



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

**Crosswalk Between the
2024 and 2015
North Dakota Physical Education
K-12 Standards
July 2024**

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Crosswalk Between 2024 and 2015 Physical Education Standards

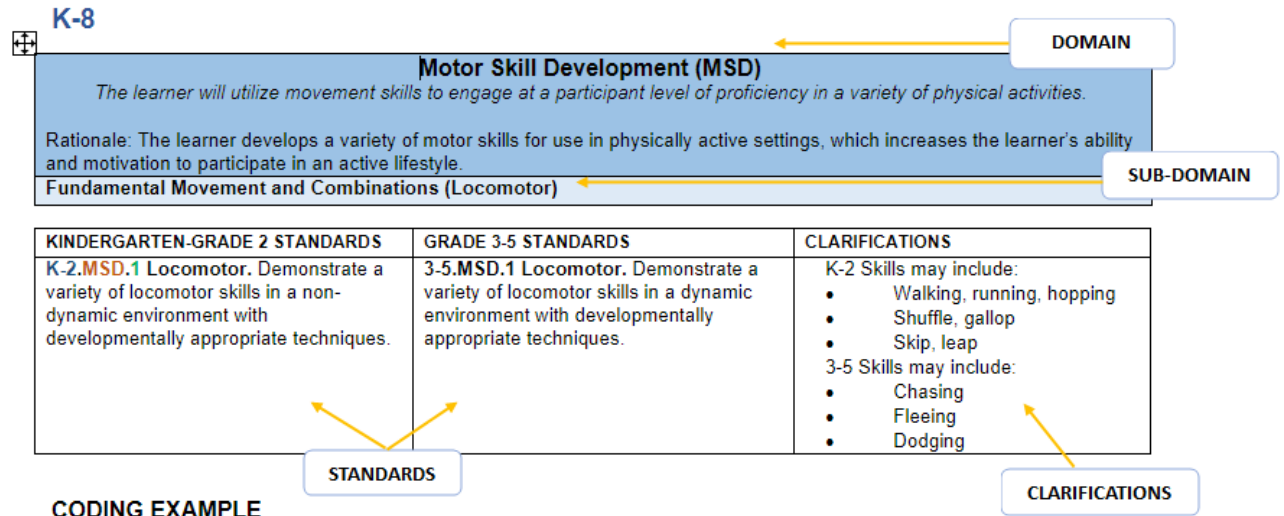
Introduction

The Physical Education Standards Writing Committee has created a crosswalk between the 2015 and 2024 North Dakota Physical Education K-12 Standards. This document shows the changes made between the 2015 standards and the revised 2024 physical education standards. It was developed to assist schools with implementing the revised standards.

General Changes

- The organization of the standards has changed from listing standards and outcomes. The new organization is consistent with standards in other content areas.
 - The new standards' domains are broad categories of skills and concepts. Each domain is color-coded and contains a goal learners should meet by the time they graduate. The domains also include a rationale for the skills and concepts within the domain.
 - The sub-domains are the smaller categories within the domains. They organize the standards that lead to proficiency within the domain. The sub-domains are a lighter shade of the color code for the domain they support.
 - The standards are the final component within the organization and identify the skills and concepts learners should be proficient in when they leave the grade span or level. The skills and concepts within the standards lead to proficiency within the domain.
- The grade organization of the standards has changed at the elementary level. They are organized in two grade spans (K-2, 3-5), which align to the new national standards. It also allows greater flexibility to the instruction provided by the physical education teacher and the districts in writing curriculum.
- Coding of the standards has changed so the format is consistent with other state academic standards.
- The standards for each level (elementary, middle, high school) are listed side-by-side to allow teachers to see the progression of skills within the level taught.
- There are fewer categories of skills.
- Middle school standards contain skill/concept keywords after the standard code to assist with the quick location of the skill when planning lessons.
- The number of standards has been reduced, which aligns with the most recent national standards.
- The new standards were aligned with the most recent revision of the national standards. The national standards decreased the specificity of the individual objectives used in the standards.

New Standards Organization at Elementary Level:



CODING EXAMPLE

K-2 – Grade Span

MSD – Domain

1 – Standard Number

2015 Standards Organization at Elementary Level:

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.			S1
Code	Outcomes	North Dakota Clarifications	
Locomotor			
S1.E1.K Hopping, galloping, running, sliding, skipping, leaping	Performs locomotor skills (walking, hopping, galloping, running, sliding, skipping) while maintaining balance.	Walking was added as a developmentally appropriate skill.	
S1.E3.K Jumping & landing, horizontal	Performs jumping and landing actions with balance.	Couturier, L., Chepko, S. & Hale, S. (2014). <i>National standards & grade-level outcomes for K-12 physical education</i> (pp.19 – 20). Champaign, IL: Human Kinetics.	
S1.E4.K	Performs jumping and landing actions with balance.		

Grade Level Crosswalk

Elementary K-2

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Motor Skills Development (MSD) <i>The learner will utilize movement skills to engage at a participant level of proficiency in a variety of physical activities.</i>	Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.	
Fundamental Movement and Combinations (Locomotor)	Locomotor	
K-2.MSD.1 Locomotor. Demonstrate a variety of locomotor skills in a non-dynamic environment with developmentally appropriate techniques.	S1.E1.K Performs locomotor skills (walking, galloping, running, sliding, and skipping while maintaining balance. S1.E1.1 Hops, gallops, jogs, and slides using a mature pattern. S1.E1.2 Skips using a mature pattern. S1.E2.2a Runs with a mature pattern. S1.E2.2b Travels showing differentiation between jogging and sprinting.	The new standard combines the locomotor skills listed in the previous standards. The grade span and general nature of the standard provide the opportunity to adjust for the developmental levels of the learners in the classroom.
Fundamental Movement and Combinations (Non-Manipulative)	Non locomotor (stability)	
K-2.MSD.2 Jumping. Demonstrate jumping and landing on, off, and over objects in a non-dynamic environment.	S1.E3-4.K Performs jumping and landing actions with balance. S1.E3.1 Demonstrates two of the five critical elements for jumping and landing in a horizontal plane using two-foot take-offs and landings. S1.E4.1 Demonstrates two of the five critical elements for jumping and landing in a vertical plane. S1.E3.2 Demonstrates four of the five critical elements for jumping and landing in a horizontal plane using a variety of one- and two-foot take-offs and landings. S1.E4.2 Demonstrates four of the five critical elements for jumping and landing in a vertical plane.	The new standard combines standards related to jumping. The grade span and general nature of the standard provide the opportunity to adjust for the developmental levels of the learners in the classroom.

Elementary K-2

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Fundamental Movement and Combinations (Non-Manipulative)	Non locomotor (stability)	
K-2.MSD.3 Balancing/Weight Transfer. Demonstrate balancing and weight transfer on different body parts in a non-dynamic environment.	S1.E7a.K Maintains momentary stillness on different bases of support (e.g., one body part, a combination of body parts, wide base, narrow base). S1.E7b.K Forms wide, narrow, curled, and twisted body shapes. S1.E7.1 Maintains stillness on different bases of support with different body shapes. S1.E7.2a Balances on different bases of support, combining levels and shapes. S1.E7.2b Balances in an inverted position with stillness and a supportive base. S1.E8.1 Transfers weight from one body part to another in self-space in rhythmic movement and gymnastic environments. S1.E8.2 Transfers weight from feet to different body parts/bases of support for balances and/or travel. S1.E11.2 Combines balances and transfers into a three-part sequence (e.g., rhythmic movement, gymnastics).	The new standard combines standards related to balance. Its grade span and general nature allow for adjustment for the developmental levels of the learners in the classroom.
K-2.MSD.4 Gymnastics. Demonstrate safety body rolling actions.	S1.E9.K Rolls sideways in a narrow body shape. S1.E9.1 Rolls in a narrow or curled body shape. S1.E9.2 Rolls in different directions with either a narrow or curled body shape. S1.E11.2 Combines balances and transfers into a three-part sequence (e.g., rhythmic movement, gymnastics).	The new standard combines the standards related to safety rolling.

Elementary K-2

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Fundamental Movement and Combinations (Non-Manipulative)	Non locomotor (stability)	
<p>K-2.MSD.5 Dance/Movement. Demonstrate locomotor, non-locomotor, and manipulative movements based on various rhythmic movements.</p>	<p>S1.E5.K Performs locomotor skills in response to teacher-led creative rhythms. S1.E5.1 Combines locomotor and non-locomotor skills in a teacher-led rhythmic pattern. S1.E5.2 Performs a teacher and/or student-designed rhythmic activity with the correct response to simple rhythms. S1.E11.2 Combines balances and transfers into a three-part sequence (e.g., rhythmic movement, gymnastics).</p>	<p>The new standard combines the dance and rhythmic movement skills listed in the previous standards. Its grade span and general nature allow for adjustment to the developmental levels of the learners in the classroom.</p>
Fundamental Movement and Combinations (Manipulative)	Manipulative	
<p>K-2.MSD.6 Throwing/Catching. Demonstrate catching and throwing in a non-dynamic environment.</p>	<p>S1.E13.K Throws underhand with opposite foot forward. S1.E16.Kb Catches a large ball tossed by a skilled thrower. S1.E13.1 Throws underhand, demanding two of the five critical elements of a mature pattern. S1.E16.1a Catches a soft object from a self-toss before it bounces. S1.E16.1b Catches various sizes of balls self-tossed or tossed by a skilled thrower. S1.E13.2 Throws underhand using a mature pattern. S1.E14.2 Throws overhand, demonstrating two of the five critical elements of a mature pattern. S1.E16.2 Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.</p>	<p>The new standard combines the standards related to catching and throwing. These concepts are generally taught together but assessed separately. Its grade span and the general nature of the standard allow for adjustment for the developmental levels of the learners in the classroom.</p>
<p>K-2.MSD.7 Ball Control with Feet. Demonstrate passing, receiving, and dribbling with feet in a non-dynamic environment.</p>	<p>S1.E18.K Taps a ball using the inside of the foot, sending it forward. S1.E18.1 Taps or dribbles a ball using the inside of the foot while walking in general space. S1.E18.2 Dribbles with the feet in general space with control of the ball and body.</p>	<p>The new standard includes passing, receiving, and dribbling, while the existing standard refers only to dribbling. The combination provides more opportunities for learners to demonstrate proficiency.</p>

Elementary K-2

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Fundamental Movement and Combinations (Manipulative)	Manipulative	
K-2.MSD.8 Striking with Implement. Demonstrate striking with a short-handled implement in a non-dynamic environment.	S1.E24.K Strikes a lightweight object with a paddle or short-handled racquet. S1.E24.1 Strikes a ball with a short-handled implement, sending it upward. S1.E24.2 Strikes an object upward with a short-handled implement, using consecutive hits. S1.E25.2 Strikes a ball off a tee or cone with a bat, using correct grip and side orientation/proper body orientation.	The new standard combines objectives from the existing set of standards.
K-2.MSD.9 Ball Control with Hands. Demonstrate bouncing and dribbling a ball with hands in a non-dynamic environment.	S1.E16a.K Drops a ball and catches it before it bounces twice. S1.E17.K Dribbles a ball with one hand, attempting the second contact. S1.E17.1 Dribbles continuously in self-space using the dominant hand. S1.E17.2a Dribbles in self-space with the dominant hand demonstrating a mature pattern. S1.E17.2b Dribbles using the dominant hand while walking in general space.	The new standard combines objectives from the existing standards. The grade span and general nature of the standard allow for adjusting for the developmental levels of the learners in the classroom.
K-2.MSD.10 Kicking. Demonstrate kicking a ball in a non-dynamic environment.	S1.E21.K Kicks a stationary ball from a stationary position, demonstrating two of the five elements of a mature kicking pattern. S1.E21.1 Approaches a stationary ball and kicks it forward, demonstrating two of the five critical elements of a mature pattern. S1.E21.2 Uses a continuous running approach and kicks a moving ball, demonstrating three of the five critical elements of the mature pattern.	The new standard generalizes the objectives of the existing standards. Its grade span and general nature allow for adjustment for the developmental levels of the learners in the classroom.
K-2.MSD.11 Rolling an Implement. Demonstrate rolling an implement in a non-dynamic environment.		This new standard was added to include rolling implements (e.g., kickballs, deck rings, bowling ball, any ball to a target)

Elementary K-2

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Fundamental Movement and Combinations (Manipulative)	Manipulative	
K-2.MSD.12 Volleying. Demonstrate volleying with hands in a non-dynamic environment.	<p>S1.E22.K Volleys a lightweight object (balloon), sending it upward.</p> <p>S1.E22.1 Volleys an object with an open palm, sending it upward.</p> <p>S1.E22.2 Volleys an object upward with consecutive hits.</p>	The new standard generalizes the objectives in the existing standards. The grade span and general nature of the standard provide the opportunity to adjust for the developmental levels of the learners in the classroom.
K-2.MSD.13 Jumping Rope. Demonstrate consecutive jumps using a rope or other equipment in a non-dynamic environment.	<p>S1.E27.Ka Executes a single jump with a self-turned rope.</p> <p>S1.E27.Kb Jumps a long rope with teacher-assisted turning.</p> <p>S1.E27.1a Jumps forward or backward consecutively using a self-turned rope.</p> <p>S1.E27.1b Jumps a long rope up to five times consecutively with teacher-assisted turning.</p> <p>S1.E27.2a Jumps a self-turned rope consecutively forward and backward, with a mature pattern.</p> <p>S1.E27.2b Jumps a long rope five times consecutively with skilled turners.</p>	The new standard generalizes the objectives of the existing standards. Its grade span and general nature allow for adjustment for the developmental levels of the learners in the classroom.
K-2.MSD.14 Functional Fitness. Demonstrate a variety of developmentally appropriate functional fitness movements.	<p>S1.E10.K Contrasts the actions of curling and stretching.</p> <p>S1.E10.1 Demonstrates twisting, curling, bending, and stretching actions.</p> <p>S1.E10.2 Differentiates among twisting, curling, bending, and stretching actions.</p>	The new standard does not specify the movements to be used, which allows more flexibility to adjust for the developmental levels of learners in the classroom.

