing and receiving with a moving target
S1. M6 Games and Sports: Invasion Games <i>Offensive Skills</i>	6 – Performs pivots, fakes and jab steps designed to create open space during practice tasks. 7 – Executes at least 1 of the following designed to create open space during small-sided game play: pivots, fakes, jab steps. 8 - Executes at least 2 of the following to create open space during modified game play: pivots, fakes, jab steps, and/or screens.	6 E: offensive skills 7 M: offensive skills 8 A: offensive skills

Standard 1	6-8 Outcomes	Performance Indicators
Demonstrates competency in a variety of motor skills and movement patterns. Games and Sports: Invasion Games (cont.) E= Emerging, M= Maturing, A= Applying		
S1. M7 Games and Sports: Invasion Games <i>Offensive Skills</i>	6 – Performs the following offensive skills without defensive pressure: pivot, give & go, and fakes. 7 – Performs the following offensive skills with defensive pressure: pivot, give and go, and fakes. 8 - Executes the following offensive skills during small-sided game play: pivots, give and go, and fakes.	6 E: offensive skills 7-8 M: offensive skills
S1. M8 Games and Sports: Invasion Games <i>Dribbling/Ball Control with Hands</i>	6 – Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks. 7 – Dribbles with dominant and non-dominant hand using a change of speed and direction in a variety of practice tasks. 8 - Dribbles with dominant and non-dominant hand using a change of speed and direction in small-sided game play.	6-8 A: dribbling with hands
S1. M9 Games and Sports: Invasion Games <i>Dribbling/Ball Control with Feet</i>	6– Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks. 7 – Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks. 8 - Foot dribbles or dribbles with an implement with control changing speed and direction during small-sided game play.	6-8 A: dribbling with feet
S1. M10 Games and Sports: Invasion Games <i>Shooting on Goal</i>	6 – Shoots on goal with power in a dynamic environment as appropriate to the activity. 7 – Shoots on goal with power and accuracy during small-sided game play. 8 - Shots on goal with power and accuracy during small-sided game play.	6-7 E: shooting on goal 8 M: shooting on goal

Standard 1	6-8 Outcomes	Performance Indicators
Demonstrates competency in a variety of motor skills and movement patterns. Games and Sports: Invasion Games (cont.) E= Emerging, M= Maturing, A= Applying		
S1. M11 Games and Sports: Invasion Games <i>Defensive Skills</i>	6 – Maintains defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the offensive player. 7 – Slides in all directions while on defense without crossing feet. 8 - Maintains defensive ready position appropriate to the sport in a small-sided invasion game.	6-7 E: defensive skills 8 M: defensive skills
Games and Sports: Net/Wall Games		
S1. M12 Games and Sports: Net/Wall Games <i>Serving</i>	6 – Performs a legal underhand serve with control for net/wall games such as badminton, volleyball, pickleball. 7 – Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball, pickleball. 8 - Executes consistently (at least 70%of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball, pickle ball.	6 E: serving 7 M: serving 8 A: serving
S1. M13 Games and Sports: Net/Wall Games <i>Striking</i>	6– Strikes, with a mature overarm pattern in a non-dynamic environment (closed skills) for net/wall games such as volleyball, handball, badminton or tennis. 7 – Strikes, with a mature overarm pattern in a dynamic environment for net/wall games such as volleyball, handball, badminton or tennis. 8 - Strikes, with a mature overarm pattern, in a modified game for one of the following net/wall games; volleyball, handball, badminton, tennis, pickleball, spikeball, etc.	6-8 A: striking

