Indiana Department of Education

INDIANA ACADEMIC STANDARDS FOR PHYSICAL EDUCATION

2017

Introduction

Physical education is an academic discipline that involves the study of human movement and its impact on health and quality of life. Although not synonymous, both physical education and physical activity are important and necessary elements of being a healthy individual. Both also have short- and long-term influences on the physical and educational development of children and adolescents. Physical education in schools provides all students access to a standards-based sequence of learning which promotes health and physical literacy, as well as the motivation to engage in the healthenhancing physical activity needed to achieve and maintain a balanced, healthy life over a lifetime.

Physical literacy is defined by SHAPE America – Society of Health and Physical Educators as "the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person." 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."[1]

Standards Development

In 2017, a team of professionals comprised of Indiana educators, post-secondary professors and community partners, collaborated to develop the latest edition of the Indiana Academic Standards for Physical Education. It was through their leadership, hard work, research, expertise and dedication that this document has become a dynamic resource to address and promote the health and wellness of students in Indiana.

The Indiana Academic Standards for Physical Education align closely with the National Standards, developed by SHAPE America – Society of Health and Physical Educators (SHAPE) in 2014. Both emphasize the unique role of physical education programs in developing health-related fitness, movement competence, and promoting physical activity so students can adopt active lifestyles. Quality physical education programs are important because they provide learning experiences that meet the developmental needs of children and help improve mental alertness, academic performance, readiness to learn, and enthusiasm for learning. The 2017 Indiana Academic Standards for Physical Education will be fully implemented beginning in the 2018-2019 school year.

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[1] Source: National Standards & Grade-Level Outcomes for K-12 Physical Education, SHAPE America—Society of Health and Physical Educators, Reston, VA; 2014.
http://www.shapeamerica.org/events/physicalliteracy.cfm

Standards Content and Purpose

The Standards reflect what a physically educated student should know and be able to do at each grade level (PreK-12). Five standards, with accompanying benchmarks and outcomes are provided for each grade level. Benchmarks provide the desired learning objectives and academic expectations that schools and teachers want students to achieve. The outcomes are provided to define the knowledge, skills, and behaviors that are expected of students at the end of various grade levels, and can serve as guidelines for assessing student performance. In some cases, instructional examples are provided, indicated as "such as" within the outcome statements. These examples are intended to help illustrate possible teaching strategies and activities. The suggestions are only a starting point, and are **NOT** exclusive or exhaustive. Many additional possibilities exist.

The five Physical Education standards are:
- **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 relate 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 recognized the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

The Indiana Academic Standards for Physical Education are **NOT** curriculum. Standards serve as a gauge for mastery, and are designed to be the foundation and guide for teachers, schools and corporations as they develop an aligned curriculum and set of learning experiences in physical education. The curricula should be designed to help students understand the benefits of achieving and maintaining a physically active lifestyle, and learning the skills necessary for performing a variety of physical activities. Identifying the sequence of instruction at each grade level —what will be taught and for how long—requires concerted effort and attention at the corporation and school levels. While the Standards may have examples embedded, and resource materials may include guidelines and suggestions, the Standards do not prescribe any particular curriculum. Curricular tools, including textbooks, are selected by the corporation/school and adopted through the local school board.

Structure of the Standards and Outcomes

The table below demonstrates the structure of the 2017 Indiana Academic Standards for Physical Education as they compare to the previous set of standards (2010). A "key" is also provided in the table for guidance in the interpretation of the standards. The new structure and format of the Standards strengthens the educator's implementation of scope and sequencing between grade levels, and supports teachers in their development of age-appropriate lesson plans. Differences in cultural norms and access to resources outside of school should be considered in instruction, and alternative activities to engage students should be included. The Standards should not, however, be used to compare students. Mastery of the outcomes for one grade level serves as a foundation for attaining competency of the outcomes for the next grade level. Educators can use the

gradelevel outcomes as starting points for instruction, and as checkpoints to ensure that the Standards are being taught and applied. All educators are expected to implement the learning standards and outcomes for all students. However, as needed, educators should use their own understanding of their students to make the necessary adjustments to their instruction.