Elementary K-2

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Knowledge to Move (KM) <i>The learner will apply knowledge and strategies to movement and fitness concepts.</i>	Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.	
Movement Concepts and Strategies	Movement Concepts	
K-2.KM.1 Movement Concepts. Demonstrate where to move to avoid objects and others in personal and general space.	S2.E1.Ka Differentiate between movement in personal (self-space) and general space. S2.E1.Kb Moves in personal space to a rhythm. S2.E2.K Travels in three different pathways (e.g., zigzag, curved, straight). S2.E1.1 Moves in self-space and general space in response to designated beats/rhythms. S2.E2.1a Travels demonstrating low, middle, and high levels. S2.E2.1b Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). S2.E1.2 Combines locomotor skills in general space to a rhythm. S2.E2.2 Combines shapes, levels, and pathways into simple travel, rhythmic movement, and gymnastics sequences. S2.E3.1b Differentiates between strong and light force	The new standard generalizes the objectives of the existing standards. The grade span and general nature of the standard provide the opportunity to adjust for the developmental levels of the learners in the classroom.
K-2.KM.2 Pacing. Demonstrate concepts of pacing.	S2.E3.K Travels in general space with different speeds. S2.E3.1a Differentiates between fast and slow speeds. S2.E3.2 Varies time and force with gradual increases and decreases (e.g., teacher control of increase/ decrease through use of drum, shaker, tambourine).	The new standard focuses on concepts of pacing. The general nature of the standard provides flexibility to adjust concepts addressed to fit the learners in the classroom.
	S2.E4.K Identify body parts (e.g., head, shoulders, knees, chest, elbows, hands, and feet). S2.E4.1 Identify basic body planes (e.g., front, back side).	The work has been aligned with the new national standards. These standards are addressed in other disciplines.

Elementary K-2

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Movement Concepts and Strategies	Movement Concepts	
K-2.KM.3 Fitness Activities. Demonstrate developmentally appropriate physical activities that contribute to health-related fitness.	S3.E1.2 Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., recess, before and after school, at home, at the park, with friends, and with the family). S3.E3.2a Recognizes the use of the body as resistance (e.g., holding the body in plank position, animal walks) for developing strength. S3.E3.2b Identifies physical activities that contribute to fitness.	The existing standards focused on identifying or describing physical activities. The new standards focus on demonstrating physical activities.
K-2.KM.4 Body Response to Movement. Identify physiological changes in the body during physical activities.	S3.E3.K Recognizes that when you move fast, your heart beats faster, and you breathe faster.	The new standard's broader nature allows learners to address physiological changes other than heart rate, while the existing standard focuses on heart rate.
Fitness Concepts and Strategies	Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
K-2.KM.5 Warm-up/Cool-down. Identify how a warm-up and cool-down affect the body.		This new standard is aligned with the most recent revision of the national standards.
K-2.KM.6 Dimensions of Health. Identify how physical activity supports each dimension of health.	S5.E1.K Recognizes that physical activity is important for good health. S3.E1.1 Discusses the benefits of being active and exercising and/or playing. S3.E3.1 Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity. S5.E1.1 Identifies physical activity as a component of good health. S5.E1.2 Recognizes the relationship between physical activity and good health.	The new standard generalizes the objectives of the existing standards. Its grade span and general nature allow for adjustment to the developmental levels of the learners in the classroom.
	S3.E6.K Recognizes that food provides energy for physical activity. S3.E6.1 Differentiate between healthy and unhealthy foods. S3.E6.2 Recognizes the importance of balancing nutrition and physical activity.	Diet and nutrition are discussed as a part of the health curriculum; therefore, these standards were deleted.

Elementary K-2

2024 Physical Education Standards	2015 Physical Education Standards	Changes
<p>Personal and Social Skills (PSS) <i>The learner will demonstrate responsible personal and social skills with consideration for self and others.</i></p>	<p>Standard 4: Exhibits responsible personal and social behavior that respects self and others.</p>	
<p>Personal Responsibility</p>		
<p>K-2.PSS.1 Emotional Management. Manage emotions and behaviors through practicing techniques with a teacher's guidance.</p>		<p>This new standard is modified from the most recent national standards. The management strategies assist with classroom management and self-management.</p>
<p>K-2.PSS.2 Etiquette. Demonstrate responsible, respectful, and safe behaviors.</p>	<p>S4.E1.K Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). S4.E2.K Acknowledges responsibility for behavior when prompted (e.g., thumbs up, fist-of-five, reflective listening). S4.E3.K Follows instructions/directions when prompted. S4.E5.K Recognizes the established protocol for class activities. S4.E6.K Follows teacher directions for safe participation and proper use of equipment with minimal reminders. S4.E1.1 Accepts personal responsibility by using equipment and space appropriately. S4.E2.1 Follows the rules and parameters of the learning environment. S4.E5.1 Exhibits the established protocols for class activities. S4.E6.1 Follows teacher directions for safe participation and proper use of equipment and space with minimal reminders. S4.E2.2 Accepts responsibility for class protocols with behavior and performance actions. S4.E5.2 Recognizes the role of rules and etiquette in teacher-designed physical activities. S4.E6.2a Works independently and safely in physical education. S4.E6.2b Works safely with physical education equipment.</p>	<p>The new standard combines the objectives within the existing standards. The grade span and general nature of the standard provide the opportunity to adjust for the developmental levels of the learners in the classroom.</p>

Elementary K-2

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Personal Responsibility		
K-2.PSS.3 Problem Solving. Discuss problems and solutions with teacher support.		This new standard is aligned with the most recent national standard revision. The standard assists with identifying strategies for use in activities and resolving situations arising in team activities.
K-2.PSS.4 Personal Hygiene. Identify concepts of personal hygiene.		This new standard addresses hygiene-related issues in the classroom (e.g., licking equipment, dealing with runny noses, and coughing).
Social Awareness		
K-2.PSS.5 Emotions. Recognize the emotions or feelings of others during a variety of physical activities.		This new standard aligns with the revision of the national standards. Learners at this developmental stage may not naturally realize when someone else is angry or frustrated during gameplay.
K-2.PSS.6 Cooperation. Demonstrate cooperation with peers.	S4.E4.K Shares equipment and space with others. S4.E4.1 Works independently with others in a variety of class environments (e.g., small and large groups). S4.E4.2 Works independently with others in partner environments.	This standard combined the objectives of the previous standards.
K-2.PSS.7 Communication. Use communication skills to share space and equipment.		This new standard aligns with the most recent revision of the national standards. Verbal communication skills tend to be difficult for learners at this level. This standard aligns with the English Language Arts Standards addressing Communication.
K-2.PSS.8 Feedback. Respond appropriately to directions and feedback from the teacher.	S4.E3.1 Responds appropriately to general feedback from the teacher. S4.E3.2 Accepts specific corrective feedback from the teacher.	The new standard is basically the same as the objective in the existing standards.

Elementary K-2

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Motivated to Move (MM) <i>The learner will pursue personal and meaningful physical activity.</i>	Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	
Development of Self-awareness		
K-2.MM.1 Choice. Identify preferred physical activities based on personal interests.	S3.E1.K Identifies active play opportunities outside physical education class (to include indoor and outdoor recess). S5.E3.Ka Identifies physical activities that are enjoyable. S5.E3.1b Discusses personal reasons for enjoying physical activities (the “why”). S5.E3.2 Identifies physical activities that provide self-expression (e.g., rhythmic activities/dance, gymnastics routines, practice tasks in a game environment).	The new standard generalizes the objectives of the existing standards. Its grade span and general nature allow for adjustment for the developmental levels of the learners in the classroom.
K-2.MM.2 Resilience. Recognize strengths and growth opportunities through movement and the need for practice for individual improvement.	S5.E2.K Acknowledges that some physical activities are challenging/difficult. S5.E2.1 Recognizes that challenges in physical activities can lead to improvement. S5.E2.2 Compares physical activities that bring confidence and challenge.	The new standard generalizes the objectives of the existing standards. Its grade span and general nature allow for adjustment for the developmental levels of the learners in the classroom.
K-2.MM.3 Reflection. Reflect on physical activity experiences.	S5.E3.Kb Discusses the enjoyment of playing with friends. S5.E3.1a Describes positive feelings that result from participating in physical activities.	The new standard focuses on reflection, which broadens aspects of physical activity that learners may address.
Goal Setting		
K-2.MM.4 Goal-Setting. Set observable short-term goals to enhance skill development.		This new standard focuses on setting observable goals.
Engagement in Physical Activity		
K-2.MM.5 Participation. Participate in a variety of developmentally appropriate physical activities.	S3.E2.K Actively participates in physical education class. S3.E2.1 Actively engages in physical education class. S3.E2.2 Actively engages in a physical education class in response to instruction and practice. S4.E1.2 Practices skills with minimal teacher prompting.	The new standard generalizes the objectives in the existing standards. The grade span and general nature of the standard provide the opportunity to adjust for the developmental levels of the learners in the classroom.

Elementary Grades 3-5

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Motor Skills Development (MSD) <i>The learner will utilize movement skills to engage at a participant level of proficiency in a variety of physical activities.</i>	Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.	
Fundamental Movement and Combinations (Locomotor)	Locomotor	
3-5.MSD.1 Locomotor. Demonstrate a variety of locomotor skills in a dynamic environment with developmentally appropriate techniques.	S1.E1.3 Leaps using a mature pattern. S1.E2.3 Travels showing differentiation between sprinting and running. S1.E1.4 Uses various locomotor skills in a variety of small-sided practice tasks, dance/rhythmic movement, and educational gymnastics experiences. S1.E2.4 Runs for distance using a mature pattern. S1.E1.5a Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics, and dance/rhythmic movement. S1.E1.5b Combines locomotor and manipulative skills in a variety of small-sided practice tasks in a game environment. S1.E1.5c Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey, and basketball). S1.E6.3 Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation (e.g., hop, skip, jump forward/backward). S1.E1.5b Combines locomotor and manipulative skills in a variety of small-sided practice tasks in a game environment.	The new standard generalizes the objectives of the existing standards. Its grade span and general nature allow for adjustment for the developmental levels of the learners in the classroom.

Elementary Grades 3-5

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Fundamental Movement and Combinations (Non-Manipulative)		
3-5.MSD.2 Jumping. Demonstrate jumping and landing in a dynamic environment.	S1.E3.3 Jumps and lands in the horizontal plane using a mature pattern. S1.E4.3 Jumps and lands in the vertical plane using a mature pattern. S1.E3-4.4 Uses spring-and-step take-offs and landings specific to gymnastics. S1.E3-4.5 Combines jumping and landing patterns with locomotor and manipulative skills in dance/rhythmic movement, gymnastics, and small-sided practice tasks in a game environment.	The new standard generalizes the objectives of the existing standards. Its grade span and general nature allow for adjustment for the developmental levels of the learners in the classroom.
3-5.MSD.3 Balancing/Weight Transfer. Demonstrate balancing and weight transfer on different body parts in a dynamic environment.	S1.E7.3 Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. S1.E7.4 Balances on different bases of support on apparatus (e.g., balance beam, bench, BOSU ball), demonstrating levels and shapes. S1.E7.5 Combines balance and transferring weight in a gymnastics sequence or rhythmic activities/dance with a partner. S1.E8.3 Transfers weight from feet to hands for momentary weight support. S1.E8.4 Transfers weight from feet to hands, varying speed and using large extensions (e.g., mule kick, handstand, cartwheel). S1.E7.5 Combines balance and transferring weight in a gymnastics sequence or rhythmic activities/dance with a partner. S1.E8.5 Transfers weight in gymnastics or rhythmic activities/dance environments. S1.E12.3 Combines balance and weight transfers with movement concepts to create and perform a dance/rhythmic movement. S1.E12.4 Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus.	The new standard generalizes the objectives of the existing standards. Its grade span and general nature allow for adjustment for the developmental levels of the learners in the classroom.

Elementary Grades 3-5

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Fundamental Movement and Combinations (Non-Manipulative)		
3-5.MSD.4 Gymnastics. Demonstrate gymnastic movements.	<p>S1.E8.3 Transfers weight from feet to hands for momentary weight support.</p> <p>S1.E8.4 Transfers weight from feet to hands, varying speed and using large extensions (e.g., mule kick, handstand, cartwheel).</p> <p>S1.E7.5 Combines balance and transferring weight in a gymnastics sequence or rhythmic activities/dance with a partner.</p> <p>S1.E8.5 Transfers weight in gymnastics or rhythmic activities/dance environments.</p> <p>S1.E10.3 Moves into and out of gymnastics balances with curling, twisting, and stretching actions.</p> <p>S1.E10.4 Moves into and out of balances on apparatus with curling, twisting, and stretching actions.</p> <p>S1.E10.5 Performs curling, twisting, and stretching actions with correct application in rhythmic activities/dance, gymnastics, and small-sided practice tasks in game environments.</p> <p>S1.E12.5 Combines actions, balance, and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus.</p> <p>S2.E4.3a Employs the concept of alignment in gymnastics and dance.</p> <p>S2.E4.3b Employs the concept of muscular tension with balance in gymnastics and dance.</p>	<p>The new standard generalizes the objective of the existing standards. The grade span and general nature of the standard provide the opportunity to adjust for the developmental levels of the learners in the classroom.</p>

Elementary Grades 3-5

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Fundamental Movement and Combinations (Non-Manipulative)		
<p>3-5.MSD.5 Dance/Movement. Combines locomotor, non-locomotor, and manipulative movements based on various rhythmic movements.</p>	<p>S1.E5.3 Performs teacher-selected and developmentally appropriate rhythmic activities/dance steps and movement patterns.</p> <p>S1.E5.4 Combines locomotor movement patterns and dance steps to create and perform an original dance.</p> <p>S1.E11.3-4 Combines locomotor skills and movement concepts (e.g., levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance/rhythmic movement with a partner.</p> <p>S1.E11.5 Combines locomotor skills and movement concepts (e.g., levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance/rhythmic movement with a group.</p> <p>S1.E5.5 Combines locomotor skills and creative rhythmic activities/dances (self and group) with correct rhythm and pattern.</p> <p>S1.E3-4.5 Combines jumping and landing patterns with locomotor and manipulative skills in dance/rhythmic movement, gymnastics, and small-sided practice tasks in a game environment.</p> <p>S1.E11.3-4 Combines locomotor skills and movement concepts (e.g., levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance/rhythmic movement with a partner.</p> <p>S1.E5.5 Combines locomotor skills and creative rhythmic activities/dances (self and group) with correct rhythm and pattern.</p> <p>S1.E7.5 Combines balance and transferring weight in a gymnastics sequence or rhythmic activities/dance with a partner.</p>	<p>The new standard generalizes the objective of the existing standards. The grade span and general nature of the standard provide the opportunity to adjust for the developmental levels of the learners in the classroom.</p>

