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PUBLIC INSTRUCTION

North Dakota
Physical Education Content Standards
Grades K–12
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SUPERINTENDENT'S FOREWORD

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INTRODUCTION

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RESOURCES

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ELEMENTARY MOTOR SKILLS DEVELOPMENT

Motor Skill Development (MSD)

The learner will utilize movement skills to engage at a participant-level of proficiency in a variety of physical activities.

Rationale: The learner develops a variety of motor skills for use in physically active settings, which increases the learner's ability and motivation to participate in an active lifestyle.

Fundamental Movement and Combinations (Locomotor)

KINDERGARTEN-GRADE 2 STANDARDS	GRADE 3-5 STANDARDS	CLARIFICATIONS
K-2.MSD.1 Demonstrate a variety of locomotor skills in a non-dynamic environment with developmentally appropriate techniques.	3-5.MSD.1 Demonstrate a variety of locomotor skills in a dynamic environment with developmentally appropriate techniques.	K-2 Skills include: <ul style="list-style-type: none"> • Walking, running, hopping • Shuffle, gallop • Skip, leap 3-5 Skills include: <ul style="list-style-type: none"> • Chasing • Fleeing • Dodging

Fundamental Movement and Combinations (Non-Manipulative)

KINDERGARTEN-GRADE 2 STANDARDS	GRADE 3-5 STANDARDS	CLARIFICATIONS
K-2.MSD.2 Demonstrate jumping and landing on, off, and over objects in a non-dynamic environment.	3-5.MSD.2 Demonstrate jumping and landing in a dynamic environment.	K-2 Skills include: <ul style="list-style-type: none"> • Standing broad jump • Jumping off steps on the playground • Jumping over objects (e.g., jumping the creek)
K-2.MSD.3 Demonstrate balancing on different body parts in a non-dynamic environment.	3-5.MSD.3 Demonstrate balancing on different body parts in a dynamic environment.	K-2 Skills include: <ul style="list-style-type: none"> • Tree Position Downward Dog (4-point, 3-point, 2-point) <ul style="list-style-type: none"> • Balancing objects on different body parts 3-5 Skills include: <ul style="list-style-type: none"> • Chasing • Fleeing • Dodging

ELEMENTARY MOTOR SKILLS DEVELOPMENT

Fundamental Movement and Combinations (Non-Manipulative)		
KINDERGARTEN-GRADE 2 STANDARDS	GRADE 3-5 STANDARDS	CLARIFICATIONS
K-2.MSD.4 Demonstrate weight transfer on different body parts in a non-dynamic environment.	3-5.MSD.4 Demonstrate weight transfer from feet to hands and hands to feet in a dynamic environment.	<p>K-2 Skills include:</p> <ul style="list-style-type: none"> • Cutting • Juking • Burpees • Hee-haw (Donkey Kick) • Jumping Jacks • Somersault • Hands down, jump around <p>3-5 Skills include incorporating K-2 Skills into a dynamic environment, e.g., tag.</p>
K-2.MSD.5 Demonstrate safety rolling actions in a non-dynamic environment.	3-5.MSD.5 Demonstrate gymnastic rolling actions in a dynamic environment.	<p>K-2 Skills include:</p> <ul style="list-style-type: none"> • Forward roll • Log roll • Egg roll <p>3-5 Skills include:</p> <ul style="list-style-type: none"> • Cartwheel

ELEMENTARY MOTOR SKILLS DEVELOPMENT

Fundamental Movement and Combinations (Manipulative)		
KINDERGARTEN-GRADE 2 STANDARDS	GRADE 3-5 STANDARDS	CLARIFICATIONS
K-2.MSD.6 Demonstrate catching and throwing in a non-dynamic environment.	3-5.MSD.6 Demonstrate catching and throwing in a dynamic environment.	<p>**Typically, these skills are taught together but assessed separately.</p> <p>K-2 Skills include:</p> <ul style="list-style-type: none"> • Self-toss and catch • Drop and catch before the second bounce • Partner throwing and catching • Underhand and overhand throwing <p>3-5 Skills include:</p> <ul style="list-style-type: none"> • Underhand and overhand throwing • Catching above/below waist • Catching above head
K-2.MSD.7 Demonstrate passing, receiving, and dribbling with feet in a non-dynamic environment.	3-5.MSD.7 Demonstrate passing, receiving, and dribbling with feet in a dynamic environment.	<p>**Typically, these skills are taught together but assessed separately.</p> <p>K-2 Skills include:</p> <ul style="list-style-type: none"> • Walk and dribble the ball • Pass the ball in a specific direction • Trap ball with foot <p>3-5 Skills include:</p> <ul style="list-style-type: none"> • Various speeds dribbling the ball • Pass the ball to a target • Receive pass from peers

