

### Middle School Outcomes (Grades 6 – 8)

By the end of Grade 8, the learner will apply tactics and strategies to modified game play; demonstrate **mature level** of fundamental movement skills in a variety of contexts; design and implement a health-enhancing fitness program; participate in self-selected physical activity; cooperate with and encourage classmates; accept individual differences and demonstrate inclusive behaviors; and engage in physical activity for enjoyment and self-expression.

Standard 1	Grade 6	Grade 7	Grade 8
<b><i>The physically literate individual demonstrates proficiency in a variety of motor skills and movement patterns.</i></b>			
<b>S1.M1</b> <b>SD Revised</b>  <b>Rhythmic Activities/Dance</b>	Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance. (S1.M1.6)	Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line and world dance. (S1.M1.7)	Exhibits consistent effective use of rhythm and timing by creating a movement sequence to music as an individual or in a group. (S1.M1.8)
<b>S1.M2</b> <b>SD Revised</b>  <b>Games and Sports</b>  <b>Invasion Games</b> Throwing	Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment. (S1.M2.6)	Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play. (S1.M2.7)	Throws with a mature pattern strategically appropriate to the activity. (S1.M2.8)
<b>S1.M3</b>  <b>Games and Sports</b>  <b>Invasion Games</b> Catching	Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks. (S1.M3.6)	Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play. (S1.M2.7)	Catches using an implement in a dynamic environment or modified game play. (S1.M2.8)
<b>S1.M4</b> <b>SD Revised</b>  <b>Games and Sports</b>  <b>Invasion Games</b> Passing and Receiving	Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed with competency in varying practice tasks. (S1.M4.6)	Passes and receives with feet in combination with locomotor patterns of running and change of direction & speed with competency in small sided invasion games. (S1.M4.7)	Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in small sided invasion games. (S1.M4.8)

Standard 1	Grade 6	Grade 7	Grade 8
<b>S1.M5</b> <b>SD Revised</b>  <i>Delete</i>	SD: Delete:  Integrated into S1.M2 and S1.M3		
<b>S1.M6</b>  <b>Games and Sports</b>  <b>Invasion Games</b> Offensive Skills	Performs pivots, fakes and jab steps designed to create open space during practice tasks. (S1.M6.6)	Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps. (S1.M6.7)	Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens. (S1.M6.8)
<b>S1.M7</b>  <b>Games and Sports</b>  <b>Invasion Games</b> Offensive Skills	Performs the following offensive skills without defensive pressure: pivot, give and go, and fakes. (S1.M7.6)	Performs the following offensive skills with defensive pressure: pivot, give and go, and fakes. (S1.M7.7)	Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes. (S1.M7.8)
<b>S1.M8</b>  <b>Games and Sports</b>  <b>Invasion Games</b> Dribbling/Ball Control	Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks. (S1.M8.6)	Dribbles with dominant and non-dominant hand using a change of speed and direction in a variety of practice tasks. (S1.M8.7)	Dribbles with dominant and non-dominant hand using a change of speed and direction in small-sided game play. (S1.M8.8)
<b>S1.M9</b>  <b>Games and Sports</b>  <b>Invasion Games</b> Dribbling/Ball Control	Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks. (S1.M9.6)	Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks. (S1.M9.7)	Foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play. (S1.M9.8)
<b>S1.M10</b> <b>SD Revised</b>  <b>Games and Sports</b>  <b>Invasion Games</b> Shooting On Goal	Shoots on goal with correct technique in a dynamic environment as appropriate to the activity. (S1.M10.6)	Shoots on goal with correct technique and accuracy in small-sided game play. (S1.M10/7)	Shoots on goal with a long-handled implement with controlled technique and accuracy in modified invasion games. (e.g., hockey (floor, field, ice) or lacrosse) (S1.M10.8)

