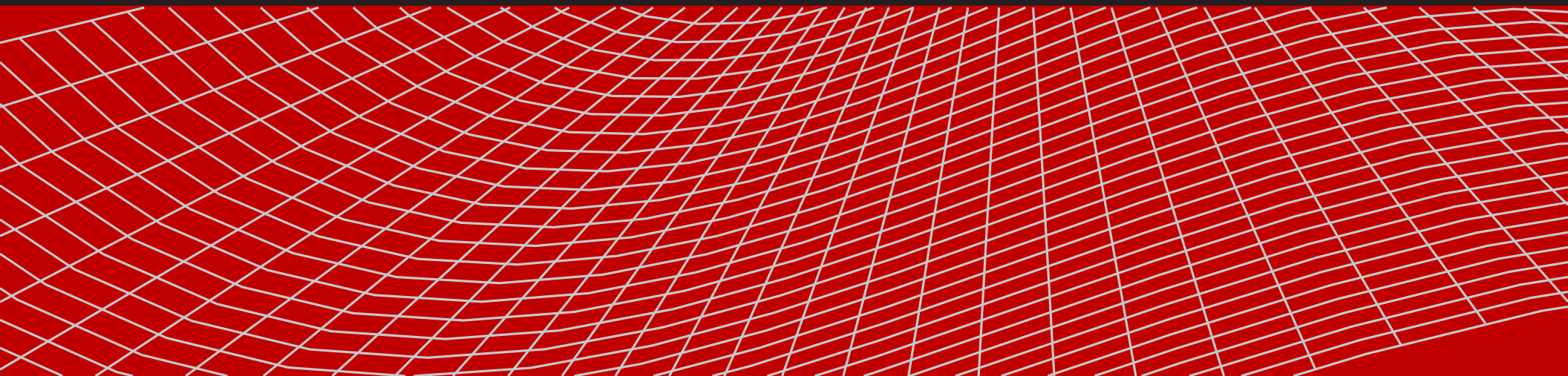


Grade-Level Outcomes for K-12 Physical Education



Standard 2	Grade 6	Grade 7	Grade 8
<p>S2.M7 Games & sports Net/wall games</p> <p><i>Creating space through variation</i></p>	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 and direction, and by 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 by moving opponent from side to side and/or forward and back. (S2.M7.8)
<p>S2.M8 Games & sports Net/wall games</p> <p><i>Using tactics & shots</i></p>	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)
<p>S2.M9 Games & sports Target games</p> <p><i>Shot selection</i></p>	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)
<p>S2.M10 Games & sports Fielding/striking games</p> <p><i>Offensive strategies</i></p>	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)
<p>S2.M11 Games & sports Fielding/striking games</p> <p><i>Reducing space</i></p>	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 coverage. (S2.M11.8)
<p>S2.M12 Individual-performance activities, dance & rhythms</p> <p><i>Movement concepts</i></p>	Varies application of force during dance or gymnastic activities. (S2.M12.6)	Identifies and applies Newton's laws of motion to various dance or movement activities. (S2.M12.7)	Describes and applies mechanical advantage(s) for a variety of movement patterns. (S2.M12.8)
<p>S2.M13 Outdoor pursuits</p> <p><i>Movement concepts</i></p>	Makes appropriate decisions based on the weather, level of difficulty due to conditions or ability to ensure the safety of self and others. (S2.M13.6)	Analyzes the situation and makes adjustments to ensure the safety of self and others. (S2.M13.7)	Implements safe protocols in self-selected outdoor activities. (S2.M13.8)