Indiana Academic Standards for Physical Education Comparison: 2010 vs. 2017	
2010 Academic Standards for Physical Education	**2017 Academic Standards for Physical Education**
Standard 3: Physical Activity: Students participate regularly in physical activity. *Standard 4*: Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.	*Standards 3 and 4* have been combined into one standard, now Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
2010 Physical Education Academic Standards	**2017 Physical Education Academic Standards**

Explanation and example of coding system utilized to identify each grade level standard: ### *Example:* **3.1.4** Demonstrate movement skills and patterns following specific rhythms. Example: Perform a ball routine consisting of a bounce, pass and catch with a partner in rhythm to the music. ● **3 = Grade** ● **1 = Standard**: provides a broad definition of the knowledge and skills that students should acquire by the end of this grade level ● **4 = Indicator:** supports the standards by showing learning targets for each grade level, to be used when developing lesson plans and curricula ● **Example:** optional strategies and activities to use in instruction to implement the Standard	Explanation and example of coding system utilized to identify each grade level standard: ### *Example:* **4.1.2.A** Jumps and lands in the horizontal and vertical planes using a mature pattern within activities (such as in dance, educational gymnastics and small-sided practice tasks and game environments). ● **4 = Grade** ● **1 = Standard:** provides a broad definition of the knowledge and skills that students should acquire by the end of this grade level ● **2 = Benchmark**: desired learning objectives and academic expectations that schools and teachers want students to achieve ● **A = Outcome:** statements that describe significant and essential learning that learners have achieved and can reliably demonstrate at the end of a course or program. Learning outcomes identify what the learner will know and be able to do by the end of a course or program. ● "**Such as**": Optional examples which illustrate possible teaching strategies and activities, taking into account the resources, equipment and expertise available in each school. The suggestions are only a starting point, and are **NOT** exclusive or exhaustive. Many additional possibilities exist.
### *Example:* **9.5.2** Relate the benefits of physical activities to social and emotional well-being.	### *Example:* **HSL1.2.1.A** Applies the terminology associated with exercise and participation in individual-performance activities (such as dance, net/wall games, target games and/or outdoor pursuits appropriately).

Example: Participate with friends and/or family in physical activities to relax, relieve stress.
- **9 = Grade** (HS Level 1; PE 1 & 2 Required Courses)
- **5 = Standard**: provides a broad definition of the knowledge and skills that students should acquire by the end of this grade level
- **2 = Indicator**: supports the standards by showing learning targets for each grade level, to be used when developing lesson plans and curricula
- **Example:** optional strategies and activities to use in instruction to implement the Standard

- **HSL1 = Grade** (HS Level 1; PE 1 & 2 Required Courses)
- **2 = Standard:** provides a broad definition of the knowledge and skills that students should acquire by the end of this grade level
- **1 = Benchmark**: desired learning objectives and academic expectations that schools and teachers want students to achieve
- **A = Outcome:** statements that describe significant and essential learning that learners have achieved and can reliably demonstrate at the end of a course or program. Learning outcomes identify what the learner will know and be able to do by the end of a course or program.
- "**Such as**": Optional examples which illustrate possible teaching strategies and activities, taking into account the resources, equipment and expertise available in each school. The suggestions are only a starting point, and are **NOT** exclusive or exhaustive. Many additional possibilities exist.

Example:
10.5.6 Apply game rules accurately and fairly during physical activity.
Example: Officiate an intramural, youth and/or community physical activity contest.
- **10 = Grade** (HS Level 2; Elective Physical Education)
- **5 = Standard**: provides broad definition of the knowledge and skills that students should acquire by the end of this grade level
- **6 = Indicator**: supports the standards by showing learning targets for each grade level, to be used when developing lesson plans and curricula
- **Example** = optional strategies and activities to use in instruction to implement the Standard

Example:
HSL2.5.1.B
Improves on activity-specific skill in one or more genres (such as: hip hop, line, modern, ballet, cultural, swing, or ballroom).
- **HSL2 = Grade** (HS Level 2; Elective Physical Education)
- **5 = Standard:** provides broad definition of the knowledge and skills that students should acquire by the end of this grade level
- **1 = Benchmark**: desired learning objectives and academic expectations that schools and teachers want students to achieve
- **B = Outcome:** statements that describe significant and essential learning that learners have achieved and can reliably demonstrate at the end of a course or program. Learning outcomes identify what the learner will know and be able to do by the end of a course or program.
- "**Such as**": Optional examples which illustrate possible teaching strategies and activities, taking into account the resources, equipment and expertise available in each school. The suggestions are only a starting point, and are **NOT** exclusive or exhaustive. Many additional possibilities exist.

