2021 Middle Level Standard 1

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.			
Performance Goal	The student should apply tactics and strategies to modified game play and use specialized forms of basic manipulative and locomotor skills in increasingly complex settings. The student should demonstrate basic skills of invasion games, dance and rhythmic activities, target and net/wall games, striking/fielding games, outdoor pursuits, and aquatics.		
SC Profile of the Graduate:	Knowing how to learn, work ethic, media and technology		
Invasion Games	**Novice**	**Intermediate**	**Advanced**
1.1 Invasion Games **I can...**	MS.N.1.1: Demonstrate the basic skills and tactics used during an invasion game individually and with a partner.	MS.I.1.1: Apply the basic skills and tactics used during an invasion game in a numbers-up modified game. Example: performing a pass to an open player in a 3 v 2 soccer station.	MS.A.1.1: Execute the basic skills and tactics used during an invasion game in a modified game. Example: delivering a lead pass with accuracy in a 5 v 5 floor hockey game.
	Standard 1: Adapted Physical Education Support Suggestions **Support Level 1:** Shorten distance, peer assistance, floor markings or other visual cueing to assist in rhythm, music or directional change, verbal cueing of skill elements (slide - step, together, step). Auditory cues (metronome). Visual cueing to assist with skill elements (stickers placed on preferred/non-preferred foot/hand for opposition with throwing, kicking, etc.). **Support Level 2:** Physical assistance (holding a hand) to support balance, form, and direction, paraprofessional or teacher assistance, floor markings or other visual cueing to assist in directional change, verbal cueing of skill elements (slide - step, together, step). Auditory cues (metronome). Peer assistance, smaller groups, jersey for designated team, floor markings, more space allowed, more time.		
	Novice Support Levels	**Intermediate Support Levels**	**Advanced Support Levels**
	MS.N.1.1.**SL1:** Demonstrate some of the basic skills and tactics used during an invasion game individually and with a partner with prompting (physical, visual, or verbal). MS.N.1.1.**SL2:** Demonstrate some of the basic skills and tactics used during an invasion game individually and with a partner with assistance (physical, visual, or verbal).	MS.I.1.1.**SL1:** Apply some of the basic skills and tactics used during an invasion game in a numbers-up modified game with prompting (physical, visual, or verbal). MS.I.1.1.**SL2:** Apply some of the basic skills and tactics used during an invasion game in a numbers-up modified game with assistance (physical, visual, or verbal).	MS.A.1.1.**SL1:** Execute some of the basic skills and tactics used during an invasion game in a modified game with prompting (physical, visual, or verbal). MS.A.1.1.**SL2:** Execute some of the basic skills and tactics used during an invasion game in a

			modified game with assistance (physical, visual, or verbal).
Target Games	**Novice**	**Intermediate**	**Advanced**
1.2 Target Game **I can...**	MS.N.1.2: Demonstrate the basic skills and tactics used during the preparation phase. Example: hold a bowling ball correctly while initiating an approach.	MS.I.1.2: Consistently apply the basic skills and tactics during target games in a modified environment.	MS.A.1.2: Consistently execute the basic skills and tactics used during target games in a modified environment with accuracy.
	Novice Support Levels	**Intermediate Support Levels**	**Advanced Support Levels**
	MS.N.1.2.**SL1:** Demonstrate some of the basic skills and tactics during the preparation phase with prompting (physical, visual, or verbal). MS.N.1.2.**SL2:** Demonstrate some of the basic skills and tactics during the preparation phase with assistance (physical, visual, or verbal).	MS.I.1.2.**SL1:** Apply some of the basic skills and tactics during target games in a modified environment with prompting (physical, visual, or verbal). MS.I.1.2.**SL2:** Apply some of the basic skills and tactics during target games in a modified environment with assistance (physical, visual, or verbal).	MS.A.1.2.**SL1:** Execute some of the basic skills and tactics used during target games in a modified environment with prompting (physical, visual, or verbal). MS.A.1.2.**SL2:** Execute some of the basic skills and tactics used during target games in a modified environment with assistance (physical, visual, verbal).
Net/Wall	**Novice**	**Intermediate**	**Advanced**
1.3 Net/Wall Games **I can...**	MS.N.1.3: Demonstrate in a modified activity the basic skills and tactics used for net/wall games.	MS.I.1.3: Apply the proper technique and position to properly perform a variety of shots in a modified game (e.g. utilizing the appropriate shot in volleyball- overhead pass or forearm pass based on position of teammates).	MS.A.1.3: Execute a strategic shot based on the desired outcome in a complex situation (e.g. lob shot, passing shot, or drop shot in tennis).
	Novice Support Levels	**Intermediate Support Levels**	**Advanced Support Levels**
	MS.N.1.3.**SL1:** Demonstrate in a modified activity some of the basic skills and tactics for net/wall games with prompting (physical, visual, or verbal).	MS.I.1.3.**SL1:** Apply some of the proper techniques and positions to properly perform a variety of shots in a modified game with prompting (physical, visual, or verbal).	MS.A.1.3.**SL1:** Execute some strategic shots based on the desired outcome in a more