	<p>S1.E11.5 Combines locomotor skills and movement concepts (e.g., levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance/rhythmic movement with a group.</p>	
<p>Fundamental Movement and Combinations (Manipulative)</p>		
<p>3-5.MSD.6 Throwing/Catching. Demonstrate catching and throwing in a dynamic environment.</p>	<p>S1.E13.3 Throws underhand to a partner or target with reasonable accuracy. S1.E14.3 Throws overhand, demonstrating three of five critical elements of a mature pattern in nondynamic environments (closed skills) for distance and/or force. S1.E16.3 Catches a gently tossed hand-sized ball from a partner, demonstrating four of the five critical elements of a mature pattern. S1.E14.4a Throws overhand using a mature pattern in nondynamic environments (closed skills). S1.E14.4b Throws overhand to a partner or at a target with accuracy at a reasonable distance. S1.E15.4 Throws to a moving partner with reasonable accuracy in a nondynamic environment (closed skills). S1.E16.4 Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a nondynamic environment (closed skills). S1.E13.5a Throws underhand using a mature pattern in nondynamic environments (closed skills) with different sizes and types of objects. S1.E13.5b Throws underhand to a large target with accuracy. S1.E14.5a Throws overhand using a mature pattern in nondynamic environments (closed skills) with different sizes and types of objects. S1.E14.5b Throws overhand to a large target with accuracy. S1.E15.5a Throws with accuracy, both partners moving.</p>	<p>The new standard generalizes the objectives of the existing standards. Its grade span and general nature allow for adjusting for the developmental levels of the learners in the classroom, which aligns with the direction taken in the most recently revised national standards.</p>

	<p>S1.E15.5b Throws with reasonable accuracy in dynamic, small-sided practice tasks.</p> <p>S1.E16.5a Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a nondynamic environment (closed skills).</p> <p>S1.E16.5b Catches with accuracy and with both partners moving.</p> <p>S1.E16c.5 Catches with reasonable accuracy in dynamic, small-sided practice tasks.</p> <p>S1.E6.4 Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher and/or student-designed small-sided practice tasks.</p>	
<p>3-5.MSD.7 Ball Control with Feet. Demonstrate passing, receiving, and dribbling with feet in a dynamic environment.</p>	<p>S1.E18.3 Dribbles with feet in general space at slow to moderate jogging speed with control of ball and body.</p> <p>S1.E19.3 Passes and receives a ball with the inside of the foot to a stationary partner, “giving” on reception before returning the pass.</p> <p>S1.E18.4 Dribbles in general space in control of ball and body while increasing and decreasing speed.</p> <p>S1.E19.4a Passes and receives a ball with the insides of the feet to a moving partner in a nondynamic environment (closed skills).</p> <p>S1.E19.4b Receives and passes a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass.</p> <p>S1.E20.4 Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting).</p> <p>S2.E17.4c Dribbles in general space with changes in direction and speed.</p> <p>S1.E18.5 Combines foot dribbling with other skills in one-on-one practice tasks.</p> <p>S1.E19.5a Passes with the feet, using a mature pattern, as both partners travel.</p> <p>S1.E19.5b Receives a pass with the feet, using a mature pattern, as both partners travel.</p>	<p>The new standard generalizes the objectives of the existing standards. Its grade span and general nature allow for adjustment for the developmental levels of the learners in the classroom.</p>

	<p>S1.E20.5 Dribbles with hands or feet with mature patterns in a variety of small-sided game forms.</p> <p>S1.E6.4 Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher and/or student-designed small-sided practice tasks.</p>	
<p>3-5.MSD.8 Striking with Implements. Demonstrate striking with short-handled and long-handled implements in a dynamic environment.</p>	<p>S1.E24.3a Strikes an object with a short-handled implement, sending it forward over a low net or to a wall.</p> <p>S1.E24.3b Strikes an object with a short-handled implement while demonstrating three of the five critical elements of a mature pattern.</p> <p>S1.E25.3 Strikes a ball with a long-handled implement, sending it forward while using proper grip for the implement (e.g., hockey stick, bat, golf club).</p> <p>S1.E24.4a Strikes an object with a short-handled implement while demonstrating a mature pattern.</p> <p>S1.E24.4b Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall.</p> <p>S1.E25.4 Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis, or badminton racquet) while demonstrating three of the five critical elements of a mature pattern for the implement (e.g., grip, stance, body orientation, swing plane and follow-through).</p> <p>S2.E3.4b Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target.</p> <p>S1.E24.5 Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment.</p> <p>S1.E25.5a Strikes a pitched ball with a bat using a mature pattern.</p> <p>S1.E25.5b Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game.</p>	<p>The new standard generalizes the objectives of the existing standards. Its grade span and general nature allow for adjustment for the developmental levels of the learners in the classroom.</p>

	S2.E3b.5 Applies the concepts of direction and force to strike an object with a long-handled implement.	
3-5.MSD.9 Ball Control with Hands. Demonstrate bouncing and dribbling a ball with hands in a dynamic environment.	<p>S1.E17.3 Dribbles and travels in general space at slow to moderate jogging speed with control of the ball and body.</p> <p>S1.E17.4a Dribbles in self-space with both the preferred and the non-preferred hands using a mature pattern.</p> <p>S1.E17.4b Dribbles in general space in control of the ball while increasing and decreasing speed.</p> <p>S1.E20.4 Dribbles with hands and feet in combination with other skills (e.g., passing, receiving, shooting).</p> <p>S2.E1.4c Dribbles in general space with changes in direction and speed.</p> <p>S1.E17.5 Combines hand dribbling with other skills during one-on-one practice tasks.</p> <p>S1.E20.5 Dribbles with hands or feet with mature patterns in a variety of small-sided game forms.</p> <p>S1.E6.4 Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher and/or student-designed small-sided practice tasks.</p>	The new standard generalizes the objectives of the existing standards. Its grade span and general nature allow for adjustment for the developmental levels of the learners in the classroom.
3-5.MSD.10 Kicking. Demonstrate kicking a ball in a dynamic environment.	<p>S1.E21.3a Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating four of the five critical elements of a mature pattern for each.</p> <p>S1.E21.3b Uses a continuous running approach and kicks a stationary ball for accuracy.</p> <p>S1.E21.4 Kicks along the ground and in the air and punts using mature patterns.</p> <p>S1.E21.5 Demonstrates mature patterns of kicking and punting in small-sided practice task environments.</p>	The new standard generalizes the objectives of the existing standards. Its grade span and general nature allow for adjustment for the developmental levels of the learners in the classroom.
3-5.MSD.11 Rolling an Implement. Demonstrate rolling an implement in a dynamic environment.		This new standard was added to include rolling implements (e.g., kickballs, deck rings, bowling ball, any ball to a target)

<p>3-5.MSD.12 Volleying. Demonstrate volleying with hands in a dynamic environment.</p>	<p>S1.E22.3 Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall, or over a line to a partner while demonstrating four out of five critical elements of a mature pattern. S1.E22.4 Volleys underhand using a mature pattern in a dynamic environment (e.g., 2 square, 4 square, handball). S1.E23.4 Strikes/volleys a ball with a two-hand overhead pattern, sending it upward while demonstrating four out of five critical elements of a mature pattern. S1.E23.5 Volleys a ball using a two-hand overhead pattern, sending it upward to a target.</p>	<p>The new standard generalizes the objectives of the existing standards. Its grade span and general nature allow for adjustment for the developmental levels of the learners in the classroom.</p>
<p>3-5.MSD.13 Jumping Rope. Demonstrate a variety of jump rope skills.</p>	<p>S1.E27.3 Performs intermediate jump-rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes. S1.E27.4 Creates a jump-rope routine with either a short or long rope. S1.E27.5 Creates a jump-rope routine with a partner, using either a short or long rope.</p>	<p>The new standard generalizes the objectives of the existing standards. Its grade span and general nature allow for adjustment for the developmental levels of the learners in the classroom.</p>
<p>3-5.MSD.14 Functional Fitness. Demonstrate a variety of developmentally appropriate functional fitness movements.</p>		<p>This new standard focuses on developing functional fitness movements – push, pull, hinge, twist, lung, and gait.</p>

Elementary Grades 3-5

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Knowledge to Move (KM) <i>The learner will apply knowledge and strategies to movement and fitness concepts.</i>	Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.	
Movement Concepts and Strategies		
3-5.KM.1 Movement Concepts. Apply movement concepts and strategies to avoid objects within dynamic environments.	<p>S2.E1.3 Recognize the concept of open spaces in a movement context.</p> <p>S2.E2.3 Recognizes locomotor skills specific to a wide variety of physical activities.</p> <p>S2.E1.4a Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling).</p> <p>S2.E1.4b Applies the concept of closing spaces in small-sided practice tasks.</p> <p>S2.E2.4 Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance/rhythmic movement environments.</p> <p>S2.E1.5 Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance/rhythmic activities/dance environments.</p> <p>S2.E2.5 Combines movement concepts with skills in small-sided practice tasks in a game environment, gymnastics, and rhythmic activities/dance with self-direction.</p> <p>S2.E5.3a Applies simple strategies and tactics in chasing activities.</p> <p>S2.E5.3b Applies simple strategies in fleeing activities.</p> <p>S2.E5.4a Applies simple offensive strategies and tactics in chasing and fleeing activities.</p> <p>S2.E5.4b Applies simple defensive strategies and tactics in chasing and fleeing activities.</p> <p>S2.E5.4c Recognizes the type of kicks needed for different games and sports situations.</p> <p>S2.E3.5a Applies movement concepts to strategy in game situations.</p> <p>S2.E3.5c Analyzes movement situations and applies movement concepts (e.g., force, direction,</p>	<p>The new standard generalizes the objectives of the existing standards. Its grade span and general nature allow for adjustment for the developmental levels of the learners in the classroom.</p>

	<p>speed, pathways, extensions) in small-sided practice tasks in a game environment, rhythmic activities/dance, and gymnastics.</p> <p>S2.E5.5a Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks.</p> <p>S2.E5.5b Applies basic offensive and defensive strategies and tactics in net/wall small-sided practice tasks.</p> <p>S2.E5.5c Recognizes the type of throw, volley, or striking action needed for different games and sports situations.</p> <p>S1.E1.5c Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey, and basketball).</p> <p>S1.E26.5 Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey, and basketball).</p>	
<p>3-5.KM.2 Pacing. Apply pacing within dynamic environments.</p>	<p>S2.E3.3 Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher.</p> <p>S2.E3.4a Applies the movement concepts of speed, endurance, and pacing for running.</p> <p>S1.E2.5 Uses appropriate pacing for a variety of running distances.</p>	<p>The new standard generalizes the objective of the existing standards. The grade span and general nature of the standard provide the opportunity to adjust for the developmental levels of the learners in the classroom.</p>
<p>Fitness Concepts and Strategies</p>	<p>Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	
<p>3-5.KM.3 Fitness Activities. Demonstrate developmentally appropriate physical activities that contribute to health-related fitness.</p>	<p>S3.E3.3 Describes the concept of fitness and provides examples of physical activity to enhance fitness.</p> <p>S3.E5.3 Demonstrate, with teacher direction, the health-related fitness components.</p> <p>S3.E3.4 Identifies the components of health-related fitness.</p> <p>S3.E3.5 Differentiates between skill-related and health-related fitness.</p>	<p>The new standard generalizes the objective of the existing standards. The grade span and general nature of the standard provide the opportunity to adjust for the developmental levels of the learners in the classroom.</p>

Elementary Grades 3-5

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Fitness Concepts and Strategies	Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
3-5.KM.4 Body Responses to Movement. Describe how physical activity influences physiological changes in the body.		This standard focuses on describing the physiological changes in the body that occur during physical activities (e.g., faster heart rate, sweating, and breathing harder).
3-5.KM.5 Warm-up/Cool-down. Describe how a warm-up and cool-down affect the body.	S3.E4.3 Recognizes the importance of warm-up and cool-down relative to vigorous physical activity. S3.E4.4 Demonstrates warm-up and cool-down relative to the cardiorespiratory fitness assessment. S3.E4.5 Identifies the need for warm-up and cool-down relative to various physical activities.	The new standard generalizes the objectives of the existing standards. Its grade span and general nature allow for adjustment for the developmental levels of the learners in the classroom.
3-5.KM.6 Dimensions of Health. Explain how physical activity supports each dimension of health.	S3.E1.3b Identifies the physical activity benefits as a way to become healthier. S5.E1.3 Discusses the relationship between physical activity and good health. S5.E1.4 Examines the health benefits of participating in physical activity. S3.E1.5 Charts and analyzes physical activity outside physical education class for fitness benefits of activities. S5.E1.5 Compares the health benefits of participating in selected physical activities.	The new standard generalizes the objectives of the existing standards. Its grade span and general nature allow for adjustment for the developmental levels of the learners in the classroom.
	S3.E6.3 Identifies foods that are beneficial for before and after physical activity. S3.E6.4 Discuss the importance of hydration and hydration choices relative to physical activities. S3.E6.5 Analyzes the impact of food choices relative to physical activity, youth sports, and personal health.	The standards related to nutrition were eliminated since these concepts are taught in health.

Elementary Grades 3-5

2024 Physical Education Standards	2015 Physical Education Standards	Changes
	Standard 4: Exhibits responsible personal and social behavior that respects self and others.	
Personal Responsibility		
3-5.PSS.1 Emotional Management. Develop emotional and behavioral control by applying techniques with teacher prompts.		This is a new standard that aligns with the newly revised national standards. The standard helps develop skills and strategies for being a good sport.
3-5.PSS.2 Etiquette. Demonstrate responsible, respectful, and safe behaviors.	S4.E1.3 Exhibits personal responsibility in teacher-directed activities. S4.E5.3 Recognizes the role of rules and etiquette in physical activity with peers. S4.E6.3 Works independently and safely in physical activity settings. S4.E1.4 Exhibits responsible behavior in independent group situations. S4.E6.4 Works safely with peers and equipment in physical activity settings. S4.E1.5 Engages in physical activity with responsible interpersonal behavior (e.g., peer-to-peer, student-to-teacher, student-to-referee). S4.E2.5a Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities. S4.E2.5b Exhibits respect for self with appropriate behavior while engaging in physical activity.	The new standard generalizes the objectives of the existing standards. Its grade span and general nature allow for adjustment for the developmental levels of the learners in the classroom.
3-5.PSS.3 Problem Solving. Solve problems with peers independently.		The new standard focuses on solving problems to develop teamwork (e.g., resolving conflict, turn-taking, and team members' tasks).
3-5.PSS.4 Personal Hygiene. Explain personal hygiene.		This is a new standard to help learners deal with the hygiene issues associated with perspiration from physical activity that arise in this age range.
3-5.PSS.5 Emotions. Acknowledge the emotions or feelings of others during a variety of physical activities.		This is a new standard aligned with the newly revised national standards. Learners at this developmental level do not always recognize cues others give to indicate emotion (e.g., anger, frustration).

