

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

Indicator	Elementary (Novice)	Elementary (Intermediate)	Elementary (Advanced)	Middle School (Novice)	Middle School (Intermediate)	Middle School (Advanced)	High School (Novice)	High School (Intermediate)	High School (Advanced)
1.1	<p>E.N.1.1.A: Travel with control forward and sideways by identifying a variety of locomotor skills (walk, run, jump, hop, gallop, slide, skip, leap) in general space while avoiding contact with others.</p> <p>E.N.1.1.B: Demonstrate mature form in most locomotor skills (walking, running, jumping, hopping, galloping, sliding, skipping, leaping) and changing directions in response to a signal or obstacle.</p>	<p>E.I.1.1.A: Demonstrate mature form in all locomotor skills while using smooth transitions between combinations of all locomotor skills. Example: walking to running, galloping to skipping.</p> <p>E.I.1.1.B: Demonstrate mature form in all locomotor skills while using smooth transitions between combinations of all locomotor skills in a variety of directions and environments. Example: performing a locomotor sequence.</p>	<p>E.A.1.1.A: Demonstrate mature form in all locomotor skills while combining manipulative skills in simple environments. Example: dribbling a soccer ball while running.</p> <p>E.A.1.1.B: Demonstrate mature form in all locomotor skills while combining manipulative skills in modified game play. Example: dribbling a soccer ball while running with a defensive player.</p>	<p>MS.N.1.1: Demonstrate the basic skills and tactics used during an invasion game individually and with a partner.</p>	<p>MS.I.1.1: Apply the basic skills and tactics used during an invasion game in a numbers-up modified game. Example: performing a pass to an open player in a 3 v 2 soccer station.</p>	<p>MS.A.1.1: Execute the basic skills and tactics used during an invasion game in a modified game. Example: delivering a lead pass with accuracy in a 5 v 5 floor hockey game.</p>	<p>HS.N.1.1: Demonstrate the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork.</p>	<p>HS.I.1.1: Apply the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork.</p>	<p>HS.A.1.1: Develop and implement a plan to improve and refine activity-specific movement skills in 1 or more lifetime activities.</p>
1.2	<p>E.N.1.2.A: Support body weight on a variety of body parts while maintaining control. Example: holding balance still for 3 seconds.</p> <p>E.N.1.2.B: Demonstrate controlled balancing and rolling movements. Example: performing a teacher led sequence.</p>	<p>E.I.1.2.A: Demonstrate controlled balancing and rolling movements into a sequence with a clear beginning and ending. Example: Stork-stand balance, to a forward roll, to a knee scale balance finish.</p> <p>E.I.1.2.B: Demonstrate controlled balancing, rolling, and traveling movements using smooth transitions with or without equipment. Example: traveling on a balance beam.</p>	<p>E.A.1.2.A: Demonstrate controlled movements including extension and supporting body weight on the hands. Example: cartwheels, handstands.</p> <p>E.A.1.2.B: Apply movement concepts to a logical sequence. Create and perform sequence including a variety of stability skills with and without equipment.</p>	<p>MS.N.1.2: Demonstrate the basic skills and tactics used during the preparation phase. Example: hold a bowling ball correctly, while initiating an approach.</p>	<p>MS.I.1.2: Consistently apply the basic skills and tactics during target games in a modified environment.</p>	<p>MS.A.1.2: Consistently execute the basic skills and tactics used during target games in a modified environment with accuracy.</p>	<p>HS.N.1.2: Execute command of rhythm, patterns and timing by creating a movement sequence to music as an individual or in a group in dance or rhythmic activities.</p>	<p>HS.I.1.2: Demonstrate dance forms used in cultural and social occasions, or demonstrates competency in 1 form of dance. Example: modern, hip hop, line dance, tap.</p>	<p>HS.A.1.2: Demonstrate a form of dance by choreographing a dance or by giving a performance.</p>
1.3	<p>E.N.1.3.A: Perform along with a teacher-led dance.</p> <p>E.N.1.3.B: Perform teacher led dance, demonstrating beat awareness.</p>	<p>E.I.1.3.A: Perform simple dance and/or movement sequences to music demonstrating beat awareness.</p> <p>E.I.1.3.B: Perform dance using movement concepts in creative ways in rhythm to the music.</p>	<p>E.A.1.3.A: Perform dance in rhythm with a group or partner.</p> <p>E.A.1.3.B: Apply, create, and perform an age appropriate dance in rhythm to music.</p>	<p>MS.N.1.3: Demonstrate in a modified activity the basic skills and tactics used for net/wall games.</p>	<p>MS.I.1.3: Apply the proper technique and position to properly perform a variety of shots in a modified game (e.g. utilizing the appropriate shot in volleyball- overhead pass or forearm pass based on position of teammates).</p>	<p>MS.A.1.3: Execute a strategic shot based on the desired outcome in a complex situation (e.g. lob shot, passing shot or drop shot in tennis).</p>	<p>HS.N.1.3: Apply the basic skills and tactics in one or more specialized skills in health-related fitness activities</p>	<p>HS.I.1.3.A: Demonstrate competency in one or more specialized skills in health-related fitness activities. Example: Pilates, resistance training, running, fitness walking, Zumba, aquatics, circuit training).</p> <p>HS.I.1.3.B: Demonstrate competency in specialized skills in each of the health-related fitness components: muscular strength, muscular endurance, flexibility, cardiorespiratory fitness.</p>	<p>HS.A.1.3: Improve on activity-specific skill in one or more activities. Example: group exercise, circuit training, resistance training, Yoga, Pilates, martial arts, running, aquatics.</p>