Standard 1	6-8 Outcomes	Performance Indicators
<i>Demonstrates competency in a variety of motor skills and movement patterns. Games and Sports: Net/Wall Games (cont.) E= Emerging, M= Maturing, A= Applying</i>		
S1. M14 Games and Sports: Net/Wall Games <i>Forehand and Backhand</i>	6 – Demonstrates the mature form of forehand and backhand strokes with a short-handled implement in net games such as paddleball, pickleball or short-handled racket tennis. 7 – Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis. 8 - Demonstrates the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games such as pickleball, tennis, badminton, or paddle ball.	6-7 E: forehand, backhand 8 M: forehand, backhand
S1. M15 Games and Sports: Net/Wall Games <i>Weight Transfer</i>	6 – Transfers weight with correct timing for the striking pattern. 7 – Transfer weight with correct timing using low-to-high striking pattern with a short-handled implement on the forehand side. 8 - Transfers weight with correct timing using low to high striking pattern with a short- or long-handled implement on the forehand or backhand side.	6-7 E: weight transfer 8 M: weight transfer
S1. M16 Games and Sports: Net/Wall Games <i>Volley</i>	6 – Forehand volleys with mature form and control using a short-handled implement. 7 – Forehand and backhand volleys with a mature form and control using a short-handled implement. 8 - Forehand and backhand volleys with a mature form and control using a short- handed implement during modified game play.	6 E: volley 7-8 M: volley

Standard 1	6-8 Outcomes	Performance Indicators
<i>Demonstrates competency in a variety of motor skills and movement patterns. Games and Sports: Net/Wall Games (cont.) E= Emerging, M= Maturing, A= Applying</i>		
S1. M17 Games and Sports: Net/Wall Games <i>Two-Hand Volley</i>	6– Two-hand volleys with control in a variety of practice tasks. 7 – Two-hand volleys with control in a dynamic environment. 8 - Two-handed volleys with control in a small-sided game.	6 E: two-hand volley 7 M: two-hand volley 8 A: two-hand volley
<i>Game and Sport: Target Games</i>		
S1. M18 Games and Sports: Target Games <i>Underhand Throw</i>	6 – Demonstrates a mature underhand pattern for a modified target games such as bowling, bocce, or horseshoes. 7 – Executes consistently (70% of the time) a mature underhand pattern for target games such as bowling, bocce, or horseshoes. 8 - Performs consistently (70% of the time) a mature underhand pattern with accuracy and control for target games such as bowling or bocce.	6-8 A: underhand throw
S1. M19 Games and Sports: Target Games <i>Striking</i>	6 – Strikes, with an implement, a stationary object for accuracy in activities such as croquet, shuffleboard or golf. 7 – Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard or golf. 8 - Strikes, with an implement, a stationary object for accuracy, distance, and power in such activities as croquet, shuffleboard or golf.	6-7 M: striking 8 A: striking

Standard 1	6-8 Outcomes	Performance Indicators
Demonstrates competency in a variety of motor skills and movement patterns. Games and Sports: Fielding/Striking Games E= Emerging, M= Maturing, A= Applying		
S1. M20 Games and Sports: Fielding/Striking Games <i>Striking</i>	6 – Strikes a pitched ball with an implement with force in a variety of practice tasks. 7 – Strikes a pitched ball with an implement for power to open space in a variety of practice tasks. 8 - Strikes pitched ball with an implement for power to open space in a variety of small-sided games.	6-8 A: striking
S1. M21 Games and Sports: Fielding/Striking Games <i>Catching</i>	6– Catches, with mature pattern, from different trajectories using a variety of objects in varying practice tasks. 7 – Catches, with a mature pattern, from different trajectories using a variety of objects in a small-sided game play. 8 - Catches, with or without an implement, from different trajectories and speeds in a dynamic environment or modified game play.	6-8 A: striking
Outdoor Pursuits		
S1. M22 Outdoor Pursuits	6 – Demonstrates correct technique for basic skills in at least 1 self-selected outdoor activity. 7 – Demonstrates correct technique for a variety of skills in at least 1 self-selected outdoor activity. 8 - Demonstrates correct technique for basic skills on at least 2 self-selected outdoor activities.	6 M: outdoor pursuits 7-8 A: outdoor pursuits
Aquatics		
S1. M23 Aquatics	6-8 - Preferably taught at elementary or secondary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum.	N/A

Standard 1	6-8 Outcomes	Performance Indicators
<i>Demonstrates competency in a variety of motor skills and movement patterns. Individual Performance Activities</i> <i>E= Emerging, M= Maturing, A= Applying</i>		
S1. M24 Individual Performance Activities	6 – Demonstrates correct technique for basic skills in at 1 self-selected individual-performance activity. 7 – Demonstrates correct technique for a variety of skills in 1 self-selected individual-performance activity. 8 - Demonstrates correct technique for basic skills in at least 2 self-selected individual performance activities.	6 M: individual performance activity 7-8 A: individual performance activity

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

The intent of this standard is the facilitation of the learner’s ability to use cognitive information to understand and enhance motor skill acquisition and performance. Students use performance feedback to increase their cognitive understanding of a skill as well as to improve performance. As students learn more complex motor skills they then transfer the knowledge learned for a higher performance and skill level.