	MS.N.1.3.**SL2:** Demonstrate in a modified activity some of the basic skills and tactic for net/wall games with assistance (physical, verbal, or visual).	MS.I.1.3.**SL2:** Apply some of the proper techniques and positions to properly perform a variety of shots in a modified game with assistance (physical, verbal, or visual).	complex situation with prompting (physical, visual, or verbal). MS.A.1.3.**SL2:** Execute some strategic shots based on the desired outcome in a more complex situation with assistance (physical, verbal, or visual).
Fielding/ Striking	**Novice**	**Intermediate**	**Advanced**
1.4 Fielding and Striking Games **I can...**	MS.N.1.4: Demonstrate the basic skills and tactics used during a fielding/striking game individually and with a partner.	MS.I.1.4: Apply the basic skills and tactics used during fielding and striking games in a modified situation. Example: fielding/throwing using proper technique to a base.	MS.A.1.4: Execute the basic skills and tactics used during fielding and striking games in a complex situation.
	Novice Support Levels	**Intermediate Support Levels**	**Advanced Support Levels**
	MS.N.1.4.**SL1:** Demonstrate some of the basic skills and tactics used during a fielding/striking game individually and with a partner, with prompting (physical, visual, or verbal). MS.N.1.4.**SL2:** Demonstrate some of the basic skills and tactics used during a fielding/striking game individually and with a partner, with assistance (physical, visual, or verbal).	MS.I.1.4.**SL1:** Apply some of the basic skills and tactics used during fielding and striking games in a modified situation with prompting (physical, visual, or verbal). MS.I.1.4.**SL2:** Apply some of the basic skills and tactics used during fielding and striking games in a modified situation with assistance (physical, visual, or verbal).	MS.A.1.4.**SL1:** Execute some of the basic skills and tactics used during fielding and striking games in a complex situation with prompting (physical, visual, or verbal). MS.A.1.4.**SL2:** Execute some of the basic skills and tactics used during fielding and striking games in a complex situation with assistance (physical, visual, or verbal).
Dance/ Rhythmic	**Novice**	**Intermediate**	**Advanced**
1.5	MS.N.1.5: Demonstrate proper technique in performing dance and rhythmic activities.	MS.I.1.5: Apply command of rhythm and patterns in dance and rhythmic activities by designing a	MS.A.1.5: Execute command of rhythm, patterns, and timing in

Dance or Rhythmic Activities **I can...**		movement sequence to music as an individual or in a group.	dance or rhythmic activities by creating a movement sequence to music as an individual or in a group.
	Novice Support Levels	**Intermediate Support Levels**	**Advanced Support Levels**
	MS.N.1.5.**SL1:** Demonstrate some of the proper technique in performing dance and rhythmic activities with prompting (physical, visual, or verbal). MS.N.1.5.**SL2:** Demonstrate some of proper technique in performing dance and rhythmic activities with assistance (physical, visual, or verbal).	MS.I.1.5.**SL1:** Apply some command of rhythm and patterns in dance and rhythmic activities by designing a movement sequence to music as an individual or in a group with prompting (physical, visual, or verbal). MS.I.1.5.**SL2:** Apply some command of rhythm and patterns in dance and rhythmic activities by designing a movement sequence to music as an individual or in a group with assistance (physical, visual, verbal).	MS.A.1.5.**SL1:** Execute some command of rhythm, patterns and timing by creating a movement sequence to music as an individual or in a group in dance or rhythmic activities with prompting (physical, visual, or verbal). MS.A.1.5.**SL2:** Execute some command of rhythm, patterns and timing by creating a movement sequence to music as an individual or in a group in dance or rhythmic activities with assistance (physical, visual, or verbal).
Outdoor Pursuits	**Novice**	**Intermediate**	**Advanced**
1.6 Outdoor Pursuits **I can...**	MS.N.1.6: Demonstrate the basic skills used during outdoor pursuits.	MS.I.1.6: Apply the basic skills and strategies used during outdoor pursuits to achieve a goal.	MS.A.1.6: Execute the skills and strategies during outdoor pursuits in a complex goal.
	Novice Support Levels	**Intermediate Support Levels**	**Advanced Support Levels**
	MS.N.1.6.**SL1:** Demonstrate some of the basic skills used during outdoor pursuits with prompting (physical, visual, or verbal).	MS.I.1.6.**SL1:** Apply some of the basic skills and strategies used during outdoor pursuits to achieve a goal with prompting (physical, visual, or verbal).	MS.A.1.6.**SL1:** Execute some of the skills and strategies during outdoor pursuits in a complex

	MS.N.1.6.**SL2:** Demonstrate some of the basic skills used during outdoor pursuits with assistance (physical, visual, or verbal).	MS.I.1.6.**SL2:** Apply some of the basic skills and strategies used during outdoor pursuits to achieve a goal with assistance (physical, visual, or verbal).	goal with prompting (physical, visual, or verbal). MS.A.1.6.**SL2:** Execute some of the skills and strategies during outdoor pursuits in a complex goal with assistance (physical, visual, or verbal).
Aquatics	**Novice**	**Intermediate**	**Advanced**
1.7 Aquatics	MS.N.1.7 Demonstrate basic skills and safety precautions around water.	MS.I.1.7 Apply basic skills and safety precautions around water.	MS.A.1.7 Execute complex skills and safety precautions around water.
I can...	**Novice Support Levels**	**Intermediate Support Levels**	**Advanced Support Levels**
	MS.N.1.7.**SL1:** Demonstrate some of the basic skills and safety precautions around water with prompting (physical, visual, or verbal). MS.N.1.7.**SL2:** Demonstrate some of the basic skills and safety precautions around water with assistance (physical, visual, or verbal).	MS.I.1.7.**SL1:** Apply some of the basic skills and safety precautions around water with prompting (physical, visual, or verbal). MS.I.1.7.**SL2:** Apply some of the basic skills and safety precautions around water with assistance (physical, visual, or verbal).	MS.A.1.7.**SL1:** Execute some of the complex skills and safety precautions around water with prompting (physical, visual, or verbal). MS.A.1.7.**SL2:** Execute some of the complex skills and safety precautions around water with assistance (physical, visual, or verbal).