<b>Standard 1</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>S1.M11</b> <b>SD Revised</b>  <b>Games and Sports</b>  <b>Invasion Games</b> Defensive Skills	Maintains defensive ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player. (S1.M11.6)	Slides in any directions while on defense without crossing feet. (S1.M11.7)	Drop-steps in the direction of the pass during player-to-player defense. (S1.M11.8)
<b>S1.M12</b> <b>SD Revised</b>  <b>Games and Sports</b>  <b>Net/Wall Games</b> Serving	Performs a legal underhand serve with control for net/wall games(e.g., badminton, volleyball, pickleball). (S1.M12.6)	Executes consistently a legal serve to a predetermined target for net/wall games (e.g., badminton, volleyball, pickleball.) (S1.M12.7)	Executes consistently a legal serve for distance and accuracy for net/wall games (e.g., badminton, volleyball, pickleball). (S1.M12.8)
<b>S1.M13</b> <b>SD Revised</b>  <b>Games and Sports</b>  <b>Net/Wall Games</b> Striking	Strikes, with a mature overhand pattern, in a non-dynamic environment for net/wall games (e.g., volleyball, handball, badminton, tennis.) (S1.M13.6)	Strikes, with a mature overhand pattern, in a dynamic environment for net/wall games(e.g., volleyball, handball, badminton, tennis.) (S1.M13.7)	Strikes, with a mature overhand pattern, in a modified game for net/wall games(e.g., volleyball, handball, badminton, tennis). (S1.M13.8)
<b>S1.M14</b>  <b>Games and Sports</b>  <b>Net/Wall Games</b> Forehand/Backhand	Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games (e.g., paddle ball, pickleball, short-handled racket tennis). (S1.M14.6)	Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games (e.g., badminton, tennis). (S1.M14.7)	Demonstrates the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games(e.g., pickleball, tennis, badminton, paddle ball.) (S1.M14.8)
<b>S1.M15</b>  <b>Games &amp; Sports</b>  <b>Net/Wall Games</b> Weight Transfer	Transfers weight with correct timing for the striking pattern. (S1.M15.6)	Transfers weight with correct timing using a low to high striking pattern with a short-handled implement on the forehand side. (S1.M15.7)	Transfers weight with correct timing using low to high striking pattern with a long-handled implement on the backhand side. (S1.M15.8)

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<b>S1.M16</b> <b>Games &amp; Sports</b> <b>Net/Wall Games</b> Volley	Forehand-volleys with a mature form and control using a short-handled implement. (S1.M16.6)	Forehand- and backhand-volleys with a mature form and control using a short-handled implement. (S1.M16.7)	Forehand- and backhand-volleys with a mature form and control using a short-handled implement during modified game play. (S1.M16.8)
<b>S1.M17</b> <b>Games and Sports</b> <b>Net/Wall Games</b> Two-Hand Volley	Two-hand volleys with control in a variety of practice tasks. (S1.M17.6)	Two-hand-volleys with control in a dynamic environment. (S1.M17.7)	Two-hand-volleys with control in a small-sided game. (S1.M17.8)
<b>S1.M18</b> <b>SD Revised</b> <b>Games and Sports</b> <b>Target Games</b> Underhand Throw	Executes consistently a mature underhand pattern for target games (e.g., bowling, bocci, horseshoes.) (S1.M18.6)	Performs consistently a mature underhand pattern with accuracy and control for one target game (e.g., bowling, bocci.) (S1.M18.7)	Applies consistently a mature underhand pattern with accuracy and control in more than one target game (e.g., bowling, bocci.) (S1.M18.8)
<b>S1.M19</b> <b>Games and Sports</b> <b>Target Games</b> Striking	Strikes, with an implement, a stationary object for accuracy in activities (e.g., croquet, shuffleboard, golf.) (S1.M19.6)	Strikes, with an implement, a stationary object for accuracy and distance in activities (e.g., croquet, shuffleboard, golf.) (S1.M19.7)	Strikes, with an implement, a stationary object for accuracy and power in activities (e.g., croquet, shuffleboard, golf.) (S1.M19.8)
<b>S1.M20</b> <b>SD Revised</b> <b>Games and Sports</b> <b>Fielding/Striking Games</b> Striking	Strikes a pitched ball with an implement with force in a variety of practice tasks. (S1.M20.6)	Strikes a pitched ball with an implement to open space in a variety of practice tasks. (S1.M20.7)	Strikes a pitched ball with an implement for power to open space in a variety of small-sided games. (S1.M20.8)

