

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.

The physically literate individual will:

Standard 1	Demonstrate competency in a variety of motor skills and movement patterns.
Standard 2	Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.
Standard 3	Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Standard 4	Exhibit responsible personal and social behavior that respects self and others.
Standard 5	Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

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

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*Society of Health and Physical Educators

Middle School Outcomes (Grades 6-8)

By the end of grade 8, the learner will:

- apply tactics and strategies to modified game play,
- demonstrate fundamental movement skills in a variety of contexts,
- design and implement a health-enhancing fitness program,
- participate in self-selected physical activity; cooperate and encourage classmates,
- accept individual differences and demonstrate inclusive behaviors, and
- engage in physical activity for enjoyment and self-expression.

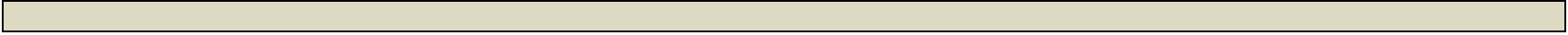
Physical Education			
Standard 1	Demonstrate competency in a variety of motor skills and movement patterns.		
	Grade 6	Grade 7	Grade 8
Dance and Rhythms	Uses correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance, including those of traditional and contemporary American Indian cultures and practices.	Uses correct rhythm and pattern for a different dance form from among folk, social, creative, line and world dance, including those of traditional and contemporary American Indian cultures and practices.	Identifies correct rhythm and pattern for a different dance form from among folk, social, creative, line and world dance, including those of traditional and contemporary American Indian cultures.
Games and Sports Invasion Games Throwing	Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2 nd base to 1 st base).	Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment.	Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play.
Invasion Games Catching	Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks.	Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play.	Catches using an implement in a dynamic environment or modified game play.
Invasion Games Passing and receiving	Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed with competency in invasion games such as basketball, flag football, speedball or team handball.	Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed with competency in invasion games such as soccer, socci or speedball.	Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (floor, field, ice).
Invasion Games Passing and receiving	Throws, while stationary, a leading pass to a moving receiver.	Throws, while moving, a leading pass to a moving receiver.	Throws a lead pass to a moving partner off a dribble or pass.
Invasion Games Offensive skills	Performs pivots, fakes and jab steps designed to create open space during practice tasks.	Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps.	Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens.
Invasion Games Offensive skills	Performs the following offensive skills without defensive pressure: pivot, give and go fakes.	Performs the following offensive skills with defensive pressure: pivots, fakes, jab steps.	Executes the following offensive skills during small-sided game play: pivot, give and go fakes.
Invasion Games Dribbling/ball control	Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks.	Dribbles with dominant and non-dominant hand using a change of speed and direction in a variety of practice tasks.	Dribbles with dominant and non-dominant hand using a change of speed and direction in small-sided game play.

Invasion Games Dribbling/ball control	Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks.	Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks.	Foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play.
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Physical Education

Standard 1 *Demonstrate competency in a variety of motor skills and movement patterns.*