The standards in this document were informed by _National Standards & Grade-Level Outcomes for K-12 Physical Education_. (SHAPE America, Society of Health and Physical Educators, 2014).

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

Middle grade students progress and develop toward mature (proficient) patterns of motor skills and movement patterns. They seek opportunities to apply these skills to both unstructured and structured physical activity contexts. Various curriculum models can foster students' development within this standard such as: lifetime fitness education, Sport Education, and dance/rhythms.

	Grade 6	Grade 7	Grade 8
Lifetime Activities			
1. *Individual-Performance Activities*	Demonstrates correct technique for basic skills in one selected **individual performance activity**. (6.1.1.A)	Performs correct technique for a variety of skills in one selected **individual performance activity**. (7.1.1.A)	Performs correct technique for a variety of skills in two selected **individual performance activities**. (8.1.1.A)
2. *Outdoor Pursuits*	Demonstrates correct technique for basic skills in one selected **outdoor pursuit**. (6.1.2.A)	Performs correct technique for a variety of skills in one selected **outdoor pursuit**. (7.1.2.A)	Performs correct technique for a variety of skills in two selected **outdoor pursuits**. (8.1.2.A)
3. *Dance & Rhythm*	Demonstrates correct rhythm and pattern for one of the following activities (such as Dance: folk, social, creative, line, world; Jump Bands, cardio drumming). (6.1.3.A)	Demonstrates correct rhythm and pattern for a different activity (such as Dance: folk, social, creative, line, world; Jump Bands, cardio drumming). (7.1.3.A)	Exhibits command of rhythm and timing by creating a movement/rhythm sequence to music as an individual or in a group. (8.1.3.A)
Games and Sports			

4. Throwing	Demonstrates a **mature** throwing (underhand and overhand) pattern for accuracy. (6.1.4.A)	Performs a **mature** throwing (underhand and overhand) pattern for distance and accuracy in a **dynamic environment**. (7.1.4.A)	Performs a **mature** throwing (underhand and overhand) pattern for distance and accuracy during **small-sided game** play. (8.1.4.A)

	Grade 6	Grade 7	Grade 8
	Games and Sports		
4. Throwing	Demonstrates a **mature** underhand pattern for a modified target game such as bowling, bocce. (6.1.4.B)	Executes a mature underhand pattern consistently for target games such as bowling, bocce. (7.1.4.B)	Performs a consistent mature underhand pattern with accuracy and control for target games such as bowling, bocce. (8.1.4.B)
5. Catching	Demonstrates a **mature** catching pattern from a variety of **trajectories** using different objects during practice. (6.1.5.A)	Performs a **mature** catching pattern from a variety of **trajectories** using different objects during **small-sided game** play. (7.1.5.A)	Performs a **mature** catching pattern with hands (such as a ball or Frisbee) or an **implement** (such as a lacrosse stick) in a **dynamic environment** or **small-sided game** play. (8.1.5.A)
6. Passing and Receiving	Demonstrates passing and receiving with hands, feet, or **implement** with **competency** while moving, changing direction, and speed. (6.1.6.A)	Performs passing and receiving with hands, feet, or **implement** with **competency** while moving, changing direction and speed during **smallsided game** play. (7.1.6.A)	Performs passing and receiving with hands, feet, or **implement** with **competency** while moving, changing direction, speed or level in **smallsided game** play. (8.1.6.A)

	Grade 6	Grade 7	Grade 8
	Demonstrates a **lead pass** with **competency**, while stationary, to a moving receiver. (6.1.6.B)	Demonstrates a **lead pass** with **competency**, while moving, to a moving receiver. (7.1.6.B)	Performs a **lead pass** with **competency**, while moving or stationary, to a moving receiver during **small-sided game** play. (8.1.6.B)
7. Dribbling	Demonstrates dribbling skills with dominant hand, foot, or **implement** with control while moving, changing direction and speed. (6.1.7.A)	Performs dribbling skills with dominant and nondominant hand, foot, and **implement** with control while moving, changing directions and speed in a variety of practice tasks. (7.1.7.A)	Performs dribbling skills with dominant and nondominant hand, foot, and **implement** with control while moving, changing directions and speed in **small-sided game** play. (8.1.7.A)