ELEMENTARY MOTOR SKILLS DEVELOPMENT

Fundamental Movement and Combinations (Manipulative)		
KINDERGARTEN-GRADE 2 STANDARDS	GRADE 3-5 STANDARDS	CLARIFICATIONS
K-2.MSD.8 Demonstrate striking with a short-handled implement in a non-dynamic environment.	3-5.MSD.8 Demonstrate striking a ball with short-handled and long-handled implements in a dynamic environment.	<p>K-2 Skills include:</p> <ul style="list-style-type: none"> Striking with hand Striking with paddle/tennis racket <p>3-5 Skills include:</p> <ul style="list-style-type: none"> Striking with hand Striking with paddle/tennis racket Striking with a hockey stick Striking with a bat
K-2.MSD.9 Demonstrate bouncing and dribbling a ball with hands in a non-dynamic environment.	3-5.MSD.9 Demonstrate bouncing and dribbling a ball with hands in a dynamic environment.	<p>K-2 Skills include:</p> <ul style="list-style-type: none"> Drop and catch/bounce a ball, e.g., beach ball, playground ball, tennis ball <p>3-5 Skills include:</p> <ul style="list-style-type: none"> Bouncing/dribbling while moving Bouncing/dribbling in a game of tag
K-2.MSD.10 Demonstrate kicking a ball in a non-dynamic environment.	3-5.MSD.10 Demonstrate kicking a ball in a dynamic environment.	<p>K-2 Skills include:</p> <ul style="list-style-type: none"> Kicks stationary using various speeds <p>3-5 Skills include:</p> <ul style="list-style-type: none"> Kicks using various speeds with accuracy Punting Kicks ball in the air

ELEMENTARY MOTOR SKILLS DEVELOPMENT

Fundamental Movement and Combinations (Manipulative)		
KINDERGARTEN-GRADE 2 STANDARDS	GRADE 3-5 STANDARDS	CLARIFICATIONS
K-2.MSD.11 Demonstrate rolling an implement in a non-dynamic environment.	3-5.MSD.11 Demonstrate rolling an implement in a dynamic environment.	<p>K-2 Skills include:</p> <ul style="list-style-type: none"> Rolling an implement to a partner or target using various speeds <p>3-5 Skills include:</p> <ul style="list-style-type: none"> Incorporate K-2 skills into a dynamic environment, e.g., tag, bowling, bean bag toss, pitching in kickball
K-2.MSD.12 Demonstrate volleying with hands in a non-dynamic environment.	3-5.MSD.12 Demonstrate volleying with hands in a dynamic environment.	<p>K-2 Skills include:</p> <ul style="list-style-type: none"> Balloon volley Lightweight ball in a garbage bag Beach ball <p>3-5 Skills include:</p> <ul style="list-style-type: none"> Balloon volley Beach ball Volleyball
K-2.MSD.13 Demonstrate consecutive jumps using a rope or other equipment in a non-dynamic environment.	3-5.MSD.13 Demonstrate jumping rope in a dynamic environment.	<p>K-2 Skills include:</p> <ul style="list-style-type: none"> Using modified equipment (e.g., Hula Hoop, line jumping, jump rope on the floor, modified jump rope) <p>3-5 Skills include:</p> <ul style="list-style-type: none"> Beginner, moderate, and advanced jump rope skills
K-2.MSD.14 Demonstrate a variety of developmentally appropriate functional fitness movements.	3-5.MSD.14 Demonstrate a variety of developmentally appropriate functional fitness movements.	<p>Movements include:</p> <ul style="list-style-type: none"> Pull - Push Lunge Hinge/bend Rotation/twist Gait <p>(NOTE: Refer to glossary for descriptions of each movement.)</p>

ELEMENTARY KNOWLEDGE TO MOVE

Knowledge to Move (KM)

The learner will apply knowledge and strategies to movement and fitness concepts.

Rationale: Knowledge helps learners refine motor performance and analyze behaviors to cultivate health.

Movement Concepts and Strategies

KINDERGARTEN-GRADE 2 STANDARDS	GRADE 3-5 STANDARDS	CLARIFICATIONS
K-2.KM.1 Demonstrate where to move to avoid objects and others in personal and general space.	3-5.KM.1 Apply movement concepts and strategies to avoid objects within dynamic environments.	
K-2.KM.2 Demonstrate concepts of pacing.	3-5.KM.2 Apply pacing within dynamic environments.	
K-2.KM.3 Identify movement concepts.	3-5.KM.3 Demonstrate movement concepts.	Movement Concepts: <ul style="list-style-type: none"> • body awareness • space awareness • effort • ability to move in relation to other people

Fitness Concepts and Strategies

KINDERGARTEN-GRADE 2 STANDARDS	GRADE 3-5 STANDARDS	CLARIFICATIONS
K-2.KM.4 Demonstrate developmentally appropriate physical activities that contribute to health-related fitness.	3-5.KM.4 Demonstrate developmentally appropriate physical activities that contribute to health-related fitness.	
K-2.KM.5 Identify physiological changes in the body during physical activities.	3-5.KM.5 Describe how physical activity influences physiological changes in the body.	
K-2.KM.6 Identify how a warm-up and cool-down affects the body.	3-5.KM.6 Describe how a warm-up and cool-down affects the body.	

ELEMENTARY PERSONAL AND SOCIAL SKILLS

Personal and Social Skills (PSS)

The learner will demonstrate responsible personal and social skills with consideration for self and others.

Rationale: The learner demonstrates the personal and social skills necessary to make responsible decisions with consideration of self and others to produce a positive and safe learning environment. Physical Education provides a great environment to teach communication, teamwork, respect, leadership, and collaboration skills.