Note: It must be noted that the use of physical activity as punishment for any reason (e.g. poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

Standard 2	6-8 Outcomes	Performance Indicators
<p><i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Games and Sports</i> E= Emerging, M= Maturing, A= Applying</p>		
<p>S2.M1 Games and Sports <i>Creating Space with Movement</i></p>	<p>6– 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).</p> <p>7 –Reduces open space by using locomotor movements (e.g., walking, running, jumping & landing, changing size and shape of body) in combination with movement concepts (e.g., reducing the angle in space, reducing the angle in the space, reducing distance between player and goal).</p> <p>8 - Opens and closes space during small-sided game play by combining locomotor movements with movement concepts.</p>	<p>6 E: creating space with movement 7 M: creating space with movement 8 A: creating space with movement</p>

Standard 2	6-8 Outcomes	Performance Indicators
<p><i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Games and Sports (cont.)</i></p> <p style="text-align: right;"><i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p>S2.M2 Games and Sports <i>Creating Space with Offensive Tactics</i></p>	<p>6 – Executes at least 1 of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give & go.</p> <p>7 – Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give & go.</p> <p>8 - 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, and give and go.</p>	<p>6-8 E: creating space using offensive tactics</p>
<p>S2.M3 Games and Sports <i>Creating Space Using Width and Length</i></p>	<p>6 – Creates open space by using the width and length of the field/court on offense.</p> <p>7 – Creates open space by staying spread on offense, cutting and passing quickly.</p> <p>8 - Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball.</p>	<p>6-7 E: creating space using width and length</p> <p>8 M: creating space using width and length</p>
<p>S2.M4 Games and Sports <i>Reducing Space by Changing Size and Space</i></p>	<p>6 – Reduces open space on defense by making the body larger and reducing passing angles.</p> <p>7 – Reduces open space on defense by staying close to the opponent as he/she nears the goal.</p> <p>8 - Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance between you and your opponent (3rd party perspective).</p>	<p>6 E: reducing space by changing space and size</p> <p>7 M: reducing space by changing space and size</p> <p>8A: reducing space by changing space and size</p>

Standard 2	6-8 Outcomes	Performance Indicators
<p><i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Games and Sports (cont.)</i></p> <p><i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p>S2.M5 Games and Sports <i>Invasion Games-Reducing Space Using Denial</i></p>	<p>6– Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass.</p> <p>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.</p> <p>8 - 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.</p>	<p>6-8 E: reducing space using denial</p>
<p>S2.M6 Games and Sports <i>Transitions</i></p>	<p>6 – Transitions from offense to defense or defense to offense by recovering quickly.</p> <p>7 – Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates.</p> <p>8 - Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on the advantage.</p>	<p>6 E: transitions 7 M: transitions 8 A: transitions</p>

Standard 2	6-8 Outcomes	Performance Indicators
<p><i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Net/Wall Games</i> E= Emerging, M= Maturing, A= Applying</p>		
<p>S2.M7 Net/Wall Games <i>Creating Space Through Variation</i></p>	<p>6 – Creates open space in net/wall games with short- handled implement by varying force and direction 7 – Creates open space in net/wall games with long- handled implement by varying force and direction, and moving opponent from side to side. 8 - Creates open space in net/wall games with a long- or short- handled implement by varying force or direction or by, moving opponent side to side and/or forward and back.</p>	<p>6-7 E: creating space through variation 8 M: creating space through variation</p>
<p>S2.M8 Net/Wall Games <i>Creating Space Using Tactics and Shots</i></p>	<p>6 – Reduces offensive options for opponents by returning to midcourt position. 7 –Selects offensive shot based on opponent’s location (hit where opponent is not). 8 - Varies placement, force, and timing of return to prevent anticipation by opponent.</p>	<p>6-8 E: creating space using tactics and shots</p>
<p><i>Target Games</i></p>		
<p>S2.M9 Target Games <i>Shot Selection</i></p>	<p>6– Selects appropriate shot and/or club based on location of the object in relation to the target. 7 – Varies the speed and/or trajectory of the shot based on location of the object in relation to the target. 8 - Varies the speed, force and trajectory of the shot based on location of the object in relation to the target.</p>	<p>6-7 E: shot selection 8 M: shot selection</p>