	Grade 6	Grade 7	Grade 8
Invasion Games Shooting on goal	Shoots on goal with power in a dynamic environment as appropriate to the activity.	Shoots on goal with power and accuracy in small-sided game play.	Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse.
Invasion Games Defensive skills	Maintains defensive ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player.	Slides in all directions while on defense without crossing feet.	Drop-steps in the direction of the pass during player-to-player defense.
Games and Sports Net/Wall Games Serving	Performs a legal underhand serve with control for net/wall games such as badminton, volleyball or pickleball.	Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball or pickleball.	Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball or pickleball.
Net/Wall Games Striking	Strikes, with a mature overarm pattern, in a non-dynamic environment for net/wall games such as volleyball, handball, badminton or tennis.	Strikes, with a mature overarm pattern, in a dynamic environment for net/wall games such as volleyball handball, badminton or tennis.	Strikes, with a mature overarm pattern, in a modified game for net/wall games such as volleyball, handball, badminton or tennis.
Net/Wall Games Forehand/backhand	Uses the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddle ball, pickleball or short-handled racket tennis.	Uses the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis.	Uses 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.
Net/Wall Games Weight Transfer	Transfers weight with correct timing for the striking pattern.	Transfers weight with correct timing using low to high striking pattern with a short-handled implement on the forehand side.	Transfers weight with correct timing using low to high striking pattern with a long-handled implement on the backhand side.
Net/Wall Games Volley	Forehand-volleys with a mature form and control using a short-handled implement.	Forehand- and backhand-volleys with a mature form and control using a short-handled implement.	Forehand- and backhand-volleys with a mature form and control using a short-handled implement during modified game play.
Net/Wall Games Two-hand volley	Two-hand-volleys with control in a variety of practice tasks.	Two-hand-volleys with control in a dynamic environment.	Two-hand-volleys with control in a small-sided game.
Games and Sports Target Games Underhand throw	Executes consistently (70% of the time) a mature underhand pattern for target games such as bowling, bocci or horseshoes.	Executes consistently (70% of the time) a mature underhand pattern for target games such as bowling, bocci or horseshoes.	Performs consistently (70% of the time) a mature underhand pattern with accuracy and control for one target game such as bowling or bocci.
Target Games Striking	Strikes, with an implement, a stationary object for accuracy in activities such as croquet, shuffleboard or golf.	Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard or golf.	Strikes, with an implement, a stationary object for accuracy and power in such activities as croquet, shuffleboard or golf.
Games and Sports Fielding/Striking Games Throwing	Strikes a pitched ball with an implement with force in a variety of practice tasks.	Strikes a pitched ball with an implement to open space in a variety of practice tasks.	Strikes a pitched ball with an implement for power to open space in a variety of small-sided games.
Fielding/Striking Games Catching	Catches, with a mature pattern, from different trajectories using a variety of objects in varying practice tasks.	Catches, with a mature pattern, from different trajectories using a variety of objects in small-sided game play.	Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play.



Physical Education			
Standard 1 Demonstrate competency in a variety of motor skills and movement patterns.			
	Grade 6	Grade 7	Grade 8
Outdoor Pursuits	Uses correct technique for basic skills in one self-selected outdoor activity.	Uses correct technique for a variety of skills in one self-selected outdoor activity.	Uses correct techniques for basic skills in at least two self-selected outdoor activities.
Aquatics	<i>Preferably taught at elementary or secondary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum.</i>		
Individual-Performance Activities	Uses correct technique for basic skills in one self-selected individual-performance activity.	Uses correct technique for a variety of skills in one self-selected individual-performance activity.	Uses correct technique for basic skills in at least two self-selected individual performance activities.

Physical Education			
Standard 2 Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.			
	Grade 6	Grade 7	Grade 8
Games and Sports Invasion Games Creating space with movement	Creates open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace).	Reduces open space by using locomotor movements (e.g., walking, running, jumping and landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal).	Opens and closes space during small-sided game play by combining locomotor movements with movement concepts.
Invasion Games Creating space with offensive tactics	Executes at least one of the following offensive tactics to create open space: moves to an open space without the ball; uses a variety of passes; uses pivot, fake or give and go.	Executes at least two of the following offensive tactics to create open space: give and go; a variety of passes; fakes, pivot).	Executes at least three of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes, and pathways; give and go.
Invasion Games Creating space using width and length	Creates open space by using the width and length of the field/court on offense.	Creates open space by staying spread on offense, and cutting and passing quickly.	Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball.
Invasion Games Reducing space by changing size and shape	Reduces open space on defense by making the body larger and reducing passing angles.	Reduces open space on defense by staying close to the opponent as he/she nears the goal.	Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective).