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<b>S1.M21</b> <b>Games and Sports</b> <b>Fielding/Striking Games</b> Catching	Catches, with a mature pattern, from different trajectories using a variety of objects in varying practice tasks. (S1.M21.6)	Catches, with a mature pattern, from different trajectories using a variety of objects in small-sided game play. (S1.M21.7)	Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play. (S1.M21.8)
<b>S1.M22</b> <b>Games and Sports</b> <b>Outdoor Education</b> (See end of section for examples.)	Demonstrates correct technique for basic skills in one self-selected outdoor activity. (S1.M22.6)	Demonstrates correct technique for a variety of skills in one self-selected outdoor activity. (S1.M22.7)	Demonstrates correct technique for basic skills in at least two self-selected outdoor activities. (S1.M22.8)
<b>S1.M23</b>	<i>There is no S1.M23 listed in the National Physical Education Standards document.</i>		
<b>S1.M24</b> <b>Games and Sports</b> <b>Aquatics</b>	<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>		
<b>S1.M25 SD Revised</b> <b>Individual-Performance Activities</b> (See end of section for examples)	Demonstrates correct technique for basic skills in one self-selected individual-performance activity. (S1.M25.6a)  Demonstrates age-appropriate target zones for three of the five health-related fitness components. (S1.M25.6a)	Demonstrates correct technique for a variety of skills in one self-selected individual-performance activity. (S1.M25.7a)  Demonstrate age-appropriate target zones for each of the health-related fitness components. (S1.M25.7b)	Demonstrates correct technique for basic skills in at least two self-selected individual-performance activities. (S1.M25.8a)  Demonstrate age-appropriate threshold zones for one and target zone for the remaining four health-related fitness components. (S1.M25.8b)

Standard 2	Grade 6	Grade 7	Grade 8
<b><i>The physically literate individual applies knowledge of concepts, principles, strategies and tactics to enhance movement and performance.</i></b>			
<b>S2.M1</b> <b>SD Revised</b>  <b>Invasion (Tactical) Games</b> 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). (S2.M1.6)	Reduces open space by using locomotor movements (e.g., walking, running, jumping & landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal). (S2.M1.7)	Opens and closes space during small-sided game play by combining locomotor movements with movement concepts. (S2.M1.8)
<b>S2.M2</b> <b>SD Revised</b>  <b>Invasion (Tactical) Games</b> Creating Space With Offensive Tactics	Executes at least one of the following offensive tactics to create open space (e.g., moves to open space without the ball; uses a variety of passes, pivots and fakes; give and go). (S2.M2.6)	Executes various offensive tactics to create open space (e.g.: uses a variety of passes, pivots and fakes; give and go). (S2.M2.7)	Executes several of the following offensive tactics to create open space (e.g.: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go). (S2.M2.8)
<b>S2.M3</b> <b>SD Revised</b>  <b>Invasion (Tactical) Games</b> Creating Space Using Width and Length	Creates open space by using the width and length of the field/court on offense. (S2.M3.6)	Executes various offensive tactics to create open space (e.g., uses a variety of passes, pivots and fakes; give and go). (S2.M3.7)	Creates offense tactics in dynamic activities (e.g., cutting and passing quickly, and using fakes off the ball). (S2.M3.8)
<b>S2.M4</b> <b>SD Revised</b>  <b>Invasion (Tactical) Games</b> Reducing Space By Changing Size and Shape	Reduces open space on defense by making the body larger and reducing passing angles. (S2.M4.6)	Reduces open space on defense by staying close to the opponent as he/she nears the goal. (S2.M4.7)	Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective). (S2.M4.8)

