

Maryland Physical Education Framework Grades K-12



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Mission Statement

The goal of Physical Education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

— *National Standards & Grade-Level Outcomes for K-12 Physical Education (2014), SHAPE America.*

State of Maryland Content Standards for Physical Education PreK-12

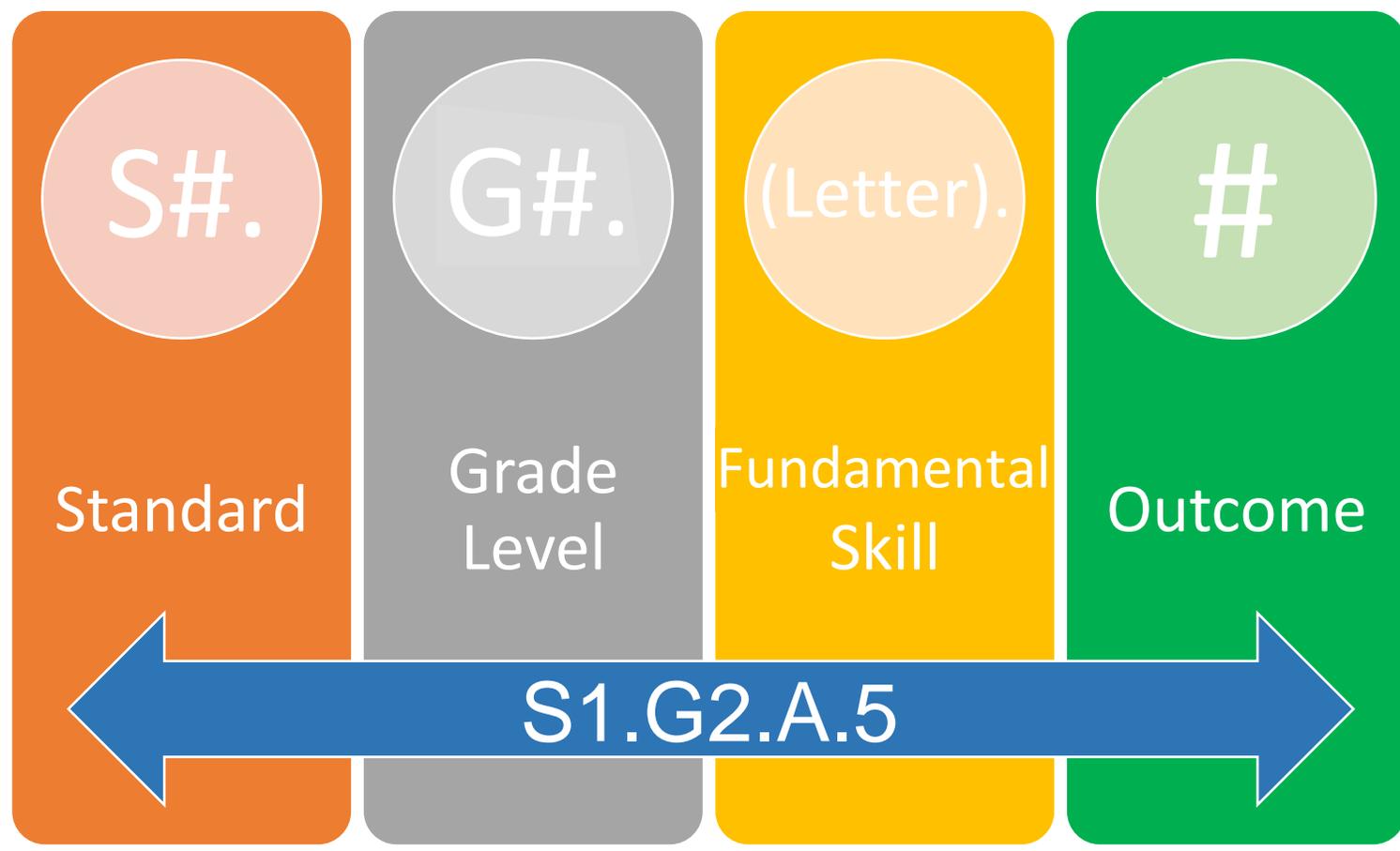
Students shall:

- (1) Demonstrate competency in a variety of motor skills and movement patterns;
- (2) Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance;
- (3) Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness;
- (4) Exhibit responsible personal and social behavior that respects self and others;
- (5) Recognize the value of physical activity for health, enjoyment, challenge, self-expression and social interaction.

