By the end of Grade 8, the learner will apply tactics and strategies to modified game play; demonstrate a 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.

	Grade 6	Grade 7	Grade 8	Standard Rule/purpose for change
Standard 1: The physically literate individual demonstrates competnecy ~~proficiency~~ in a variety of motor skills and movement patterns				
S1.M1 Rhythmic Activities/Dance	Demonstrates correct rhythm and pattern for rhythmic activities and/or one of the following dance forms: folk, social, creative, line or world dance. (S1.M1.6)	Demonstrates correct rhythm and pattern for two or more rhythmic activities and/or 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~~ with or without music as an individual or in a group. (S1.M1.8)	Clarified the use of rhythmic activity not just dance (1); 7th grade vertical alignment (2); 8th grade music (3)
S1.M2 ~~Games and Sports~~ ~~Invasion Games~~ Throwing (Overhand)	Throws overhand with a mature pattern for distance and/or power appropriate to the activity in a dynamic environment. (S1.M2.6)	Throws overhand with a mature pattern for distance and/or power appropriate to a variety of activities in dynamic environments ~~the activity during small-sided game play.~~ (S1.M2.7)	Throws overhand with a mature pattern strategically appropriate to the ~~activity.~~ activities and environments (S1.M2.8)	Vertical alignment (2); more inclusive language to allow for diversification of content (1)
S1.M3 ~~Games and Sports~~ ~~Invasion Games~~ Catching	Catches with a mature pattern from a variety of trajectories using different objects in varying ~~practice tasks.~~ environments (S1.M3.6)	Catches with a mature pattern from a variety of trajectories using different objects in ~~small-sided game play.~~ dynamic environments (S1.M3.7)	Catches using an implement in ~~a~~ dynamic environments or modified game play. (S1.M3.8)	Vertical alignment (2); more inclusive language to allow for diversification of content (1)
S1.M4 ~~Games and Sports~~ ~~Invasion Games~~ Passing and Receiving	Passes and receives with hands or feet in combination with locomotor patterns, ~~of running,~~ and change of direction, and speed with competency in varying ~~practice tasks.~~ environments. (S1.M4.6)	Passes and receives with hands and/or feet in combination with locomotor patterns, ~~of running~~ and change of direction, and speed with competency in ~~small sided invasion games.~~ varying environments. (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 dynamic environments. ~~small sided invasion games.~~ (S1.M4.8)	Vertical alignment (2); more inclusive language to allow for diversification of content (1)
~~S1.M5~~ SD: Deleted Integrated into S1.M2 and S1.M3				
S1.M6 ~~Games and Sports~~ ~~Invasion Games~~ 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)	Changed Heading
S1.M7 ~~Games and Sports~~ ~~Invasion Games~~ 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)	Heading change

	Grade 6	Grade 7	Grade 8	Standard Rule/purpose for change
S1.M8 ~~Games and Sports~~ ~~Invasion Games~~ **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 nondominant hand using a change of speed and direction in a variety of practice tasks. (S1.M8.7)	Dribbles with dominant and nondominant hand using a change of speed and direction in small-sided game play. (S1.M8.8)	Heading change
S1.M9 ~~Games and Sports~~ ~~Invasion Games~~ **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 smallsided game play. (S1.M9.8)	Heading Change
S1.M10 ~~Games and Sports~~ ~~Invasion Games~~ **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 ~~such as hockey (floor, field, ice) or lacrosse.~~ (S1.M10.8)	Giving more choices (1)
S1.M11 ~~Games and Sports~~ ~~Invasion Games~~ **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.~~ Executes appropriate defensive strategies based on offensive environment. (S1.M11.8)	Language clarification for 8th grade(3); Vertical alignment(2); added variety and teacher interpretation(1)
S1.M12 ~~Games and Sports~~ ~~Net/Wall Games~~ **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)	Adding examples to glossary (3); consistency throughout document in use of examples (3)