Personal Responsibility

KINDERGARTEN-GRADE 2 STANDARDS	GRADE 3-5 STANDARDS	CLARIFICATIONS
K-2.PSS.1 Demonstrate techniques to assist with managing emotions and behaviors in a physical activity setting.	3-5.PSS.1 Manage and express emotions constructively using techniques in a physical activity setting.	
K-2.PSS.2 Demonstrate responsible, respectful, and safe behaviors in a physical activity setting.	3-5.PSS.2 Demonstrate responsible, respectful, and safe behaviors in a physical activity setting.	
K-2.PSS.3 Discuss problems and solutions with teacher support in a physical activity setting.	3-5.PSS.3 Solve problems independently with peers in a physical activity setting.	
K-2.PSS.4 Identify concepts of personal hygiene in a physical activity setting.	3-5.PSS.4 Explain personal hygiene in a physical activity setting.	

Social Awareness

KINDERGARTEN-GRADE 2 STANDARDS	GRADE 3-5 STANDARDS	CLARIFICATIONS
K-2.PSS.5 Acknowledge the emotions or feelings of others during a variety of physical activities.	3-5.PSS.5 Recognize the emotions or feelings of others during a variety of physical activities.	
K-2.PSS.6 Demonstrate cooperation with peers in a physical activity setting.	3-5.PSS.6 Demonstrate respectful interactions with others in a physical activity setting.	
K-2.PSS.7 Encourage others in a physical activity setting.	3-5.PSS.7 Demonstrate behaviors that promote teamwork and cooperation in a physical activity setting.	

ELEMENTARY PERSONAL AND SOCIAL SKILLS

Social Awareness		
KINDERGARTEN-GRADE 2 STANDARDS	GRADE 3-5 STANDARDS	CLARIFICATIONS
K-2.PSS.8 Use communication skills to share space and equipment in a physical activity setting.	3-5.PSS.8 Use communication skills to negotiate roles and responsibilities in a physical activity setting.	
K-2.PSS.9 Respond appropriately to directions and feedback from the teacher in a physical activity setting.	3-5.PSS.9 Implement feedback from the teacher when prompted in a physical activity setting.	

ELEMENTARY MOTIVATED TO MOVE

Motivated to Move (MM)

The learner will pursue personal and meaningful physical activity.

Rationale: The learner understands how movement is relevant and meaningful to increase their level of enjoyment and likelihood of lifetime physical activity.

Development of Self-Awareness

KINDERGARTEN-GRADE 2 STANDARDS	GRADE 3-5 STANDARDS	CLARIFICATIONS
K-2.MM.1 Identify how physical activity supports each dimension of health.	3-5.MM.1 Explain how physical activity supports each dimension of health.	Dimension of Health: physical, social, mental, and emotional.
K-2.MM.2 Identify preferred physical activities based on personal interests.	3-5.MM.2 Express how personal interests influence participation in physical activity.	
K-2.MM.3 Recognize strengths and growth opportunities through movement and the need for practice for individual improvement.	3-5.MM.3 List strengths and growth opportunities through movement and opportunities for practice for individual improvement.	
K-2.MM.4 Reflect on physical activity experiences.	3-5.MM.4 Reflect on physical activity experiences.	

Goal Setting

KINDERGARTEN-GRADE 2 STANDARDS	GRADE 3-5 STANDARDS	CLARIFICATIONS
K-2.MM.5 Set observable short-term goals to enhance fitness development.	3-5.MM.5 Set observable and attainable long-term goals to enhance fitness development.	

Engagement in Physical Activity

KINDERGARTEN-GRADE 2 STANDARDS	GRADE 3-5 STANDARDS	CLARIFICATIONS
K-2.MM.6 Participate in a variety of developmentally appropriate physical activities in physical education class.	3-5.MM.6 Participate in a variety of developmentally appropriate physical activities in physical education class.	

MIDDLE SCHOOL MOTOR SKILLS DEVELOPMENT

Motor Skill Development (MSD)

The learner will utilize movement skills to engage at a participant level of proficiency in a variety of physical activities.

Rationale: The learner develops a variety of motor skills for use in physically active settings, which increases the learner's ability and motivation to participate in an active lifestyle.

Fundamental Movement and Combinations

GRADE 6	GRADE 7	GRADE 8	CLARIFICATIONS
6.MSD.1 Passing. Demonstrate passing with accuracy to a stationary target.	7.MSD.1 Passing. Demonstrate passing with accuracy to a moving target.	8.MSD.1 Passing. Demonstrate passing with accuracy in a modified game.	
6.MSD.2 Receiving. Receive passes with a mature pattern while stationary.	7.MSD.2 Receiving. Receive passes with a mature pattern while moving.	8.MSD.2 Receiving. Receive passes with a mature pattern while moving in a modified game.	
6.MSD.3 Serving. Demonstrate the proper underhand serving technique.	7.MSD.3 Serving. Demonstrate the proper technique and accuracy of an underhand and overhand serve.	8.MSD.3 Serving. Demonstrate the proper technique and accuracy of an underhand and overhand serve in a modified game.	
6.MSD.4 Striking. Demonstrate game-specific striking technique.	7.MSD.4 Striking. Demonstrate game-specific striking technique with accuracy.	8.MSD.4 Striking. Demonstrate game-specific striking technique with accuracy in a modified game.	
6.MSD.5 Volleying. Demonstrate game-specific volleying technique.	7.MSD.5 Volleying. Demonstrate game-specific volleying technique with accuracy.	8.MSD.5 Volleying. Demonstrate game-specific volleying technique with accuracy in a modified game.	
6.MSD.6 Dribbling. Demonstrate game-specific dribbling technique.	7.MSD.6 Dribbling. Demonstrate game-specific dribbling technique with control.	8.MSD.6 Dribbling. Demonstrate game-specific dribbling technique with control in a modified game.	