	Grade 6	Grade 7	Grade 8
	Games and Sports		
8. Striking	Demonstrates striking with **competency** in a **closed environment**. (6.1.8.A)	Performs striking with **competency** in a **dynamic environment**. (7.1.8.A)	Performs striking with **competency** in **small-sided game** play. (8.1.8.A)
	Demonstrates striking a stationary object for accuracy, using an **implement**, with **competency** in activities (such as golf, hockey). (6.1.8.B)	Performs striking a stationary object for accuracy and distance, using an **implement**, with **competency** in activities (such as golf, hockey). (7.1.8.B)	Performs striking a stationary object for accuracy and power, using an **implement**, with **competency** in activities (such as golf, hockey). (8.1.8.B)

	Grade 6	Grade 7	Grade 8
	Demonstrates striking a moving object with **competency** using an **implement** with force in a variety of practices. (6.1.8.C)	Performs striking a moving object to open space, with **competency**, using an **implement** in a variety of practices. (7.1.8.C)	Performs striking a moving object for power, with **competency**, using an **implement** in **small-sided game** play. (8.1.8.C)
9. Forehand and Backhand	Demonstrates forehand and backhand strokes with **competency** while transferring weight with correct timing. (6.1.9.A)	Performs forehand and backhand strokes with **competency** while transferring weight with correct timing using a short or long handled **implement** in a **dynamic environment**. (7.1.9.A)	Performs forehand and backhand strokes with **competency** while transferring weight with correct timing using a short or long handled implement during a **small- sided game**. (8.1.9.A)
10. Shooting	Demonstrates shooting on goal with **competency** during a **closed environment** practice. (6.1.10.A)	Performs shooting on goal with **competency** and accuracy during a **dynamic environment**. (7.1.10.A)	Performs shooting on goal with **competency** and accuracy during a **small-sided game**. (8.1.10.A)
11. Serving	Demonstrates an underhand or overhand serve with **competency**, control, and weight transfer. (6.1.11.A)	Performs an underhand or overhand serve to a target with **competency**, control and weight transfer. (7.1.11.A)	Performs an underhand or overhand serve with **competency**, control and weight transfer in a **small-sided game**. (8.1.11.A)
	Grade 6	**Grade 7**	**Grade 8**
	Games and Sports		
12. Volleying	Demonstrates a controlled forehand **volley** with **mature** form with a shorthandled **implement**. (6.1.12.A)	Performs controlled forehand and backhand **volley**s with **competency** with a short or long handled **implement** in a **dynamic environmen**t. (7.1.12.A)	Performs controlled forehand and backhand **volley**s with **competency** with a short or long handled **implement** during a **small-sided game**. (8.1.12.A)

13. Offensive Skills	Demonstrates movement without the ball or object (such as pivot, give and go, and fakes). (6.1.13.A)	Performs at least one movement without the ball or object (such as the pivot, give and go, fakes, or jab steps). (7.1.13.A)	Performs two different movements without the ball or object (such as the pivot, give and go, fakes, or jab steps) (8.1.13.A)
	Demonstrates movement with the ball or object (such as dribbling) without defensive pressure to create open space. (6.1.13.B)	Performs a least one movement with the ball or object (such as dribbling) against defensive pressure to create open space. (7.1.13.B)	Performs two different movements with the ball or object (such as dribbling) to create open space during a **smallsided game**. (8.1.13.B)
14. Defensive Skills	Demonstrates the ready position in **defense** by weight on balls of feet, arms extended, and eyes on the midsection of the offensive player. (6.1.14.A)	Performs the defensive position and slides in all directions without crossing the feet in a **dynamic environment.** (7.1.14.A)	Performs the defensive position and slides in all directions without crossing the feet in a **small-sided game.** (8.1.14.A)

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

Middle grade students begin to learn and apply movement concepts (body awareness, spatial awareness, qualities of movement, and relationships) that enhance performance. They exhibit a higher level of complexity and breadth in learning movement skills, developing game strategies, and applying interdisciplinary knowledge (e.g. anatomy, physics) to game situations.