<b>Standard 2</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>S2.M5</b> <b>SD Revised</b>  <b>Invasion (Tactical) Games</b> Reducing Space Using Denial	Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass. (S2.M5.6)	Reduces open space by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection. (S2.M5.7)	Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection. (S2.M5.8)
<b>S2.M6</b> <b>SD Revised</b>  <b>Invasion (Tactical) Games</b> Transitions	Transitions from offense to defense or defense to offense by recovering quickly. (S2.M6.6)	Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates. (S2.M6.7)	Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. (S2.M6.8)
<b>S2.M7</b>  <b>Net/Wall Games</b> Creating Space Through Variation	Creates open space in net/wall games with a short-handled implement by varying force and direction. (S2.M7.6)	Creates open space in net/wall games with a long-handled implement by varying force, direction and moving opponent from side to side. (S2.M7.7)	Creates open space in net/wall games with either a long- or short-handled implement by varying force or direction, or moving opponent side to side and/or forward and back. (S2.M7.8)
<b>S2.M8</b>  <b>Net/Wall Games</b> Using Tactics/Shots	Reduces offensive options for opponents by returning to mid-court position. (S2.M8.6)	Selects offensive shot based on opponent's location (hit where opponent is not). (S2.M8.7)	Varies placement, force and timing of return to prevent anticipation by opponent. (S2.M8.8)
<b>S2.M9</b>  <b>Target Games</b> Shot Selection	Selects appropriate shot/club based on location of the object in relation to the target. (S2.M9.6)	Varies the speed and/or trajectory of the shot based on location of the object in relation to the target. (S2.M9.7)	Varies the speed, force and trajectory of the shot based on location of the object in relation to the target. (S2.M9.8)
<b>S2.M10</b>  <b>Fielding/Striking Games</b> Offensive Strategies	Identifies open spaces and attempts to strike object into that space. (S2.M10.6)	Uses a variety of shots (e.g., slap and run, bunt, line drive, high arc) to hit to open space. (S2.M10.7)	Identifies sacrifice situations and attempt to advance a teammate. (S2.M10.8)

<b>Standard 2</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>S2.M11</b> <b>Fielding/Striking Games</b> Reducing Space	Identifies the correct defensive play based on the situation (e.g., number of outs). (S2.M11.6)	Selects the correct defensive play based on the situation (e.g., number of outs). (S2.M11.7)	Reduces open spaces in the field by working with teammates to maximize defensive coverage. (S2.M11.8)
<b>S2.M12</b> <b>SD Revised</b> <b>Rhythmic Activity/Dance</b>	Varies application of force during various activities. (S2.M12.6)	Identifies Newton's laws of motion to various activities. (S2.M12.7)	Apply and incorporate Newton's laws of motion to various activities. (S2.M12.8)
<b>S2.M13</b> <b>SD Revised</b> <b>Recreation/Outdoor Education</b>	Identify and use appropriate equipment or technology for a variety of activities. (S2.M13.6)	Demonstrate appropriate skills and use of equipment for a variety of activities. (S2.M13.7)	Implement safe protocols in a variety of activities. (S2.M13.8)
<b>S2.M14</b> <b>SD Revised</b> <b>Fitness Principle</b>	Utilize the basics of the FITT Principle in a variety of activities. (S2.M14.6)	Determine FITT components achieved during a variety of activities. (S2.M14.7)	Analyze and establish personal FITT Principle goals. (S2.M14.8)