COMAR 13A.04.13.01C



Identifiers:



Definitions:

High School Level 1 – Maryland State Department of Education required .5 credit course. It is a prerequisite to High School Level 2 courses.

Critical Elements – The key components of a motor skill that can be observed, the sum of which results in movement efficiency.

Mature Pattern – Learners can execute with efficiency the critical elements of the motor skills pattern in authentic environments.

Maryland Physical Education Framework Elementary School



Standard 1: *Students shall demonstrate competency in a variety of motor skills and movement patterns.*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A. Locomotor					
Performs the locomotor skills (hopping, galloping, running, sliding and skipping) with balance. S1.GK.A.1	Hops, gallops, jogs and slides using a mature pattern. S1.G1.A.1	Skips using a mature pattern. S1.G2.A.1	Leaps using a mature pattern. S1.G3.A.1	Uses various locomotor skills in a variety of small sided practice tasks, dance and educational gymnastics experiences. S1.G4.A.1	Demonstrates mature patterns of locomotor skills in dynamic small sided practice tasks, gymnastics and dance. S1.G5.A.1
Performs jumping and landing actions with balance. S1.GK.A.2	Demonstrates some critical elements for jumping and landing using 2-foot takeoffs and landings. S1.G1.A.2	Runs with a mature pattern. S1.G2.A.2	Travels showing differentiation between sprinting and running. S1.G3.A.2	Runs for distance using a mature pattern. S1.G4.A.2	Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments. S1.G5.A.2
Performs locomotor skills in response to teacher led creative dance. S1.GK.A.3	Combines locomotor and non-locomotor skills in a teacher designed dance. S1.G1.A.3	Travels showing differentiation between jogging and sprinting. S1.G2.A.3	Jumps and lands in the horizontal and vertical planes using a mature pattern. S1.G3.A.3	Combines locomotor movement patterns and dance steps to create and perform an original dance. S1.G4.A.3	Combines traveling with manipulative skills for execution to a target. S1.G5.A.3
		Demonstrates most critical elements for jumping and landing using a variety of 1- and 2-foot takeoffs and landings. S1.G2.A.4	Performs developmentally appropriate dance steps and movement patterns. S1.G3.A.4	Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks. S1.G4.A.4	Uses appropriate pacing for a variety of running distances. S1.G5.A.4
		Demonstrates most critical elements for jumping and landing in a vertical plane. S1.G2.A.5	Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. S1.G3.A.5		Combines jumping and landing patterns with locomotor and manipulative skills in dance, educational gymnastics and small sided practice tasks and games environments. S1.G5.A.5
		Performs locomotor skills in response to teacher-led creative dance. S1.G2.A.6			Combines locomotor skills in cultural as well as creative dances with correct rhythm and pattern. S1.G5.A.6
		Combines locomotor and non-locomotor skills in a teacher designed dance. S1.G2.A.7			
		Performs a rhythmic activity with correct response to simple rhythms. S1.G2.A.8			

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Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B. Non-Locomotor					
Maintains balance on different bases of support. S1.GK.B.1	Maintains stillness on different bases of support with different body shapes. S1.G1.B.1	Balances on different bases of support, combining levels and shapes. S1.G2.B.1	Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. S1.G3.B.1	Balances on different bases of support on apparatus, demonstrating levels and shapes. S1.G4.B.1	Combines balance and transferring weight in a gymnastics sequence or dance. S1.G5.B.1
Forms wide, narrow, curled and twisted body shapes. S1.GK.B.2	Transfers weight from one body part to another in self-space in dance and gymnastics environments. S1.G1.B.2	Balances in an inverted position with stillness and supportive base. S1.G2.B.2	Transfers weight from feet to hands for momentary weight support. S1.G3.B.2	Transfers weight from feet to hand, varying speed and using large extensions. S1.G4.B.2	Transfers weight in gymnastics and dance environments. S1.G5.B.2
Rolls sideways in a narrow body shape. S1.GK.B.3	Rolls with either a narrow or curled body shape. S1.G1.B.3	Transfers weight from feet to different body parts/bases of support for balance. S1.G2.B.3	Moves into and out of gymnastics balances with curling, twisting and stretching actions. S1.G3.B.3	Moves into and out of balances on apparatus with curling, twisting and stretching actions. S1.G4.B.3	Performs curling, twisting and stretching actions with correct application in dance, gymnastics, small-sided practice tasks and games environments. S1.G5.B.3
Contrasts the actions of curling and stretching. S1.GK.B.4	Demonstrates twisting, curling, bending and stretching actions. S1.G1.B.4	Rolls in different directions with either a narrow or curled body shape. S1.G2.B.4	Combines locomotor skills and movement concepts to create and perform a dance. S1.G3.B.4	Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner. S1.G4.B.4	Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group. S1.G5.B.4
		Differentiates among twisting, curling, bending and stretching actions. S1.G2.B.5	Combines balance and weight transfers with movement concepts to create and perform a dance. S1.G3.B.5	Combines traveling with balance and weight transfers to create a gymnastics sequence. S1.G4.B.5	Combines actions, balances and weight transfers to create a gymnastics sequence. S1.G5.B.5
		Combines balances and transfers into a three-part sequence. S1.G2.B.6			