	Grade 6	Grade 7	Grade 8
Individual Physical Activities			
1. **Target Games**	Identifies the appropriate **implement** (such as a golf club, Frisbee) and/or shot based on location of the object in relation to the target. (6.2.1.A)	Determines how to change speed and/or **trajectory** of the shot based on location of the object in relation to the target. (7.2.1.A)	Demonstrates the concept of changing the speed, force, and **trajectory** of a shot based on location of the object in relation to the target. (8.2.1.A)
2. **Movement & Rhythm**	Varies the application of force when performing movement activities. (6.2.2.A)	Identifies **Newton's law** of motion to various movement activities. (7.2.2.A)	Describes **Newton's law** of motion to various movement activities. (8.2.2.A)
3. **Outdoor Pursuits**	Identifies appropriate decisions based on level of difficulty, due to conditions (weather) or ability, to ensure safety of self and/or others. (6.2.3.A)	Analyzes the situation and makes appropriate decisions to ensure the safety of self and/or others. (7.2.3.A)	Implements safety protocols in selfselected **outdoor pursuits**. (8.2.3.A)
Games and Sport			
4. **Offensive Tactics**	Demonstrates at least one way to create open space (such as moves to open space without a ball or object; uses a variety of passes, pivots, and fakes; give and go; uses the width and length of the field/court). (**invasion games**) (6.2.4.A)	Demonstrates at least two ways to create open space (such as moves to open space without a ball or object; uses a variety of passes, pivots, and fakes; give and go; uses the width and length of the field/court; staying spread out on **offense**; cut and pass quickly). (**invasion games**) (7.2.4.A)	Applies multiple ways to create open space (such as moves to open space without a ball or object; uses a variety of passes, pivots, and fakes; give and go; uses the width and length of the field/court; staying spread out on **offense**; cut and pass quickly; uses fakes off the ball). (**invasion games**) (8.2.4.A)

	Grade 6	Grade 7	Grade 8
Games and Sport			
4. Offensive Tactics	Identifies open spaces and attempts to strike object into the space. (**field and strike games**) (6.2.4.B)	Demonstrates a variety of shots to hit to open space. (**field and strike games**) (7.2.4.B)	Performs a variety of shots to open space in a **small-sided game**. (**field and strike games**) (8.2.4.B)
5. Defensive Tactics	Demonstrates at least one way to reduce open space (such as changing body position; by not allowing the catch (denial); allowing the catch, but not the return pass). (**invasion games**) (6.2.5.A)	Demonstrates at least two ways to reduce open space (such as changing body position; by not allowing the catch (denial); allowing the catch, but not the return pass; staying close to the opponent as they near the goal). (**invasion games**) (7.2.5.A)	Applies ways to reduce open space by staying on the goal side of the offensive player and anticipate the speed of the object or person for the purpose of interception or deflection.(**invasion games**) (8.2.5.A)
	Identifies the correct defensive play based on the situation (such as number of outs). (**field and strike games**) (6.2.5.B)	Selects the correct defensive play based on the situation. (**field and strike games**) (7.2.5.B)	Reduces open space during a **smallsided game** by working with teammates to maximize coverage. (**field and strike games**) (8.2.5.B)
6. Transitions, Invasion Games	Demonstrates the transitions from **offense** to **defense** and defense to offense by recovering quickly. (6.2.6.A)	Demonstrates the transitions from **offense** to **defense** and defense to offense by recovering quickly and communicating with teammates. (7.2.6.A)	Demonstrates the transitions from **offense** to **defense** and defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. (8.2.6.A)

7. Creating Space, Net and Wall Games	Creates open space by varying force and direction. (6.2.7.A)	Creates open space by varying force and direction, and forcing the opponent to move from side to side. (7.2.7.A)	Demonstrates creating open space by varying force and direction, and forcing the opponent to move from side to side and/or forward and backward. (8.2.7.A)

	Grade 6	**Grade 7**	**Grade 8**
	Games and Sport		
8. Tactics and Shots, Net and Wall Games	Demonstrates returning to the midcourt position to reduce options for offensive opponent. (6.2.8.A)	Demonstrates an offensive shot based on opponent's location (hit where opponent is not). (7.2.8.A)	Demonstrates a variety of shots to end a rally by using placement, force, or timing. (8.2.8.A)

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

Middle grade students begin to recognize the importance of physical activity and make independent decisions related to being active and maintaining a healthy quality of life. They seek out activities that will enhance their physical well-being in physical education class and during their free time. Moreover, they begin to make their own decisions and develop plans to enhance their own health- related physical fitness (muscular strength and endurance, flexibility, body composition, and cardiorespiratory endurance). They participate in moderate to vigorous physical activities that are linked to their physical skills and levels of fitness.