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1.4	E.N.1.4.A: Toss in simple conditions. Example: toss and catch a ball to self and stay in personal space. E.N.1.4.B: Toss using some elements of a mature form emphasizing a step with the opposite foot forward. Example: toss to partner, toss to wall.	E.I.1.4.A: Toss an object underhand using all elements of mature form. E.I.1.4.B: Toss an object underhand using mature form at a target from a variety of distances. E.A.1.4.C: Throw an object using some elements of mature form to a large target.	E.A.1.4.A: Toss an object underhand using mature form with force to hit a target with reasonable accuracy. E.A.1.4.B: Toss an object underhand using mature form in modified game play.	MS.N.1.4: Demonstrate the basic skills and tactics used during a fielding/striking game individually and with a partner.	MS.I.1.4: Apply the basic skills and tactics used during fielding and striking games in a modified situation. Example: fielding/throwing using proper technique to a base.	MS.A.1.4: Execute the basic skills and tactics used during fielding and striking games in a complex situation.			
1.5	E.N.1.5: Catch a self-tossed and partner – tossed object using some elements of mature form.	E.I.1.5: Move to receive and catch a self-tossed and partner-tossed object using all elements of mature form.	E.A.1.5.A: Catch an object with mature form from a variety of levels. E.A.1.5.B: Catch an object using mature form in modified game play.	MS.N.1.5: Demonstrate proper technique in performing dance and rhythmic activities.	MS.I.1.5: Apply command of rhythm and patterns in dance and rhythmic activities by designing a movement sequence to music as an individual or in a group.	MS.A.1.5: Execute command of rhythm, patterns and timing by creating a movement sequence to music as an individual or in a group in dance or rhythmic activities.			
1.6	E.N.1.6: Throw a hand sized ball overhand with force for distance (simple conditions).	E.I.1.6: Throw using some elements of a mature form emphasizing a step with the opposite foot forward.	E.A.1.6.A: Throw an object using all elements of mature form to a partner. E.A.1.6.B: Throw an object with mature form to a target with reasonable accuracy in modified game play.	MS.N.1.6: Demonstrate the basic skills used during outdoor pursuits.	MS.I.1.6: Apply the basic skills and strategies used during outdoor pursuits to achieve a goal.	MS.A.1.6: Execute the skills and strategies during outdoor pursuits in a complex goal.			
1.7	E.N.1.7.A: Kick a stationary ball from a stationary starting position. E.N.1.7.B: Approach a stationary ball and kick the ball forward by planting with non-dominant foot and kicking w/dominant foot.	E.I.1.7.A: Adapt kicking to simple, changing environments. Example: kicking a moving ball with either foot showing a transfer of weight. E.I.1.7.B: Kick using some elements of a mature form. E.I.1.7.C Kick/pass a ball to a stationary and moving partner.	E.A.1.7.A: Kick using all elements of mature form to a partner. E.A.1.7.B: Combine kicking with dribbling and passing in modified game play.	MS.N.1.7 Demonstrate basic skills and safety precautions around water.	MS.I.1.7 Apply basic skills and safety precautions around water.	MS.A.1.7 Execute complex skills and safety precautions around water.			
1.8	E.N.1.8.A: Dribble a ball with one hand in a stationary position. E.N.1.8.B: Dribble continuously with dominant hand while moving in general space.	E.I.1.8.A: Dribble continuously with dominant and non-dominant hand while moving in general space at different speeds. E.I.1.8.B: Dribble continuously with dominant and non-dominant hand while moving and changing directions. E.I.1.8.C: Dribble and pass to a partner on the move.	E.A.1.8.A: Dribble continuously with dominant and non-dominant hand in complex environments. (eg. changing directions, dribbling around other people) E.A.1.8.B: Combine dribbling with passing in modified game play.						