S1.M13 ~~Games and Sports~~ ~~Net/Wall Games~~ **Striking**	Strikes, with a mature overhand pattern, in a non-dynamic environment for a variety of activities and/or net/wall games ~~(e.g., volleyball, handball, badminton, tennis)~~. (S1.M13.6)	Strikes, with a mature overhand pattern, in a dynamic environment for a variety of activities and/or net/wall games ~~(e.g., volleyball, handball, badminton, tennis)~~. (S1.M13.7)	Strikes, with a mature overhand pattern, in a modified game/activity ~~for~~ and/or net/wall game(s) ~~(e.g., volleyball, handball, badminton, tennis)~~. (S1.M13.8)	Adding examples to glossary (3); consistency throughout document in use of examples (3)
S1.M14 ~~Games and Sports~~ ~~Net/Wall Games~~ **Forehand/Backhand**	Demonstrates the mature form of the forehand and backhand strokes with a short-handled and/or long-handled implement in net games ~~(e.g., paddleball, pickleball, short-handled racket tennis)~~. (S1.M14.6)	Demonstrates the mature form of forehand and backhand strokes with a short-handled and/or long-handled implement with accuracy 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~~ short-handled and/or long-handled implement with power and accuracy in net games ~~(e.g., pickleball, tennis, badminton, paddle ball)~~. (S1.M14.8)	Adding examples to glossary (3); consistency throughout document in use of examples (3)
S1.M15 ~~Games and Sports~~ ~~Net/Wall Games~~ **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)	not concerned about implements (3)

	Grade 6	Grade 7	Grade 8	Standard Rule/purpose for change
S1.M16 **Games and Sports** **Net/Wall Games** **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)	not concerned about implements (1)
S1.M17 **Games and Sports** **Net/Wall Games** **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)	
S1.M18 **Games and Sports** **Target Games** ~~Underhand Throw~~ **Throwing (Underhand)**	~~Executes consistently~~ Throws underhand with a mature underhand pattern for target game(s)* ~~(e.g., bowling, bocci, horseshoes)~~. (S1.M18.6)	~~Performs consistently~~ Throws underhand with a mature underhand pattern with accuracy and control for at least one target game ~~(e.g., bowling, bocci, horseshoes)~~. (S1.M18.7)	~~Applies consistently~~ Throws underhand with a mature underhand pattern with accuracy and control in two or ~~more than one~~ target game~~s~~ ~~(e.g., bowling, bocci, horseshoes)~~. (S1.M18.8)	Adding examples to glossary (3); consistency throughout document in use of examples (3); vertical alignment (2); clarification of language (3); more inclusive language to allow for diversification of content (1)
S1.M19 **Games and Sports** **Target Games** **Striking (Stationary Object)**	Strikes, with or without an implement, a stationary object for accuracy in activities and/or target games ~~(e.g., croquet, shuffleboard, golf)~~. (S1.M19.6)	Strikes, with or without an implement, a stationary object for accuracy and distance in activities and/or target games ~~(e.g., croquet, shuffleboard, golf)~~. (S1.M19.7)	Strikes, with or without an implement, a stationary object for accuracy and power in activities and/or target games ~~(e.g., croquet, shuffleboard, golf)~~. (S1.M19.8)	consistency throughout document in use of examples (3); vertical alignment (2); clarification of language (3); more inclusive language to allow for diversification of content (1)
S1.M20 **Games and Sports** **Fielding/Striking Games** **Striking (Moving Object)**	Strikes a moving object ~~pitched ball~~ with or without an implement using a controlled, mature pattern, ~~force~~ in a variety of activities and/or fielding/striking games ~~a variety of practice tasks~~. (S1.M20.6)	Strikes a moving object ~~pitched ball~~ with or without an implement using control to place object into open space in a variety of activities and/or fielding/striking games. (S1.M20.7)	Strikes a moving object ~~pitched ball~~ with or without an implement for power to open space in a variety of activities and/or fielding/striking games. (S1.M20.8)	vertical alignment (2); clarification of language (3); more inclusive language to allow for diversification of content (1)
S1.M21 **Games and Sports** **Fielding/Striking Games** **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)~~	clarification of language (3); vertical alignment (2);

	Grade 6	Grade 7	Grade 8	Standard Rule/purpose for change
S1.M22 **Games and Sports** **Outdoor Education** **(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 selfselected outdoor activities. (S1.M22.8)	clarification of language (3); vertical alignment (2);
S1.M23 **Aquatics**		Preferably taught at elementary or secondary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum.		