	Grade 6	Grade 7	Grade 8
Physical Activity			
1. Physical Activity Benefits	Describes how being physically active leads to a healthy body. (6.3.1.A)	Identifies barriers related to maintaining a physically active lifestyle and identifies solutions for eliminating those barriers. (7.3.1.A)	Explains connections between physical activity and overall physical and mental health. (8.3.1.A)
2. Engagement in Physical Activity	Participates in self-selected **physical activity** outside of physical education class. (6.3.2.A)	Participates in **physical activity** twice a week outside of physical education class. (7.3.2.A)	Participates in **physical activity** three time a week outside of physical education class. (8.3.2.A)
Fitness			

	Grade 6	Grade 7	Grade 8
3. Components of Fitness	Identifies the **skill-related fitness** components. (6.3.3.A)	Identifies the difference between **health-related** and **skill-related fitness**. (7.3.3.A)	Explains **health-related** and **skillrelated** components of fitness for selfselected physical activities. (8.3.3.A)
4. Health-Related Fitness	Differentiates between **aerobic** and **anaerobic** physical activity. (6.3.4.A)	Differentiates between muscular strength and muscular endurance activities. (7.3.4.A)	Describes the impact of cardiorespiratory endurance, muscular endurance, and muscular strength on body composition. (8.3.4.A)

	Grade 6	Grade 7	Grade 8
	Fitness		
4. Health-Related Fitness	Demonstrates correct techniques and methods of stretching. (6.3.4.B)	Describes and demonstrates the differences between dynamic and static stretches. (7.3.4.B)	Uses a variety of appropriate static and dynamic stretching techniques for different muscle groups. (8.3.4.B)
	Uses pacing in cardiorespiratory endurance activities. (6.3.4.C)	Describes the relationship between cardiorespiratory activities and **exercise** intensity (such as the **Borg Rating of Perceived Exertion (RPE), the OMNI Scale, Heart Rate Monitors, or taking a heart rate manually**). (7.3.4.C)	Calculates target heart rate zone and adjust intensity during physical activity to stay in the zone. (8.3.4.C)

5. FITT Principle	Describes each component of the FITT principle (frequency, intensity, time, type) for cardiorespiratory endurance. (6.3.5.A)	Describes the FITT principle (frequency, intensity, time, type) for muscular endurance, muscular strength, and flexibility. (7.3.5.A)	Designs a personal workout using the FITT principle (frequency, intensity, time, type). (8.3.5.A)
6. Phases of Exercise	Describes the role of warm-ups and cool-downs before and after physical activity. (6.3.6.A)	Designs a warm-up or cool-down for a **self-selected** physical activity. (7.3.6.A)	Designs and implements a warm-up or cool-down for a **self-selected** physical activity. (8.3.6.A)
7. Engagement in Fitness Activities	Participates in a variety of cardiorespiratory endurance activities. (6.3.7.A)	Participates in a variety of cardiorespiratory endurance, muscular endurance, and muscular strength activities. (7.3.7.A)	Participate in a variety of **self-selected** fitness activities outside of school. (8.3.7.A)

	Grade 6	**Grade 7**	**Grade 8**
	Fitness		
8. Body Systems	Identifies major muscles used in selected physical activities. (6.3.8.A)	Describes how muscles pull on bones to create movement in pairs by relaxing and contracting. (7.3.8.A)	Explains how respiratory, muscular, and skeletal systems interact with each other during physical activity. (8.3.8.A)

9. Nutrition	Compares and contrasts caloric expenditure for a variety of physical activities. (6.3.9.A)	Explains the relationship of caloric intake and expenditure to weight management and investigates strategies for balancing calories. (7.3.9.A)	Develops strategies for balancing healthy food, snacks, and water intake specific to daily physical activity. (8.3.9.A)
Physical Activity and Fitness Planning			
10. Goal-Setting	Uses a SMART (specific, measurable, attainable, realistic, and timely) goal to improve or maintain one area of **health-related fitness** based on a fitness assessment. (6.3.10.A)	Uses a SMART (specific, measurable, attainable, realistic, and timely) goal to improve or maintain two areas of **health-related fitness** based on a fitness assessment. (7.3.10.A)	Uses a SMART (specific, measurable, attainable, realistic, and timely) goal to improve or maintain three areas of **health-related fitness** based on a fitness assessment. (8.3.10.A)
11. Physical Activity and Nutrition Log	Maintains and reflects on a personal physical activity log to document learning. (6.3.11.A)	Maintains and reflects on a personal physical activity and hydration log to document learning, and set goals for improvement. (7.3.11.A)	Maintains and reflects on a personal physical activity and nutrition log to document learning, and set goals for improvement. (8.3.11.A)

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

Middle grade students use problem solving skills in choosing to participate in physical activities. They demonstrate an understanding of positive conduct in accordance with rules and policies. Middle grade students characterize differences in people based on skill level, physical status, social background, ethnicity, and gender as well as beginning to display empathy and appreciation for those in less fortunate situations while seeking out opportunities to help those in need.