Standard 2	6-8 Outcomes	Performance Indicators
<i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Fielding/Striking Games</i> E= Emerging, M= Maturing, A= Applying		
S2.M10 Fielding/Striking Games <i>Offensive Strategies</i>	6 – Identifies open spaces and attempts to strike object into that space. 7 –Uses a variety of shots (e.g., slap & run, bunt, line drive, high arc) to hit to open space. 8- Identifies sacrifice situations and attempts to advance a teammate.	6-8 E: offensive strategies
S2.M11 Fielding/Striking Games <i>Reducing Space</i>	6 – Identifies the correct defensive play based on the situation (e.g., number of outs). 7 –Selects the correct defensive play based on the situation (e.g., number of outs). 8 - Reduces open spaces in the field by working with teammates to maximize coverage.	6-7 E: reducing space 8 M: reducing space
<i>Individual Performance Activities, Dance and Rhythms</i>		
S2.M12 Individual Performance <i>Movement Concepts</i>	6 – Varies application of force during dance or gymnastic activities. 7 –Identifies and applies Newton’s law of motion to various dance or movement activities. 8 - Describes and applies the mechanical principles for a variety of movement patterns.	6-7 E: individual pursuits, movement concepts 8 M: individual pursuits, movement concepts
<i>Outdoor Pursuits</i>		
S2.M13 Outdoor Pursuits <i>Movement Concepts</i>	6– Makes appropriate decisions based on weather, level of difficulty due to the conditions, or ability to ensure safety of self and others. 7 –Analyzes the situation and makes adjustments to ensure safety of self and others. 8 - Implements safe protocols in self-selected outdoor activities.	6-7 E: outdoor pursuits, movement concepts 8 M: outdoor pursuits, movement concepts

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

The intent of this standard is development of students’ knowledge, skills, and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Health-related fitness components include cardio vascular fitness, muscular strength and endurance, flexibility, and body composition. Expectations for students’ fitness levels should be established on a personal basis rather than setting a single standard for all students at a given grade level. Moreover, students become more skilled in their ability to self-assess, plan, perform, interpret results, and monitor physical activities appropriate for developing a health-enhancing level of physical fitness.

Note: It must be noted that the use of physical activity as punishment for any reason (e.g. poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

Standard 3	6-8 Outcomes	Performance Indicators
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Physical Activity Knowledge</i> <i>E= Emerging, M= Maturing, A= Applying</i>		
S3.M1 Physical Activity Knowledge	6 – Describes how being physically active leads to a healthy body. 7 –Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers. 8 - Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition) and explains the connections between fitness and overall physical and mental health.	6-7 M: physical activity knowledge 8 A: physical activity knowledge
<i>Engages in Physical Activity</i>		
S3.M2 Engages in Physical Activity	6 – Participates in self-selected physical activity outside of physical education class. 7 –Participates in a physical activity twice a week outside of physical education class. 8 - Values participation in physical activity three times a week outside of physical education class.	6-8 M: engages in physical activity outside of physical education class time

Standard 3	6-8 Outcomes	Performance Indicators
<p><i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Engages in Physical Activity (cont.)</i> <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p>S3.M3 Engages in Physical Activity</p>	<p>6 – Participates in a variety of self-selected cardio vascular-fitness activities. 7 –Participates in a variety of strength and endurance-fitness activities such as weight or resistance training. 8 - Values participation in a variety of self-selected cardio vascular fitness activities outside of school such as walking, jogging, biking, skating, dancing, and swimming.</p>	<p>6-8 M: engages in physical activity outside of physical education class time</p>
<p>S3.M4 Engages in Physical Activity</p>	<p>6 – Participates in a variety of cardio vascular-fitness activities using technology such as Dance Dance Revolution or Wii Fit. 7 –Participates in a variety of strength and endurance-fitness activities such as weight or resistance training. 8 - Plans and implements a program which may include the use of technology, cardio vascular, strength and endurance, and flexibility.</p>	<p>6-8 M: engages in physical activity outside of physical education class time</p>
<p>S3.M5 Engages in Physical Activity</p>	<p>6 – Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities. 7 – Participates in a variety of lifetime dual and individual sports, martial arts or aquatic activities. 8 - Values participation in a variety of self-selected lifetime activities outside of the school day. E.g. Recreational team sports, outdoor pursuits, martial arts, aquatic activities, dance, etc.</p>	<p>6-8 M: engages in physical activity outside of physical education class time</p>