S1.M24 **Individual Performance Activities** **(See end of section for examples)**	Demonstrates correct technique for basic skills in one self-selected individual-performance activity. (S1.M24.6a)	Demonstrates correct technique for a variety of skills in one self-selected individual-performance activity. (S1.M24.7a)	Demonstrates correct technique for basic skills in at least two selfselected individual-performance activities. (S1.M24.8a)	clarification of language (3); vertical alignment (2);
	Demonstrates age-appropriate target zones for three of the five healthrelated fitness components. (S1.M24.6b)	Demonstrate age-appropriate target zones for each of the health-related fitness components. (S1.M24.7b)	Demonstrate age-appropriate threshold zones for one and target zone for the remaining four health-related fitness components. (S1.M24.8b)	clarification of language (3); vertical alignment (2);

	Grade 6	Grade 7	Grade 8	Standard Rule/purpose for change
Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics to enhance movement and performance.				
S2.M1 ~~Games and Sports~~ ~~Invasion (Tactical) Games~~ **Creating Space With Movement**	Creates open space by using locomotor movements ~~(e.g., walking, running, jumping and landing)~~ in combination with movement concepts ~~(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 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)~~. (S2.M1.7)	Creates and reduces open ~~Opens and closes~~ space during ~~small-sided game play~~ dynamic activities by combining locomotor movements with movement concepts. (S2.M1.8)	Identifies key knowledge and skills (1); clarifying language (3)
S2.M2 ~~Games and Sports~~ ~~Invasion (Tactical) Games~~ **Creating Space With Offensive Tactics**	Executes at least one ~~of the following~~ offensive tactics to create open space: ~~moves to open space without the ball;~~ by using ~~uses~~ a variety of movement concepts such as passes, pivots and fakes~~;~~, give and go. (S2.M2.6)	Executes various offensive tactics to create open space by using ~~(e.g., uses~~ a variety of movement concepts such as passes, pivots and fakes~~;~~, give and go~~)~~. (S2.M2.7)	Executes several ~~of the following~~ offensive tactics to create open space by using a variety of movement concepts such as: ~~moves to create open space on and off the ball;~~, uses a ~~variety of~~ passes, pivots and fakes ~~fakes and pathways;~~, give and go. (S2.M2.8)	Identifies key knowledge and skills (1); clarifying language (3)
S2.M3 ~~Games and Sports~~ ~~Invasion (Tactical) Games~~ **Creating Space Using Width and Length Open Area**	Creates open space by using the area within the ~~width and length~~ of the field/court boundaries 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).~~ Creates open space by utilizing the area provided and implementing offensive movement concepts. (S2.M3.7)	Creates and maintains open space by utilizing the area provided on offense and implementing movement concepts in dynamic environments (e.g., ~~Creates offense tactics in dynamic activities (e.g., cutting and passing quickly, and using fakes off the ball)~~. (S2.M3.8)	Identifies knowledge and skills (1), vertical alignment (2), clarifys language (3)
S2.M4 ~~Games and Sports~~ ~~Games and Sports Invasion (Tactical) Games~~ **Reducing Space By Changing Body Size and ~~Shape~~ Position**	Reduces open space ~~on defense~~ by utilizing defensive tactics such as ~~by~~ making the body larger and reducing passing angles. (S2.M4.6)	Reduces open space ~~on defense~~ by utilizing defenseive tactics such as staying close to the opponent as ~~he/she~~ they nears the goal. (S2.M4.7)	Reduces open space ~~on defense~~ by utilizing defensive tactics such as staying on the goal side of the offensive player and reducing the distance to ~~him/her~~ them ~~(third-party perspective)~~. (S2.M4.8)	Identifies knowledge and skills (1), vertical alignment (2), clarifys language (3)
S2.M5 ~~Invasion (Tactical) Games~~ **Reducing Space Using Denial**	Reduces open space by 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)	Identifies knowledge and skills (1), vertical alignment (2), clarifys language (3)