Standard 3	Grade 6	Grade 7	Grade 8
<i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i>			
S3.M1 Physical activity knowledge	Is able to identify <u>3 influences</u> on physical activity (e.g., school, family and peers; community and built environment; policy). (S3.M1.6)	Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers. (S3.M1.7)	Develops a plan to address <u>1 of the barriers</u> within one’s family, school or community to maintaining a physically active lifestyle. (S3.M1.8)
S3.M2 Engages in physical activity	Participates in self-selected physical activity outside of physical education class. (S3.M2.6)	Participates in a physical activity <u>2 times a week</u> outside of physical education class. (S3.M2.7)	Participates in a physical activity <u>3 times a week</u> outside of physical education class. (S3.M2.8)
S3.M3 Engages in physical activity	Participates in a variety of aerobic fitness activities such as cardio-kick, step aerobics and aerobic dance. (S3.M3.6)	Participates in a variety of strength and endurance fitness activities such as Pilates, resistance training, body-weight training and light free-weight training. (S3.M3.7)	Participates in a variety of self-selected aerobic fitness activities outside of school such as walking, jogging, biking, skating, dancing and swimming. (S3.M3.8)
S3.M4 Engages in physical activity	Participates in a variety of aerobic-fitness activities using technology such as Dance Dance Revolution® or Wii Fit®. (S3.M4.6)	Participates in a variety of strength and endurance fitness activities such as weight or resistance training. (S3.M4.7)	Plans and implements a program of cross-training to include aerobic, strength and endurance, and flexibility training. (S3.M4.8)
S3.M5 Engages in physical activity	Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities. (S3.M5.6)	Participates in a variety of lifetime dual and individual sports, martial arts or aquatic activities. (S3.M5.7)	Participates in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day. (S3.M5.8)
S3.M6 Engages in physical activity	Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day. (S3.M6.6)	Participates in moderate to vigorous muscle- and bone-strengthening physical activity <u>at least 3 times a week</u> . (S3.M6.7)	Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day <u>at least 5 times a week</u> . (S3.M6.8)
S3.M7 Fitness knowledge	Identifies the components of skill-related fitness. (S3.M7.6)	Distinguishes between health-related and skill-related fitness. ⁹ (S3.M7.7)	Compares and contrasts health-related fitness components. ¹⁰ (S3.M7.8)
S3.M8 Fitness knowledge	Sets and monitors a self-selected physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level. (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)

Standard 3	Grade 6	Grade 7	Grade 8
S3.M9 Fitness knowledge	Employs correct techniques and methods of stretching. ¹¹ (S3.M9.6)	Describes and demonstrates the difference between dynamic and static stretches. ¹² (S3.M9.7)	Employs a variety of appropriate static stretching techniques for all major muscle groups. (S3.M9.8)
S3.M10 Fitness knowledge	Differentiates between aerobic and anaerobic capacity, and between muscular strength and endurance. (S3.M10.6)	Describes the role of exercise and nutrition in weight management. (S3.M10.7)	Describes the role of flexibility in injury prevention. (S3.M10.8)
S3.M11 Fitness knowledge	Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time, type) for different types of physical activity (aerobic, muscular fitness and flexibility). (S3.M11.6)	Describes 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. ¹³ (S3.M11.7)	Uses the overload principle (FITT formula) in preparing a personal workout. ¹⁴ (S3.M11.8)
S3.M12 Fitness knowledge	Describes the role of warm-ups and cool-downs before and after physical activity. (S3.M12.6)	Designs a warm-up and cool-down regimen for a self-selected physical activity. (S3.M12.7)	Designs and implements a warm-up and cool-down regimen for a self-selected physical activity. (S3.M12.8)
S3.M13 Fitness knowledge	Defines resting heart rate and describes its relationship to aerobic fitness and the Borg rating of perceived exertion (RPE) scale. ¹⁵ (S3.M13.6)	Defines how the RPE scale can be used to determine the perception of the work effort or intensity of exercise. (S3.M13.7)	Defines how the RPE scale can be used to adjust workout intensity during physical activity. (S3.M13.8)
S3.M14 Fitness knowledge	Identifies major muscles used in selected physical activities. ¹⁶ (S3.M14.6)	Describes how muscles pull on bones to create movement in pairs by relaxing and contracting. ¹⁷ (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. ¹⁸ (S3.M14.8)
S3.M15 Assessment & program planning	Designs and implements a program of remediation for <u>an area of weakness</u> based on the results of health-related fitness assessment. (S3.M15.6)	Designs and implements a program of remediation for <u>2 areas of weakness</u> based on the results of health-related fitness assessment. (S3.M15.7)	Designs and implements a program of remediation for <u>3 areas of weakness</u> based on the results of health-related fitness assessment. (S3.M15.8)
S3.M16 Assessment & program planning	Maintains a physical activity log <u>for at least 2 weeks</u> , and reflects on activity levels as documented in the log. (S3.M16.6)	Maintains a physical activity and nutrition log <u>for at least 2 weeks</u> , 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)