Standard 3	6-8 Outcomes	Performance Indicators
<p><i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Fitness Knowledge</i> <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p>S3.M6 Fitness Knowledge</p>	<p>6 – Participates in moderate to vigorous physical activity that includes intermittent or continuous cardio vascular physical activity of both moderate and vigorous intensity for at least 60 minutes per day. 7 – Participates in moderate to vigorous muscle- and bone-strengthening physical activity at least 3 times a week. 8 - Values participation in moderate to vigorous cardio vascular and/or muscle and bone-strengthening physical activity at least 60 minutes per day at least three times a week.</p>	<p>6-8 M: fitness knowledge</p>
<p>S3.M7 Fitness Knowledge</p>	<p>6 – Identifies the components of skill-related fitness. 7 – Distinguishes between health- and skill- related fitness. 8 - Compares and contrasts health- and skill- related fitness components.</p>	<p>6-8 M: skill related fitness knowledge</p>
<p>S3.M8 Fitness Knowledge</p>	<p>6 – Sets and monitors a self-selected physical-activity goal for cardio vascular and/or muscle- and bone-strengthening activity based on current fitness level. 7 – Adjusts physical activity based on quantity of exercise need for a minimal health standard and/or optimal functioning based on current fitness level. 8 - Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based current fitness level.</p>	<p>6-8 M: fitness knowledge, self-selected</p>

Standard 3	6-8 Outcomes	Performance Indicators
<p><i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Fitness Knowledge (cont.)</i> <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p>S3.M9 Fitness Knowledge</p>	<p>6 – Employs correct techniques and methods of stretching. 7 – Describes and demonstrates the difference between dynamic and static stretches. 8 - Describes, demonstrates, and employs a variety of appropriate static stretching techniques for all major muscle groups.</p>	<p>6-8 M: fitness knowledge, stretching</p>
<p>S3.M10 Fitness Knowledge</p>	<p>6 – Differentiates between aerobic and anaerobic capacity and between muscular strength and endurance. 7 – Describes the role of exercise and nutrition in weight management. 8 - Describes the role of a variety of fitness-related concepts. E.g. Aerobic and anaerobic capacity, muscular strength and endurance, nutrition and weight management, flexibility and injury prevention.</p>	<p>6-8 M: fitness knowledge, fitness concepts</p>
<p>S3.M11 Fitness Knowledge</p>	<p>6 – Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time & type) for different types of physical activity (cardio vascular, muscular fitness, and flexibility). 7 –Describes the overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness. 8 - Uses the overload principle (FITT formula) in preparing a personal workout.</p>	<p>6-8 M: fitness knowledge, FITT formula</p>

Standard 3	6-8 Outcomes	Performance Indicators
<p><i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Fitness Knowledge (cont.)</i> <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p>S3.M12 Fitness Knowledge</p>	<p>6 – Describes the role of warm-up/ cool-down regimen for a self-selected physical activity. 7 – Designs a warm up/cool down regimen for a self-selected physical activity. 8 - Designs and implements a warm up/cool down regimen for a self-selected physical activity.</p>	<p>6-8 M: fitness knowledge, self-selected activity</p>
<p>S3.M13 Fitness Knowledge</p>	<p>6 – Defines resting heart rate and describes its relationship to cardio vascular fitness and the Borg Rating of Perceived Exertion (RPE) Scale. 7 – Defines how the RPE scale can be used to determine the perception of the work effort or intensity of exercise. 8 - Defines resting heart rate and how the RPE scale can be used to adjust workout intensity during physical activity.</p>	<p>6-8 M: fitness knowledge, heart rate</p>
<p>S3.M14 Fitness Knowledge</p>	<p>6 – Identifies major muscles used in selected physical activities. 7 –Describes how muscles pull on bones to create movement in pairs by relaxing and contracting. 8 - Explains how body systems interact with each other (e.g. Blood transports nutrients from the respiratory system during physical activity).</p>	<p>6-8 M: fitness knowledge, body systems</p>