MIDDLE SCHOOL MOTOR SKILLS DEVELOPMENT

Specialized Movement and Combinations			
GRADE 6	GRADE 7	GRADE 8	CLARIFICATIONS
6.MSD.7 Forehand/Backhand Stroke. Demonstrate the technique of a forehand stroke with an implement.	7.MSD.7 Forehand/Backhand Stroke. Demonstrate technique of a forehand or backhand stroke with an implement.	8.MSD.7 Forehand/Backhand Stroke. Demonstrate forehand and backhand stroke technique with an implement in a practice task or modified game.	
6.MSD.8 Shooting. Demonstrate the technique of a game-specific shot on a goal.	7.MSD.8 Shooting. Demonstrate technique of a game-specific shot on a goal with accuracy.	8.MSD.8 Shooting. Demonstrate a shot on a goal in a variety of practice tasks or modified games.	
6.MSD.9 Underhand Throwing. Demonstrate underhand throwing techniques.	7.MSD.9 Underhand Throwing. Demonstrate underhand throwing techniques in a practice task.	8.MSD.9 Underhand Throwing. Demonstrate underhand throwing techniques in a variety of practice tasks and modified games.	
6.MSD.10 Outdoor Pursuit. Demonstrate technique in an outdoor pursuit.	7.MSD.10 Outdoor Pursuit. Demonstrate technique in an outdoor pursuit.	8.MSD.10 Outdoor Pursuit. Demonstrate technique in an outdoor pursuit.	
6.MSD.11 Dance/Movement. Demonstrate movement sequences within varied dance forms.	7.MSD.11 Dance/Movement. Demonstrate movement sequences within varied dance forms.	8.MSD.11 Dance/Movement. Demonstrate movement sequences within varied dance forms.	

MIDDLE SCHOOL MOTOR SKILLS DEVELOPMENT

Fitness Movement			
GRADE 6	GRADE 7	GRADE 8	CLARIFICATIONS
6.MSD.12 Fitness Activity. Demonstrate a specific technique in an individual performance activity.	7.MSD.12 Fitness Activity. Demonstrate techniques in a variety of muscular endurance training activities for some major muscle groups.	8.MSD.12 Fitness Activity. Demonstrate techniques in a variety of muscular endurance or muscular strength training activities for some major muscle groups.	
6.MSD.13 Warm-Up/Cool-Down. Demonstrate dynamic and static stretching to exercise in warm-up and cool-down activities.	7.MSD.13 Warm-Up/Cool Down. Demonstrate dynamic and static stretching to exercise in warm-up and cool-down activities.	8.MSD.13 Warm-Up/Cool-Down. Demonstrate dynamic and static stretching to exercise in warm-up and cool-down activities.	

MIDDLE SCHOOL KNOWLEDGE TO MOVE

Knowledge to Move (KM)

The learner will apply knowledge and strategies to movement and fitness concepts.

Rationale: Knowledge helps learners refine motor performance and analyze behaviors to cultivate health.

Movement Concepts and Strategies

GRADE 6	GRADE 7	GRADE 8	CLARIFICATIONS
6.KM.1 Create Open Space. Create open space by staying spread out on offense.	7.KM.1 Create Open Space. Create open space by using an offensive tactic.	8.KM.1 Create Open Space. Create open space by using multiple offensive tactics.	Examples include pivots, passes, fakes, and give and go.
6.KM.2 Reduce Open Space. Reduce open space through movement and denial.	7.KM.2 Reduce Open Space. Reduce open space using multiple defensive strategies.	8.KM.2 Reduce Open Space. Reduce open space through team defensive strategies.	
6.KM.3 Transitions. Transition from offense to defense and defense to offense by recovering quickly.	7.KM.3 Transitions. Transition from offense to defense and defense to offense by recovering quickly.	8.KM.3 Transitions. Transition from offense to defense and defense to offense by recovering quickly.	
6.KM.4 Create Space and Variation. Create open space by varying force in striking, net/wall, or field games.	7.KM.4 Create Space and Variation. Create open space by varying directions in striking, net/wall, or field games.	8.KM.4 Create Space and Variation. Create open space by varying force, placement and/or direction in striking, net/wall, or field games.	Examples include demonstrating the correct shot.

Fitness Concepts and Strategies

GRADE 6	GRADE 7	GRADE 8	CLARIFICATIONS
6.KM.5 Fitness Components. Define and provide examples of movement activities for developing the health-related fitness components.	7.KM.5 Fitness Components. Define and provide examples of movement activities for developing the health-related and skill-related fitness components.	8.KM.5 Fitness Components. Apply the knowledge of health and skill-related fitness components to different types of physical activity.	
6.KM.6 Principles of Exercise. Identify the principles of exercise.	7.KM.6 Principles of Exercise. Describe the principles of exercise.	8.KM.6 Principles of Exercise. Apply the principles of exercise.	Examples include RPE, Target Heart Rate, Specificity, F.I.T.T., and Overload.