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1.9	E.N.1.9: Pass a variety of different balls using an overhand or underhand toss using appropriate speed and force to a partner in simple conditions.	E.I.1.9: Use a variety of passes (overhead, underhand, side arm, chest pass, bounce pass) with hands to a stationary and moving partner using some elements of mature form.	E.A.1.9.A: Pass a variety of objects with hands using mature form to a moving partner. E.A.1.9.B: Pass with hands using mature form of the appropriate skill in modified game play.						
1.10	E.N.1.10: Dribble a ball forward with soft taps using the insides of the feet in self-space.	E.I.1.10.A: Dribble a ball forward using insides and outsides of feet while keeping the ball within two steps. E.I.1.10.B: Dribble a ball using insides and outsides of feet, keeping the ball within two steps, while jogging.	E.A.1.10.A: Dribble a ball using insides and outsides of feet, keeping the ball within two steps, with changing speeds, pathways, and/or directions. E.A.1.10.B: Combine foot dribbling with passing and kicking in modified game play.						
1.11	E.N.1.11: Pass and receive a ball with feet stationary using appropriate speed and force.	E.I.1.11: Pass and receive with feet to a partner continuously using all elements of mature form on the move.	E.A.1.11: Pass and receive with feet using mature form in modified game play.						
1.12	E.N.1.12: Use a strike-bounce-catch/strike pattern to keep a small and medium sized ball going in self-space	E.I.1.12.A: Volley/Strike with hands and arms to a stationary partner or wall using some elements of mature form. E.I.1.12.B: Volley/Strike with hands and arms to a partner continuously with and without a bounce using all elements of mature form.	E.A.1.12.A: Volley/Strike with hands and arms using mature form to a moving partner. E.A.1.12.B: Volley/Strike with hands and arms using mature form in modified game play.						
1.13	E.N.1.13: Strike a ball with a racket/paddle using a strike bounce strike pattern in self-space.	E.I.1.13.A: Strike a ball with an implement using a strike bounce strike pattern continuously against the wall or to a partner E.I.1.13.B: Hit a ball off a tee or cone with a bat, using correct grip and body alignment. E.I.1.13.C: Pass a ball to a stationary and moving partner using a hockey stick.	E.A.1.13: Strike with implement using mature form in modified game play across a net.						
1.14	E.N.1.14.A: Execute a single jump with a self-turned rope. E.N.1.14.B: Move forward or backwards consecutively using a self-turned rope.	E.I.1.14.A: Jump forward and backwards consecutively using a self-turned rope. E.I.1.14.B: Perform long/short jump rope skills that have a greater degree of difficulty (variety, running in/out of long rope).	E.A.1.14.A: Create a long or short jump rope routine. E.A.1.14.B: Create a long or short jump rope routine with a partner or group.						

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1.15	E.N.1.15: Demonstrate different tactics in chasing and fleeing activities.	E.1.1.15.A: Demonstrate appropriate tactics in chasing and fleeing activities. E.1.1.15.B: Demonstrate basic motor skills, strategies, and tactics essential for various game play in simple environments.	E.A.1.15.A: Apply basic motor skills, strategies, and tactics essential for various game play in increasingly complex environments. E.A.1.15.B: Execute basic motor skills, strategies, and tactics essential for various game play in increasingly complex environments.						