Standard 3	6-8 Outcomes	Performance Indicators
<p><i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Assessment and Program Planning</i> <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p>S3.M15 Assessment and Program Planning</p>	<p>6 – Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment. 7 – Designs and implements a program of remediation for 2 areas of weakness based on the results of health-related fitness assessment. 8 - Designs and implements a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment.</p>	<p>6-7 M: fitness assessment, program planning 8 A: fitness assessment, program planning</p>
<p>S3.M16 Assessment and Program Planning</p>	<p>6 – Maintains physical activity log for at least 2 weeks and reflects on activity levels as documented in the log. 7 – Maintains physical activity and nutrition log for at least 2 weeks and reflects on activity levels and nutrition as documented in the log. 8 - Designs and implements a program to improve levels of health related fitness and nutrition.</p>	<p>6-7 M: fitness assessment, personal reflection 8 A: fitness assessment, personal reflection</p>
<p>Nutrition</p>		
<p>S3.M17 Nutrition</p>	<p>6 – Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels. 7 – Develops strategies for balancing healthy food, snacks and water intake, along with daily physical activity. 8 - Describe the relationship between poor nutrition and health risk factors.</p>	<p>6 E: nutrition 7-8 M: nutrition</p>

Standard 3	6-8 Outcomes	Performance Indicators
<p><i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Stress Management</i> <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p>S3.M18 Stress Management</p>	<p>6 – Identifies positive and negative results of stress and appropriate ways of dealing with each. 7 – Practices strategies for dealing with stress, such as deep breathing, guided visualization, and cardio vascular exercise. 8 - Demonstrates basic movements used in other stress reducing activities such as yoga, tai chi, and deep breathing.</p>	<p>6-8 E: stress management</p>

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

The intent of this standard is to reflect development towards self-initiated behaviors that promote personal and group success in all physical activities that can be transferred to college, career and life. These behaviors include but are not limited to safe practices, adherence to rules and procedures, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction and inclusion. It also includes respect toward teachers, other students, and the environment. Key to the standard is developing respect and appreciation for individual similarities and differences among participants in physical activity. Similarities and differences include, but are not limited to; characteristics of culture, ethnicity, skill level, disabilities, physical characteristics (e.g., strength, size, shape), gender, age, race, and socioeconomic status.

Note: It must be noted that the use of physical activity as punishment for any reason (e.g. poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

Standard 4	6-8 Outcomes	Performance Indicators
<i>Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Personal Responsibility</i>		<i>E= Emerging, M= Maturing, A= Applying</i>
<p>S4.M1 Personal Responsibility</p>	<p>6– Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors. 7 –Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates. 8 - Accepts responsibility for individual improvement of levels of physical activity and fitness (physical, emotional, and social).</p>	<p>6-8 A: personal responsibility</p>
<p>S4.M2 Personal Responsibility</p>	<p>6 – Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk. 7 –Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class. 8 - Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.</p>	<p>6-8 A: personal responsibility</p>

Standard 4	6-8 Outcomes	Performance Indicators
<i>Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Accepting Feedback</i>		<i>E= Emerging, M= Maturing, A= Applying</i>
S4.M3 Accepting Feedback	6 – Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. 7 –Provides corrective feedback to a peer using teacher-generated guidelines and incorporating appropriate tone and other communication skills. 8 - Provides encouragement and corrective feedback to peers without prompting from the teacher.	6-8: accepting feedback
<i>Working with Others</i>		
S4.M4 Working with Others <i>Conflict Resolution (S4.E3.3-5.a)</i> <i>Accepts Others (S4.E3.3-5.b)</i>	6 – Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback. 7 –Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. 8 - Responds appropriately to ethical and unethical behavior of participants during physical activity by using the rules and guidelines for conflict resolution. 8 - Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.	6-8 A: working with others, conflict resolution
S4.M5 Working with Others	6– Cooperates with a small group of classmates during adventure activities, game play, or team-building activities. 7 – Problem solves with a small group of classmates during adventure activities, small-group initiatives, or game play. 8 - Cooperates with multiple classmates on problem solving initiatives including adventure activities, large group initiatives, and game play.	6-8 A: working with others, cooperation