Elementary Grades 3-5

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Social Awareness		
<p>3-5.PSS.6 Cooperation. Demonstrate behaviors that promote teamwork and cooperation.</p>	<p>S4.E4.3b Recognizes others for their success/effort in movement performance. S4.E5.4 Exhibits etiquette and adherence to rules in a variety of physical activities. S4.E4.5 Critiques the etiquette involved in the rules of various game activities. S4.E6.5 Applies safety principles with age-appropriate physical activities.</p>	<p>The new standard generalizes the objectives of the existing standards. Its grade span and general nature allow for adjustment for the developmental levels of the learners in the classroom.</p>
<p>3-5.PSS.7 Communication. Use communication skills to negotiate roles and responsibilities.</p>	<p>S4.E4.3a Works cooperatively with others. S5.E4.3 Describes the positive social interactions that come when engaged with others in physical activity. S4.E4.4a Recognizes the movement performance of others, both more and less skilled. S4.E4.4b Accepts players of all skill levels into physical activity. S5.E4.4 Describes and compares the positive social interactions when engaged in partner, small-group, and large-group physical activities. S4.E3.5 Gives corrective feedback respectfully to peers. S4.E4.5 Accepts, recognizes, and actively involves others with both higher and lower skill abilities in physical activities and group projects. S5.E4.5 Describes the social benefits of participating in physical activity (e.g., recess, youth sport).</p>	<p>The new standard generalizes the objectives of the existing standards. Its grade span and general nature allow for adjustment for the developmental levels of the learners in the classroom.</p>
<p>3-5.PSS.8 Feedback. Implement feedback from the teacher when prompted.</p>	<p>S4.E3.3 Accepts and implements specific corrective teacher feedback. S4.E3.4 Listens respectfully to corrective feedback from others (e.g., peers, adults).</p>	<p>The new standard focuses on the implementation of constructive feedback provided.</p>

Elementary Grades 3-5

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Motivated to Move (MM) <i>The learner will pursue personal and meaningful physical activity.</i>	Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	
Development of Self-Awareness		
3-5.MM.1 Choice. Express how personal interests influence participation in physical activity.	S5.E3.5 Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative experience.	The new standard focuses on the impact of personal interest on participation in physical activities.
3-5.MM.2 Resilience. List strengths and growth opportunities through movement and opportunities for practice for individual improvement.	S5.E3.3 Reflects on the reasons for enjoying selected physical activities. S3.E5.4a Completes fitness assessments (pre- and post-) (e.g., Presidential Fitness Program/FITNESSGRAM) S3.E5.4b Identifies areas of needed remediation from personal tests and, with teacher assistance, identifies strategies for progress in those areas. S3.E5.5a Analyzes results of fitness assessment (pre- and post-), comparing results with fitness components for good health.	The new standard generalizes the objectives of the existing standards. Its grade span and general nature allow for adjustment for the developmental levels of the learners in the classroom.
3-5.MM.3 Reflection. Reflect on physical activity experiences.	S4.E2.4 Reflects on personal social behavior in physical activity. S5.E2.4 Rates the enjoyment of participating in challenging and mastered physical activities. S5.E3.4 Ranks the enjoyment of participating in different physical activities. S5.E2.5 Expresses (e.g., via written essay, visual art, creative rhythmic activities/dance) the enjoyment and/or challenge of participating in a favorite physical activity.	The new standard generalizes the objectives of the existing standards. Its grade span and general nature allow for adjustment for the developmental levels of the learners in the classroom.
Goal Setting		
3-5.MM.4 Goal-Setting. Set observable and attainable long-term goals to enhance skill development.	S3.E5.5b Designs a fitness plan to address ways to use physical activity to enhance fitness.	The new standard focuses on selecting goals, which is the first step in designing a fitness plan.

Elementary Grades 3-5

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Engagement in Physical Activity		
<p>3-5.MM.5 Participation. Participate in a variety of developmentally appropriate physical activities.</p>	<p>S3.E1.3a Charts participation in physical activities outside physical education class (e.g., indoor and outdoor recess).</p> <p>S3.E2.3 Engages in the activities of physical education class without teacher prompting.</p> <p>S4.E2.3 Works independently for extended periods.</p> <p>S3.E1.4 Analyzes opportunities for participating in physical activity outside physical education class (e.g., indoor and outdoor recess).</p> <p>S3.E2.4 Actively engages in the activities of physical education class, both teacher-directed and independent.</p> <p>S3.E2.5 Actively engages in all the activities of physical education.</p>	<p>The new standard generalizes the objectives of the existing standards. Its grade span and the general nature of the standard provide the opportunity to adjust for the developmental levels of the learners in the classroom.</p>

Grade 6

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Motor Skills Development (MSD) <i>The learner will utilize movement skills to engage at a participant level of proficiency in a variety of physical activities.</i>	Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.	
Fundamental Movement and Combinations		
6.MSD.1 Passing. Demonstrate passing with accuracy to a stationary target.	S1.M2.6 Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base). S1.M4.6 Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed with competency in modified invasion games such as basketball, flag football, speedball, or team handball). S1.M5.6 Throws, while stationary, a leading pass to a moving receiver.	The new standard generalizes the objectives of the existing standards. Decreasing the specificity within the standard allows the flexibility to meet different developmental needs in the classroom.
6.MSD.2 Receiving. Receive passes with a mature pattern while stationary.	S1.M3.6 Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks (e.g., self-toss and catch, partner toss and catch, small group toss and catch). S1.M21.6 Catches, with mature form, from different trajectories, using a variety of objects in varying practice tasks. S1.M4.6 Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed with competency in modified invasion games such as basketball, flag football, speedball, or team handball).	The new standard generalizes the objectives of the existing standards. Decreasing the specificity within the standard allows flexibility to meet different developmental needs in the classroom.
6.MSD.3 Serving. Demonstrate the proper activity-specific underhand serving technique.	S1.M12.6 Performs an underhand serve with mature form and control for net/wall games such as badminton, volleyball, or pickleball.	The new standard generalizes the existing standard and does not specify games.

Grade 6

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Fundamental Movement and Combinations		
6.MSD.4 Striking. Demonstrate activity-specific striking technique.	<p>S1.M13.6 Strikes with a mature overhand pattern in a nondynamic environment (closed skills) for net/wall games such as volleyball, handball, badminton, or tennis.</p> <p>S1.M15.6 Transfers weight with correct timing for the striking pattern (e.g., volleyball attack approach, racquet forehand/backhand footwork).</p> <p>S1.M19.6 Strikes, with an implement, a stationary object for accuracy in activities such as croquet, shuffleboard, or golf.</p> <p>S1.M20.6 Strikes a pitched ball with an implement with force in a variety of practice tasks.</p>	The new standard generalizes the objectives of the existing standards. Decreasing the specificity within the standard allows flexibility to meet different developmental needs in the classroom.
6.MSD.5 Volleying. Demonstrate activity-specific volleying technique.	<p>S1.M16.6 Forehand volley with a mature form and control using a short-handled implement.</p> <p>S1.M17.6 Two-hand volleys with control in a variety of practice tasks (e.g., against a wall, with a partner).</p>	The new standard generalizes the objectives of the existing standards, allowing more flexibility to meet developmental needs in the classroom.
6.MSD.6 Dribbling. Demonstrate activity-specific dribbling technique.	<p>S1.M8.6 Dribbles with the dominant hand using a change of speed and direction in a variety of practice tasks.</p> <p>S1.M9.6 Foot dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks.</p>	The new standard generalizes the objectives of the existing standards, allowing more flexibility to focus on hand or foot dribbling techniques.
Specialized Movement and Combinations		
6.MSD.7 Forehand/Backhand Stroke. Demonstrate the technique of a forehand stroke with an implement.	S1.M14.6 Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddle ball, pickleball, or short-handled racquet tennis.	The new standard generalizes the existing standard and does not specify games.
6.MSD.8 Shooting. Demonstrate the technique of an activity-specific shot on a goal.	S1.M10.6 Shoots on goal with power in a dynamic environment as appropriate to the activity (e.g., slap shot in hockey, penalty kick in soccer).	The new standard generalizes the existing standard.

Grade 6

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Specialized Movement and Combinations		
6.MSD.9 Underhand Throwing. Demonstrate underhand throwing techniques.	S1.M18.6 Executes consistently a mature underhand pattern for target games (e.g., bowling, bocci or horseshoes).	The new standard generalizes the existing standard.
6.MSD.10 Outdoor Pursuit. Demonstrate technique in an outdoor pursuit.	S1.M22.6 Demonstrates correct technique for basic skills in one self-selected outdoor activity.	The new standard generalizes the existing standard.
6.MSD.11 Dance/Movement. Demonstrate movement sequences within varied dance forms or rhythmic activities.	S1.M1.6 Demonstrates correct rhythm and pattern for one of the following rhythmic activities/ dance forms: folk, social, creative, line, or world dance. S2.M12.6 Varies application of weight transfer and balance during rhythmic activities/dance or gymnastics activities.	The new standard generalizes the objectives in the existing standards.
	S1.M23.6 Aquatics. Preferably taught at elementary or secondary levels. However, the availability of facilities might dictate when swimming and water safety are offered in the curriculum.	Not all schools have access to a swimming pool so that the individual districts will determine the aquatics taught within the curriculum.
Fitness Movement		
6.MSD.12 Fitness Activity. Demonstrate a movement-specific technique in a muscular endurance activity for a major muscle group.	S1.M24.6 Demonstrates correct technique for basic skills in one self-selected individual performance activity.	The new standard generalizes the existing standard.

Grade 6

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Knowledge to Move (KM) <i>The learner will apply knowledge and strategies to movement and fitness concepts.</i>	Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.	
Movement Concepts and Strategies		
6.KM.1 Create Open Space. Create open space by staying spread out on offense.	S1.M6.6 Performs pivot, fakes, and jab steps designed to create open space during practice tasks. S1.M7.6 Performs the following offensive skills without defensive pressure: pivot, give and go, and fakes. S2.M1.6 Creates open space by using locomotor movements (e.g., walking, running, jumping, and landing) in combination with movement (e.g., varying pathways; changes of speed, direction, or pace). S2.M2.6 Executes at least one of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots, and fakes; gives and goes. S2.M3.6 Creates open space by using the width and length of the field/court on offense. S2.M10.6 Identifies open spaces and attempts to strike objects into that space.	<p>The new standard generalizes the objectives of the existing standards, allowing more flexibility to meet developmental needs in the classroom.</p>
6.KM.2 Reduce Open Space. Reduce open space by using a defensive strategy.	S1.M11.6 Maintains defensive ready position, with weight on balls of feet, arms extended, and eyes on the midsection of the offensive player. S2.M4.6 Reduces open space on defense by making the body larger and reducing passing angles. S2.M5.6 Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass. S2.M8.6 Reduces offensive options for opponents by returning to mid-court position. S2.M11.6 Identifies the correct defensive play based on the situation (e.g., number of outs).	<p>The new standard generalizes the objectives of the existing standards, allowing more flexibility to meet developmental needs in the classroom.</p>

Grade 6

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Movement Concepts and Strategies		
6.KM.3 Transitions. Transition from offense to defense and defense to offense by recovering quickly.	S2.M6.6 Transitions from offense to defense or defense to offense by recovering quickly.	The standards are the same.
6.KM.4 Create Space and Variation. Create open space by varying force in striking, net/wall, or field games.	S2.M7.6 Creates open space in net/wall games with a short-handled implement by varying force and direction.	The new standard generalizes the existing standard and does not identify specific games.
Fitness Concepts and Strategies	Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
6.KM.5 Fitness Components. Define and provide examples of movement activities for developing the health-related fitness components.	S3.M1.6 Describes how being physically active leads to a healthy body. S3.M7.6 Identifies the components of skill-related fitness. S5.M1.6 Describes how being physically active leads to a healthy body.	The new standard focuses on defining movement activities and developing health-related components. The components are identified in the clarifications to the standards.
6.KM.6 Principles of Exercise. Identify the principles of exercise.	S3.M10.6 Differentiates between aerobic and anaerobic capacity and between muscle strength and endurance. S3.M11.6 Identifies each component of the overload principle (FITT formula: frequency, intensity, time, type) for different types of physical activity (aerobic, muscle fitness, and flexibility).	The new standard incorporates multiple principles of exercise, which are identified in the clarifications of the standards.
6.KM.7 Pacing. Demonstrate pacing in cardiovascular activities.		This new standard aligns with the newly revised standards. Learners need to demonstrate pacing that meets the needs of the activities done.
6.KM.8 Target Heart Rate. Define resting and target heart rate and describe its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale.	S3.M13.6 Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale.	The new standard defines both resting and target heart rates.
6.KM.9 Anatomy. Identify major muscles.	S3.M14.6 Identifies major muscles used in selected physical activities.	The new standard asks learners to identify major muscles but does not ask them to associate them with activities.

Grade 6

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Fitness Concepts and Strategies	Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
	S3.M17.6 Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels.	The nutrition standards are omitted since nutrition is taught in health.
6.KM.10 Warm-Up/Cool-Down. Identify and demonstrate dynamic and static stretching to exercise in warm-up and cool-down activities.	S3.M9.6 Employs correct techniques and methods of stretching. S3.M12.6 Describes the role of warm-ups and cool-downs before and after physical activity.	The new standard focuses on demonstrating and identifying a warm-up and cool-down.