MIDDLE SCHOOL KNOWLEDGE TO MOVE

Fitness Concepts and Strategies			
GRADE 6	GRADE 7	GRADE 8	CLARIFICATIONS
6.KM.7 Pacing. Demonstrate pacing in cardiovascular activities in a non-dynamic environment.	7.KM.7 Pacing. Demonstrate pacing in cardiovascular activities in non-dynamic or dynamic environments.	8.KM.7 Pacing. Demonstrate pacing in cardiovascular activities in a dynamic environment.	
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.	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.	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.	
6.KM.9 Anatomy. Identify major muscles.	7.KM.9 Anatomy. Identify major muscles and give an example of exercises that utilize those muscles.	8.KM.9 Anatomy. Identify major muscles and give examples of exercises that utilize those muscles.	Muscles could include: <ul style="list-style-type: none"> • Gastrocnemius, Gluteus • Hamstrings, Quadriceps • Abdominals, Obliques • Latissimus Dorsi, Deltoid • Bicep, Triceps, • Trapezius, Pectorals

MIDDLE SCHOOL PERSONAL AND SOCIAL SKILLS

Personal and Social Skills (PSS)

The learner will demonstrate responsible personal and social skills with consideration for self and others.

Rationale: The learner demonstrates the personal and social skills necessary to make responsible decisions with consideration of self and others to produce a positive and safe learning environment. Physical Education provides a great environment to teach communication, teamwork, respect, leadership, and collaboration skills.

Personal Responsibility

NOTE: Some standards are repeated to reinforce lifelong practices.

GRADE 6	GRADE 7	GRADE 8	CLARIFICATIONS
6.PSS.1 Identify Emotions. Identify the impact of emotions during physical activity.	7.PSS.1 Identify Emotions. Identify the impact of expressed emotions on self and others during physical activity.	8.PSS.1 Identify Emotions. Identify emotions and adjust behavior during physical activity.	
6.PSS.2 Emotional Management. Utilize techniques to manage one's emotions and behaviors in a physical activity setting.	7.PSS.2 Emotional Management. Utilize techniques to manage one's emotions and behaviors in a physical activity setting.	8.PSS.2 Emotional Management. Utilize techniques to manage one's emotions and behaviors in a physical activity setting.	Examples of techniques include: <ul style="list-style-type: none"> • Taking a break • Deep breathing • Reflection
6.PSS.3 Integrity. Demonstrate integrity in a variety of physical activity settings.	7.PSS.3 Integrity. Demonstrate integrity in a variety of physical activity settings.	8.PSS.3 Integrity. Demonstrate integrity in a variety of physical activity settings.	Examples include: <ul style="list-style-type: none"> • Following the rules • Owning behaviors • Treatment of others
6.PSS.4 Safety. Recognize and implement safe and appropriate behaviors in physical activity settings.	7.PSS.4 Safety. Recognize and implement safe and appropriate behaviors in physical activity settings.	8.PSS.4 Safety. Recognize and implement safe and appropriate behaviors in physical activity settings.	
6.PSS.5 Problem Solving. Solve problems independently with teammates and opponents.	7.PSS.5 Problem Solving. Solve problems independently with teammates and opponents.	8.PSS.5 Problem Solving. Solve problems independently with teammates and opponents.	Examples include collaborating with peers to resolve disputes.

MIDDLE SCHOOL PERSONAL AND SOCIAL SKILLS

Personal Responsibility

NOTE: Some standards are repeated to reinforce lifelong practices.

GRADE 6	GRADE 7	GRADE 8	CLARIFICATIONS
6.PSS.6 Etiquette. Demonstrate activity-specific etiquette.	7.PSS.6 Etiquette. Demonstrate activity-specific etiquette.	8.PSS.6 Etiquette. Demonstrate activity-specific etiquette.	
6.PSS.7 Hygiene. Demonstrate personal responsibility and social awareness through personal hygiene practices.	7.PSS.7 Hygiene. Demonstrate personal responsibility and social awareness through personal hygiene practices.	8.PSS.7 Hygiene. Demonstrate personal responsibility and social awareness through personal hygiene practices.	
6.PSS.8 CPR. Demonstrate hands only Cardiopulmonary Resuscitation (CPR).	7.PSS.8 CPR. Demonstrate hands only Cardiopulmonary Resuscitation (CPR).	8.PSS.8 CPR. Demonstrate hands only Cardiopulmonary Resuscitation (CPR).	Opportunities to learn basic CPR should be offered before high school. This standard may be addressed in a required health course based on individual school district curriculum.

Social Awareness

NOTE: Standards are repeated to reinforce lifelong practices.

GRADE 6	GRADE 7	GRADE 8	CLARIFICATIONS
6.PSS.9 Acceptance. Understand and accept others' differences during a variety of physical activities.	7.PSS.9 Acceptance. Understand and accept others' differences during a variety of physical activities.	8.PSS.9 Acceptance. Understand and accept others' differences during a variety of physical activities.	
6.PSS.10 Respect. Demonstrate respect for self and others.	7.PSS.10 Respect. Demonstrate respect for self and others.	8.PSS.10 Respect. Demonstrate respect for self and others.	
6.PSS.11 Communication. Apply communication skills to negotiate strategies and tactics in physical activities.	7.PSS.11 Communication. Apply communication skills to negotiate strategies and tactics in physical activities.	8.PSS.11 Communication. Apply communication skills to negotiate strategies and tactics in physical activities.	