Standard 3	Grade 6	Grade 7	Grade 8
S3.M17 Nutrition	Identifies foods within each of the basic food groups and selects appropriate servings and portions for his or her age and physical activity levels. ¹⁹ (S3.M17.6)	Develops strategies for balancing healthy food, snacks and water intake, along with daily physical activity. ²⁰ (S3.M17.7)	Describes the relationship between poor nutrition and health risk factors. ²¹ (S3.M17.8)
S3.M18 Stress management	Identifies positive and negative results of stress and appropriate ways of dealing with each. ²² (S3.M18.6)	Practices strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise. ²³ (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
<i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</i>			
S4.M1 Personal responsibility	Exhibits personal 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. (S4.M1.8)
S4.M2 Personal responsibility	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)
S4.M3 Accepting feedback	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 feedback to peers without prompting from the teacher. (S4.M3.8)
S4.M4 Working with others	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)
S4.M5 Working with others	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 with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play. (S4.M5.8)
S4.M6 Rules & etiquette	Identifies the rules and etiquette for physical activities, games and dance activities. (S4.M6.6)	Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or by following parameters to create or modify a dance. (S4.M6.7)	Applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters. (S4.M6.8)
S4.M7 Safety	Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance. (S4.M7.6)	Independently uses physical activity and exercise equipment appropriately and safely. (S4.M7.7)	Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity. (S4.M7.8)

Standard 5	Grade 6	Grade 7	Grade 8
<i>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i>			
S5.M1 Health	Describes how being physically active leads to a healthy body. (S5.M1.6)	Identifies different types of physical activities and describes how each exerts a positive effect on health. (S5.M1.7)	Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiorespiratory endurance and body composition) and explains the connections between fitness and overall physical and mental health. (S5.M1.8)
S5.M2 Health	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 consequences of being physically active. (S5.M2.8)
S5.M3 Challenge	Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, and/or modifying the tasks. (S5.M3.6)	Generates positive strategies such as offering suggestions or assistance, leading or following others and providing 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)
S5.M4 Self-expression & enjoyment	Describes how moving competently 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)
S5.M5 Self-expression & enjoyment	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)
S5.M6 Social interaction	Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in 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

Outdoor Pursuits: 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.

Dance & Rhythmic Activities: Activities that focus on dance or rhythms and might include, but are not limited to dance forms such as creative movement and 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 and field, multi-sport events, in-line skating, wrestling, self-defense and skateboarding.

Games & 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.

Note: Invasion games and fielding/striking games are not addressed in the secondary outcomes because those activities require team participation and are not well suited to lifelong participation.

Outcomes for High School Students (Grades 9 – 12)

By the end of high school, the learner will be college- or career-ready, as demonstrated by the ability to plan and implement different types of personal fitness programs; demonstrate competency in two or more lifetime activities; describe key concepts associated with successful participation in physical activity; model responsible behavior while engaged in physical activity; and engage in physical activities that meet the need for self-expression, challenge, social interaction and enjoyment.

Note: Outcomes for high school students have been organized into two levels. **Level 1** indicates the minimum knowledge and skills that students must attain to be college- or career-ready. **Level 2** allows students to build on Level 1 competencies by augmenting knowledge and skills considered desirable for college or career readiness.

Note: Swimming skills and water-safety activities should be taught if facilities permit.

Standard 1	Level 1	Level 2
<i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i>		
S1.H1 Lifetime activities	Demonstrates competency and/or refines activity-specific movement skills in <u>2 or more</u> lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). ²⁴ (S1.H1.L1)	Refines activity-specific movement skills in <u>1 or more</u> lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games). ²⁵ (S1.H1.L2)
S1.H2 Dance & rhythms	Demonstrates competency in dance forms used in cultural and social occasions (e.g., weddings, parties), or demonstrates competency in <u>1</u> form of dance (e.g., ballet, modern, hip hop, tap). (S1.H2.L1)	Demonstrates competency in a form of dance by choreographing a dance or by giving a performance. (S1.H2.L2)
S1.H3 Fitness activities	Demonstrates competency in <u>1 or more</u> specialized skills in health-related fitness activities. (S1.H3.L1)	Demonstrates competency in <u>2 or more</u> specialized skills in health-related fitness activities. (S1.H3.L2)

Note: For operational definitions and examples of activity types, see end of high school section (p. 39).