Grade 6

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Personal and Social Skills (PSS) <i>The learner will demonstrate responsible personal and social skills with consideration for self and others.</i>	Standard 4: Exhibits responsible personal and social behavior that respects self and others.	
Personal Responsibility		
6.PSS.1 Identify Emotions. Identify the impact of emotions during physical activity.		This new standard aligns with the newly revised national standards. At this stage of development, learners are still developing an understanding of and learning how to deal with emotions (e.g., anger, frustration, stress) and how they impact their performance in physical activities. These emotions impact their team play and ability to be good sports.
6.PSS.2 Emotional Management. Demonstrates emotional and behavioral management by applying techniques.	S3.M18.6 Identifies positive and negative results of stress and appropriate ways of dealing with each. S5.M2.6 Identifies components of physical activity that provide opportunities for reducing stress and social interaction.	The new standard generalizes emotions and behaviors rather than focusing only on stress.
6.PSS.3 Integrity. Demonstrate integrity in a variety of physical activities.		This is a new standard developed to address concerns that learners do not "own up" to actions taken in physical activities (e.g., fouls and breaking equipment).
6.PSS.4 Safety. Recognize and implement safe and appropriate behaviors.	S2.M12.6 Makes appropriate decisions based on the weather, difficulty level due to conditions, or ability to ensure the safety of self and others. S4.M1.6 Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors. S4.M7.6 Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance.	The new standard generalizes the objectives of the existing standards, which aligns with the direction taken in the most recently revised national standards.
6.PSS.5 Problem Solving. Solve problems independently with teammates and others.		The new standard focuses on solving problems with teammates and opponents (e.g., conflict, turn-taking, score accuracy).

Grade 6

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Personal Responsibility		
6.PSS.6 Etiquette. Demonstrate activity-specific etiquette.	S4.M1.6 Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors. S4.M6.6 Identifies the rules and etiquette for physical activities, games, and rhythmic activities/dances.	The new standard generalizes the objectives of the existing standards, allowing the activity to determine the focus on etiquette.
6.PSS.7 Hygiene. Demonstrate personal responsibility and social awareness through personal hygiene practices.		This is a new standard. Learners at this stage of development are still learning about the impact of sweat and perspiration that result from physical activity and how those things impact others.
6.PSS.8 CPR. Demonstrate hands-only Cardiopulmonary Resuscitation (CPR).	S4.M8.6 Demonstrates competency in performing basic hands-only cardiopulmonary resuscitation (CPR) and associated skills gained through psychomotor skills practice based on current national guidelines.	This standard is similar to the existing standards, which focus on hands only CPR. This standard should be included in the curriculum in one of the middle school grade levels.
Social Awareness		
6.PSS.9 Acceptance. Understand and accept others' differences in a variety of physical activities.	S4.M4.6 Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback. S4.M5.6 Cooperates with a small group of classmates during adventure activities, game play, or team-building activities.	The new standard focuses on accepting differences but does not specify them. This concept leads to teamwork, cooperation, and being a good sport.
6.PSS.10 Respect. Demonstrate respect for self and others.	S5.M6.6 Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity.	The new standard generalizes the existing standard, focusing on respect.
6.PSS.11 Communication. Apply communication skills to negotiate strategies and tactics.		This new standard focuses on the communication aspect of teamwork. It relates to Communications standards in ELA and aligns with the newly revised national standards.

Grade 6

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Social Awareness		
6.PSS.12 Feedback. Provide and/or accept constructive feedback.	S4.M3.6 Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. S4.M4.6 Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.	The new standard focuses on providing and/or accepting constructive feedback and aligns with the newly revised national standards.
6.PSS.13 Cultural Awareness. Demonstrate cultural awareness in a variety of physical activities.		The new standard applies to learning about other cultures (traditions, games, and dances).

Grade 6

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Motivated to Move (MM) <i>The learner will pursue personal and meaningful physical activity.</i>	Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	
Development of Self-Awareness		
6.MM.1 Choice. Identify how choice and personal strengths impact individual engagement in physical activity.	S5.M4.6 Describes how moving competently in physical activity creates enjoyment. S5.M5.6 Identifies how self-expression and physical activity are related.	The new standard combines the existing standards to focus on the impact of personal strength and choice on engagement.
6.MM.2 Reflection. Reflect on movement experiences specifically related to personal meaning and enjoyment.	S3.M16.6 Maintains a physical activity log for at least two weeks and reflects on activity levels as documented in the log. S3.M15.6 Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment (e.g., Presidential Youth Fitness Program and other fitness programs). S4.M2.6 Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.	The new standard generalizes the objectives in the existing standards and focuses on reflecting on the meaning and enjoyment of movement experiences.
6.MM.3 Resilience. Identify barriers to enjoyment and strategies to increase meaning in physical activity.	S5.M3.6 Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, or modifying the tasks.	The new standard focuses on identifying barriers to enjoyment and developing strategies to address them to increase participation.
Goal Setting		
6.MM.4 Goal Setting. Set a goal based on examining individual ability in a physical activity.	S3.M8.6 Sets and monitors a self-selected physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level.	The new standard focuses on setting a goal.
6.MM.5 Action Steps. Participate in physical activity to achieve self-selected goals.		This new standard focuses on participation in the activity so that the learner can meet the goal created in standard 6.MM.4.

Grade 6

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Engagement in Physical Activity		
<p>6.MM.6 Participation. Participate in a variety of physical activities in physical education.</p>	<p>S3.M3.6 Participates in a self-selected physical activity outside of physical education class. S3.M3.6 Participates in a variety of aerobic fitness activities such as cardio-kick, step aerobics, and rhythmic activities/dance. S3.M4.6 Participates in a variety of aerobic fitness activities using technology such as Dance Dance Revolution® or Wii Fit®. S3.M5.6 Identifies and participates in a variety of lifetime recreational team sports, outdoor pursuits, or rhythmic activities/dance activities (e.g., sports, parks and recreation leagues, health clubs, walking and biking paths). S3.M6.6 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.</p>	<p>The new standard focuses on participation in physical activities and generalizes the objectives in the existing standards.</p>
<p>6.MM.7 Engagement. Engage in individual and group challenges in physical education.</p>		<p>This new standard was developed to encourage learners to face challenging activities.</p>

Grade 7

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Motor Skills Development (MSD) <i>The learner will utilize movement skills to engage at a participant level of proficiency in a variety of physical activities.</i>	Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.	
Fundamental Movement and Combinations		
7.MSD.1 Passing. Demonstrate passing with accuracy to a moving target.	S1.M2.7 Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment. S1.M4.7 Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed with competency in modified invasion games such as soccer or speedball. S1.M5.7 Throws, while moving, a leading pass to a moving receiver	The new standard generalizes the objectives of the existing standards, allowing flexibility to meet developmental needs in the classroom.
7.MSD.2 Receiving. Receive passes with a mature pattern while moving.	S1.M3.7 Catches with a mature pattern from a variety of trajectories using different objects in small-sided gameplay. S1.M4.7 Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed with competency in modified invasion games such as soccer or speedball. S1.M21.7 Catches, with a mature pattern, from different trajectories using a variety of objects in small-sided gameplay.	The new standard generalizes the objectives of the existing standards, allowing flexibility to meet developmental needs in the classroom.
7.MSD.3 Serving. Demonstrate the proper activity-specific technique and accuracy of an underhand and overhand serve.	S1.M12.7 Executes consistently (at least 70% of the time) an underhand serve to a predetermined target for net/wall games such as badminton, volleyball, or pickleball.	The new standard generalizes the skill within the existing standard and does not specify games.

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2024 Physical Education Standards	2015 Physical Education Standards	Changes
Fundamental Movement and Combinations		
7.MSD.4 Striking. Demonstrate activity-specific striking technique with accuracy.	<p>S1.M13.7 Strikes with a mature overhand pattern in a dynamic environment for net/wall games such as volleyball, handball, badminton, or tennis.</p> <p>S1.M15.7 Transfers weight with correct timing using a low-to-high striking pattern with a short-handled implement on the forehand/backhand side.</p> <p>S1.M19.7 Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard, or golf.</p> <p>S1.M20.7 Strikes a pitched ball with an implement to open space in a variety of practice tasks.</p>	The new standard generalizes the objectives of the existing standards, allowing flexibility to meet developmental needs in the classroom.
Fundamental Movement and Combinations		
7.MSD.5 Volleying. Demonstrate activity-specific volleying technique with accuracy.	S1.M17.7 Two-hand-volleys with control in a dynamic environment.	The new standard generalizes the skill within the existing standard, allowing for various developmental levels of learners.
7.MSD.6 Dribbling. Demonstrate activity-specific dribbling technique with control.	<p>S1.M8.7 Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks.</p> <p>S1.M9.7 Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks.</p>	The new standard generalizes the skill within the existing standard, combining dribbling with hands and/or feet.
Specialized Movement and Combinations		
7.MSD.7 Forehand/Backhand Stroke. Demonstrate the technique of a forehand or backhand stroke with an implement.	<p>S1.M14.7 Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis.</p> <p>S1.M16.7 Forehand and backhand volleys with a mature form and control using a short-handled implement.</p>	The new standard generalizes the skill within the existing standard, allowing for various developmental levels of learners.

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2024 Physical Education Standards	2015 Physical Education Standards	Changes
Specialized Movement and Combinations		
7.MSD.8 Shooting. Demonstrate the technique of an activity-specific shot on a goal with accuracy.	<p>S1.M10.7 Shoots on goal with power and accuracy in small-sided gameplay.</p> <p>S2.M8.7 Selects offensive shot based on opponent's location (hit where an opponent is not).</p> <p>S2.M9.7 Varies the speed and/or trajectory of the shot based on the location of the object in relation to the target.</p> <p>S2.M9.7 Uses a variety of shots (e.g., slap and run, bunt, line drive, high arc) to hit open space.</p>	The new standard generalizes the skill within the existing standard, allowing for various developmental levels of learners.
7.MSD.9 Underhand Throwing. Demonstrate underhand throwing techniques in a practice task.	S1.M18.7 Executes consistently (70% of the time) a mature underhand pattern for target games such as bowling, bocci, or horseshoes.	The new standard does not suggest a specific level of proficiency or games.
7.MSD.10 Outdoor Pursuit. Demonstrate technique in an outdoor pursuit.	S1.M22.7 Demonstrates correct technique for a variety of skills in one self-selected outdoor activity.	The new standard does not suggest an assessment level.
7.MSD.11 Dance/Movement. Demonstrate movement sequences within varied dance forms or rhythmic activities.	<p>S1.M1.7 Demonstrates correct rhythm and pattern for a different rhythmic activities/dance form from among folk, social, creative, line and world dance.</p> <p>S2.M12.7 Identifies and applies Newton's Laws of Motion to various rhythmic activities/dance or movement activities.</p>	The new standard does not specify dance forms, as dance forms have been included in the glossary.
	S1.M23.7 Aquatics. Preferably taught at elementary or secondary levels. However, the availability of facilities might dictate when swimming and water safety are offered in the curriculum.	Not all schools have access to a swimming pool so that the individual districts will determine the aquatics taught within the curriculum.
Fitness Movement		
7.MSD.12 Fitness Activity. Demonstrate movement-specific techniques in a variety of muscular endurance training activities for some major muscle groups.	S1.M24.7 Demonstrates correct technique for a variety of skills in one self-selected individual performance activity.	The new standard focuses on techniques for major muscle groups in muscular endurance activities.

Grade 7

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Knowledge to Move (KM) <i>The learner will apply knowledge and strategies to movement and fitness concepts.</i>	Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.	
Movement Concepts and Strategies		
7.KM.1 Create Open Space. Create open space by using an offensive tactic.	S1.M6.7 Executes at least one of the following designed to create open space during small-sided gameplay: pivots, fakes, and jab steps. S1.M7.7 Performs the following offensive skills with defensive pressure: pivot, give and go, and fakes. S2.M2.7 Executes at least two of the following offensive tactics to create open space: uses a variety of passes, pivots, and fakes; and gives & goes. S2.M3.7 Creates open space by staying spread on offense and cutting and passing quickly.	The new standard generalizes the skill within the existing standard, allowing for various developmental levels of learners.
7.KM.2 Reduce Open Space. Reduce open space using multiple defensive strategies.	S1.M11.7 Slides in all directions while on defense without crossing feet. S2.M1.7 Reduces open space by using locomotor movements (e.g., walking, running, jumping, and landing, changing the size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing the distance between player and goal). S2.M4.7 Reduces open space on defense by staying close to the opponent as he/she nears the goal. S2.M5.7 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.M11.7 Selects the correct defensive play based on the situation (e.g., number of outs).	The new standard generalizes the skill within the existing standard, allowing for various developmental levels of learners.
7.KM.3 Transitions. Transition from offense to defense and defense to offense by recovering quickly.	S2.M6.7 Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates.	The new standard focuses on transitions as a skill, and communication (7.PSS.11) is now a new standard.

Grade 7

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Movement Concepts and Strategies		
7.KM.4 Create Space and Variation. Create open space by varying directions in striking, net/wall, or field games.	S2.M7.7 Creates open space in net/wall games with a long-handled implement by varying force and direction and moving the opponent from side to side.	The new standard focuses on varying directions.
Fitness Concepts and Strategies	Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
7.KM.5 Fitness Components. Define and provide examples of movement activities for developing the health-related and skill-related fitness components.	S3.M7.7 Distinguishes between health-related and skill-related fitness. S3.M9.7 Describes and demonstrates the difference between dynamic and static stretches. S3.M10.7 Describes the role of exercise and nutrition in weight management.	The new standard generalizes the skill within the existing standard, allowing for various developmental levels of learners. S3.M9.7 has been moved to KM.10 .
7.KM.6 Principles of Exercise. Describe the principles of exercise.	S3.M11.7 Describes 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.	The new standard does not identify a specific exercise principle. The exercise principles are listed in the clarification section for reference.
7.KM.7 Pacing. Demonstrate pacing in cardiovascular activities.	S3.M8.7 Adjusts physical activity based on the quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.	The new standard focuses on pacing within different environments.
7.KM.8 Target Heart Rate. Define how the Borg Rating of Perceived Exertion (RPE) Scale and Target Heart Rate can be used to adjust workout intensity during physical activity.	S3.M13.7 Defines how the Borg Rating of Perceived Exertion (RPE) Scale can be used to determine the perception of the work effort or intensity of exercise.	The new standard focuses on the use of Target Heart Rate and RPE to adjust the intensity of one's workout.
7.KM.9 Anatomy. Identify major muscles and give an example of exercises that utilize those muscles.	S3.M14.7 Describes how muscles pull on bones to create movement in pairs by relaxing and contracting.	The new standard focuses on identifying major muscles and exercises that utilize them.
7.KM.10 Warm-Up/Cool-Down. Identify and demonstrate dynamic and static stretching to exercise in warm-up and cool-down activities.	S3.M9.6 Employs correct techniques and methods of stretching. S3.M12.6 Describes the role of warm-ups and cool-downs before and after physical activity.	The new standard focuses on demonstrating and identifying a warm-up and cool-down.
	S3.M17.7 Develops strategies for balancing healthy food, snacks, and water intake, along with daily physical activity.	This standard was omitted since nutrition is taught in health.