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

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2.1	E.N.2.1.A: Identify fundamental movement skills (hop, jump, gallop, slide, catch, throw, volley). E.N.2.1.B: Identify the critical elements/ learning cues of fundamental locomotor and manipulative skills.	E.I.2.1.A: Describe how improved performance relates to appropriate practice using the critical elements and learning cues. E.I.2.1.B: Utilize teacher feedback to improve performance. Example: changing hand position after recognizing an error.	E.A.2.1.A: Apply critical elements/learning cues of a skill to improve personal performance in fundamental movement skills and specialized skills. E.A.2.1.B: Apply critical elements/learning cues of a skill to provide feedback to others in modified game play	MS.N.2.1: Describe critical elements/learning cues of the specialized skills used in a movement form.	MS.I.2.1: Identify critical elements and learning cues of skills performed.	MS.A.2.1: Develop critical elements and learning cues of skills performed.	HS.N.2.1: Identify the critical elements and learning cues of skills performed.	HS.I.2.1: Apply the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately.	HS.A.2.1: Identify and discuss the historical and cultural roles of games, sports and dance in a society.
2.2	E.N.2.2.A: Identify a variety of spatial relationships, shapes, and levels. Example: personal versus general space, body parts, body shapes, high and low levels, directions. E.N.2.2.B: Identify a variety of spatial relationships, shapes, and levels with objects (over, under, behind, beside, through).	E.I.2.2.A: Utilize a variety of spatial relationships, shapes, and levels within fundamental movement skills. Example: jumping while making a wide shape vs. jumping while making a narrow shape. E.I.2.2.B: Understand that a variety of spatial relationships, shapes, and levels will impact the outcome of performance. Example: creating space in a 3v3 basketball game.	E.A.2.2.A: Evaluate personal performance based on spatial relationships, shapes, and levels. E.A.2.2.B: Analyze a partner/group and give feedback on performance based on spatial relationships, shapes, and levels.	MS.N.2.2: Describe various game strategies and tactics within modified situations.	MS.I.2.2: Identify various game strategies and tactics within the game and explain how to use them effectively in modified situations.	MS.A.2.2: Develop various game strategies and tactics within the game and explain how to use them effectively in complex situations.	HS.N.2.2: Describe prior knowledge of movement concepts into new learning experiences in the physical-activity setting.	HS.I.2.2: Use movement and concepts, (force, motion, and rotation) to analyze and improve performance of self and/or others.	HS.A.2.2: Use principles associated with self-selected activities to develop a plan for improved performance.
2.3	E.N.2.3.A: Identify ways to maintain safety when traveling in general space at different speeds. E.N.2.3.B: Differentiate between fast and slow speeds and between strong and light force.	E.I.2.3.A: Vary time, direction, and force with gradual increases and decreases. Example: differences between short toss and long throw, shuttle runs, relay races. E.I.2.3.B: Combine movement concepts (direction, levels, force, and time) with skills as appropriate for activity.	E.A.2.3.A: Apply the movement concepts of speed and force to complex tasks. Example: pacing for running, striking an object with a short-handled or long-handled implement, sending it toward a designated target. E.A.2.3.B: Analyze movement situations and apply movement concepts (speed and force) in dance, stability, and modified game play.	MS.N.2.3: Describe a sequence of progressive rhythmic movement patterns. Example: create a repeatable aerobic sequence of four or eight count steps, with coordinated arm movements.	MS.I.2.3: Identify a sequence of progressive rhythmic movement patterns. Example: categorize steps as either four or eight count steps.	MS.A.2.3: Develop a sequence of progressive rhythmic movement patterns. Example: create a repeatable aerobic sequence of four or eight count steps, with coordinated arm movements.	HS.N.2.3: Describe prior knowledge of movement concepts into new learning experiences in the physical-activity setting.	HS.I.2.3: Use technology to collect, analyze, and assess his or her own health-related physical fitness data through a fitness assessment.	HS.A.2.3: Use technology to apply advanced fitness training knowledge to the planning of an extended personal physical fitness program.

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2.4	<p>E.N.2.4.A: Identify the physiological responses of moderate physical activity.</p> <p>E.N.2.4.B: Identify physiological responses as a result of moderate-to-vigorous physical activity.</p>	<p>E.I.2.4.A: Describe how heart rate is used to monitor exercise intensity.</p> <p>E.I.2.4.B: Identify movement concepts to describe critical elements that have an effect on the quality of complex movement performance. Example: importance of warm-up, cool-down.</p>	<p>E.A.2.4.A: Identify the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) and describe activities that correspond to each component.</p> <p>E.A.2.4.B: Analyze health-related fitness assessment results to design goals based upon personal strengths and weaknesses.</p>	<p>MS.N.2.4: Describe the five components of health-related physical fitness (muscular strength, muscular endurance, aerobic capacity, flexibility, and body composition) and associated exercises for each component.</p>	<p>MS.I.2.4: Identify the relationship between the five components of health-related fitness and the FITT (frequency, intensity, type, and time) principle.</p>	<p>MS.A.2.4: Develop a personal health-related physical fitness plan, with limited teacher assistance, based on FITT training principles.</p>	<p>HS.N.2.4: Identify the relationship between the five components of health-related fitness and the FITT (frequency, intensity, type, and time) principle.</p>	<p>HS.I.2.4: Design a long-term personal fitness plan based on FITT (frequency, intensity, type, and time) training principles to improve or maintain health-related physical fitness that includes methods evaluation and reflection.</p>	<p>HS.A.2.4: Design and implement a long-term fitness plan based on FITT (frequency, intensity, type, and time) training principles to improve or maintain health-related physical fitness.</p>
2.5	<p>E.N.2.5.A: Identify team members, boundaries, and rules.</p> <p>E.N.2.5.B: Identify different tactics in chasing and/or fleeing activities.</p>	<p>E.I.2.5.A: Differentiate between tactics in chasing and/or fleeing activities.</p> <p>E.I.2.5.B: Identify simple offensive and defensive strategies and tactics in chasing and fleeing activities.</p>	<p>E.A.2.5.A: Apply simple offensive and defensive strategies and tactics in activities. Example: using appropriate types of kicks, throws, volley or striking action needed for different games and sports situations.</p>	<p>MS.N.2.5: Describe prior knowledge of movement concepts into new learning experiences in the physical-activity setting. Example: use learning cues of the underhand toss and associate those cues with the underhand pitch/throw in softball.</p>	<p>MS.I.2.5: Identify prior knowledge of movement concepts into new learning experiences in the physical-activity setting. Example: use learning cues of the underhand toss in a modified setting in softball.</p>	<p>MS.A.2.5: Develop new learning experiences in the physical-activity setting using prior knowledge of movement concepts. Example: use learning cues of the underhand toss and underhand usage in complex situations across various physical activities/sports.</p>	<p>HS.N.2.5: Identify various game strategies and tactics within the game and explain how to use them effectively in modified situations.</p>	<p>HS.I.2.5: Develop strategies and tactics effectively during game play in net/wall and/or target games.</p>	<p>HS.A.2.5: Utilize strategies and tactics of selected activities for successful participation.</p>
2.6				<p>MS.N.2.6: Describe physical-activity experiences with the potential for social, emotional, and health benefits.</p>	<p>MS.I.2.6: Identify physical-activity experiences for social, emotional, and health benefits. Example: locating local areas to participate in physical activity outside the school setting.</p>	<p>MS.A.2.6: Develop physical-activity experiences for social, emotional, and health benefits.</p>			