S2.M6 ~~Games and Sports~~ ~~Invasion (Tactical) Games~~ **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)	Allowing for variety in language (1)

	Grade 6	Grade 7	Grade 8	Standard Rule/purpose for change
S2.M7 ~~**Games and Sports**~~ ~~**Net/Wall Games**~~ **Creating Space** ~~**Through Variation**~~ **(Implements)**	Creates open space in a variety of activities and/or net/wall games with a short and/or long-handled implement by varying force and direction. (S2.M7.6)	Creates open space in a variety of activities and/or net/wall games with a short and/or long-handled implement by varying force, direction and moving opponent from side to side. (S2.M7.7)	Creates open space in a variety of activities and/or net/wall games with a short and/or long-handeled ~~either a long- or shorthandled~~ implement by varying force or direction, or moving opponent side to side and/or forward and back. (S2.M7.8)	Identifies knowledge and skills and allows for variety in choice (1), vertical alignment (2), clarifys language (3)
S2.M8 ~~**Games and Sports**~~ ~~**Net/Wall Games**~~ **Using Tactics** ~~**and Shots**~~ **for Shot Selection**	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)	clarifys language (3); delete - for mid court reading
S2.M9 ~~**Games and Sports**~~ ~~**Target Games**~~ **Shot Selection (Target)**	Selects appropriate shot ~~and/or 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)	allows for a variety of choices(1)
S2.M10 ~~**Games and Sports**~~ ~~**Fielding/Striking Games**~~ **Offensive Strategies (Striking)**	Identifies open space and attempts to strike object into that space. (S2.M10.6)	~~Uses~~ Utilizes a variety of shots such as ~~(e.g.,~~ slap and run, bunt, line drive, and/or high arc~~)~~ to hit to open space. (S2.M10.7)	Identifies and utilizes shot selection to gain offensive advantage ~~sacrifice situations and attempt to advance a teammate~~. (S2.M10.8)	clarifying language (3), variety of choices (1)
S2.M11 ~~**Games and Sports**~~ ~~**Fielding/Striking Games**~~ ~~**Reducing Space**~~ **Defensive Strategies (Fielding)**	Identifies the correct defensive play based on the situation such as the ~~(e.g.,~~ number of outs~~)~~. (S2.M11.6)	~~Selects~~ Utilizes the correct defensive play based on the situation such as the ~~(e.g.,~~ number of outs~~)~~. (S2.M11.7)	~~Reduces open spaces in the field by working with teammates to maximize coverage.~~ Identifies and utilizes defensive strategies based on situation to gain an advantage. (S2.M11.8)	clarifying language (3), variety of choices (1)

	Grade 6	Grade 7	Grade 8	Standard Rule/purpose for change
S2.M12 ~~**Individual Performance Activities, Rhythmic Activity/Dance Movement Concepts**~~ **Mechanical Principles**	Identifies mechanical principles such as Newton's laws of motion for a variety of activities. ~~Varies application of force during various activities.~~ (S2.M12.6)	~~Identifies~~ Describes mechanical principles such as Newton's laws of motion ~~for a variety of activities~~ to various activities. (S2.M12.7)	Describes and applies mechanical principles such as Newton's laws of motion for a variety of activities. ~~Apply and incorporate Newton's laws of motion to various activities.~~ (S2.M12.8)	Components of S1.M22, 24a, 24b, included here (2); clarifying language (3), variety of choice (1)
S2.M13 ~~**Recreation/Outdoor Education**~~ **Equipment and/or Technology Selection**	Identifies ~~and use~~ appropriate equipment and/or technology for a variety of activities. (S2.M13.6)	Demonstrates appropriate usage ~~skills and use~~ of equipment and/or technology for a variety of activities. (S2.M13.7)	Demonstrates appropriate usage of two or more pieces of equipment and/or technology ~~Implements safe protocols~~ in a variety of activities. (S2.M13.8)	clarifying language (3), variety of choice (1)
S2.M14 **Fitness Principles** **(FITT Formula = Frequency, Intensity, Time, Type)**	~~Utilize~~ Identify the basics of the FITT Principles 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 Principles goals. (S2.M14.8)	

	Grade 6	Grade 7	Grade 8	Standard Rule/purpose for change
Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.				