MIDDLE SCHOOL PERSONAL AND SOCIAL SKILLS

Social Awareness

NOTE: Standards are repeated to reinforce lifelong practices.

GRADE 6	GRADE 7	GRADE 8	CLARIFICATIONS
6.PSS.12 Feedback. Provide and/or accept constructive feedback.	7.PSS.12 Feedback. Provide and/or accept constructive feedback.	8.PSS.12 Feedback. Provide and/or accept constructive feedback.	
6.PSS.13 Cultural Awareness. Demonstrate cultural awareness in physical activity settings.	7.PSS.13 Cultural Awareness. Demonstrate cultural awareness in physical activity settings.	8.PSS.13 Cultural Awareness. Demonstrate cultural awareness in physical activity settings.	Examples include respecting the practices and customs of other cultures and incorporating games and dances from different cultures.

MIDDLE SCHOOL MOTIVATED TO MOVE

Motivated to Move (MM)

The learner will pursue personal and meaningful physical activity.

Rationale: The learner understands how movement is relevant and meaningful to increase their level of enjoyment and likelihood of lifetime physical activity.

Development of Self-Awareness

NOTE: Standards are repeated to reinforce lifelong practices.

GRADE 6	GRADE 7	GRADE 8	CLARIFICATIONS
6.MM.1 Choice. Recognize how choice and personal strengths impact individual engagement in physical activity.	7.MM.1 Choice. Recognize how choice and personal strengths impact individual engagement in physical activity.	8.MM.1 Choice. Recognize how choice and personal strengths impact individual engagement in physical activity.	
6.MM.2 Safety. Identify personal risks and safety considerations for physical activities.	7.MM.2 Safety. Identify personal risks and safety considerations for physical activities.	8.MM.2 Safety. Identify personal risks and safety considerations for physical activities.	
6.MM.3 Reflection. Reflect on movement experiences specifically related to personal meaning and enjoyment.	7.MM.3 Reflection. Reflect on movement experiences specifically related to personal meaning and enjoyment.	8.MM.3 Reflection. Reflect on movement experiences specifically related to personal meaning and enjoyment.	
6.MM.4 Resilience. Identify barriers to enjoyment and strategies to increase meaning in physical activity.	7.MM.4 Resilience. Identify barriers to enjoyment and strategies to increase meaning in physical activity.	8.MM.4 Resilience. Identify barriers to enjoyment and strategies to increase meaning in physical activity.	

MIDDLE SCHOOL MOTIVATED TO MOVE

Goal Setting			
GRADE 6	GRADE 7	GRADE 8	CLARIFICATIONS
6.MM.5 Goal Setting. Set a goal based on examining individual ability in a physical activity setting.	7.MM.5 Goal Setting. Set a goal and create action steps for a goal based on examining individual ability in a physical activity setting.	8.MM.5 Goal Setting. Set a goal, create action steps, and reflect on goals by examining individual ability in a physical activity setting.	
6.MM.6 Goal Setting. Participate in physical activity to achieve self-selected goals.	7.MM.6 Goal Setting. Participate in physical activity to achieve self-selected goals.	8.MM.6 Goal Setting. Participate in physical activity to achieve self-selected goals.	
Engagement in Physical Activity			
<i>NOTE: Standards are repeated to reinforce lifelong practices.</i>			
GRADE 6	GRADE 7	GRADE 8	CLARIFICATIONS
6.MM.7 Participation. Participate in a variety of physical activities in physical education.	7.MM.7 Participation. Participate in a variety of physical activities in physical education.	8.MM.7 Participation. Participate in a variety of physical activities in physical education.	
6.MM.8 Engagement. Engage willingly in individual and group challenges in a physical activity setting.	7.MM.8 Engagement. Engage willingly in individual and group challenges in a physical activity setting.	8.MM.8 Engagement. Engage willingly in individual and group challenges in a physical activity setting.	

HIGH SCHOOL MOTOR SKILLS DEVELOPMENT

Motor Skill Development (MSD)

The learner will utilize movement skills to engage at a participant level of proficiency in a variety of physical activities.

Rationale: The learner develops a variety of motor skills for use in physically active settings, which increases the learner's ability and motivation to participate in an active lifestyle.

Fundamental Movement and Combinations

NOTE: The Fundamental Movement and Combination standards have been mastered by the end of eighth grade.

Specialized Movement and Combinations

LEVEL 1 (General)	LEVEL 2	CLARIFICATIONS
L1.MSD.1 Demonstrate proficiency in activity-specific movement skills in a variety of lifetime physical activities (individual or dual).	L2.MSD.1 Demonstrate proficiency in advanced activity-specific movement skills in a variety of lifetime physical activities (individual or dual).	Individual and dual activities include: <ul style="list-style-type: none"> • target games (e.g., bocce, cornhole, bowling) • outdoor pursuits (e.g., rock climbing, kayaking, hiking, skating, snowshoeing) • combat (e.g., Tae kwon do, jiu-jitsu, self-defense) • aquatics (e.g., swimming, aerobics, lifesaving skills)
L1.MSD.2 Demonstrate a variety of dance forms (e.g., social, cultural, contemporary, creative) or rhythmic activities.	L2.MSD.2 Choreograph or create a dance or rhythmic activity to perform.	Examples include ballroom dancing, salsa, line dancing, aerobic dance, agility patterns, cardio drumming, and tinikling.
L1.MSD.3 Demonstrate combinations of movement skills in a variety of lifetime physical activities.	L2.MSD.3 Demonstrate combinations of movement skills in a variety of self-selected physical activities.	Examples include combining movements in physical activities.