Standard 3: The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness.

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3.1	E.N.3.1: Play safely and cooperatively in physical activities that are personally enjoyable with classmates, friends, and family members.	E.I.3.1: Identify opportunities available in the school and community for regular participation in physical activity.	E.A.3.1.A: Participate in school and community events for regular physical activity. E.A.3.1.B: Create a personal or family plan for regular physical activity.	MS.N.3.1: Demonstrate participation in physical activity and set personal goals. Example: measure daily steps with a device.	MS.I.3.1: Monitor daily participation to promote physical activity. Example: maintain an activity log for a seven day period, documenting progress toward achievement of personal goals.	MS.A.3.1: Execute a consistent monitoring system to maintain physical activity. Example: Periodically determine effectiveness of exercise/workout and refine as needed.	HS.N.3.1: Apply strategies in monitoring daily participation to promote physical activity.	HS.I.3.1: Adjust pacing to keep heart rate in the target zone, using available technology (e.g., heart rate monitor), to self-monitor aerobic intensity.	HS.A.3.1: Apply technology (such as wearable devices, mobile device apps, and/or social media tools) to support physical activity and lifetime fitness habits.
3.2	E.N.3.2.A: Engage in moderate to vigorous physical activity on a regular basis.	E.I.3.2: Engage in physical activity while using heart rate to monitor/adjust exercise intensity.	E.A.3.2.A: Identify and participate in activities consistent with each of the five components of health related fitness. E.A.3.2.B: Implement strategies to achieve and maintain health-related physical fitness goals in each of the five components of health related fitness.	MS.N.3.2: Describe various ways to locate community resources for health-enhancing activities.	MS.I.3.2: Apply knowledge of community resources to support varied opportunities for participation in physical activity outside of physical education class. Example: evaluate local YMCA programs, city recreation programs, biking paths, walking trails.	MS.A.3.2: Execute a plan to utilize the community resources in a comprehensive personal fitness plan.	HS.N.3.2: Describe various ways to locate community resources for health-enhancing activities.	HS.I.3.2.A: Identify community resources to support varied opportunities for participating in physical activity outside of physical education class. Examples: researching community resources and presenting the information to class. HS.I.3.2.B: Identify the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings.	HS.A.3.2.A: Develop and maintains a fitness portfolio. Examples: assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement. HS.A.3.2.B: Analyze personal and community resources to explore career options related to physical activity and fitness.
3.3	E.N.3.3.A: Demonstrate muscular strength and endurance by supporting body weight for climbing, hanging, and momentarily supporting weight on hands. Example: maintaining a push up/plank position. E.N.3.3.B: Participate in physical activity to improve and/or maintain flexibility and aerobic capacity.	E.I.3.3.A: Participate in physical activities that increase muscular strength and endurance. E.I.3.3.B: Set personal goals and monitor personal participation in physical activity.	E.A.3.3.A: Strive to achieve the age and gender-specific health related physical fitness standards defined by a health related physical fitness assessment. E.A.3.3.B: Maintain age and gender specific health related physical fitness standards defined by a health related physical fitness assessment, or improve personal results.	MS.N.3.3: Demonstrate proper form with cadence of fitness exercises as defined by a health related fitness assessment.	MS.I.3.3: Show progression toward the age- and gender-specific health-related fitness standards as defined by a health related fitness assessment.	MS.A.3.3: Achieve and maintain the age and gender specific health-related fitness standards as defined by a health related fitness assessment.	HS.N.3.3: Strive to achieve the specific age- and gender-specific health-related fitness standards while participating in a health-related fitness assessment.	HS.I.3.3: Maintain age and gender specific health related physical fitness standards defined by a health related fitness assessment, or improve personal results.	HS.A.3.3: Apply rates of perceived exertion and pacing to improve upon the age- and gender-specific health-related physical fitness standards.
3.4				MS.N.3.4: Demonstrate various activities to address personal health-related fitness components.	MS.I.3.4: Identify personal health related fitness goals and implement a plan to achieve and/or maintain personal fitness.	MS.A.3.4: Execute a method(s) to identify specific personal health-related fitness goals and modify a plan to improve personal fitness.	HS.N.3.4: Identify personal health-related fitness goals and implement a plan to achieve and/or maintain personal fitness.	HS.I.3.4: Use technology to collect, analyze, and assess his or her own health-related physical fitness data.	HS.A.3.4: Use technology to collect, analyze, assess his or her own health-related physical fitness data and create a plan to improve the results.
3.5				MS.N.3.5: Demonstrate participation in health related physical fitness activities outside of the physical education class.	MS.I.3.5: Apply regular participation in health-related physical fitness activities outside of the physical education class.	MS.A.3.5: Execute specific health-related physical fitness activities outside of the physical education class to improve personal fitness.	HS.N.3.5: Identify risks and safety factors that might affect physical activity preferences throughout the life cycle.	HS.I.3.5: Evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle. Example: influences of teenagers vs. senior citizens.	HS.A.3.5: Analyze the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings.