2021 Middle Level Standard 2

Standard 2: The physically literate individual demonstrates knowledge of concepts, principles, strategies, and tactics related to movement and performance.			
Performance Goal	The student should demonstrate and apply advanced movement and game strategies/tactics, identify the critical elements/learning cues of specialized movement skills, and identify characteristics representative of highly skilled performance.		
SC Profile of the Graduate:	Critical thinking and problem solving		
Invasion, Target, Net/Wall, Striking /Fielding Games	**Novice**	**Intermediate**	**Advanced**
2.1 Invasion, Target, Net/Wall, Striking / Fielding games **I can...**	MS.N.2.1: Describe critical elements/learning cues of the specialized skills used in a movement form.	MS.I.2: Identify critical elements and learning cues of skills performed.	MS.A.2.1: Develop critical elements and learning cues of skills performed.
	Standard 2: Adapted Physical Education Support Suggestions		
	Support Level 1: Peer assistance, wall posters for reminders, verbal cues, spots/tape for targets, shorter movements/sequences, option sheets, assistance (physical, visual, verbal). **Support Level 2:** Physical assistance, personal handouts/posters for cues		
	Novice Support Levels	**Intermediate Support Levels**	**Advanced Support Levels**
	MS.N.2.1.**SL1**: Describe some of the critical elements/learning cues of skills performed with prompting (physical, visual, or verbal). MS.N.2.1.**SL2**: Describe some of the critical elements/learning cues of skills performed with assistance (physical, visual, or verbal).	MS.I.2.1.**SL1:** Identify some of the critical elements and learning cues of skills performed with prompting (physical, visual, or verbal). MS.I.2.1.**SL2:** Identify some of the critical elements and learning cues of skills performed with assistance (physical, visual, or verbal).	MS.A.2.1.**SL1:** Develop some of the critical elements and learning cues of skills performed with prompting (physical, visual, or verbal). MS.A.2.1.**SL2:** Develop some of the critical elements and learning

			cues of skills performed with assistance (physical, visual, or verbal).
Invasion, Target, Net/Wall, Striking/ Fielding	**Novice**	**Intermediate**	**Advanced**
2.2 Invasion, Target, Net/Wall, Striking / Fielding games	MS.N.2.2: Describe various game strategies and tactics within modified situations.	MS.I.2.2: Identify various game strategies and tactics within the game and explain how to use them effectively in modified situations.	MS.A.2.2: Develop various game strategies and tactics within the game and explain how to use them effectively in complex situations.
	Novice Support Levels	**Intermediate Support Levels**	**Advanced Support Levels**
I can...	MS.N.2.2.**SL1:** Describe some of the various game strategies and tactics within modified situations with prompting (physical, visual, or verbal). MS.N.2.2.**SL2:** Describe some of the various game strategies and tactics within modified situations with assistance (physical, visual, or verbal).	MS.I.2.2.**SL1:** Identify some of the various game strategies and tactics within the game and explain how to use them effectively in modified situations with prompting (physical, visual, or verbal). MS.I.2.2.**SL2:** Identify some of the various game strategies and tactics within the game and explain how to use them effectively in modified situations with assistance (physical, visual, or verbal).	MS.A.2.2.**SL1:** Develop some of the various game strategies and tactics within the game and explain how to use them effectively in complex situations with prompting (physical, visual, or verbal). MS.A.2.2.**SL2:** Develop some of the various game strategies and tactics within the game and explain how to use them effectively in complex situations with assistance (physical, visual, or verbal).

Dance/ Rhythmic	Novice	Intermediate	Advanced
2.3 Dance /Rhythmic Activities **I can...**	MS.N.2.3: Describe a sequence of progressive rhythmic movement patterns. Example: create a repeatable aerobic sequence of four or eight count steps, with coordinated arm movements.	MS.I.2.3: Identify a sequence of progressive rhythmic movement patterns. Example: categorize steps as either four or eight count steps.	MS.A.2.3: Develop a sequence of progressive rhythmic movement patterns. Example: create a repeatable aerobic sequence of four or eight count steps, with coordinated arm movements.
	Novice Support Levels	**Intermediate Support Levels**	**Advanced Support Levels**
	MS.N.2.3.**SL1:** Describe a basic sequence of progressive rhythmic movement patterns with prompting (physical, visual, or verbal). MS.N.2.3.**SL2:** Describe a basic sequence of progressive rhythmic movement patterns with assistance (physical, visual, or verbal).	MS.I.2.3.**SL1:** Identify a basic sequence of progressive rhythmic movement patterns with prompting (physical, visual, or verbal). MS.I.2.3.**SL2:** Identify a basic sequence of progressive rhythmic movement patterns with assistance (physical, visual, or verbal).	MS.A.2.3.**SL1:** Develop a basic sequence of progressive rhythmic movement patterns with prompting (physical, visual, or verbal). MS.A.2.3.**SL2:** Develop a basic sequence of progressive rhythmic movement patterns with assistance (physical, visual, or verbal).
Health Related Fitness	**Novice**	**Intermediate**	**Advanced**
2.4 Health-Related Fitness **I can...**	MS.N.2.4: Describe the five components of health-related physical fitness (muscular strength, muscular endurance, aerobic capacity, flexibility, and body composition) and associated exercises for each component.	MS.I.2.4: Identify the relationship between the five components of health-related fitness and the FITT (frequency, intensity, type, and time) principle.	MS.A.2.4: Develop a personal health-related physical fitness plan, with limited teacher assistance, based on FITT training principles.
	Novice Support Levels	**Intermediate Support Levels**	**Advanced Support Levels**
	MS.N.2.4.**SL1:** Describe the basics of the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) and	MS.I.2.4.**SL1:** Identify the basic relationship between the five components of health-related fitness and the FITT (frequency, intensity, type, and	MS.A.2.4.**SL1:** Develop a basic personal health-related physical fitness plan based on FITT training