Invasion Games Reducing space using denial	Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass.	Reduces open space by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection.	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.
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Physical Education			
Standard 2			
Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.			
	Grade 6	Grade 7	Grade 8
Invasion Games Transitions	Transitions from offense to defense or defense to offense by recovering quickly.	Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates.	Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage.
Net/Wall Games Creating space through variation	Creates open space in net/wall games with a short-handled implement by varying force and direction.	Creates open space in net/wall games with a long-handled implement by varying force, direction and moving opponent from side to side.	Creates open space in net/wall games with either a long- or short-handled implement by varying force or direction, or moving opponent side to side and/or forward and back.
Net/Wall Games Using tactics/shots	Reduces offensive options for opponents by returning to mid-court position.	Selects offensive shot based on opponent's location (hit where opponent is not).	Varies placement, force and timing of return to prevent anticipation by opponent.
Games and Sports Target Games Shot selection	Selects appropriate shot or club based on location of the object in relation to the target.	Varies the speed and/or trajectory of the shot based on location of the object in relation to the target.	Varies the speed, force and trajectory of the shot based on location of the object in relation to the target.
Fielding/Striking Games Offensive strategies	Identifies open spaces and attempts to strike object into that space.	Uses a variety of shots (e.g., slap and run, bunt, line drive, high arc) to hit to open space.	Identifies sacrifice situations and attempts to advance a teammate.
Fielding/Striking Games Reducing space	Identifies the correct defensive play based on the situation (e.g., number of outs).	Selects the correct defensive play based on the situation (e.g., number of outs).	Reduces open spaces in the field by working with teammates to maximize coverage.
Individual-Performance Activities, Dance and Rhythms Movement concepts	Varies application of force during dance or gymnastic activities.	Identifies and applies Newton's laws of motion to various dance or movement activities.	Describes and applies mechanical advantage(s) for a variety of movement patterns.
Outdoor Pursuits Movement concepts	Makes appropriate decisions based on the weather, level of difficulty due to conditions or ability to ensure safety of self and others.	Analyzes the situation and makes adjustments to ensure the safety of self and others.	Implements safe protocols in self-selected outdoor activities.

Knowledge	Recognizes the history and origin of various games, sports, and dance including those of traditional and contemporary American Indian cultures.	Describes the history and origin of various games, sports, and dance including those of traditional and contemporary American Indian cultures.	Researches the history and origin of various games, sports, and dance including those of traditional and contemporary American Indian cultures.

Physical Education

Standard 3

Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

	Grade 6	Grade 7	Grade 8
Physical activity knowledge	Describes how being physically active leads to a healthy body.	Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.	Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, CV endurance, body composition) and explains the connections between fitness and overall physical and mental health.
Engages in physical activity	Participates in self-selected physical activity outside of physical education class.	Participates in a physical activity twice a week outside of physical education class.	Participates in physical activity three times a week outside of physical education class.
Engages in physical activity	Participates in a variety of aerobic fitness activities such as cardio kick, step aerobics and/or aerobic dance.	Participates in a variety of strength and endurance fitness activities, such as Pilates, resistance training, body-weight training and/or light free-weight training.	Participates in a variety of self-selected aerobic fitness activities outside of school such as walking, jogging, biking, skating, dancing and/or swimming.
Engages in physical activity	Participates in a variety of aerobic fitness activities using technology such as Dance, Dance Revolution® or Wii Fit®.	Participates in a variety of strength and endurance fitness activities such as weight or resistance training.	Plans and implements a program of cross training to include aerobic, strength and endurance, and flexibility.
Engages in physical activity	Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities.	Participates in a variety of lifetime dual and individual sports, martial arts or aquatic activities.	Participates in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day.
Fitness knowledge	Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day.	Participates in moderate to vigorous muscle- and bone-strengthening physical activity at least three times a week.	Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day at least five times a week.
Fitness knowledge	Identifies the components of skill- related fitness.	Distinguishes between health-related and skill-related fitness. ⁹	Compares and contrasts health-related fitness components. ¹⁰
Fitness knowledge	Sets and monitors a self-selected physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level.	Adjusts physical activity based on quantity of exercise needed for a minimal health standards and/or optional functioning based on current fitness level.	Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.
Fitness knowledge	Employs correct techniques and methods of stretching. ¹¹	Describes and demonstrates the difference between dynamic and static stretches. ¹²	Employs a variety of appropriate static stretching techniques for all major muscle groups.
Fitness knowledge	Differentiates between aerobic and anaerobic capacity, and muscle strength and endurance.	Describes the role of exercise and nutrition in weight management.	Describes the role of stretching and flexibility in injury prevention.
Fitness knowledge	Identifies each of the components of the overload principle (FITT formula) for different types of physical activity (aerobic, muscle fitness and flexibility).	Describes FITT formula (overload principle) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness. ¹³	Uses the overload principle (FITT formula) in preparing a personal workout. ¹⁴
Fitness knowledge	Describes the role of warm-up and cool-down regimens before and after physical activity.	Designs a warm-up and cool-down regimen for a self-selected physical activity.	Designs and implements a warm-up and cool-down regimen for a self-selected physical activity.