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3.6							HS.N.3.6: Regularly participate in health-related fitness activities outside of physical education class.	HS.I.3.6: Participate several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. Examples: Jog/walk for 30 minutes, play a sport for the school or rec dept, plays basketball with friends after school.	HS.A.3.6: Create a plan, train for and participate in a community event with a focus on physical activity. Examples: 5K, triathlon, tournament, dance performance, cycling event.
3.7							HS.N.3.7: Develop strategies for balancing healthy food, snacks, and water intake specific to daily physical activity.	HS.I.3.7: Design and implement a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. Example: meeting carbohydrate, protein and fat requirements to sustain physical activity.	HS.A.3.7: Create a snack plan for before, during and after exercise that addresses nutrition needs for each phase. Example: listing snacks that would help fuel/recover the individual before and after exercise.
3.8							HS.N.3.8: Identify stress-management strategies to reduce stress.	HS.I.3.8: Assess personal stress-management and demonstrate strategies to reduce stress. Example: mental imagery, relaxation techniques, deep breathing.	HS.A.3.8: Apply stress-management strategies to reduce stress.

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

Indicator	Elementary (Novice)	Elementary (Intermediate)	Elementary (Advanced)	Middle School (Novice)	Middle School (Intermediate)	Middle School (Advanced)	High School (Novice)	High School (Intermediate)	High School (Advanced)
4.1	E.N.4.1.A: Acknowledge responsibility for behavior when prompted. E.N.4.1.B: Accept personal responsibility by using equipment and space appropriately.	E.I.4.1.A: Work independently and on task during physical education activities for extended periods of time. E.I.4.1.B: Work cooperatively with a partner and/or small group.	E.A.4.1.A: Accept responsibility for improving one's own levels of physical activity, competence in skills, and fitness. E.A.4.1.B: Execute effective self-management skills to analyze barriers and modify physical activity patterns	MS.N.4.1: Demonstrate skills to work cooperatively within a group to establish and achieve group goals in physical activity settings.	MS.I.4.1: Apply interpersonal skills to work cooperatively within a group to establish and achieve group goals in competitive as well as cooperative physical activity settings.	MS.A.4.1: Develop and execute group norms to establish and achieve group goals in competitive as well as cooperative physical activity settings (e.g. provides positive feedback to teammates and opponents during activities and games).	HS.N.4.1: Apply interpersonal skills to work cooperatively within a group to establish and achieve group goals in competitive as well as cooperative physical activity settings.	HS.I.4.1.A: Employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed. HS.I.4.1.B: Take responsibility for engaging in daily physical activity and regular participation in lifetime fitness pursuits.	HS.A.4.1.A: Accept differences between personal characteristics, the idealized body images and elite performance levels portrayed in various media. HS.A.4.1.B: Demonstrates the ability to engage in leadership roles in various physical activity settings to help facilitate successful participation.
4.2	E.N.4.2.A: Follow directions and instructions when prompted. E.N.4.2.B: Respond appropriately to general feedback from the teacher.	E.I.4.2.A: Accept specific corrective feedback from the teacher. E.I.4.2.B: Accept and implement specific corrective feedback from the teacher.	E.A.4.2: Give and accept corrective feedback respectfully to and from others.	MS.N.4.2: Demonstrate the skills needed to resolve conflicts. Example: display skills such as self-control, listening, compromising, cooperating, and negotiating.	MS.I.4.2: Apply the skills needed to resolve potential conflicts in physical activity settings.	MS.A.4.2: Execute a conflict-resolution strategy to resolve potential conflicts in a game or physical activity. Example: negotiates an acceptable penalty in a flag football game with the opposing team.	HS.N.4.2: Apply the skills needed to resolve potential conflicts in physical activity settings. Example: Show self-control by accepting a controversial decision of an official.	HS.I.4.2: Exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. Example: spirit of the game, following rules.	HS.A.4.2: Examine and adhere to moral and ethical conduct in specific competitive situations by displaying positive disposition.