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Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
C. Manipulative					
Drops a ball and catches it before it bounces twice. S1.GK.C.1	Throws underhand, demonstrating some critical elements of a mature pattern. S1.G1.C.1	Throws underhand using a mature pattern. S1.G2.C.1	Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating most elements of a mature pattern. S1.G3.C.1	Throws overhand using a mature pattern in non-dynamic environments. S1.G4.C.1	Throws underhand using a mature pattern in non-dynamic environments, with different sizes and types of objects. S1.G5.C.1
Catches a large ball tossed by a skilled thrower. S1.GK.C.2	Catches a soft object from a self-toss before it bounces. S1.G1.C.2	Throws overhand, demonstrating some critical elements of a mature pattern. S1.G2.C.2	Uses a continuous running approach and kicks a stationary ball for accuracy. S1.G3.C.2	Throws overhand to a partner or at a target with accuracy at a reasonable distance. S1.G4.C.2	Throws underhand to a large target with accuracy. S1.G5.C.2
Dribbles a ball with 1 hand, attempting the second contact. S1.GK.C.3	Catches various sizes of balls self-tossed or tossed by a skilled thrower. S1.G1.C.3	Catches a self-tossed or well thrown large ball with hands, not trapping or cradling against the body. S1.G2.C.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 4 of the 5 critical elements of a mature pattern. S1.G3.C.3	Throws to a moving partner with reasonable accuracy in a non-dynamic environment. S1.G4.C.3	Throws overhand using a mature pattern in non-dynamic environments, with different sizes and types of objects. S1.G5.C.3
Taps a ball using the inside of the foot, sending it forward. S1.GK.C.4	Dribbles continuously in self-space using the preferred hand. S1.G1.C.4	Dribbles in self-space with preferred hand demonstrating a mature pattern. S1.G2.C.4	Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. S1.G3.C.4	Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment. S1.G4.C.4	Throws overhand to a large target with accuracy. S1.G5.C.4
Kicks a stationary ball from a stationary position, demonstrating some critical elements of a mature kicking pattern. S1.GK.C.5	Taps or dribbles a ball using the inside of the foot walking in general space. S1.G1.C.5	Dribbles while walking in general space. S1.G2.C.5	Strikes an object with a short handled implement while demonstrating some critical elements of a mature pattern. S1.G3.C.5	Dribbles in self-space with both the preferred and the non-preferred hands using a mature pattern. S1.G4.C.5	Throws with accuracy, both partners moving. S1.G5.C.5
Volleys a lightweight object sending it upward. S1.GK.C.6	Approaches a stationary ball and kicks it forward, demonstrating some critical elements of a mature pattern. S1.G1.C.6	Dribbles with the feet in general space with control of ball and body. S1.G2.C.6	Strikes a ball with a long-handled implement sending it forward, while using proper grip for the implement. S1.G3.C.6	Dribbles in general space with preferred pattern and control of ball and body while increasing and decreasing speed. S1.G4.C.6	Throws with accuracy in dynamic, small sided practice tasks. S1.G5.C.6
Strikes a light-weight object with a paddle or short-handed racket. S1.GK.C.7	Volleys an object with an open palm, sending it upward. S1.G1.C.7	Uses a continuous running approach and kicks a moving ball, demonstrating some critical elements of a mature pattern. S1.G2.C.7	Performs intermediate jump-rope skills for both long and short ropes in increasingly complex environments. S1.G3.C.7	Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed. S1.G4.C.7	Catches a batted ball at different levels using a mature pattern in a non-dynamic environment. S1.G5.C.7
Executes a single jump with self-turned rope. S1.GK.C.8	Strikes a ball with a short-handed implement, sending it upward. S1.G1.C.8	Volleys an object upward with consecutive hits. S1.G2.C.8		Passes and receives a ball with the insides of the feet to a moving partner in a non-dynamic environment. S1.G4.C.8	Catches with accuracy, both partners moving. S1.G5.C.8
Jumps a long rope with teacher assisted turning. S1.GK.C.9	Jumps forward or backward consecutively using a self-turned rope. S1.G1.C.9	Strikes an object upward with a short-handed implement, using consecutive hits. S1.G2.C.9		Passes and receives a ball with the outsides and insides of the feet to a stationary partner. S1.G4.C.9	Catches with reasonable accuracy in dynamic, small sided practice tasks. S1.G5.C.9