	Grade 6	Grade 7	Grade 8
1. Personal Responsibility	Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for the facilities, and exhibiting safe behaviors. (6.4.1.A)	Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates. (7.4.1.A)	Accepts responsibility for improving one's own level of **physical activity** and fitness. (8.4.1.A)
2. Rules and Etiquette	Identifies rules and etiquette for **physical activities**, games, dance and rhythmic activities. (6.4.2.A)	Demonstrates knowledge of rules and etiquette by self-officiating **physical activities** and games or following parameters to create or modify a dance or rhythmic activity. (7.4.2.A)	Applies rules and etiquette as an official for **physical activities** and games, and creating dance or rhythmic routines within a given set of parameters. (8.4.2.A)
3. Receiving and Providing Feedback	Demonstrates responsibility by providing and accepting corrective feedback to improve performance. (6.4.3.A)	Provides corrective feedback to a peer using teacher-generated rubric while using appropriate tone and other communication skills. (7.4.3.A)	Provides encouragement and feedback to peers without prompting. (8.4.3.A)
4. Working with Others	Cooperates with a small group of classmates during **physical activities**. (6.4.4.A)	Demonstrates cooperation by establishing rules and guidelines for resolving conflicts. (7.4.4.A)	Demonstrates cooperation skills and strategies that promote team or group dynamics. (8.4.4.A)

	Grade 6	Grade 7	Grade 8
5. Safety	Uses **physical activity** and fitness equipment appropriately and safely with teacher's guidance. (6.4.5.A)	Independently uses all equipment for **physical activity** and fitness appropriately and safely. (7.4.5.A)	Identifies specific safety concerns associated with **physical activity** and fitness equipment. (8.4.5.A)

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

Middle grade students are emerging learners as it relates to their valuing the positive health and social outcomes that come from living a physically active lifestyle. They recognize their own likes, dislikes, strengths and skills, and use these to choose physical activities for enjoyment. Through a variety of activities students demonstrate an understanding of the importance of positive conduct and social interactions in accordance with rules and policies, and they build their ability to promote the respect for self and others.

	Grade 6	Grade 7	Grade 8
1. Health	Describes how being physically active can lead to a healthy body. (6.5.1.A)	Identifies different types of **physical activities** and describes how each has a positive impact on health. (7.5.1.A)	Identifies the five components of **health-related fitness** and explains the connections of being healthy (physically and mentally) and fit. (8.5.1.A)
2. Challenge	Applies strategies for overcoming individual challenges in a **physical activity** setting (such as extending effort, asking for help or feedback, or modifying the tasks). (6.5.2.A)	Uses positive strategies when faced with a group challenge (such as offering suggestions or assistance, leading or following others, and providing possible solutions). (7.5.2.A)	Applies strategies to overcome individual challenges in **physical activity.** (8.5.2.A)
3. Self-Expression and Enjoyment	Describes how moving competently in a **physical activity** setting creates enjoyment. (6.5.3.A)	Identifies why self-selected **physical activities** create enjoyment. (7.5.3.A)	Discusses how enjoyment can be increased in **self-selected physical activities**. (8.5.3.A)

	Identifies how self-expression and **physical activity** are related. (6.5.3.B)	Explains the relationship between self-expression and lifelong enjoyment through **physical activity**. (7.5.3.B)	Identifies and participates in an enjoyable activity that prompts individual self-expression. (8.5.3.B)

	Grade 6	**Grade 7**	**Grade 8**
4. Social Interaction	Demonstrates respect for self and others by following the rules and encouraging others in various **physical activities** and games. (6.5.4.A)	Demonstrates importance of social interaction by avoiding negative talk, helping and encouraging others in various **physical activities** and games. (7.5.4.A)	Demonstrates respect for self and others by asking for help and helping others in various p**hysical activities** and games. (8.5.4.A)