S3.M1 **Physical Activity Knowledge**	~~Describes how being physically active leads to a healthy body.~~ Defines the components of skill- related fitness including agility, balance, coordination, power, reaction time, and speed and health-related fitness including muscular strength, muscular endurance, flexibility, cardiovascular endurance, and body composition. (S3.M1.6)	~~Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.~~ Identifies the skill and health-related fitness components and explains the connections between fitness and overall physical and mental health. (S3.M1.7)	~~Identifies~~ Analyzes personal data of the ~~five components of~~ skill and health-related fitness ~~components~~ (muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition) and ~~explains~~ utilizes the information to improve ~~connections between fitness and~~ overall physical and mental health. (S3.M1.8)	knowledge and skill (1); vertical alignment (2); clarifying language (3)
S3.M2 **Engages In Physical Activity Outside of Class** **SD: Deleted** **S3.M2**	Participates in a variety of physical activity outside of physical education class. (S3.M2.6)	Participates in a variety of physical activity multiple times a week outside of physical education class. (S3.M2.7)	Participates in a variety of physical activity for the recommended daily amount outside of physical education class. (S3.M2.8)	identifies knowledge and skills (1); vertical alignment (2)
S3.M3 **Engages In Physical Activity**	Participates in a variety of teacher directed cardiovascular, muscular strength, muscular endurance and flexibility activities ~~with teacher direction~~. (S3.M3.6)	~~Chooses to~~ Participates in a variety of teacher guided 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)	identifies knowledge and skills (1); vertical alignment (2)
S3.M4 **Engages In Physical Activity Utilizing Technology**	Participates in a variety of ~~aerobic and strength~~ activities ~~using~~ utilizing technology. (S3.M4.6)	~~Actively engages in a~~ Participates in and analyzes a variety of ~~aerobic and strength~~ activities ~~using~~ utilizing technology. (S3.M4.7)	~~Actively participates in and analyzes a variety of self chosen aerobic and strength activities~~ Plans and implements a fitness program utilizing ~~using~~ technology. (S3.M4.8)	knowledge and skills (1); variety of choices (1); vertical alignment (2);
S3.M5 **Engages In ~~Physical Activity~~ Lifetime Recreational Activities**	Participates in a variety of teacher directed lifetime recreational ~~individual, dual, and team~~ activities including individual, dual, and team. (S3.M5.6)	Participates in and analyzes a variety of teacher guided lifetime recreational ~~individual, dual, and team~~ activities including individual, dual, and team. (S3.M5.7)	Participates in a variety of self-selected lifetime recreational ~~individual, dual, and team~~ activities including individual, dual, and team. (S3.M5.8)	knowledge and skills (1); variety of choices (1); vertical alignment (2);
S3.M6 **SD: Deleted** **S3.M6** **Integrated into S3.M2 and S3.M11**				
S3.M7 **~~Fitness Knowledge~~** **SD: Deleted** **S3.M7** **Integrated into S3.M1 and S3.M11**	~~Identifies the components of skillrelated fitness. (S3.M7.6)~~	~~Distinguishes between health-related and skill-related fitness. (S3.M7.7)~~	~~Compares and contrasts healthrelated fitness components. (S3.M7.8)~~	clarifying language (3)

	Grade 6	Grade 7	Grade 8	Standard Rule/purpose for change
S3.M8 **Fitness Knowledge (Aerobic and Muscle/Bone Strengthening)**	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~~ self-selected goal(s) for aerobic and/or muscle/bone strengthening activity based on current fitness level. ~~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 selfmonitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.~~ Analyzes and reflects on the self-selected goal(s) for aerobic and or muscle/bone strengthening activity based on current fitness level. (S3.M8.8)	knowledge and skills (1); vertical alignment (2); clarifying language (3)
S3.M9 **Fitness Knowledge (Static/Dynamic Stretches)**	~~Employs~~ Utilizes correct techniques and methods of stretching. (S3.M9.6)	Describes and demonstrates the difference between dynamic and static stretches. (S3.M9.7)	~~Employs~~ Applies a variety of appropriate static and dynamic stretching techniques for all major muscle groups. (S3.M9.8)	clarifying language (3)