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C. Manipulative Continued					
	Jumps a long rope consecutively with teacher assisted turning. S1.G1.C.10	Strikes a ball off a tee, using correct grip and side orientation/ proper body orientation. S1.G2.C.10		Dribbles with hands or feet in combination with other skills. S1.G4.C.10	Combines hand dribbling with other skills during 1v1 practice tasks. S1.G5.C.10
		Jumps a self-turned rope consecutively forward and backward with a mature pattern. S1.G2.C.11		Kicks along the ground, in the air, and punts using mature patterns. S1.G4.C.11	Combines foot dribbling with other skills in 1v1 practice tasks. S1.G5.C.11
		Jumps a long rope consecutively with peer turners. S1.G2.C.12		Volleys underhand using a mature pattern, in a dynamic environment. S1.G4.C.12	Passes with the feet using a mature pattern as both partners travel. S1.G5.C.12
				Volleys a ball with a two-hand overhead pattern, sending it upward, demonstrating most critical elements of a mature pattern. S1.G4.C.13	Receives a pass with the foot using a mature pattern as both partners travel. S1.G5.C.13
				Strikes an object with a short-handed implement while demonstrating a mature pattern. S1.G4.C.14	Dribbles with hands or feet with mature patterns in a variety of small-sided game forms. S1.G5.C.14
				Strikes an object with a short-handed implement, alternating hits with a partner over a low net or against a wall. S1.G4.C.15	Demonstrates mature patterns in kicking and punting in small-sided practice task environments. S1.G5.C.15
				Strikes an object with a long-handed implement while demonstrating most critical elements of a mature pattern for the implement. S1.G4.C.16	Volleys a ball using a two-hand overhead pattern, sending it upward to a target. S1.G5.C.16
				Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher- and/ or student-designed small-sided practice-task environments. S1.G4.C.17	Strikes an object consecutively, with a partner, using a short-handed implement, over a net or against a wall, in either a competitive or cooperative game environment. S1.G5.C.17
				Creates a jump-rope routine with either a short or long rope. S1.G4.C.18	Strikes a pitched ball with a bat using a mature pattern. S1.G5.C.18
					Combines striking with a long implement with receiving and traveling skills in a small-sided game. S1.G5.C.19
					Combines manipulative skills and traveling for execution to a target. S1.G5.C.20
					Creates a jump-rope routine with a partner. S1.G5.C.21