4.3	E.N.4.3.A: Interact positively with others regardless of personal differences such as gender, skill level, race, or ethnicity on physical education tasks. E.N.4.3.B: Participate and enjoy working with others regardless of personal differences during physical activities.	E.I.4.3.A: Support and collaborate respectfully with others regardless of personal differences to complete an assigned physical education task. E.I.4.3.B: Participate and communicate appropriately in physical activities with others regardless of personal differences. Example: negotiate conflict constructively, seek and offer help when needed.	E.A.4.3.A: Recognize positive attributes and include individuals of varying race, ethnicity, and/or skill levels in group activities. E.A.4.3.B: Work collaboratively and productively in a small group regardless of personal differences to accomplish a set goal in both cooperative and competitive activities.	MS.N.4.3: Recognize the value of diversity of participants in physical activity.	MS.I.4.3: Apply an effort to include a diverse group of participants in physical activities and accept differences among people.	MS.A.4.3: Consistently include a diverse group of participants in physical activities and consistently accept differences among people.	HS.N.4.3: Recognize the diverse characteristics of participants in physical activity. Example: Participates in activities with classmates of different backgrounds.	HS.I.4.3: Create strategies for including persons of diverse backgrounds and abilities in group physical-activity settings.	HS.A.4.3: Design and apply strategies for including persons of diverse backgrounds and abilities in group physical-activity settings. Example: Invites less-skilled students to participate in a warm-up activity prior to class.
4.4	E.N.4.4.A: Recognize directions and classroom rules by using safe physical-activity procedures. E.N.4.4.B: Participate appropriately as a member of the class by following directions and classroom rules using safe physical-activity procedures.	E.I.4.4.A: Participate in the establishment of rules and apply them to procedures and safe practices during physical education class with few or no reminders. E.I.4.4.B: Identify the characteristics of good sportsmanship and safe play.	E.A.4.4.A: Demonstrate the characteristics of good sportsmanship and safe play. E.A.4.4.B: Analyze the characteristics of good sportsmanship and safe play involved in various game activities.	MS.N.4.4: Demonstrate the use of equipment appropriately and safely in physical activity settings.	MS.I.4.4: Apply equipment appropriately in physical activity settings and identify safety concerns associated with specific activities.	MS.A.4.4: Execute a method to use the equipment appropriately and foresee safety concerns associated with specific activities. Example: reminds others of the safety concerns of wearing a flag football belt improperly.	HS.N.4.4: Recognize effective communication skills and strategies that promote respect and conflict resolution when working with others during physical activity.	HS.I.4.4: Use effective communication skills and strategies that promote respect and conflict resolution when working with others during physical activity.	HS.A.4.4: Assume a leadership role in a physical activity setting to help advocate successful participation. Examples: conflict resolution skills, decision making, proposing rules/modifications.
4.5							HS.N.4.5: Recognize others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects and capable of modifying physical activity so all ability levels are meaningfully engaged.	HS.I.4.5: Accept and implement others' ideas, recognizing cultural diversity and diverse body types by engaging in cooperative and collaborative movement projects and capable of modifying physical activity so all ability levels are meaningfully engaged	HS.A.4.5: Promotes acceptance of others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects and capable of modifying physical activity so all ability levels are meaningfully engaged.
4.6							HS.N.4.6: Identify best practices for participating safely in physical activity, exercise and dance.	HS.I.4.6: Apply best practices for participating safely in physical activity, exercise and dance. Example: injury prevention, hydration, use of equipment/rules, sun protection.	HS.A.4.6: Communicate and articulate the difference between inherent risk and unsafe behavior.

Standard 5: The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression and/or social interaction.