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2024 Physical Education Standards	2015 Physical Education Standards	Changes
Personal and Social Skills (PSS) <i>The learner will demonstrate responsible personal and social skills with consideration for self and others.</i>	Standard 4: Exhibits responsible personal and social behavior that respects self and others.	
Personal Responsibility		
7.PSS.1 Identify Emotions. Identify the impact of expressed emotions on self and others during physical activity.		This new standard aligns with the newly revised national standards. At this stage of development, learners are still developing an understanding of and learning how to deal with emotions (e.g., anger, frustration, stress) and how they impact their performance in physical activities. These emotions impact their team play and ability to be good sports.
7.PSS.2 Emotional Management. Demonstrates emotional and behavioral management by applying techniques.	S3.M18.7 Practices strategies for dealing with stress such as deep breathing, guided visualization, and aerobic exercise.	The new standard focuses on strategies to manage emotions and behaviors rather than just stress. It does not specify the strategies that may be used.
7.PSS.3 Integrity. Demonstrate integrity in a variety of physical activities.		This new standard was developed to address concerns that learners do not "own up" to actions taken in physical activities (e.g., fouls and breaking equipment).
7.PSS.4 Safety. Recognize and implement safe and appropriate behaviors.	S4.M7.7 Independently uses physical activity and exercise equipment appropriately and safely.	The new standard addresses both safety and appropriate behavior.
7.PSS.5 Problem Solving. Solve problems independently with teammates and others.	S4.M5.7 Problem solves with a small group of classmates during adventure activities, small-group initiatives, or gameplay.	The new standard refers to teammates and opponents. It does not address types of activities.
7.PSS.6 Etiquette. Demonstrate activity-specific etiquette.	S4.M6.7 Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify rhythmic activities/dances.	The new standard generalizes the content of the existing standard and does not specify types of activities.

Grade 7

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Personal Responsibility		
7.PSS.7 Hygiene. Demonstrate personal responsibility and social awareness through personal hygiene practices.		This is a new standard. Learners at this stage of development are still learning about the impact of sweat and perspiration that result from physical activity and how hygiene impacts others.
7.PSS.8 CPR. Demonstrate hands-only Cardiopulmonary Resuscitation (CPR).	S4.M8.7 Demonstrates competency in performing basic hands-only cardiopulmonary resuscitation (CPR) and associated skills gained through psychomotor skills practice based on current national guidelines.	This standard is similar to the existing standards, which focus on hands-only CPR. This standard should be included in the curriculum in one of the middle school grade levels.
Social Awareness		
7.PSS.9 Acceptance. Understand and accept others' differences during a variety of physical activities.	S5.M6.7 Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.	The new standard focuses on accepting differences, which leads to teamwork and being a good sport. However, it does not specify how the standard is demonstrated.
7.PSS.10 Respect. Demonstrate respect for self and others.	S4.M1.7 Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates. S4.M4.7 Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.	The new standard is more general, aligning with the revised national standards.
7.PSS.11 Communication. Apply communication skills to negotiate strategies and tactics.	S2.M6.7 Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates.	This new standard focuses on the communication aspect of teamwork. This standard relates to Communications standards in ELA.
7.PSS.12 Feedback. Provide and/or accept constructive feedback.	S4.M3.7 Provides corrective feedback to a peer, using teacher-generated guidelines and incorporating appropriate tone and other communication skills. S5.M3.7 Generates positive strategies such as offering suggestions or assistance, leading or following others, and providing possible solutions when faced with a group challenge.	The new standard focuses on providing and/or accepting constructive feedback.
7.PSS.13 Cultural Awareness. Demonstrate cultural awareness in physical activity settings.		The standard applies to learning about traditions, games, and dances that are a part of other cultures.

Grade 7

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Motivated to Move (MM) <i>The learner will pursue personal and meaningful physical activity.</i>	Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	
Development of Self-Awareness		
7.MM.1 Choice. Identify how choice and personal strengths impact individual engagement in physical activity.	S5.M1.7 Identifies different types of physical activities and describes how each exerts a positive impact on health.	The new standard focuses on the impact of choice and personal strengths on engagement.
7.MM.2 Reflection. Reflect on physical activity experiences specifically related to personal meaning and enjoyment.	S3.M16.7 Maintains a physical activity and nutrition log for at least two weeks and reflects on activity levels and nutrition as documented in the log. S5.M2.7 Identifies positive mental and emotional aspects of participating in a variety of physical activities. S4.M4.7 Identifies why self-selected physical activities create enjoyment. S5.M5.7 Explains the relationship between self-expression and lifelong enjoyment through physical activity.	The new standard focuses on reflection and generalizes the skills within the existing standards.
7.MM.3 Resilience. Identify barriers to enjoyment and strategies to increase meaning in physical activity.	S3.M1.7 Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.	The new standard examines the impact barriers can have on enjoyment and strategies used to make activities more meaningful.
Goal Setting		
7.MM.4 Goal Setting. Set a goal and create action steps for a goal based on examining individual ability in a physical activity setting.	S3.M15.7 Designs and implements a program of remediation for two areas of weakness based on the results of health-related fitness assessment (e.g., Presidential Youth Fitness Program and other fitness programs).	The new standard focuses on creating a goal and action steps which are steps preceding implementation of a goal.
7.MM.5 Action Steps. Participate in physical activity to achieve self-selected goals.	S3.M15.7 Designs and implements a program of remediation for two areas of weakness based on the results of health-related fitness assessment (e.g., Presidential Youth Fitness Program and other fitness programs).	The new standard focuses on participating in activities to reach the goals set in standard 7.MM.4.

Grade 7

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Engagement in Physical Activity		
<p>7.MM.6 Participation. Participate in a variety of physical activities in physical education.</p>	<p>S3.M2.7 Participates in a physical activity twice a week outside of physical education class.</p> <p>S3.M3.7 Participates in a variety of strength and endurance fitness activities such as Pilates, resistance training, body-weight training, and light free-weight training.</p> <p>S3.M4.7 Identifies and participates in a variety of strength and endurance fitness activities such as weight or resistance training.</p> <p>S3.M5.7 Identifies and participates in a variety of lifetime dual and individual sports, martial arts, or aquatic activities (e.g., sports, parks and recreation leagues, health clubs, walking and biking paths).</p> <p>S3.M6.7 Identifies and participates in moderate to vigorous muscle- and bone-strengthening physical activity at least three times a week.</p>	<p>This new standard focuses on participation and generalizes the skills within the existing standards.</p>
<p>7.MM.7 Engagement. Engage in individual and group challenges in physical education.</p>	<p>S4.M2.7 Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.</p>	<p>This is a new standard developed to encourage learners to face challenging activities.</p>

Grade 8

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Motor Skills Development (MSD) <i>The learner will utilize movement skills to engage at a participant level of proficiency in a variety of physical activities.</i>	Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.	
Fundamental Movement and Combinations		
8.MSD.1 Passing. Demonstrate passing with accuracy in a modified game.	S1.M4.8 Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed, and/or level with competency in modified invasion games such as lacrosse or hockey (floor, field, ice). S1.M5.8 Throws a lead pass to a moving partner off a dribble or pass.	The new standard generalizes the skill within the existing standard allowing for various developmental levels of learners.
8.MSD.2 Receiving. Receive passes with a mature pattern while moving in a modified game.	S1.M3.8 Catches using an implement in a dynamic environment or modified gameplay. S1.M4.8 Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed, and/or level with competency in modified invasion games such as lacrosse or hockey (floor, field, ice). S1.M21.8 Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified gameplay.	The new standard generalizes the skill within the existing standard allowing for various developmental levels of learners.
8.MSD.3 Serving. Demonstrate the proper activity-specific technique and accuracy of an underhand and overhand serve in a modified game.	S1.M12.8 Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball, or pickleball.	The new standard does not specify games or a degree of proficiency to allow for differentiation depending on the learner population.

Grade 8

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Fundamental Movement and Combinations		
<p>8.MSD.4 Striking. Demonstrate activity-specific striking technique with accuracy in a modified game.</p>	<p>S1.M13.8 Strikes with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton, or tennis.</p> <p>S1.M15.8 Transfers weight with correct timing using low- to high-striking pattern with a long-handled implement on the forehand/backhand side.</p> <p>S1.M19.8 Strikes, with an implement, a stationary object for accuracy and power in such activities as croquet, shuffleboard, or golf.</p> <p>S1.M20.8 Strikes a pitched ball with an implement for power to open space in a variety of small-sided games.</p>	<p>The new standard generalizes the skill within the existing standard allowing for various developmental levels of learners.</p>
<p>8.MSD.5 Volleying. Demonstrate activity-specific volleying technique with accuracy in a modified game.</p>	<p>S1.M16.8 Forehand and backhand volleys with a mature form and control using a short-handled implement during modified gameplay.</p> <p>S1.M17.8 Two-hand-volleys with control in a small-sided game.</p>	<p>The new standard generalizes the volleying skills within the existing standards allowing for various developmental levels of learners.</p>
<p>8.MSD.6 Dribbling. Demonstrate activity-specific dribbling technique with control in a modified game.</p>	<p>S1.M8.8 Dribbles with dominant and non-dominant hands using a change of speed and direction in small-sided gameplay.</p> <p>S1.M9.8 Foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided gameplay.</p>	<p>The new standard generalizes the dribbling skills within the existing standards allowing flexibility to dribble with hands or feet.</p>
Specialized Movement and Combinations		
<p>8.MSD.7 Forehand/Backhand Stroke. Demonstrate forehand and backhand stroke technique with an implement in a practice task or modified game.</p>	<p>S1.M14.8 Demonstrates the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games such as pickleball, tennis, badminton, or paddle ball.</p> <p>S1.M15.8 Transfers weight with correct timing using low- to high-striking pattern with a long-handled implement on the forehand/backhand side.</p> <p>S1.M16.8 Forehand and backhand volleys with a mature form and control using a short-handled implement during modified gameplay</p>	<p>The new standard generalizes the skills within the existing standards allowing for various developmental levels of learners.</p>

Grade 8

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Specialized Movement and Combinations		
8.MSD.8 Shooting. Demonstrate a shot on a goal in a variety of practice tasks or modified games.	S1.M10.8 Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse.	The new standard does not specify games or environments.
8.MSD.9 Underhand Throwing. Demonstrate underhand throwing techniques in a variety of practice tasks and modified games.	S1.M2.8 Throws with a mature pattern for distance or power appropriate to the activity during small-sided gameplay. S1.M18.8 Performs consistently (70% of the time) a mature underhand pattern with accuracy and control for one target game, such as bowling or bocci.	The new standard generalizes the underhanded throwing skills within the existing standard allowing for various developmental levels of learners.
8.MSD.10 Outdoor Pursuit. Demonstrate technique in an outdoor pursuit.	S1.M22.8 Demonstrates correct technique for basic skills in at least two self-selected outdoor activities.	The new standard does not provide an assessment measure.
8.MSD.11 Dance/Movement. Demonstrate movement sequences within varied dance forms or rhythmic activities.	S1.M1.8 Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group. S2.M12.8 Describes and applies mechanical advantage(s) for a variety of movement patterns.	The new standard generalizes the skills within the existing standards.
	S1.M23.8 Aquatics. Preferably taught at elementary or secondary levels. However, the availability of facilities might dictate when swimming and water safety are offered in the curriculum.	Not all schools have access to a swimming pool, so the individual districts will determine the aquatics taught within the curriculum.
Fitness Movement		
8.MSD.12 Fitness Activity. Demonstrate movement-specific techniques in a variety of muscular endurance or muscular strength training activities for some major muscle groups.	S1.M24.8 Demonstrates correct technique for basic skills in at least two self-selected individual-performance activities.	The new standard focuses on techniques for major muscle groups in muscular endurance activities.

Grade 8

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Knowledge to Move (KM) <i>The learner will apply knowledge and strategies to movement and fitness concepts.</i>	Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.	
Movement Concepts and Strategies		
8.KM.1 Create Open Space. Create open space by using multiple offensive tactics.	<p>S1.M6.8 Executes at least two of the following to create open space during modified gameplay: pivots, fakes, jab steps, and screens.</p> <p>S1.M7.8 Executes the following offensive skills during small-sided gameplay: pivot, give and go, and fakes.</p> <p>S2.M1.8 Opens and closes space during small-sided gameplay by combining locomotor movements with movement concepts.</p> <p>S2.M2.8 Executes at least three of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes, and pathways; gives and goes.</p> <p>S2.M3.8 Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball.</p> <p>S2.M7.8 Creates open space in net/wall games with either a long- or short-handled implement by varying force or direction or by moving the opponent from side to side and/or forward and back.</p> <p>S2.M10.8 Identifies sacrifice situations and attempts to advance a teammate.</p>	<p>The new standard generalizes the offensive skills within the existing standard allowing for various developmental levels of learners.</p>

Grade 8

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Movement Concepts and Strategies		
<p>8.KM.2 Reduce Open Space. Reduce open space through team defensive strategies.</p>	<p>S1.M11.8 Drop-steps in the direction of the pass during player-to-player defense. S2.M1.8 Opens and closes space during small-sided gameplay by combining locomotor movements with movement concepts. S2.M4.8 Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective). S2.M5.8 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.M11.8 Reduces open spaces in the field by working with teammates to maximize coverage.</p>	<p>The new standard generalizes the defensive skills within the existing standards allowing for various developmental levels of learners.</p>
<p>8.KM.3 Transitions. Transition from offense to defense and defense to offense by recovering quickly.</p>	<p>S2.M6.8 Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on an advantage.</p>	<p>The new standard focuses on the transition. Communication is addressed in standard 8.PSS.11.</p>
<p>8.KM.4 Create Space and Variation. Create open space by varying force, placement, and/or direction in striking, net/wall, or field games.</p>	<p>S2.M7.8 Creates open space in net/wall games with either a long- or short-handled implement by varying force or direction or by moving the opponent from side to side and/or forward and back. S2.M8.8 Varies the speed, force, and timing of return to prevent anticipation by an opponent. S2.M9.8 Varies the speed, force, and trajectory of the shot based on the location of the object in relation to the target.</p>	<p>The new standard generalizes the skills within the existing standards allowing for various developmental levels of learners.</p>

Grade 8

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Fitness Concepts and Strategies	Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
8.KM.5 Fitness Components. Apply the knowledge of health and skill-related fitness components to different types of physical activity.	<p>S3.M1.8 Identifies the five components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition) and explains the connections between fitness and overall physical and mental health.</p> <p>S3.M7.8 Compares and contrasts health-related fitness components.</p> <p>S3.M10.8 Describes the role of flexibility in injury prevention.</p> <p>S3.M14.8 Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system and oxygen from the respiratory system) during physical activity.</p> <p>S5.M1.8 Identifies the five components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance, and body composition) and explains the connections between fitness and overall physical and mental health.</p>	The new standard applies the health and fitness components of physical activities expressed in the existing standards.
8.KM.6 Principles of Exercise. Apply the principles of exercise.	S3.M11.8 Uses the overload principle (FITT formula) in preparing a personal workout.	The new standard asks learners to identify principles of exercise without restricting them to one.
8.KM.7 Pacing. Demonstrate pacing in cardiovascular activities.	S3.M8.8 Uses available technology to self-monitor the quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.	The new standard asks learners to apply pacing. It does not specify technology must be used.