Standard 3	Grade 6	Grade 7	Grade 8
<b><i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i></b>			
<b>S3.M1</b> <b>Physical Activity Knowledge</b>	Describes how being physically active leads to a healthy body. (S3.M1.6)	Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers. (S3.M1.7)	Identifies the five components of health-related fitness (muscular strength, muscular endurance, flexibility, CV endurance, body composition) and explains the connections between fitness and overall physical and mental health. (S3.M1.8)
<b>S3.M2</b> <b>SD Revised</b> <b>Engages In Physical Activity</b>	SD: Deleted S3.M2		
<b>S3.M3</b> <b>SD Revised</b> <b>Engages In Physical Activity</b>	Participates in a variety of cardiovascular, muscular strength, muscular endurance and flexibility activities with teacher direction. (S3.M3.6)	Chooses to participate in a variety of cardiovascular, muscular strength, muscular endurance and flexibility activities with teacher guidance. (S3.M3.7)	Participates in a variety of self-selected cardiovascular, muscular strength, muscular endurance and flexibility activities. (S3.M3.8)
<b>S3.M4</b> <b>Engages In Physical Activity</b>	Participates in a variety of aerobic and strength activities using technology. (S3.M4.6)	Actively engages in a variety of aerobic and strength activities using technology. (S3.M4.7)	Actively participates in and analyzes a variety of self chosen aerobic and strength activities using technology. (S3.M4.8)
<b>S3.M5</b> <b>SD Revised</b> <b>Engages In Physical Activity</b>	Participates in a variety of lifetime recreational individual, dual, and team activities. (S3.M5.6)	Participates in and analyzes a variety of lifetime recreational individual, dual, and team activities. (S3.M5.7)	Participates in a variety of self-selected lifetime recreational individual, dual, and team activities. (S3.M5.8)
<b>S3.M6</b> <b>SD Revised</b>	SD: Deleted S3.M6 Integrated into S3.M11		

<b>Standard 3</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>S3.M7</b> <b>Fitness Knowledge</b>	Identifies the components of skill-related fitness. (S3.M7.6)	Distinguishes between health-related and skill-related fitness. <sup>9</sup> (S3.M7.7)	Compares and contrasts health-related fitness components. <sup>10</sup> (S3M7.8)
<b>S3.M8</b> <b>Fitness Knowledge</b>	Sets and monitors a self-selected physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level. (S3.M8.6)	Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.M8.7)	Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.M8.8)
<b>S3.M9</b> <b>SD Revised</b> <b>Fitness Knowledge</b>	Employs correct techniques and methods of stretching. <sup>11</sup> (S3.M9.6)	Describes and demonstrates the difference between dynamic and static stretches. <sup>12</sup> (S3.M9.7)	Employs a variety of appropriate static and dynamic stretching techniques for all major muscle groups. (S3.M9.8)
<b>S3.M10</b> <b>SD Revised</b> <b>Fitness Knowledge</b>	Differentiates between aerobic and anaerobic capacity, and muscular strength and endurance. (S3.M10.6)	Describes the role of exercise and nutrition in weight management. (S3.M10.7)	Describe the importance of proper movement and movement patterns for the prevention of injury. (S3.M10.8)
<b>S3.M11</b> <b>Fitness Knowledge</b>	Identifies each of the components of the overload principle (FITT formula) for different types of physical activity (aerobic, muscular fitness and flexibility). (S3.M11.6)	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. <sup>13</sup> (S3.M11.7)	Uses the overload principle (FITT formula) in preparing a personal workout. <sup>14</sup> (S3.M11.8)
<b>S3.M12</b> <b>Fitness Knowledge</b>	Describes the role of warm-ups and cool-downs before and after physical activity. (S3.M12.6)	Designs a warm-up/cool-down regimen for a self-selected physical activity. (S3.M12.7)	Designs and implements a warm-up/cool-down regimen for a self-selected physical activity. (S3.M12.8)
<b>S3.M13</b> <b>SD Revised</b> <b>Fitness Knowledge</b>	Defines resting heart rate (RHR) and describes its relationship to aerobic fitness and perceived exertion. (S3.M13.6)	Defines how perceived exertion can be used to determine work effort or intensity of exercise. (S3.M13.7)	Defines how perceived exertion can be used to adjust workout intensity during physical activity. (S3.M13.8)