	associated exercises for each component with prompting (physical, visual, or verbal). MS.N.2.4.**SL2:** Describe the basics of the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) and associated exercises for each component with assistance (physical, visual, or verbal).	time) principle with prompting (physical, visual, or verbal). MS.I.2.4.**SL2:** Identify the basic relationships between the five components of health-related fitness and the FITT (frequency, intensity, type, and time) principle with assistance (physical, visual, or verbal).	principles with prompting (physical, visual, or verbal). MS.A.2.4.**SL2:** Develop a basic personal health-related physical fitness plan based on FITT training principles with assistance (physical, visual, or verbal).
Knowledge/ Movement	**Novice**	**Intermediate**	**Advanced**
2.5 Previous Knowledge and Movement Concepts **I can...**	MS.N.2.5: Describe prior knowledge of movement concepts into new learning experiences in the physical-activity setting. Example: use learning cues of the underhand toss and associate those cues with the underhand pitch/throw in softball.	MS.I.2.5: Identify prior knowledge of movement concepts into new learning experiences in the physical-activity setting. Example: use learning cues of the underhand toss in a modified setting in softball.	MS.A.2.5: Develop new learning experiences in the physical-activity setting using prior knowledge of movement concepts. Example: use learning cues of the underhand toss and underhand usage in complex situations across various physical activities/sports.
	Novice Support Levels	**Intermediate Support Levels**	**Advanced Support Levels**
	MS.N.2.5.**SL1:** Describe the basic prior knowledge of movement concepts into new learning experiences in the physical-activity setting with prompting (physical, visual, or verbal). MS.N.2.5.**SL2:** Describe the basic prior knowledge of movement concepts into new learning experiences in the physical-activity setting with assistance (physical, visual, or verbal).	MS.I.2.5.**SL1:** Identify the basic prior knowledge of movement concepts into new learning experiences in the physical-activity setting with prompting (physical, visual, or verbal). MS.I.2.5.**SL2:** Identify the basic prior knowledge of movement concepts into new learning experiences in the physical-activity setting with assistance (physical, visual, or verbal).	MS.A.2.5.**SL1:** Develop the basics of new learning experiences in the physical-activity setting using prior knowledge of movement concepts with prompting (physical, visual, or verbal). MS.A.2.5.**SL2:** Develop the basics of new learning experiences in the physical-activity setting using prior knowledge of movement concepts with assistance (physical, visual, or verbal).

Social/ Emotional	Novice	Intermediate	Advanced
2.6 Social and Emotional Health Benefits	MS.N.2.6: Describe physical-activity experiences with the potential for social, emotional, and health benefits.	MS.I.2.6: Identify physical-activity experiences for social, emotional, and health benefits. Example: locating local areas to participate in physical activity outside the school setting.	MS.A.2.6: Develop physical-activity experiences for social, emotional, and health benefits.
	Novice Support Levels	**Intermediate Support Levels**	**Advanced Support Levels**
I can...	MS.N.2.6.**SL1:** Describe some of the physical-activity experiences for social, emotional, and health benefits with prompting (physical, visual, or verbal). MS.N.2.6.**SL2:** Describe some of the physical-activity experiences for social, emotional, and health benefits with assistance (physical, visual, or verbal).	MS.I.2.6.**SL1:** Identify some of the physical-activity experiences for social, emotional, and health benefits with prompting (physical, visual, or verbal). MS.I.2.6.**SL2:** Identify some of the physical-activity experiences for social, emotional, and health benefits with assistance (physical, visual, or verbal).	MS.A.2.6.**SL1:** Develop some of the physical-activity experiences for social, emotional, and health benefits with prompting (physical, visual, or verbal). MS.A.2.6.**SL2:** Develop some of the physical-activity experiences for social, emotional, and health benefits with assistance (physical, visual, or verbal).