S3.M10 **Fitness Knowledge (Injury Prevention)**	~~Differentiates between aerobic and anaerobic capacity, and muscular strength and endurance.~~ Participates in teacher directed proper movement and movement patterns for the prevention of injury (S3.M10.6)	~~Describes the role of exercise and nutrition in weight management.~~ Engages in teacher guided proper movement and movement patterns for the prevention of injury (S3.M10.7)	Describes the importance of proper movement and movement patterns for the prevention of injury. (S3.M10.8)	Vertical alignment (2); Clarify language (3)
S3.M11 **Fitness Knowledge (Fitness Principles)**	Identifies ~~each of~~ the components of one or more fitness principles. ~~the overload principle (FITT formula) for different types of physical activity (aerobic, muscular fitness and flexibility).~~ (S3.M11.6)	Describes the components of two or more fitness principles. ~~the overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness.~~ (S3.M11.7)	Describes and applies the components of a variety of fitness principles. ~~Uses the overload principle (FITT formula) in preparing a personal workout.~~ (S3.M11.8)	Vertical alignment (2); Clarify language (3)
S3.M12 **Fitness Knowledge (Warm Up/Cool Down)**	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~~ Applies a warm-up/cool-down regimen for a self-selected physical activity. (S3.M12.8)	vertical alignment (2)
S3.M13 **Fitness Knowledge (Heart Rate)**	Defines resting heart rate (RHR) and heart rate zones (THRz) and describes ~~its~~ their relationship to aerobic fitness and perceived exertion. (S3.M13.6)	Defines how perceived exertion can be used to determine appropriate heart rate zones for ~~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)	Vertical alignment (2); Clarify language (3)
S3.M14 **Fitness Knowledge (Body Systems)**	Identifies major muscles used in selected physical activities. (S3.M14.6)	Describes how muscles pull on bones to create movement in pairs by relaxing and contracting. (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. (S3.M14.8)	Clarify language (3)
S3.M15 **Assessment and Program Planning**	Designs and ~~implements~~ utilizes a program of remediation for any areas of weakness based on the results of health-related fitness assessment with teacher guidance ~~assistance.~~ (S3.M15.6)	Designs and ~~implements~~ utilizes a program of remediation for two areas of weakness based on the results of health-related fitness assessment. (S3.M15.7)	Designs and ~~implements~~ utilizes a program of remediation for three areas of weakness based on the results of health-related fitness assessment. (S3.M15.8)	Clarify language (3)
S3.M16 **Assessment and Program Planning (Physical Activity/Nutrition Log)**	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.~~ Analyzes a personal physical activity and nutrition log and designs a program for improvement. (S3.M16.8)	clarifying language (3)

	Grade 6	Grade 7	Grade 8	Standard Rule/purpose for change
S3.M17 **Nutrition/ Hydration**	~~Identifies foods within each of the basic food groups and selects appropriate servings and portions for their his/her age and physical activity levels. (S3.M17.6)~~ Identifies the importance of nutrition and hydration for physical activity. (S3.M17.6)	~~Develops strategies to balance healthy food, snacks and water intake, along with daily physical activity. (S3.M17.7)~~ Develops strategies to balance nutrition and water intake to improve physical activity. (S3.M17.7)	~~Describes the relationship between poor nutrition and health risk factors. (S3.M17.8)~~ Describes the relationship between poor nutrition and/or hydration related to personal fitness. (S3.M17.8)	vertical alignment (2); clarifying language (3)
S3.M18 **Stress Management**	~~Identifies~~ Describes how participating in physical activity impacts stress management. ~~positive and negative results of stress and appropriate ways of dealing with each.~~ (S3.M18.6)	~~Practices~~ Indentifies strategies for ~~dealing with~~ stress management through physical activity ~~, such as deep breathing, guided visualization and aerobic exercise.~~ (S3.M18.7)	Demonstrates self selected strategies for stress management utilizing physical activity. ~~basic movements used in other stress-reducing activities such as yoga and Tai Chi.~~ (S3.M18.8)	vertical alignment (2); clarifying language (3)

	Grade 6	Grade 7	Grade 8	Standard Rule/purpose for change
Standard 4: The physically literate individual exhibits responsible personal, ~~and~~ social, and emotional behavior that respects self, others, and environment.				