Physical Education

Standard 3

Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

	Grade 6	Grade 7	Grade 8
Fitness knowledge	Defines resting heart rate (RHR) and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale. ¹⁵	Defines how the RPE Scale can be used to determine the perception of the work effort or intensity of exercise.	Defines how the RPE Scale can be used to adjust workout intensity during physical activity.
Fitness knowledge	Identifies major muscles used in selected physical activities. ¹⁶	Describes how muscles pull on bones to create movement in pairs by relaxing and contracting. ¹⁷	Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity. ¹⁸
Fitness knowledge	Works with forms of technology and social media that support a healthy, active lifestyle.	Uses forms of technology and social media that support a healthy, active lifestyle.	Identifies forms of technology and social media that support a healthy, active lifestyle.
Assessment and program planning	Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment.	Designs and implements a program of remediation for two areas of weakness based on the results of health-related fitness assessment.	Designs and implements a program of remediation for three areas of weakness based on the results of health-related fitness assessment.
Assessment and program planning	Maintains a physical activity log for at least two weeks and reflects on activity levels as documented in the log.	Maintains a physical activity and nutrition log for at least two weeks and reflects on activity levels and nutrition as documented in the log.	Designs and implements a program to improve levels of health-related fitness and nutrition.
Nutrition	Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels. ¹⁹	Develops strategies to balance healthy food, snacks and water intake, along with daily physical activity. ²⁰	Describes the relationship between poor nutrition and health risk factors. ²¹
Stress management	Identifies positive and negative results of stress and appropriate ways of dealing with each. ²²	Practices strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise. ²³	Demonstrates basic movements used in other stress-reducing activities such as yoga and Tai Chi.

Physical Education			
Standard 4	Exhibit responsible personal and social behavior that respects self and others.		
	Grade 6	Grade 7	Grade 8
Personal responsibility	Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors.	Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates.	Accepts responsibility for improving one's own levels of physical activity and fitness.
Personal responsibility	Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.	Uses both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.	Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.
Personal responsibility	Identifies practices that promote responsible behavior of self and others in a variety of physical activities.	Describes practices that promote responsible behavior of self and others in a variety of physical activities.	Explain practices that promote responsible behavior of self and others in a variety of physical activities.
Accepting feedback	Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.	Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills.	Provides encouragement and feedback to peers without prompting from the teacher.
Working with others	Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.	Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.	Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.
Working with others	Cooperates with a small group of classmates during adventure activities, game play or team-building activities.	Problem-solves with a small group of classmates during adventure activities, small-group initiatives or game play.	Cooperates with classmates on problem-solving initiatives during adventure activities, large-group initiatives and game play.
Working with others	Works to accept other's ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects.	Names ways of accepting other's ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects.	Provides ways to accept other's ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects.
Rules and etiquette	Identifies the rules and etiquette for physical activities/games and dance activities.	Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities/games or following parameters to create or modify a dance.	Applies rules and etiquette by acting as an official for modified physical activities/games and creating dance routines within a given set of parameters.
Safety	Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance.	Independently uses physical activity and exercise equipment appropriately and safely	Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity.

Physical Education**Standard 5****Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

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