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Standard 2: *Students shall apply knowledge of concepts, principals, strategies and tactics related to movement and performance.*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A. Movement Concepts					
Differentiates between movement in personal and general space. S2.GK.A.1	Moves in personal and general space in response to designated beats or rhythms. S2.G1.A.1	Combines locomotor skills in general space to a rhythm. S2.G2.A.1	Recognizes the concept of open spaces in a movement context. S2.G3.A.1	Applies the concept of open spaces to combination skills involving traveling. S2.G4.A.1	Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance and games environments. S2.G5.A.1
Moves in personal space to a rhythm. S2.GK.A.2	Travels demonstrating low, middle and high levels. S2.G1.A.2	Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences. S2.G2.A.2	Recognizes locomotor skills specific to a wide variety of physical activities. S2.G3.A.2	Applies the concept of closing spaces in small-sided practice tasks. S2.G4.A.2	Combines movement concepts with skills in small-sided practice tasks. S2.G5.A.2
Travels in three different pathways. S2.GK.A.3	Travels demonstrating a variety of relationships with objects. S2.G1.A.3	Varies time and force with gradual increases and decreases. S2.G2.A.3	Combines movement concepts with skills as directed by the teacher. S2.G3.A.3	Dribbles in general space with changes in direction and speed. S2.G4.A.3	Applies movement concepts to strategy in game situations. S2.G5.A.3
Travels in general space with different speeds. S2.GK.A.4	Differentiates between fast and slow speeds. S2.G1.A.4		Employs the concept of alignment in gymnastics and dance. S2.G3.A.4	Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments. S2.G4.A.4	Applies the concepts of direction and force to strike an object with a long handled implement. S2.G5.A.4
	Differentiates between strong and light force. S2.G1.A.5		Employs the concept of muscular tension with balance in gymnastics and dance. S2.G3.A.5	Applies the movement concepts of speed, endurance and pacing for running. S2.G4.A.5	Analyzes movement situations and applies movement concepts in small-sided practice tasks in game environments, dance and gymnastics. S2.G5.A.5
			Applies simple strategies and tactics in chasing activities and fleeing activities. S2.G3.A.6	Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target. S2.G4.A.6	Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks. S2.G5.A.6
				Applies simple offensive strategies and tactics in chasing and fleeing activities. S2.G4.A.7	Applies basic offensive and defensive strategies and tactics in net and wall small-sided practice tasks. S2.G5.A.7
				Applies simple defensive strategies and tactics in chasing and fleeing activities. S2.G4.A.8	Recognizes the type of throw, volley or striking action needed for different games and sports situations. S2.G5.A.8
				Recognizes the types of kicks needed for different games and sports situations. S2.G4.A.9	

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Standard 3: *Students shall demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A. Physical Activity Knowledge					
Identifies active play opportunities outside physical education class. S3.GK.A.1	Discusses the benefits of being active. S3.G1.A.1	Describes physical activities for participation outside physical education class. S3.G2.A.1	Charts participation in physical activities outside physical education class. S3.G3.A.1	Analyzes opportunities for participating in physical activity outside physical education class. S3.G4.A.1	1. Charts and analyzes physical activity outside physical education class for fitness benefits of activities. S3.G5.A.1
			Identifies physical activity as a way to become healthier. S3.G3.A.2		
B. Engages in Physical Activity					
Participates actively in physical education class. S3.GK.B.1	Engages actively in physical education class. S3.G1.B.1	Engages actively in physical education class in response to instruction and practice. S3.G2.B.1	Engages actively in the activities of physical education class without teacher prompting. S3.G3.B.1	Engages actively in the activities of physical education class, both teacher-directed and independent. S3.G4.B.1	Engages actively in all of the activities of physical education. S3.G5.B.1
C. Fitness Knowledge					
Recognizes that when you move fast, your heart beats faster and you breathe faster. S3.GK.C.1	Identifies the heart as a muscle that grows stronger with exercise, play and physical activity. S3.G1.C.1	Uses own body as resistance for developing strength. S3.G2.C.1	Describes the concept of fitness and provides examples of physical activity to enhance fitness. S3.G3.C.1	Identifies the components of health-related fitness. S3.G4.C.1	Differentiates between skill-related and health-related fitness. S3.G5.C.1
		Identifies physical activities that contribute to fitness. S3.G2.C.2	Recognizes the importance of warm-up and cool-down relative to vigorous physical activity. S3.G3.C.2	Demonstrates warm-up and cool down relative to the cardiorespiratory fitness assessment. S3.G4.C.2	Identifies the need for warm-up and cool-down relative to various physical activities. S3.G5.C.2
			Discusses and performs specific activities that show the FITT principle guidelines of type and intensity. S3.G3.C.3	Discusses and performs specific activities that show the FITT principle guidelines of type, intensity and time. S3.G4.C.3	Explain and apply the principles of the FITT component to develop a short term fitness goal. S3.G5.C.3
D. Assessment and Program Planning					
			Demonstrates, with teacher direction, the health-related fitness components. S3.G3.D.1	Completes pre and post fitness assessments. S3.G4.D.1	Analyzes results of fitness assessment (pre and post), comparing results to fitness components for good health. S3.G5.D.1
				Identifies areas of needed remediation from personal test and, with teacher assistance, identify strategies for progress in those areas. S3.G4.D.2	Designs a fitness plan to address ways to use physical activity to enhance fitness. S3.G5.D.2
E. Nutrition					
Recognizes that food provides energy for physical activity. S3.GK.E.1	Differentiates between healthy and unhealthy foods. S3.G1.E.1	Recognizes the correlation of good nutrition with physical activity. S3.G2.E.1	Identifies foods that are beneficial before and after physical activity. S3.G3.E.1	Discusses the importance of hydration and hydration choices relative to physical activities. S3.G4.E.1	Analyzes the impact of food choices relative to physical activity, recreation sports and personal health. S3.G5.E.1