S4.M1 **Personal Responsibility (Self-Management)**	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)	clarifying language (3)
S4.M2 **Personal Responsibility (Self-Awareness)**	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 in and 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)	clarifying language (3)
S4.M3 **Providing and Accepting Feedback**	Demonstrates self-responsibility by implementing teacher-generated specific corrective feedback to improve performance. (S4.M3.6)	Utilizes teacher-generated guidlines to provide corrective feedback to self or peer(s). ~~Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills.~~ (S4.M3.7)	Provides and accepts ~~encouragement~~ positive and appropriate feedback to and from peers ~~without prompting from the teacher.~~ (S4.M3.8)	clarifying language (3);vertical alignment (2)
S4.M4 **Working With Others (Conflict Resolution)**	Accepts ~~differences~~ diversity among classmates to resolve conflict utilizing teacher direction. ~~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 with teacher guidance. (S4.M4.7)	Responds appropriately to classmate's ~~participants'~~ ~~ethical and unethical~~ behavior during physical activity by ~~using~~ utilizing rules and guidelines for resolving conflicts. (S4.M4.8)	vertical alignment (2); clarifying language (3)
S4.M5 **Working With Others (Relationship Skills)**	Cooperates with ~~a small group of~~ classmates during a variety of ~~adventure activities, game play or team-building~~ activities. (S4.M5.6)	Problem-solves with ~~a small group of~~ classmates during a variety of activities ~~adventure activities, small-group initiatives or game play.~~ (S4.M5.7)	Cooperates and shares leadership roles ~~distributes leadership responsibilities~~ with multiple classmates on problem-solving initiatives in a variety of activities. ~~including adventure activities, large-group initiatives and game play.~~ (S4.M5.8)	variety of choices (1); vertical alignment (2); clarifying language (3)
S4.M6 **Rules, ~~and~~ Etiquette, and Sportsmanship**	Identifies and demonstrates the rules and etiquette for a variety of activities ~~physical activities/games.~~ (S4.M6.6a)	Demonstrates knowledge of rules and etiquette by self-officiating a ~~modified physical~~ variety of activities/games or ~~following parameters to create or modify a dance.~~ (S4.M6.7a)	Applies rules and etiquette by acting as an official for a variety of activities ~~modified physical activities/games and/or creating dance routines~~ within a given set of parameters. (S4.M6.8a)	vertical alignment (2); clarifying language (3)
	Exhibits teacher directed ~~the~~ fundamentals of good sportsmanship. (S4.M6.6b)	Exhibits teacher guided ~~the~~ fundamentals of good sportsmanship. (S4.M6.7b)	Exhibits and encourages the fundamentals of good sportsmanship. (S4.M6.8b)	
S4.M7 **Safety**	Uses physical activity and fitness equipment appropriately and safely, with minimal teacher's guidance. (S1.M7.6)	Independently uses physical activity and ~~exercise~~ fitness equipment appropriately and safely. (S1.M7.7)	Independently uses physical activity and fitness equipment appropriately, and ~~identifies~~ advocates for specific safety concerns associated with the activity. (S1.M7.8)	clarifying language (3)

	Grade 6	Grade 7	Grade 8	Standard Rule/purpose for change
Standard 5: The physically literate individual recognizes the lifelong value of physical activity for health and wellness. , enjoyment, challenge, self-expression, employment opportunities and social interaction.				
S5.M1 **Wellness Health**	Describes how being physically active impacts overall wellness. leads to a healthy brain and body. (S5.M1.6)	Identifies a variety different types of physical activities and describes how each exerts a positive impacts on overall wellness physical and mental health. (S5.M1.7)	Identifies the five components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition) and eExplains the personal impact connections between of fitness and overall wellness. (S5.M1.8)	vertical alignment (2); clarifying language (3)
S5.M2 **Health** **SD Deleted** **Integrated into S5.M1**	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)	clarifying language (3)
S5.M3 **Challenge** **(Responsible Decision Making)**	Recognizes individual challenges and copes in a positive way. (e.g., extending effort, asking for help or feedback and/or modifying the tasks.) (S5.M3.6)	Generates Utilizes strategies (e.g., offering suggestions or assistance, leading or following others) and providing 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 and/or group challenge. (S5.M3.8)	vertical alignment (2); clarifying language (3)
S5.M4 ~~**Self-Expression and**~~ **Enjoyment Through Physical Activity**	Describes how moving proficiently participating in a physical activity setting creates enjoyment. (S5.M4.6)	Identifies Describes why self-selected physical activities create personal enjoyment. (S5.M4.7)	Identfies and utilizes a strategy for increasing personal enjoyment Discusses how enjoyment could be increased in self-selected physical activities. (S5.M4.8)	vertical alignment (2); clarifying language (3)
S5.M5 **Self-Expression and Enjoyment Through Physical Activity**	Identifies how self-expression and physical activity are related. (S5.M5.6)	Explains the relationship between enjoyable physical activity and self-expression and lifelong enjoyment through physical activity. (S5.M5.7)	Identifies and participates in an enjoyable physical activity that prompts individual self-expression. (S5.M5.8)	clarifying language (3)
S5.M6 **Social Interaction**	Demonstrates respect for self and others in activities and games by following the rules and encouraging others. while participating in activities. and playing in the spirit of the game or activity. (S5.M6.6)	Demonstrates the importance of appropriate social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates. (S5.M6.7)	Demonstrates the ability to appropriately ask respect for self by asking for help and helping others in various physical activities. (S5.M6.8)	vertical alignment (2); clarifying language