HIGH SCHOOL MOTOR SKILLS DEVELOPMENT

Fitness Movement		
LEVEL 1 (General)	LEVEL 2	CLARIFICATIONS
L1.MSD.4 Demonstrate techniques in flexibility in various settings.	L2.MSD.4 Create and perform a flexibility routine for a selected activity.	Example: Safely perform dynamic, static, and other forms of stretching to warm up and increase flexibility.
L1.MSD.5 Demonstrate form, pacing, and breathing techniques in cardiovascular activities.	L2.MSD.5 Sustain techniques in form, pacing, and breathing in cardiovascular activities for a prolonged period.	Examples may include aquatics and jogging.
L1.MSD.6 Demonstrate techniques in a number of muscular strength and endurance training activities for each major muscle group.	L2.MSD.6 Demonstrate technique in a number of compound strength training activities.	Examples may include: Level 1: Quadriceps – lunges, squats, leg presses, box step-ups. Level 2: Lift types - snatch, deadlift, squats, cleans.
L1.MSD.7 Demonstrate techniques for at least two skill-related fitness components.	L2.MSD.7 Demonstrate techniques in three or more skill-related fitness components.	Examples include lowering the center of gravity, tightening core muscles, etc.

HIGH SCHOOL KNOWLEDGE TO MOVE

Knowledge to Move (KM)

The learner will apply knowledge and strategies to movement and fitness concepts.

Rationale: Knowledge helps learners refine motor performance and analyze behaviors to cultivate health.

Movement Concepts and Strategies

LEVEL 1 (General)	LEVEL 2	CLARIFICATIONS
L1.KM.1 Analyze motor performance of self and/or others in relation to movement concepts and principles.	L2.KM.1 Develop a plan to improve performance using movement concepts and principles.	Movement concepts include describing the speed/accuracy and trade-off in throwing and striking skills. Principles - such as force, motion, and rotation.
L1.KM.2 Compare similarities and differences in various forms of dance and rhythmic activities.	L2.KM.2 Identify how dance and rhythmic activities contribute to skill development in other physical activities.	
L1.KM.3 Use technology to analyze and improve motor performance.	L2.KM.3 Use technology to develop a plan to improve motor performance.	Level 1: Examples include video analysis of performance. Level 2: Examples include video analysis of performance, use of an app, etc.
L1.KM.4 Evaluate risks and identify safety considerations for physical activities.	L2.KM.4 Evaluate risks and identify safety considerations that may affect physical activity participation throughout life.	Examples include weather conditions, hydration, and personal levels of fitness.

Fitness Concepts and Strategies

LEVEL 1 (General)	LEVEL 2	CLARIFICATIONS
L1.KM.5 Apply fitness concepts across all five health-related components within fitness activities.	L2.KM.5 Apply fitness concepts beyond fitness activities.	Level 1: Examples include maximum heart rate, perceived level of exertion, F.I.T.T. principle, and overload specificity. Level 2: Examples include net/wall, target games, and individual performance.
L1.KM.6 Analyze the health benefits of self-selected fitness activity.	L2.KM.6 Analyze how fitness and activity will impact quality of life throughout life.	
L1.KM.7 Use technology to analyze exertion and fitness levels.	L2.KM.7 Use technology to develop a plan to improve fitness levels.	

HIGH SCHOOL KNOWLEDGE TO MOVE

Fitness Concepts and Strategies		
LEVEL 1 (General)	LEVEL 2	CLARIFICATIONS
L1.KM.8 Develop a personal fitness plan to improve one health-related fitness component.	L2.KM.8 Analyze and provide feedback on a personal fitness plan in relation to its intended goals.	Level 2: Examples include peer evaluation, online resources, etc.
L1.KM.9 Evaluate risks and identify safety considerations for fitness activities.	L2.KM.9 Evaluate risks and identify safety considerations that may affect fitness participation throughout life.	Examples include weather conditions, hydration, and personal levels of fitness.
L1.KM.10 Identify several ways to incorporate physical activity throughout the entire day.	L2.KM.10 Evaluate occupations for physical activity levels and how they contribute to meeting daily guidelines for physical activity.	Level 1: Examples include parking farther from entrances, using a standing desk, taking stretch breaks, and using the stairs.
L1.KM.11 Identify valid resources for physical activity and fitness.	L2.KM.11 Evaluate the validity of advertising for products and/or programs pertaining to fitness and a healthy, active lifestyle.	

HIGH SCHOOL PERSONAL AND SOCIAL SKILLS

Personal and Social Skills (PSS)

The learner will demonstrate responsible personal and social skills with consideration for self and others.

Rationale: The learner demonstrates the personal and social skills necessary to make responsible decisions with consideration of self and others to produce a positive and safe learning environment. Physical Education provides a great environment to teach communication, teamwork, respect, leadership, and collaboration skills.