2021 Middle Level Standard 3

Standard 3: The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness.			
Performance Goal	The student develops an interest in a variety of physical activities and increases his or her ability to find opportunities for participation in these activities. The student achieves and maintains a health-enhancing level of fitness by setting and pursuing physical activity goals in creating a personal fitness plan to achieve personal fitness goals. The student develops the ability to interpret the results of health-related physical fitness assessments and to use this information to pursue his or her individual fitness goals.		
SC Profile of the Graduate:	Work ethic, self-direction		
Physical Activity	**Novice**	**Intermediate**	**Advanced**
3.1 Monitoring Physical Activity **I can...**	MS.N.3.1: Demonstrate participation in physical activity and set personal goals. Example: measure daily steps with a device.	MS.I.3.1: Monitor daily participation to promote physical activity. Example: maintain an activity log for a seven-day period, documenting progress toward achievement of personal goals.	MS.A.3.1: Execute a consistent monitoring system to maintain physical activity. Example: Periodically determine effectiveness of exercise/workout and refine as needed.
	Standard 3: Adapted Physical Education Support Suggestions **Support Level 1:** Prompting (physical, visual, verbal). **Support Level 2:** Assistance (physical, visual, verbal).		
	Novice Support Levels	**Intermediate Support Levels**	**Advanced Support Levels**
	MS.N.3.1.**SL1:** Demonstrate participation in physical activity and set personal goals with prompting (physical, visual, or verbal). MS.N.3.1.**SL2:** Demonstrate participation in physical activity and set personal goals with assistance (physical, visual, or verbal)	MS.I.3.1.**SL1:** Monitor daily participation to promote physical activity with or without prompting (physical, visual, or verbal). MS.I.3.1.**SL2:** Monitor daily participation to promote physical activity with assistance (physical, visual, or verbal).	MS.A.3.1.**SL1**: Execute a basic consistent monitoring system to maintain physical activity with or without prompting (physical, visual, or verbal). MS.A.3.1.**SL2:** Execute a basic consistent monitoring system to maintain physical activity with assistance (physical, visual, or verbal).

Community Resources	Novice	Intermediate	Advanced
3.2 Community Resources **I can...**	MS.N.3.2: Describe various ways to locate community resources for health-enhancing activities.	MS.I.3.2: Apply knowledge of community resources to support varied opportunities for participation in physical activity outside of physical education class. Example: evaluate local YMCA programs, city recreation programs, biking paths, walking trails.	MS.A.3.2: Execute a plan to utilize the community resources in a comprehensive personal fitness plan.
	Novice Support Levels	**Intermediate Support Levels**	**Advanced Support Levels**
	MS.N.3.2.**SL1:** Describe various ways to locate community resources for health-enhancing activities with prompting (physical, visual, or verbal). MS.N.3.2.**SL2:** Describe various ways to locate community resources for health-enhancing activities with assistance (physical, visual, or verbal).	MS.I.3.2.**SL1:** Apply a basic knowledge of community resources to support varied opportunities for participation in physical activity outside of physical education class with prompting (physical, visual, or verbal). MS.I.3.2.**SL2:** Apply a basic knowledge of community resources to support varied opportunities for participation in physical activity outside of physical education class with assistance (physical, visual, or verbal).	MS.A.3.2.**SL1:** Execute a simple plan to utilize the community resources with prompting (physical, visual, or verbal). MS.A.3.2.**SL2:** Execute a simple plan to utilize the community resources with assistance (physical, visual, or verbal).
Fitness	**Novice**	**Intermediate**	**Advanced**
3.3 Fitness Standards **I can…**	MS.N.3.3: Demonstrate proper form with cadence of fitness exercises as defined by a health-related fitness assessment.	MS.I.3.3: Show progression toward the age and gender-specific, health-related fitness standards as defined by a health-related fitness assessment.	MS.A.3.3: Achieve and maintain the age and gender-specific, health-related fitness standards as defined by a health-related fitness assessment.
	Novice Support Levels	**Intermediate Support Levels**	**Advanced Support Levels**
	MS.N.3.3.**SL1:** Demonstrate proper form with cadence of fitness exercises as defined by a health-	MS.I.3.3.**SL1:** Show progression toward the age and gender-specific, health-related fitness standards	MS.A.3.3.**SL1:** Achieve and maintain the age and gender-specific, health-related fitness

	related fitness assessment with prompting (physical, visual, or verbal). MS.N.3.3.**SL2:** Demonstrate proper form with cadence of fitness exercises as defined by a health-related fitness assessment with assistance (physical, visual, or verbal).	as defined by a health-related fitness assessment with prompting (physical, visual, or verbal). MS.I.3.3.**SL2:** Show progression toward the age and gender-specific, health-related fitness standards as defined by a health-related fitness assessment with assistance (physical, visual, or verbal).	standards as defined by a health-related fitness assessment with prompting (physical, visual, or verbal). MS.A.3.3.**SL2:** Achieve and maintain the age and gender-specific, health-related fitness standards as defined by a health-related fitness assessment with assistance (physical, visual, or verbal).
Fitness Goals and Plans	**Novice**	**Intermediate**	**Advanced**
3.4 Fitness Goals and Plans **I can...**	MS.N.3.4: Demonstrate various activities to address personal health-related fitness components.	MS.I.3.4: Identify personal health-related fitness goals and implement a plan to achieve and/or maintain personal fitness.	MS.A.3.4: Execute a method(s) to identify specific personal health-related fitness goals and modify a plan to improve personal fitness.
	Novice Support Levels	**Intermediate Support Levels**	**Advanced Support Levels**
	MS.N.3.4.**SL1:** Demonstrate various activities to address health-related fitness components with prompting (physical, visual, or verbal). MS.N.3.4.**SL2:** Demonstrate various activities to address health-related fitness components with assistance (physical, visual, or verbal).	MS.I.3.4.**SL1:** Identify personal health-related fitness goals and implement a simple plan to achieve and/or maintain personal fitness with prompting (physical, visual, or verbal). MS.I.3.4.**SL2:** Identify personal health-related fitness goals and implement a simple plan to achieve and/or maintain personal fitness with assistance (physical, visual, or verbal).	MS.A.3.4.**SL1:** Execute a simple method(s) to identify specific personal health-related fitness goals and modify a plan to improve personal fitness with prompting (physical, visual, or verbal). MS.A.3.4.**SL2:** Execute a simple method(s) to identify specific personal health-related fitness goals and modify a plan to improve personal fitness with assistance (physical, visual, or verbal).