Indicator	Elementary (Novice)	Elementary (Intermediate)	Elementary (Advanced)	Middle School (Novice)	Middle School (Intermediate)	Middle School (Advanced)	High School (Novice)	High School (Intermediate)	High School (Advanced)
5.1	E.N.5.1: Identify physical activity as a component of good health.	E.I.5.1: Discuss the relationship between physical activity and good health.	E.A.5.1: Examine the health benefits of participating in selected physical activities.	MS.N.5.1: Recognize how physical activity provides personal meaning and enjoyment.	MS.I.5.1: Seek and explore physical activity opportunities that provide personal meaning and enjoyment. Example: participate in organized sports for the joy of competition, ride a mountain bike to enjoy nature trails.	MS.A.5.1: Consistently seek and explore various physical activities that provide personal meaning and enjoyment. Example: research a hiking trail near the family's vacation destination and suggest for an activity.	HS.N.5.1.A: Recognize how physical activity provides personal meaning and enjoyment. HS.N.5.1.B: Recognize the benefits of health-enhancing physical activities that provide challenge, enjoyment, and social interaction.	HS.I.5.1.A: Identify connections between fitness and overall physical and mental health. HS.I.5.1.B: Identify personalized physical activities that are enjoyable.	HS.A.5.1: Substantiate the relationship between engaging in regular physical activity and positive outcomes related to cognition and/or academic readiness.
5.2	E.N.5.2.A: Demonstrate a willingness to learn new fundamental movement skills and try new games. E.N.5.2.B: Continue to participate/practice in physical activities after being unsuccessful in initial attempts.	E.I.5.2.A: Acknowledge the feelings resulting from the challenges, success and failures that physical activity can offer. E.I.5.2.B: Recognize that effort and practice contribute to improvement and success. E.I.5.2.C: Support the effort of others to improve their performance.	E.A.5.2.A: Identify and engage in physical activities that are personally challenging. E.A.5.2.B: Express the enjoyment and/or challenge of participating in a favorite physical activity. Example: written essay, creative dance. E.A.5.2.C: Identify how you might participate in an activity you might enjoy outside of physical education	MS.N.5.2: Recognize the benefits of health-enhancing physical activities that provide challenge, enjoyment, and social interaction. Example: Go on a walk, jog, or run to increase heart rate, relieve stress, or interact with others.	MS.I.5.2: Seek and explore health-enhancing physical activities that provide challenge, enjoyment, and social interaction. Example: Participate in local road race, community event, or youth recreational league.	MS.A.5.2: Consistently seek and explore various health-enhancing physical activities that provide challenge, enjoyment, and social interaction. Example: Regularly participates in various neighborhood, community, and recreational activities.	HS.N.5.2: Recognize individual challenges in self and others by coping in a positive way, such as extending effort, asking/offering for help or feedback, and/or modifying the tasks.	HS.I.5.2: Utilize strategies to cope in a positive way to challenges in self and others by coping in a positive way, such as extending effort, asking/offering for help or feedback, and/or modifying the tasks.	HS.A.5.2: Analyze the level of challenge of a self-selected physical activity. Example: Safely challenge or push yourself in a physical activity- down-hill skiing; look at harder runs and think through if you feel you can accomplish that run.
5.3	E.N.5.3.A: Identify feelings resulting from participation in physical activities. Example: sense of excitement after completing a fun run. E.N.5.3.B: Identify personal likes and dislikes with regard to participating in physical activities.	E.I.5.3.A: Identify and engage in several physical activities that are personally enjoyable. E.I.5.3.B: Express personal feelings appropriately on progress made while learning a new movement skill.	E.A.5.3.A: Recognize that skill competency leads to enjoyment of movement and physical activity. E.A.5.3.B: Explain why individuals are attracted to certain physical activities as a means of self-expression.	MS.N.5.3: Recognize an enjoyable activity that promotes social interaction or self-expression. Example: Acknowledge the benefits of playing a pick-up basketball game with friends.	MS.I.5.3: Identify and participate in enjoyable activities that promote social interaction or self-expression. Example: Play horseshoes with relatives, seek a neighborhood disc golf course	MS.A.5.3: Consistently identify and participate in various enjoyable activities that promote social interaction or self-expression. Example: Organize school activities to promote community involvement.	HS.N.5.3: Recognize an enjoyable activity that promotes social interaction or self-expression.	HS.I.5.3: Select and participate in physical activities or dance that meet the need for self-expression and enjoyment.	HS.A.5.3: Articulate the personal growth experiences of engaging in a novel (new and different than what is known) physical activity. Example: rock climbing, orienteering, fitness classes.
5.4	E.N.5.4.A: Participate willingly when trying new individual and group physical activities. E.N.5.4.B: Identify physical activity as an opportunity for positive social interaction.	E.I.5.4.A: Understand that physical activity fosters cooperation. E.I.5.4.B: Celebrate personal physical-activity successes and achievements along with those of others.	E.A.5.4.A: Express how physical activity is an opportunity for positive social interaction. E.A.5.4.B: Describe and compare the positive social interactions when engaged in partner, small group, and large group physical activities.	MS.N.5.4: Recognize the (affective) health benefits of a physically active lifestyle. Example: Acknowledges that positive relationships, personal satisfaction, self-esteem are benefits of physical activity	MS.I.5.4: Identify the (affective) health benefits of a physically active lifestyle. Example: Joins a running club in order to form new friendships, achieve a goal, or overcome an obstacle	MS.A.5.4: Consistently identify the various (affective) health benefits of a physically active lifestyle. Example: Regularly looks for opportunities to form new relationships, set new goals, embrace new challenges in various activities			