Personal and Social Responsibility

NOTE: Some standards are repeated to reinforce lifelong practices.

LEVEL 1 (General)	LEVEL 2	CLARIFICATIONS
L1.PSS.1 Identify and manage emotions and behavior constructively in a physical activity setting.	L2.PSS.1 Identify and manage emotions and behavior constructively in a physical activity setting.	
L1.PSS.2 Assume a leadership role in a physical activity setting.	L2.PSS.2 Reflect upon leadership skills and identify strengths and opportunities for growth in a physical activity setting.	Level 1: Examples of leadership roles include task or group leader, referee, and coach.
L1.PSS.3 Apply best practices for participating safely in physical activity.	L2.PSS.3 Apply best practices for participating safely in physical activity.	Examples of best practices include preventing injuries, spacing, hydration, use of equipment, implementation of rules, hygiene, and appropriate clothing.
L1.PSS.4 Analyze ethical situations in physical activity and how choices impact self and others.	L2.PSS.4 Develop personal strategies to address ethical dilemmas in physical activity.	Examples of ethical situations/dilemmas include intentional fouls, performance-enhancing substances, gambling, and situations from current sports events.
L1.PSS.5 Demonstrate competency in performing cardiopulmonary resuscitation (CPR) and associated skills (i.e., automated external defibrillator (AED) and first aid) gained through psychomotor skills practice based on current national guidelines.	L2.PSS.5 Met in Level 1.	Opportunities to recertify should be offered before graduation (Choice Ready). This standard may be addressed in a required health course based on individual school district curriculum.

HIGH SCHOOL PERSONAL AND SOCIAL SKILLS

Social Awareness		
NOTE: Some standards are repeated to reinforce lifelong practices.		
LEVEL 1 (General)	LEVEL 2	CLARIFICATIONS
L1.PSS.6 Demonstrate awareness of others' emotions and perspectives in a physical activity setting.	L2.PSS.6 Respond constructively to others' emotions and perspectives in a physical activity setting.	
L1.PSS.7 Exhibit etiquette and respect for self, others, equipment, and facilities in physical activity settings.	L2.PSS.7 Exhibit etiquette and respect for self, others, equipment, and facilities in physical activity settings.	
L1.PSS.8 Encourage, support, and positively contribute when working with peers in a physical activity setting.	L2.PSS.8 Encourage, support, and positively contribute when working with peers in a physical activity setting.	Examples include working collaboratively while problem-solving with others, using constructive feedback, and applying conflict management strategies.
L1.PSS.9 Understand and respond constructively to cultural values and differences in physical activity settings.	L2.PSS.9 Understand and respond constructively to cultural values and differences in physical activity settings.	Examples include recognizing the value of differing perspectives, respecting the practices/customs of other cultures, and incorporating games and dances from different cultures.

HIGH SCHOOL MOTIVATED TO MOVE

Motivated to Move (MM)

The learner will pursue personal and meaningful physical activity.

Rationale: The learner understands how movement is relevant and meaningful to increase their level of enjoyment and likelihood of lifetime physical activity.

Development of Self-Awareness

LEVEL 1 (General)	LEVEL 2	CLARIFICATIONS
L1.MM.1 Assess personal strengths, interests, and opportunities for growth and how they influence the level of challenge selected in physical activities.	L2.MM.1 Identify and participate in physical activity opportunities in the community that accommodate personal strengths, interests, and growth opportunities.	
L1.MM.2 Assess stress levels before and after various physical activities.	L2.MM.2 Track emotions, mood, and physical activity to reflect upon the interaction of these factors and their influence on personal well-being.	
L1.MM.3 Identify physical activities that meet the need for self-expression, enjoyment, and/or social interaction.	L2.MM.3 Select and participate in physical activities that meet the need for self-expression, enjoyment, and/or social interaction.	
L1.MM.4 Evaluate opportunities and potential barriers to physical activity participation.	L2.MM.4 Develop strategies to address potential barriers to physical activity.	Note: Barriers and opportunities may be inside or outside physical education.
L1.MM.5 Identify how technology could be used for personal motivation.	L2.MM.5 Use technology to promote personal motivation in physical activity.	
L1.MM.6 Reflect upon physical activity experiences in physical education.	L2.MM.6 Reflect upon physical activity experiences both in and outside of physical education.	

HIGH SCHOOL MOTIVATED TO MOVE

Goal Setting		
LEVEL 1 (General)	LEVEL 2	CLARIFICATIONS
L1.MM.7 Set a fitness goal and develop a progressive action plan.	L2.MM.7 Set a goal and implement a progressive action plan for a preferred physical activity.	A progressive action plan is a series of short-term goals that build upon each other to mid- to long-term goals.
L1.MM.8 Reflect on progress and adjust fitness goals and/or action steps as needed.	L2.MM.8 Reflect on progress and adjust preferred physical activity goal and/or steps as needed.	
Engagement in Physical Activity		
LEVEL 1 (General)	LEVEL 2	CLARIFICATIONS
L1.MM.9 Participate in self-directed physical activities in physical education.	L2.MM.9 Participate in self-directed physical activities both inside and outside of physical education.	Examples include not needing consistent monitoring and being able to work independently and with others.

GLOSSARY

DRAFT

STANDARDS PROGRESSIONS

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