Grade 8

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Fitness Concepts and Strategies	Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
8.KM.8 Target Heart Rate. Apply the Borg Rating of Perceived Exertion (RPE) Scale and Target Heart Rate to adjust workout intensity during physical activity.	S3.M13.8 Defines how the Borg Rating of Perceived Exertion (RPE) Scale can be used to adjust workout intensity during physical activity.	The new standard applies the RPE scale and Target Heart Rate to adjust a workout. The existing standard defined how RPE could adjust intensity.
8.KM.9 Anatomy. Identify major muscles and give examples of exercises that utilize those muscles.	S3.M9.8 Employs a variety of appropriate static- and dynamic-stretching techniques for all major muscle groups.	The new standard identifies muscles and the exercises that utilize them without differentiating between static and dynamic techniques.
	S3.M17.8 Describes the relationship between poor nutrition and health risk factors.	This standard was omitted since nutrition is taught in health.
8.KM.10 Warm-Up/Cool-Down. Identify and demonstrate dynamic and static stretching to exercise in warm-up and cool-down activities.	S3.M9.6 Employs correct techniques and methods of stretching. S3.M12.6 Describes the role of warm-ups and cool-downs before and after physical activity.	The new standard focuses on demonstrating and identifying a warm-up and cool-down.

Grade 8

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Personal and Social Skills (PSS) <i>The learner will demonstrate responsible personal and social skills with consideration for self and others.</i>	Standard 4: Exhibits responsible personal and social behavior that respects self and others.	
Personal Responsibility		
8.PSS.1 Identify Emotions. Identify the impact of emotions and adjust behavior during physical activity.		This new standard aligns with the newly revised national standards. At this stage of development, learners are still developing an understanding of and learning how to deal with emotions (e.g., anger, frustration, stress) and how they impact their performance in physical activities. These emotions impact their team play and ability to be good sports.
8.PSS.2 Emotional Management. Demonstrate emotional and behavioral management by applying techniques.	S3.M18.8 Demonstrates basic movements used in other stress-reducing activities such as yoga and tai chi.	The new standard generalizes emotions and behavior without specifying stress. It does not identify specific techniques.
8.PSS.3 Integrity. Demonstrate integrity in a variety of physical activities.		This new standard was developed to address concerns that learners do not "own up" to actions taken in physical activities (e.g., fouls and breaking equipment).
8.PSS.4 Safety. Recognize and implement safe and appropriate behaviors.	S2.M13.8 Implements safe protocols in self-selected outdoor activities. S4.M7.8 Independently uses physical activity and fitness equipment appropriately and identifies specific safety concerns (precautions and consequences) associated with the activity.	The new standard focuses on implementing safe and appropriate behaviors.
8.PSS.5 Problem Solving. Solve problems independently with teammates and others.	S4.M5.8 Cooperates with multiple classmates on problem-solving initiatives, including adventure activities, large-group initiatives, and gameplay.	The new standard is generalized and does not specify situations.
8.PSS.6 Etiquette. Demonstrate activity-specific etiquette.	S4.M6.8 Applies rules and etiquette by acting as an official for modified physical activities and games and creating rhythmic activities/dance routines within a given set of parameters.	The new standard is generalized and does not identify specific activities.
8.PSS.7 Hygiene. Demonstrate personal responsibility and social awareness through personal hygiene practices.		This is a new standard. Learners at this stage of development are still learning about the impact of sweat and perspiration that result from physical activity and how those things impact others.

Grade 8

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Personal Responsibility		
8.PSS.8 CPR. Demonstrate hands-only Cardiopulmonary Resuscitation (CPR).	S4.M8.8 Demonstrates competency in performing hands-only cardiopulmonary resuscitation (CPR) and associated skills gained through psychomotor skills practice based on current national guidelines.	This standard is similar to the existing standards with a focus on hands-only CPR. This standard should be included in the curriculum in one of the middle school grade levels.
Social Awareness		
8.PSS.9 Acceptance. Understand and accept others' differences in a variety of physical activities.		The new standard focuses on accepting differences, leading to teamwork and being a good sport.
8.PSS.10 Respect. Demonstrate respect for self and others.	S4.M4.8 Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. S5.M6.8 Demonstrates respect for self by asking for help and helping others in various physical activities.	The new standard focuses on demonstrating respect.
8.PSS.11 Communication. Apply communication skills to negotiate strategies and tactics.		This is a new standard that focuses on the communication aspect of teamwork. It relates to Communications standards in ELA.
8.PSS.12 Feedback. Provide and/or accept constructive feedback.	S4.M3.8 Provides encouragement and feedback to peers without prompting from the teacher.	The new standard focuses on providing and/or accepting constructive feedback.
8.PSS.13 Cultural Awareness. Demonstrate cultural awareness in a variety of physical activities.		The standard applies to learning about traditions, games, and dances that are a part of other cultures.

Grade 8

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Motivated to Move (MM) <i>The learner will pursue personal and meaningful physical activity.</i>	Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	
Development of Self-Awareness		
8.MM.1 Choice. Identify how choice and personal strengths impact individual engagement in physical activity.	S3.M5.8 Identifies and participates in a self-selected lifetime sport, rhythmic activities/dance, aquatic or outdoor activity outside of the school day (e.g., sports, parks and recreation leagues, health clubs, walking and biking paths). S4.M1.8 Accepts responsibility for improving one's own levels of physical activity and fitness. S4.M2.8 Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.	The new standard focuses on the impact of choice and personal strengths on engagement.
8.MM.2 Reflection. Reflect on physical activity experiences specifically related to personal meaning and enjoyment.	S5.M2.8 Analyzes the empowering benefits of being physically active. S5.M4.8 Discusses how enjoyment could be increased in self-selected physical activities.	The new standard focuses on the impact of personal meaning and enjoyment on movement experiences.
8.MM.3 Resilience. Identify barriers to enjoyment and strategies to increase meaning in physical activity.	S5.M3.8 Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.	The new standard examines the impact barriers can have on enjoyment and strategies used to make activities more meaningful.
Goal Setting		
8.MM.4 Goal Setting. Set a goal, create action steps, and reflect on goals by examining individual ability in a physical activity.	S3.M4.8 Plans and implements a program of cross-training to include aerobics, strength and endurance, and flexibility training. S3.M15.8 Designs and implements a program of remediation for three areas of weakness based on the results of health-related fitness assessment. (e.g., the Presidential Youth Fitness Program and other fitness programs). S3.M16.8 Designs and implements a program to improve levels of health-related fitness and nutrition.	The new standard focuses on goal and action step creation and reflection on those goals. The goals should be based on the skills of the individual.

Grade 8

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Goal Setting		
<p>8.MM.5 Action Steps. Participate in physical activity to achieve self-selected goals.</p>	<p>S3.M4.8 Plans and implements a program of cross-training to include aerobics, strength and endurance, and flexibility training.</p> <p>S3.M15.8 Designs and implements a program of remediation for three areas of weakness based on the results of health-related fitness assessment. (e.g., the Presidential Youth Fitness Program and other fitness programs).</p> <p>S3.M16.8 Designs and implements a program to improve levels of health-related fitness and nutrition.</p>	<p>The new standard focuses on participating in activities to reach the goals set in standard 8.MM.4.</p>
Engagement in Physical Activity		
<p>8.MM.6 Participation. Participate in a variety of physical activities in physical education.</p>	<p>S3.M2.8 Participates in physical activity three times a week outside of physical education class.</p> <p>S3.M3.8 Participates in a variety of self-selected aerobic fitness activities outside of school, such as walking, jogging, biking, skating, rhythmic activities/dance, and swimming.</p> <p>S3.M6.8 Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day at least five times a week.</p>	<p>The new standard focuses on participation, generalizing the concepts in the existing standards.</p>
<p>8.MM.7 Engagement. Engage in individual and group challenges in physical education.</p>	<p>S5.M5.8 Identifies and participates in an enjoyable activity that prompts individual self-expression.</p>	<p>The new standard focuses on the impact of choice and personal strengths on engagement.</p>

High School Level I

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Motor Skills Development (MSD) <i>The learner will utilize movement skills to engage at a participant level of proficiency in a variety of physical activities.</i>	Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.	
Specialized Movement and Combinations		
L1.MSD.1 Demonstrate proficiency in activity-specific movement skills in a variety of individual or dual lifetime physical activities.	S1.H1.L1 Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities.	The standards are the same. They are worded differently.
L1.MSD.2 Demonstrate a variety of dance forms (e.g., social, cultural, contemporary, creative) or rhythmic activities.	S1.H2.L1 Demonstrates competency in dance forms (e.g., ballet, modern, hip hop, tap) used in cultural (e.g., Scandinavian, Native American) and social occasions (e.g., weddings, celebrations). S2.H4.L1 Identifies examples of social and dance forms (e.g., ballet, modern, hip hop, tap).	The new standard does not specify types of dances.
L1.MSD.3 Demonstrate combinations of movement skills in a variety of lifetime physical activities.		The new standard focuses on combinations of movement skills to further develop standards from previous grade spans.
Fitness Movement		
L1.MSD.4 Demonstrate techniques in flexibility in various activities.	S3.H9.L1 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).	The new standard focuses on flexibility techniques.
L1.MSD.5 Demonstrate form, pacing, and breathing techniques in cardiovascular activities.	S3.H10.L1 Calculates target heart rate and applies that information to a personal fitness plan.	The new standard adds form and breathing techniques.
L1.MSD.6 Demonstrate techniques in a number of muscular strength and endurance training activities for each major muscle group.	S3.H7.L1 Demonstrates appropriate technique in resistance-training machines and free weights. S3.H9.L1 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).	The new standard is more generalized.
L1.MSD.7 Demonstrate techniques for at least two skill-related fitness components.	S1.H3.L1 Demonstrates competency in one or more specialized skills in fitness activities.	The new standard focuses on skill-related fitness components.

High School Level I

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Knowledge to Move (KM) <i>The learner will apply knowledge and strategies to movement and fitness concepts.</i>	Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.	
Movement Concepts and Strategies		
L1.KM.1 Analyze motor performance of self and/or others in relation to movement concepts and principles.	S2.H2.L1 Applies movement concepts (e.g., describes the speed/accuracy trade-off in throwing and striking skills) and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a self-selected skill in lifetime activities, dance and rhythm, and fitness activities.	The new standard focuses on the analysis of motor performance related to movement concepts and principles.
L1.KM.2 Compare similarities and differences in various forms of dance and rhythmic activities.	S2.H4.L1 Identifies examples of social and dance forms (e.g., ballet, modern, hip hop, tap).	The new standard compares forms of dance and rhythmic activities rather than identifying them.
L1.KM.3 Use technology to analyze and improve motor performance.		This new standard uses technology to analyze and improve performance.
L1.KM.4 Evaluate risks and identify safety considerations for physical activities.		This new standard evaluates the risk and safety of physical activities.
Fitness Concepts and Strategies	Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
L1.KM.5 Apply fitness concepts across all five health-related components within fitness activities.	S2.H1.L1 Applies the terminology associated with exercise and participation in selected lifetime activities, dance and rhythm, and fitness activities.	The new standard focuses on the application of concepts to a fitness setting.
L1.KM.6 Analyze the health benefits of self-selected fitness activity.	S3.H1.L1 Explain the benefits of a physically active lifestyle as it relates to a healthy active lifestyle (e.g., weight management, proper nutritional practices, blood pressure regulation, healthy self-image, improved confidence, stress reduction). S3.H8.L1 Relates physiological responses to individual levels of fitness and nutritional balance.	The new standard focuses on health benefits.
L1.KM.7 Use technology to analyze exertion and fitness levels.		This new standard uses technology to analyze performance.

High School Level I

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Fitness Concepts and Strategies	Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
L1.KM.8 Develop a personal fitness plan to improve one health-related fitness component.	S2.H3.L1 Applies a practice plan to improve performance for a self-selected skill.	The new standard focuses on the development of a personal fitness plan based on one's performance.
L1.KM.9 Evaluate risks and identify safety considerations for fitness activities.	S3.H3.L1 Identifies issues associated with exercising in heat, humidity, and cold.	The new standard evaluates risks and safety without specifying conditions.
L1.KM.10 Identify several ways to incorporate physical activity throughout the entire day.		This new standard focuses on the incorporation of physical activity into daily life.
L1.KM.11 Identify valid resources for physical activity and fitness.	S3.H3.L1 Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.	The new standard is broader.

High School Level I

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Personal and Social Skills (PSS) <i>The learner will demonstrate responsible personal and social skills with consideration for self and others.</i>	Standard 4: Exhibits responsible personal and social behavior that respects self and others.	
Personal and Social Responsibility		
L1.PSS.1 Demonstrate emotional and behavioral management by consistently implementing techniques in physical activity settings both in and outside of physical education.	S3.H14.L1 Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.	The new standard focuses on emotions and behavior without specifying management techniques. It expands beyond stress. Focusing on behavior and emotions (e.g., anger, frustration, stress) will lead to being a better sport and team player.
L1.PSS.2 Assume a leadership role in a physical activity setting.	S4.H3.L2 Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.	The new standard does not include examples.
L1.PSS.3 Apply best practices for participating safely in physical activity both in and outside of physical education.	S3.H3.L1 Identifies issues associated with exercising in heat, humidity, and cold. S4.H5.L1 Applies best practices for participating safely in physical activity, exercise, and rhythmic activities/dances (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).	The new standard is more generalized and combines the previous standards.
L1.PSS.4 Analyze ethical situations in physical activity both in and outside of physical education, and how choices impact self and others.		This new standard applies to such things as intentional fouls, gambling in sports, being a team player, and good sports.
L1.PSS.5 Demonstrate competency in performing cardiopulmonary resuscitation (CPR) and associated skills (e.g., automated external defibrillator (AED) and first aid) gained through psychomotor skills practice based on current national guidelines.	S4.H6.L1 Demonstrates competency in performing cardiopulmonary resuscitation (CPR) and associated skills (e.g., automated external defibrillator and first aid) gained through psychomotor skills practice based on current national guidelines.	This standard is the same as the existing standard. It has been re-worded.
	S4.H4.L1 Solves problems and thinks critically in physical activity or dance settings, both as an individual and in groups.	This standard was embedded in other standards rather than standing alone as “problem-solving.”