Standard 4	6-8 Outcomes	Performance Indicators
<i>Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Rules and Fair Play</i>		<i>E= Emerging, M= Maturing, A= Applying</i>
S4.M6 Rules and Fair Play	6 – Identifies the rules and etiquette for physical activities, games and dance activities. 7 – Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance. 8 - Applies rules and fair play by acting as an official for modified physical activities, games and/or creating dance routines within a given set of parameters.	6 M: following rules, fair play 7-8 A: following rules, fair play
Safety		
S4.M7 Safety	6 – Uses physical activity and fitness equipment appropriately and safely, with the teacher’s guidance. 7 – Independently uses physical activity and exercises equipment appropriately and safely. 8 - Independently uses physical activity and fitness equipment appropriately and identifies specific safety concerns associated with the activity.	6-8 A: safety
S4.M8 Safety <i>Sun Safety (S4.E6.6-8.a)</i> <i>Aquatic Safety (S4.E6.6-8.b)</i>	Applies sun safe practices (8.a). Applies water safety practices. (8.b)	6-8 A: sun safety, aquatic safety

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

This standard reflects the development of an awareness of intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity can be enjoyable, challenging, and fun and provides opportunities for self-expression and social interaction. These benefits can develop self-confidence, promote a positive self-image, and continue a healthy, active lifestyle. As a result of these benefits of participation, students will begin to actively pursue life-long physical activities that meet their own needs.

Note: It must be noted that the use of physical activity as punishment for any reason (e.g. poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

Standard 5	6-8 Outcomes	Performance Indicators
<i>Recognizes the Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression, and/or Social Interaction. Health E= Emerging, M= Maturing, A= Applying</i>		
S5.M1 Health	6– Describes how being physically active leads to a healthy body. 7 –Identifies different types of physical activities and describes how each exerts a positive impact on health. 8 - Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, CV endurance, and body composition) and explains the connections between fitness and overall physical and mental health.	6-8 M: physical activity for health
S5.M2 Health	6 – Identifies components of physical activity that provide opportunities for reducing stress and for social interaction. 7 –Identifies positive mental and emotional aspects of participating in a variety of physical activities. 8 - Analyzes the empowering consequences of being physically active.	6-8 M: physical activity for health

Standard 5	6-8 Outcomes	Performance Indicators
<p>Recognizes the Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression, and/or Social Interaction. Challenge <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p>S5.M3 Challenge</p>	<p>6 – Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, or modifying the task. 7 –Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge. 8 - Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.</p>	<p>6-8 M: physical activity for challenge</p>
<p>Self-Expression/Enjoyment</p>		
<p>S5.M4 Self-Expression/Enjoyment</p>	<p>6– Describes how moving competently in a physical activity setting creates enjoyment. 7 –Identifies why self-selected physical activities create enjoyment. 8 - Discusses how enjoyment could be increased in self-selected physical activities.</p>	<p>6-8 M: physical activity for self-expression, enjoyment</p>
<p>S5.M5 Self-Expression/Enjoyment</p>	<p>6– Identifies how self-expression and physical activity are related. 7 –Explains the relationship between self-expression and lifelong enjoyment through physical activity. 8 - Identifies and participates in an enjoyable activity that prompts individual self-expression.</p>	<p>6-8 M: physical activity for self-expression, enjoyment</p>

Standard 5	6-8 Outcomes	Performance Indicators
<p>Recognizes the Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression, and/or Social Interaction. Social Interaction <i>E= Emerging, M= Maturing, A= Applying</i></p>		
<p>S5.M6 Social Interaction</p>	<p>6– Demonstrate 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. 7 – Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates. 8 - Demonstrates respect for self and others by asking for help and helping others, following the rules, playing in the spirit of the game, encouraging others, and providing support to classmates in various physical activities.</p>	<p>6-8 M: physical activity for social interaction</p>