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<b>S3.M14</b> <b>Fitness Knowledge</b>	Identifies major muscles used in selected physical activities. <sup>16</sup> (S3.M14.6)	Describes how muscles pull on bones to create movement in pairs by relaxing and contracting. <sup>17</sup> (S3.M14.7)	Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity. <sup>18</sup> (S3.M14.8)
<b>S3.M15</b> <b>SD Revised</b> <b>Assessment and Program Planning</b>	Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment with teacher assistance. (S3.M15.6)	Designs and implements a program of remediation for two areas of weakness based on the results of health-related fitness assessment. (S3.M15.7)	Designs and implements a program of remediation for three areas of weakness based on the results of health-related fitness assessment. (S3.M15.8)
<b>S3.M16</b> <b>Assessment and Program Planning</b>	Maintains a physical activity log for at least two weeks and reflects on activity levels as documented in the log. (S3.M16.6)	Maintains a physical activity and nutrition log for at least two weeks and reflects on activity levels and nutrition as documented in the log. (S3.M16.7)	Designs and implements a program to improve levels of health-related fitness and nutrition. (S3.M16.8)
<b>S3.M17</b> <b>Nutrition</b>	Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels. <sup>19</sup> (S3.M17.6)	Develops strategies to balance healthy food, snacks and water intake, along with daily physical activity. <sup>20</sup> (S3.M17.7)	Describes the relationship between poor nutrition and health risk factors. <sup>21</sup> (S3.M17.8)
<b>S3.M18</b> <b>Stress Management</b>	Identifies positive and negative results of stress and appropriate ways of dealing with each. <sup>22</sup> (S3.M18.6)	Practices strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise. <sup>23</sup> (S3.M18.7)	Demonstrates basic movements used in other stress-reducing activities such as yoga and Tai Chi. (S3.M18.8)

Standard 4	Grade 6	Grade 7	Grade 8
<b><i>The physically literate individual exhibits responsible personal and social behavior that respects self, others and environment.</i></b>			
<b>S4.M1</b> <b>SD Revised</b>  <b>Personal Responsibility</b>	Exhibits responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors. (S4.M1.6)	Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates. (S4.M1.7)	Accepts responsibility for improving one's own levels of physical activity and fitness while supporting the efforts of others. (S4.M1.8)
<b>S4.M2</b>  <b>Personal Responsibility</b>	Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk. (S4.M2.6)	Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class. (S4.M2.7)	Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school. (S4.M2.8)
<b>S4.M3</b>  <b>Accepting Feedback</b>	Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (S4.M3.6)	Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills. (S4.M3.7)	Provides encouragement and appropriate feedback to peers without prompting from the teacher. (S4.M3.8)
<b>S4.M4</b>  <b>Working With Others</b>	Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback. (S4.M4.6)	Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. (S4.M4.7)	Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. (S4.M4.8)
<b>S4.M5</b> <b>SD Revised</b>  <b>Working With Others</b>	Cooperates with a small group of classmates during adventure activities, game play or team-building activities. (S4.M5.6)	Problem-solves with a small group of classmates during adventure activities, small-group initiatives or game play. (S4.M5.7)	Cooperates and distributes leadership responsibilities with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play. (S4.M5.8)

Standard 4	Grade 6	Grade 7	Grade 8
<p><b>S4.M6</b> <b>SD Revised</b></p> <p><b>Rules and Etiquette</b></p>	<p>Identifies the rules and etiquette for physical activities/games. (S4.M6.6a)</p> <p>Exhibits the fundamentals of good sportsmanship. (S4.M6.6b)</p>	<p>Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities/games or following parameters to create or modify a dance. (S4.M6.7a)</p> <p>Exhibits the fundamentals of good sportsmanship. (S4.M6.7b)</p>	<p>Applies rules and etiquette by acting as an official for modified physical activities/games and/or creating dance routines within a given set of parameters. (S4.M6.8a)</p> <p>Exhibits the fundamentals of good sportsmanship. (S4.M6.8b)</p>
<p><b>S4.M7</b></p> <p><b>Safety</b></p>	<p>Uses physical activity and fitness equipment appropriately and safely, with minimal teacher's guidance. (S1.M7.6)</p>	<p>Independently uses physical activity and exercise equipment appropriately and safely. (S1.M7.7)</p>	<p>Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity. (S1.M7.8)</p>