Fitness Participation	Novice	Intermediate	Advanced
3.5 Fitness Participation	MS.N.3.5: Demonstrate participation in health-related physical fitness activities outside of the physical education class.	MS.I.3.5: Apply regular participation in health-related physical fitness activities outside of the physical education class.	MS.A.3.5: Execute specific health-related physical fitness activities outside of the physical education class to improve personal fitness.
I can...	**Novice Support Levels**	**Intermediate Support Levels**	**Advanced Support Levels**
	MS.N.3.5.SL1: Demonstrate participation in health- related physical fitness activities outside of the physical education class with prompting (physical, visual, or verbal). MS.N.3.5.SL2: Demonstrate participation in health- related physical fitness activity outside of the physical education class with assistance (physical, visual, or verbal).	MS.I.3.5.SL1: Apply regular participation in health-related physical fitness activities outside of the physical education class with prompting (physical, visual, or verbal). MS.I.3.5.SL2: Apply regular participation in health-related physical fitness activities outside of the physical education class with assistance (physical, visual, or verbal).	MS.A.3.5.SL1: Execute some specific health-related physical fitness activities outside of the physical education class to improve personal fitness with prompting (physical, visual, or verbal). MS.A.3.5.SL2: Execute some specific health-related physical fitness activities outside of the physical education class to improve personal fitness with assistance (physical, visual, or verbal).

2021 Middle Level Standard 4

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings.			
Performance Goal	The student uses effective self-monitoring skills and applies appropriate problem-solving techniques to resolve conflict in physical activity settings, works with others to accomplish group goals in both cooperative and competitive setting,; and respects the contributions made by others whose skill levels are dissimilar to his or her own.		
SC Profile of the Graduate:	Interpersonal skills, integrity, collaboration and teamwork, global perspective		
Teamwork/ Sportsmanship	**Novice**	**Intermediate**	**Advanced**
4.1 Teamwork/ Sportsmanship **I can...**	MS.N.4.1: Demonstrate skills to work cooperatively within a group to establish and achieve group goals in physical activity settings.	MS.I.4.1: Apply interpersonal skills to work cooperatively within a group to establish and achieve group goals in competitive as well as cooperative physical activity settings.	MS.A.4.1: Develop and execute group norms to establish and achieve group goals in competitive as well as cooperative physical activity settings (e.g. provides positive feedback to teammates and opponents during activities and games).
	Standard 4: Adapted Physical Education Support Suggestions **Support Level 1:** Prompting (physical, visual, verbal). **Support Level 2:** Assistance (physical, visual, verbal).		
	Novice Support Levels	**Intermediate Support Levels**	**Advanced Support Levels**
	MS.N.4.1.**SL1:** Demonstrate some skills to work cooperatively within a group to establish and achieve group goals in physical activity settings with or without prompting (physical, visual, or verbal). MS.N.4.1.**SL2:** Demonstrate some skills to work cooperatively within a group to establish and achieve group goals in physical activity settings with assistance (physical, visual, or verbal).	MS.I.4.1.**SL1:** Apply some interpersonal skills to work cooperatively within a group to establish and achieve group goals in competitive as well as cooperative physical activity settings with or without prompting (physical, visual, or verbal). MS.I.4.1.**SL2:** Apply some interpersonal skills to work cooperatively within a group to establish and achieve group goals in competitive as well as cooperative physical activity settings with assistance (physical, visual, or verbal).	MS.A.4.1.**SL1:** Develop and execute group norms to establish and achieve group goals in competitive as well as cooperative physical activity settings with or without prompting (physical, visual, or verbal). MS.A.4.1.**SL2:** Develop and execute group norms to establish and achieve group goals in competitive as well as cooperative physical activity settings with assistance (physical, visual, or verbal).