Standard 2	Level 1	Level 2
<i>The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</i>		
S2.H1 Movement concepts, principles & knowledge	Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)	Identifies and discusses the historical and cultural roles of games, sports and dance in a society. ²⁶ (S2.H1.L2)
S2.H2 Movement concepts, principles & knowledge	Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. ²⁷ (S2.H2.L1)	Describes the speed vs. accuracy trade-off in throwing and striking skills. ²⁸ (S2.H2.L2)
S2.H3 Movement concepts, principles & knowledge	Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)	Identifies the stages of learning a motor skill. (S2.H3.L2)
S2.H4 Movement concepts, principles & knowledge	Identifies examples of social and technical dance forms. (S2.H4.L1)	Compares similarities and differences in various dance forms. (S2.H4.L2)

Standard 3	Level 1	Level 2
<i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i>		
S3.H1 Physical activity knowledge	Discusses the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1)	Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)
S3.H2 Physical activity knowledge	Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle. ²⁹ (S3.H2.L1)	Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle. ³⁰ (S3.H2.L2)
S3.H3 Physical activity knowledge	Identifies issues associated with exercising in heat, humidity and cold. ³¹ (S3.H3.L1)	Applies rates of perceived exertion and pacing. ³² (S3.H3.L2)
S3.H4 Physical activity knowledge	Evaluates — according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment. ³³ (S3.H4.L1)	<i>If the outcome was not attained in Level 1, it should be a focus in Level 2.</i>
S3.H5 Physical activity knowledge	Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. ³⁴ (S3.H5.L1)	Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings. (S3.H5.L2)
S3.H6 Engages in physical activity	Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)	Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event). ³⁵ (S3.H6.L2)
S3.H7 Fitness knowledge	Demonstrates appropriate technique on resistance-training machines and with free weights. ³⁶ (S3.H7.L1)	Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. ³⁷ (S3.H7.L2)
S3.H8 Fitness knowledge	Relates physiological responses to individual levels of fitness and nutritional balance. ³⁸ (S3.H8.L1)	Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic). ³⁹ (S3.H8.L2)
S3.H9 Fitness knowledge	Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion). ⁴⁰ (S3.H9.L1)	Identifies the structure of skeletal muscle and fiber types as they relate to muscle development. ⁴¹ (S3.H9.L2)

Standard 3	Level 1	Level 2
S3.H10 Fitness knowledge	Calculates target heart rate and applies that information to personal fitness plan. (S3.H10.L1)	Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity. (S3.H10.L2) ⁴²
S3.H11 Assessment & program planning	Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings. (S3.H11.L1)	Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). ⁴³ (S3.H11.L2)
S3.H12 Assessment & program planning	Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner’s chosen field of work. (S3.H12.L1)	Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals. ⁴⁴ (S3.H12.L2)
S3.H13 Nutrition	Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. (S3.H13.L1)	Creates a snack plan for before, during and after exercise that addresses nutrition needs for each phase. (S3.H13.L2)
S3.H14 Stress management	Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. ⁴⁵ (S3.H14.L1)	Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. ⁴⁶ (S3.H14.L2)

Standard 4	Level 1	Level 2
<i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</i>		
S4.H1 Personal responsibility	Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. ⁴⁷ (S4.H1.L1)	Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media. ⁴⁸ (S4.H1.L2)
S4.H2 Rules & etiquette	Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)	Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). ⁴⁹ (S4.H2.L2)
S4.H3 Working with others	Uses communication skills and strategies that promote team or group dynamics. ⁵⁰ (S4.H3.L1)	Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)
S4.H4 Working with others	Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1)	Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2)
S4.H5 Safety	Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)	<i>If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.</i>

Standard 5	Level 1	Level 2
<i>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i>		
S5.H1 Health	Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)	<i>If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.</i>
S5.H2 Challenge	<i>Challenge is a focus in Level 2.</i>	Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. ⁵¹ (S5.H2.L2)
S5.H3 Self-expression & enjoyment	Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L1)	Identifies the uniqueness of creative dance as a means of self-expression. (S5.H3.L2)
S5.H4 Social interaction	Identifies the opportunity for social support in a self-selected physical activity or dance. (S5.H4.L1)	Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance. ⁵² (S5.H4.L2)

Operational Definition of Activity Categories

Outdoor Pursuits: 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.

Dance & Rhythmic Activities: Activities that focus on dance or rhythms and might include, but 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 and field, multi-sport events, in-line skating, wrestling, self-defense and skateboarding.

Games & 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.

Note: *Invasion games and fielding/striking games are not addressed in the secondary outcomes because those activities require team participation and are not well suited to lifelong participation.*

References

- 1 NASPE. (1992). *Outcomes of quality physical education programs*. Reston, VA: Author. (p. 12).
- 2 Ibid., p. 11.
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