High School Level I

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Social Awareness		
L1.PSS.6 Demonstrate awareness of others' emotions and perspectives in physical activity settings both in and outside of physical education.		This is a new standard. Learners tend to have difficulty recognizing the perspectives and emotions of others, which can lead to conflicts in teams and bad-sport behavior.
L1.PSS.7 Exhibit etiquette and respect for self, others, equipment, and facilities in physical activity settings both in and outside of physical education.	S4.H2.L1 Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance (e.g., respect for self and others, knowledge of rules, avoidance of inappropriate language, anger management, etiquette, fair play).	The new standard does not specify activities.
L1.PSS.8 Encourage, support, and positively contribute when working with others in a physical activity setting both in and outside of physical education.	S4.H3.L1 Uses communication skills and strategies that promote team or group dynamics.	The new standard identifies ways one can contribute to the team (encouragement, support, positive contributions).
L1.PSS.9 Understand and respond constructively to cultural values and differences in physical activity settings both in and outside of physical education.	S4.H4.L2 Accepts others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.	The new standard focuses on constructive responses to cultural values and differences with peers and within traditions, dances, and games from other cultures.

High School Level I

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Motivated to Move (MM) <i>The learner will pursue personal and meaningful physical activity.</i>	Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	
Development of Self-Awareness		
L1.MM.1 Assess personal strengths, interests, and growth opportunities and how they influence the level of challenge selected in fitness physical activities.	S5.H2.L1 Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.	The new standard focuses on assessing oneself and identifying factors influencing performance.
L1.MM.2 Assess stress levels before and after various physical activities.	S3.H14.L1 Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.	The new standard focuses on assessing stress levels to note changes impacted by the activity.
L1.MM.3 Identify physical activities that meet the need for self-expression, enjoyment, and/or social interaction.	S5.H4.L1 Identifies the opportunity for social support in a self-selected physical activity or rhythmic activities/dance.	The new standard generalizes the existing standards and focuses on the identification of activities meeting affective needs.
L1.MM.4 Evaluate opportunities and potential barriers to physical activity participation.	S3.H4.L1 Evaluates activities that can be pursued in the local environment according to the benefits, social support network, and participation requirements (e.g., cost of activity, available facilities, required equipment, required time, physical limitations). S3.H5.L1 Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle (e.g., life expectancy, healthcare costs, disease prevention). S4.H1.L1 Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.	The new standard generalizes the existing standards and focuses on evaluating opportunities and barriers.
L1.MM.5 Identify how technology could be used for personal motivation to engage in physical activity.		This new standard focuses on the use of technology to impact motivation.
L1.MM.6 Reflect upon personal physical activity experiences in physical education specifically related to lifelong fitness.	S5.H3.L1 Selects and participates in physical activities or rhythmic activities/dances that meet the need for self-expression and enjoyment.	The new standard does not specify which experiences will be reflected upon.

High School Level I

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Goal Setting		
<p>L1.MM.7 Set a fitness goal and develop a progressive action plan.</p>	<p>S3.H11.L1 Creates and implements a behavior modification plan that enhances a healthy, active lifestyle. (e.g., body composition-diabetes and heart disease, muscle strength-low back pain, proper nutritional practices, drug awareness). S3.H12.L1 Designs a fitness program based on fitness assessment data, including all components of health-related fitness (e.g., the Presidential Youth Fitness Program and other fitness programs), that enhances a healthy, active lifestyle. S2.H3.L1 Applies a practice plan to improve performance for a self-selected skill.</p>	<p>The new standard generalizes the existing standards to focus on goal setting and action plan development.</p>
<p>L1.MM.8 Reflect on progress and adjust fitness goals and/or action steps as needed.</p>	<p>S5.H2.L1 Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.</p>	<p>The new standard reflects upon and adjusts the goal and action plan set in L1.MM.7.</p>
	<p>S3.H14.L1 Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.</p>	<p>This standard was omitted since nutrition is taught in health.</p>
Engagement in Physical Activity		
<p>L1.MM.9 Participate in self-directed physical activities in physical education.</p>	<p>S3.H6.L1 Participates more than three times a week in a self-selected lifetime activity, rhythmic activities/dance or fitness activity outside of the school day (e.g., intramural and interscholastic sports, parks and recreation leagues, health clubs, walking and biking).</p>	<p>The new standard does not contain specific assessment criteria.</p>

High School Level 2

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Motor Skills Development (MSD) <i>The learner will utilize movement skills to engage at a participant level of proficiency in a variety of physical activities.</i>	Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.	
Specialized Movement and Combinations		
L2.MSD.1 Demonstrate proficiency in advanced activity-specific movement skills in a variety of individual or dual lifetime physical activities	S1.H1.L2 Refines activity-specific movement skills in one or more lifetime activities.	The new standard focuses on the demonstration of proficiency in advanced activity-specific movement skills.
L2.MSD.2 Choreograph or create a dance or rhythmic activity to perform.	S1.H2.L2 Demonstrates competence in the form of dance by choreographing a dance or by giving a performance. S2.H4.L2 Compares similarities and differences in various dance forms. S5.H3.L2 Identifies the uniqueness of creative dance as a means of self-expression.	The new standard focuses on choreographing or creating dance/rhythm activities.
L2.MSD.3 Demonstrate combinations of movement skills in a variety of self-selected physical activities.		The new standard focuses on demonstrating combinations of movement skills to further develop skills from previous grade levels.
Fitness Movement		
L2.MSD.4 Create and perform a flexibility routine for a selected activity.		The new standard focuses on creating and performing a flexible routine.
L2.MSD.5 Sustain form, pacing, and breathing techniques in cardiovascular activities for a prolonged period of time.	S3.H3.L2 Applies rates of perceived exertion and principles of pacing during physical activity.	The new standard focuses on form, pacing, and breathing.
L2.MSD.6 Demonstrate techniques in a number of compound strength training activities.		The new standard focuses on demonstrating compound strength training techniques.
L2.MSD.7 Demonstrate techniques in three or more skill-related fitness components.	S1.H3.L2 Demonstrate competency in fitness activities.	The new standard focuses on demonstrating techniques in skill-related fitness components.

High School Level 2

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Knowledge to Move (KM) <i>The learner will apply knowledge and strategies to movement and fitness concepts.</i>	Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.	
Movement Concepts and Strategies		
L2.KM.1 Develop a plan to improve performance using movement concepts and principles.	S2.H2.L2 Explains movement concepts (e.g., describes the speed/accuracy trade-off in throwing and striking skills) and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a self-selected skill in lifetime activities, dance and rhythm, and fitness activities.	The new standard focuses on improving performance using movement concepts and principles.
L2.KM.2 Identify how dance and rhythmic activities contribute to skill development in other physical activities		The new standard identifies ways dance/rhythmic activities contribute to skill development.
L2.KM.3 Use technology to develop a plan to improve motor performance.		The new standard focuses on the use of technology to measure improvement.
L2.KM.4 Evaluate risks and identify safety considerations that may affect physical activity participation throughout life.		The new standard evaluates the risk and safety of physical activities.
Fitness Concepts and Strategies	Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
L2.KM.5 Apply fitness concepts beyond fitness activities.	S3.H1.L2 Investigates the relationships among physical activity, nutrition, and body composition. S3.H3.L2 Applies rates of perceived exertion and principles of pacing during physical activity. S3.H8.L2 Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine (ATP-PC), anaerobic/glycolysis, aerobic).	The new standard focuses on the application of fitness concepts and generalizes the existing standards.
L2.KM.6 Analyze how fitness and activity will impact the quality of life throughout the lifespan.	S3.H5.L2 Analyzes the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career settings.	The new standard analyzes the impact of fitness and activity in life.

High School Level 2

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Fitness Concepts and Strategies	Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
L2.KM.7 Use technology to develop a plan to improve fitness levels.	S3.H10.L2 Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity.	The new standard uses technology and broadens from just heart rate to any fitness.
L2.KM.8 Analyze and provide feedback on a personal fitness plan (self or others) in relation to its intended goals.	S2.H3.L2 Applies a practice plan to improve performance for a self-selected skill (e.g., positive self-talk, visualization, relaxation).	The new standard relates the goal to the analysis and feedback on fitness plan performance.
L2.KM.9 Evaluate risks and identify safety considerations that may affect fitness participation throughout life.		The new standard evaluates risks and safety impacting fitness throughout one's life.
L2.KM.10 Evaluate opportunities for physical activity in various occupations and how those occupations contribute to meeting daily guidelines for physical activity.	S3.H12.L2 Analyzes the components of skill-related fitness in relation to life and career goals and designs an appropriate fitness program for those goals. S3.H5.L2 Analyzes the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career settings.	The new standard evaluates the level of physical activity in occupations.
L2.KM.11 Evaluate the validity of advertising for products and/or programs pertaining to fitness and a healthy, active lifestyle.	S3.H2.L2 Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle. S4.H1.L2 Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.	The new standard evaluates advertising for fitness products/programming.

High School Level 2

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Personal and Social Skills (PSS) <i>The learner will demonstrate responsible personal and social skills with consideration for self and others.</i>	Standard 4: Exhibits responsible personal and social behavior that respects self and others.	
Personal and Social Responsibility		
L2.PSS.1 Demonstrate emotional and behavioral management by consistently implementing techniques in physical activity settings both in and outside of physical education.	S3.H14.L2 Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.	The new standard focuses on emotions and behavior without specifying management techniques. It expands beyond stress. Focusing on behavior and emotions (e.g., anger, frustration, stress) will lead to becoming a better sport and team player.
L2.PSS.2 Reflect upon leadership skills and identify strengths and opportunities for growth in physical activity settings both in and outside of physical education.	S4.H3.L2 Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting	The new standard focuses on reflecting on leadership skills and identifying strengths and opportunities for growth.
L2.PSS.3 Apply best practices for participating safely in physical activity both in and outside of physical education.	S4.H5.L2 Justify best practices for participating safely in physical activity, exercise, and rhythmic activities/dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).	The new standard focuses on the application of best safety practices.
L2.PSS.4 Develop personal strategies to address ethical dilemmas in physical activity settings both in and outside of physical education.	S4.H2.L2 Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sports).	The new standard focuses on the development of strategies to deal with ethical dilemmas (e.g., intentional fouls, gambling in sports, performance-enhancing drugs).
Social Awareness		
L2.PSS.6 Respond constructively to others' emotions and perspectives in a physical activity setting both in and outside of physical education.		This is a new standard. Learners tend to have difficulty responding to the perspectives and emotions of others leading to conflicts on teams and bad-sport behavior.
L2.PSS.7 Demonstrate etiquette and respect for self, others, equipment, and facilities in physical activity settings both in and outside of physical education.		The new standard focuses on exhibiting respect.

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2024 Physical Education Standards	2015 Physical Education Standards	Changes
Social Awareness		
L2.PSS.8 Encourage, support, and positively contribute when working with others in physical activity settings both in and outside of physical education.		The new standard focuses on teamwork skills (encouraging, supporting, contributing).
L2.PSS.9 Understand and respond constructively to cultural values, traditions and differences in physical activity setting both in and outside of physical education.	S2.H1.L2 Identifies and discusses the historical and cultural roles of games, sports, and dance in society. S4.H4.L2 Accepts others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.	The new standard focuses on constructive responses to cultural values and differences with peers and within dances and games from other cultures.

High School Level 2

2024 Physical Education Standards	2015 Physical Education Standards	Changes
Motivated to Move (MM) <i>The learner will pursue personal and meaningful physical activity.</i>	Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	
Development of Self-Awareness		
L2.MM.1 Identify and participate in physical activity and fitness opportunities in the community that accommodate personal strengths, interests, and growth opportunities.	S3.H4.L2 Create a report that details activities that can be pursued in the local environment according to the benefits, social support network, and participation requirements (e.g., cost of activity, available facilities, required equipment, required time, and physical limitations). S5.H2.L2 Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.	The new standard focuses on identifying and participating in activities that meet one's interests and strengths and help one grow.
L2.MM.2 Track emotions, mood, and physical activity to reflect upon the interaction of these factors and their influence on personal well-being.		The new standard focuses on monitoring the affective impact of physical activity.
L2.MM.3 Select and participate in physical activity in the community to meet the need for self-expression, enjoyment, and/or social interaction.	S5.H4.L2 Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance.	The new standard focuses on selection and participation in physical activities.
L2.MM.4 Develop strategies to address potential barriers to physical activity.		The new standard focuses on developing strategies to address challenges.
L2.MM.5 Use technology to motivate self before, during and/or after participating in physical activity.		The new standard focuses on the use of technology to provide motivation for physical activity.
L2.MM.6 Reflect upon lifetime physical activity participation that occurs both in and outside of physical education.		The new standard generalizes the existing standards. It focuses on reflection.

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2024 Physical Education Standards	2015 Physical Education Standards	Changes
Goal Setting		
<p>L2.MM.7 Set a fitness goal and develop and implement a progressive action plan.</p>	<p>S3.H6.L2 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).</p> <p>S3.H7.L2 Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle.</p>	<p>The new standard generalizes the existing standards. It focuses on goal setting and implementing an action plan.</p>
<p>L2.MM.8 Reflect on progress and adjust fitness goals and/or action steps as needed.</p>		<p>The new standard focuses on progress reflection and adjusting goals or action plans developed in L2.MM.7.</p>
	<p>S3.H13.L2 Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.</p> <p>S5.H1.L2 Evaluates the health benefits of self-selected physical activity and proper nutrition.</p>	<p>These standards were omitted since nutrition is taught in health.</p>
Engagement in Physical Activity		
<p>L2.MM.9 Participate in self-directed physical activities both in and outside of physical education.</p>	<p>S3.H6.L2 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).</p>	<p>The new standard focuses on participation in self-directed physical activities.</p>