Conflict Resolution	Novice	Intermediate	Advanced
4.2 Conflict Resolution **I can...**	MS.N.4.2: Demonstrate the skills needed to resolve conflicts. Example: display skills such as self-control, listening, compromising, cooperating, and negotiating.	MS.I.4.2: Apply the skills needed to resolve potential conflicts in physical activity settings.	MS.A.4.2: Execute a conflict-resolution strategy to resolve potential conflicts in a game or physical activity. Example: negotiates an acceptable penalty in a flag football game with the opposing team.
	Novice Support Levels	**Intermediate Support Levels**	**Advanced Support Levels**
	MS.N.4.2.**SL1:** Demonstrate some of the basic skills needed to resolve conflicts with prompting (physical, visual, or verbal). MS.N.4.2.**SL2:** Demonstrate some of the basic skills needed to resolve conflicts with assistance (physical, visual, or verbal).	MS.I.4.2.**SL1:** Apply some of the basic skills needed to resolve potential conflicts in physical activity settings with prompting (physical, visual, or verbal). MS.I.4.2.**SL2:** Apply some of the basic skills needed to resolve potential conflicts in physical activity settings with assistance (physical, visual, or verbal).	MS.A.4.2.**SL1:** Execute a simple conflict-resolution strategy to resolve potential conflicts in a game or physical activity with prompting (physical, visual, or verbal). MS.A.4.2.**SL2:** Execute a simple conflict-resolution strategy to resolve potential conflicts in a game or physical activity with assistance (physical, visual, or verbal).
Diversity	**Novice**	**Intermediate**	**Advanced**
4.3 Diversity **I can...**	MS.N.4.3: Recognize the value of diversity of participants in physical activity.	MS.I.4.3: Apply an effort to include a diverse group of participants in physical activities and accept differences among people.	MS.A.4.3: Consistently include a diverse group of participants in physical activities and consistently accept differences among people.
	Novice Support Levels	**Intermediate Support Levels**	**Advanced Support Levels**
	MS.N.4.3.**SL1:** Recognize the diverse characteristics of participants in physical activity with prompting (physical, visual, or verbal).	MS.I.4.3.**SL1:** Apply a simple effort to include a diverse group of participants in physical activities and accept differences among people with prompting (physical, visual, or verbal).	MS.A.4.3.**SL1:** Consistently include a diverse group of participants in physical activities and consistently accepts differences among people with prompting (physical, visual, or verbal).

	MS.N.4.3.**SL2:** Recognize the diverse characteristics of participants in physical activity with assistance (physical, visual, or verbal).	MS.I.4.3.**SL2:** Apply a simple effort to include a diverse group of participants in physical activities and accept differences among people with assistance (physical, visual, or verbal).	MS.A.4.3.**SL2:** Consistently include a diverse group of participants in physical activities and consistently accepts differences among people with assistance (physical, visual, or verbal).
Respect/ Safety	**Novice**	**Intermediate**	**Advanced**
4.4 Respect and Safety **I can...**	MS.N.4.4: Demonstrate the use of equipment appropriately and safely in physical activity settings.	MS.I.4.4: Apply equipment appropriately in physical activity settings and identify safety concerns associated with specific activities.	MS.A.4.4: Execute a method to use the equipment appropriately and foresee safety concerns associated with specific activities. Example: reminds others of the safety concerns of wearing a flag football belt improperly.
	Novice Support Levels	**Intermediate Support Levels**	**Advanced Support Levels**
	MS.N.4.4.**SL1:** Demonstrate the use of equipment appropriately and safely in physical activity settings with prompting (physical, visual, or verbal). MS.N.4.4.**SL2:** Demonstrate the use of equipment appropriately and safely in physical activity settings with assistance (physical, visual, or verbal).	MS.I.4.4.**SL1:** Apply equipment appropriately in physical activity settings and identify safety concerns associated with specific activities with prompting (physical, visual, or verbal). MS.I.4.4.**SL2:** Apply equipment appropriately in physical activity settings and identify safety concerns associated with specific activities with assistance (physical, visual, or verbal).	MS.A.4.4.**SL1:** Execute a simple method to use the equipment appropriately and foresee safety concerns associated with specific activities with prompting (physical, visual, or verbal). MS.A.4.4.**SL2:** Execute a simple method to use the equipment appropriately and foresee safety concerns associated with specific activities with assistance (physical, visual, or verbal).

2021 Middle Level Standard 5

Standard 5: The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression and/or social interaction.			
Performance Goal	The student learns that physical activities provide the opportunity for challenge, enjoyment, and positive social interaction; and gains an awareness of the health benefits, opportunities for enjoyment, and social interaction provided through participation in a variety of physical activities.		
SC Profile of the Graduate:	Creativity and innovation		
Enjoyment Promotion	**Novice**	**Intermediate**	**Advanced**
5.1 Enjoyment Promotion **I can...**	MS.N.5.1: Recognize how physical activity provides personal meaning and enjoyment.	MS.I.5.1: Seek and explore physical activity opportunities that provide personal meaning and enjoyment. Example: participate in organized sports for the joy of competition, ride a mountain bike to enjoy nature trails.	MS.A.5.1: Consistently seek and explore various physical activities that provide personal meaning and enjoyment. Example: research a hiking trail near the family's vacation destination and suggest for an activity.
	Standard 5: Adapted Physical Education Support Suggestions **Support Level 1**: Prompting (physical, visual, verbal). **Support Level 2:** Assistance (physical, visual, verbal).		
	Novice Support Levels	**Intermediate Support Levels**	**Advanced Support Levels**
	MS.N.5.1.**SL1:** Recognize in a simple way how physical activity provides personal meaning and enjoyment with prompting (physical, visual, or verbal). MS.N.5.1.**SL2:** Recognize in a simple way how physical activity provides personal meaning and enjoyment with assistance (physical, visual, or verbal).	MS.I.5.1.**SL1:** Seek and explore simple physical activity opportunities that provide personal meaning and enjoyment with prompting (physical, visual, or verbal). MS.I.5.1.**SL2:** Seek and explore simple physical activity opportunities that provide personal meaning and enjoyment with assistance (physical, visual, or verbal).	MS.A.5.1.**SL1:** Frequently seek out and explore various physical activities that provide personal meaning and enjoyment with prompting (physical, visual, or verbal). MS.A.5.1.**SL2:** Frequently seek out and explore various physical activities that provide personal meaning and enjoyment with assistance (physical, visual, or verbal).