Standard 5	Grade 6	Grade 7	Grade 8
<b><i>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, employment opportunities and social interaction.</i></b>			
<b>S5.M1 SD Revised</b>  <b>Health</b>	Describes how being physically active leads to a healthy brain and body. (S5.M1.6)	Identifies different types of physical activities and describes how each exerts a positive impact on overall physical and brain health. (S5.M1.7)	Identifies the five components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition) and explains the connections between fitness and overall physical and mental health. (S5.M1.8)
<b>S5.M2 SD Revised</b>  <b>Health</b>	Identifies components of physical activity that provide opportunities for reducing stress and for social interaction. (S5.M2.6)	Identifies positive mental and emotional aspects of participating in a variety of physical activities. (S5.M2.7)	Analyzes the empowering benefits of being physically active. (S5.M2.8)
<b>S5.M3 SD Revised</b>  <b>Challenge</b>	Recognizes individual challenges and copes in a positive way. (e.g., extending effort, asking for help/feedback and/or modifying the tasks.) (S5.M3.6)	Generates positive strategies (e.g., offering suggestions/assistance, leading/following others) and provides possible solutions when faced with a group challenge. (S5.M3.7)	Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge. (S5.M3.8)
<b>S5.M4</b>  <b>Self-Expression/ Enjoyment</b>	Describes how moving proficiently in a physical activity setting creates enjoyment. (S5.M4.6)	Identifies why self-selected physical activities create enjoyment. (S5.M4.7)	Discusses how enjoyment could be increased in self-selected physical activities. (S5.M4.8)
<b>S5.M5</b>  <b>Self-Expression/ Enjoyment</b>	Identifies how self-expression and physical activity are related. (S5.M5.6)	Explains the relationship between self-expression and lifelong enjoyment through physical activity. (S5.M5.7)	Identifies and participates in an enjoyable activity that prompts individual self-expression. (S5.M5.8)
<b>S5.M6</b>  <b>Social Interaction</b>	Demonstrates 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. (S5.M6.6)	Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates. (S5.M6.7)	Demonstrates respect for self by asking for help and helping others in various physical activities. (S5.M6.8)

### Operational Definition of Activity Categories

**Recreation/Outdoor Education:** The outdoor environment is an important factor in student engagement in the activity. Activities might include, but are not limited to recreational boating (e.g., kayaking, canoeing, sailing, rowing), hiking, backpacking, fishing, orienteering/geocaching, ice skating, skateboarding, snow or water skiing, snowboarding, snowshoeing, surfing, bouldering/traversing/climbing, mountain biking, adventure activities and ropes courses. Selection of activities depends on the environmental opportunities within the geographical region.

**Fitness Activities:** Activities with a focus on improving or maintaining fitness and might include, but are not limited to yoga, pilates, resistance training, spinning, running, fitness walking, fitness swimming, kickboxing, cardio-kick, zumba and exergaming.

**Rhythmic Activity/Dance:** Activities that focus on dance or rhythms and might include: ribbons, jumping, dribbling and leaping; and are not limited to dance forms such as creative movement/dance, ballet, modern, ethnic/folk, hip hop, Latin, line, ballroom, social and square.

**Aquatics:** Might include, but are not limited to swimming, diving, synchronized swimming and water polo.

**Individual Performance Activities:** Might include, but are not limited to gymnastics, figure skating, track & field, multi-sport events, in-line skating, wrestling, self-defense and skateboarding.

**Games and Sports:** Includes the games categories of invasion, net/wall, target and fielding/striking.

**Lifetime Activities:** Includes the categories of outdoor pursuits, selected individual performance activities, aquatics and net/wall and target games.