Health Enhancing	Novice	Intermediate	Advanced
5.2 Health-Enhancing Promotion **I can...**	MS.N.5.2: Recognize the benefits of health-enhancing physical activities that provide challenge, enjoyment, and social interaction. Example: Go on a walk, jog, or run to increase heart rate, relieve stress, or interact with others.	MS.I.5.2: Seek and explore health-enhancing physical activities that provide challenge, enjoyment, and social interaction. Example: Participate in local road race, community event, or youth recreational league.	MS.A.5.2: Consistently seek and explore various health-enhancing physical activities that provide challenge, enjoyment, and social interaction. Example: Regularly participates in various neighborhood, community, and recreational activities.
	Novice Support Levels	**Intermediate Support Levels**	**Advanced Support Levels**
	MS.N.5.2.**SL1:** Recognize some of the benefits of health-enhancing physical activities that provide challenge, enjoyment, and social interaction with prompting (physical, visual, or verbal). MS.N.5.2.**SL2:** Recognize some of the benefits of health-enhancing physical activities that provide challenge, enjoyment, and social interaction with assistance (physical, visual, or verbal).	MS.I.5.2.**SL1:** Seek and explore health-enhancing physical activities that provide challenge, enjoyment, and social interaction with prompting (physical, visual, or verbal). MS.I.5.2.**SL2:** Seek and explore health-enhancing physical activities that provide challenge, enjoyment, and social interaction with assistance (physical, visual, or verbal).	MS.A.5.2.**SL1:** Frequently seek and explore various health-enhancing physical activities that provide challenge, enjoyment, and social interaction with prompting (physical, visual, or verbal). MS.A.5.2.**SL2:** Frequently seek and explore various health-enhancing physical activities that provide challenge, enjoyment, and social interaction with assistance (physical, visual, or verbal).
Social/Self-Expression	**Novice**	**Intermediate**	**Advanced**
5.3 Social Interaction and Self-Expression	MS.N.5.3: Recognize an enjoyable activity that promotes social interaction or self-expression. Example: Acknowledge the benefits of playing a pick-up basketball game with friends.	MS.I.5.3: Identify and participate in enjoyable activities that promote social interaction or self-expression. Example: Play horseshoes with relatives, seek a neighborhood disc golf course	MS.A.5.3: Consistently identify and participate in various enjoyable activities that promote social interaction or self-expression.

I can...			Example: Organize school activities to promote community involvement.
	Novice Support Levels	**Intermediate Support Levels**	**Advanced Support Levels**
	MS.N.5.3.SL1: Recognize a simple and enjoyable activity that promotes social interaction or self-expression with prompting (physical, visual, or verbal). MS.N.5.3.SL2: Recognize a simple and enjoyable activity that promotes social interaction or self-expression with assistance (physical, visual, or verbal).	MS.I.5.3.SL1: Identify and participate in simple and enjoyable activities that promote social interaction or self-expression with prompting (physical, visual, or verbal). MS.I.5.3.SL2: Identify and participate in simple and enjoyable activities that promote social interaction or self-expression with assistance (physical, visual, or verbal).	MS.A.5.3.SL1: Frequently identify and participate in various enjoyable activities that promote social interaction or self-expression with prompting (physical, visual, or verbal). MS.A.5.3.SL2: Frequently identify and participate in various enjoyable activities that promote social interaction or self-expression with assistance (physical, visual, or verbal).
Active Lifestyle	**Novice**	**Intermediate**	**Advanced**
5.4 Active Lifestyle **I can…**	MS.N.5.4: Recognize the (affective) health benefits of a physically active lifestyle. Example: Acknowledges that positive relationships, personal satisfaction, self-esteem are benefits of physical activity	MS.I.5.4: Identify the (affective) health benefits of a physically active lifestyle. Example: Joins a running club in order to form new friendships, achieve a goal, or overcome an obstacle	MS.A.5.4: Consistently identify the various (affective) health benefits of a physically active lifestyle. Example: Regularly looks for opportunities to form new relationships, set new goals, embrace new challenges in various activities
	Novice Support Levels	**Intermediate Support Levels**	**Advanced Support Levels**
	MS.N.5.4.**SL1:** Recognize the (affective) health benefits of a physically active lifestyle in a simple way with prompting (physical, visual, or verbal).	MS.I.5.4.**SL1:** Identify the (affective) health benefits of a physically active lifestyle in a simple way with prompting (physical, visual, or verbal).	MS.A.5.4.**SL1:** Frequently identify the various (affective) health benefits of a physically active lifestyle in a simple way with

	MS.N.5.4.**SL2:** Recognize the (affective) health benefits of a physically active lifestyle in a simple way with assistance (physical, visual, or verbal).	MS.I.5.4.**SL2:** Identify the (affective) health benefits of a physically active lifestyle in a simple way with assistance (physical, visual, or verbal).	prompting (physical, visual, or verbal). MS.A.5.4.**SL2:** Frequently identify the various (affective) health benefits of a physically active lifestyle in a simple way with assistance (physical, visual, or verbal).