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Standard 4: Students shall exhibit responsible personal and social behavior that respects self and others.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A. Personal Responsibility					
Follows directions in group settings. S4.GK.A.1	Accepts personal responsibility by using equipment and space appropriately. S4.G1.A.1	Practices skills with minimal teacher prompting. S4.G2.A.1	Exhibits personal responsibility in teacher-directed activities. S4.G3.A.1	Exhibits responsible behavior in independent group situations. S4.G4.A.1	Engages in physical activity with responsible interpersonal behavior. S4.G5.A.1
			Works independently for extended periods of time. S4.G3.A.2	Reflects on personal social behavior in physical activity. S4.G4.A.2	Participates with responsible personal behavior in a variety of physical activities. S4.G5.A.2
					Exhibits respect for self with appropriate behavior while engaging in physical activity. S4.G5.A.3
B. Accepting Feedback					
Acknowledges responsibility for behavior when prompted. S4.GK.B.1	Follows the rules and parameters of the learning environment. S4.G1.B.1	Accepts responsibility for class protocols with behavior and performance actions. S4.G2.B.1	Accepts and implements specific corrective feedback from the teacher. S4.G3.B.1	Listens respectfully to corrective feedback from others. S4.G4.B.1	Gives corrective feedback respectfully to peers. S4.G5.B.1
Follows instruction and directions when prompted. S4.GK.B.2	Responds appropriately to general feedback from the teacher. S4.G1.B.2				Accepts, recognizes and actively involves others into physical activities and group projects. S4.G5.B.2
C. Working with Others					
Shares equipment and space with others. S4.GK.C.1	Works independently with others in a variety of class environments. S4.G1.C.1	Works independently with others in partner environments. S4.G2.C.1	Accepts and implements specific corrective feedback from the teacher. S4.G3.C.1	Praises the movement performance of others both more skilled and less skilled. S4.G4.C.1	Gives corrective feedback respectfully to peers. S4.G5.C.1
				Accepts players of all skill levels into the physical activity. S4.G4.C.2	
D. Rules & Etiquette					
Recognizes the established protocol for class activities. S4.GK.D.1	Exhibits the established protocols for class activities. S4.G1.D.1	Recognizes the role of rules and etiquette in teacher-designed physical activities. S4.G2.D.1	Recognizes the role of rules and etiquette in physical activity with peers. S4.G3.D.1	Exhibits etiquette and adherence to rules in a variety of physical activities. S4.G4.D.1	Critiques the etiquette involved in rules of various game activities. S4.G5.D.1
E. Safety					
Follows teacher directions for safe participation and proper use of equipment with minimal reminders. S4.GK.E.1	Follows teacher directions for safe participation and proper use of equipment without teacher reminders. S4.G1.E.1	Works independently and safely in physical education. S4.G2.E.1	Works independently and safely in physical activity settings. S4.G3.E.1	Works independently and safely in physical activity settings. S4.G4.E.1	Applies safety principles with age appropriate physical activities. S4.G5.E.1
		Works safely with physical education equipment. S4.G2.E.2			

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Standard 5: *Students shall recognize the value of physical activity for health, enjoyment, challenge, self-expression and social interaction.*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A. Health					
Recognizes that physical activity is important for good health. S5.GK.A.1	Identifies physical activity as a component of good health. S5.G1.A.1	Recognizes the value of good health. S5.G2.A.1	Discusses the relationship between physical activity and good health. S5.G3.A.1	Examines the health benefits of participating in physical activity. S5.G4.A.1	Compares the health benefits of participating in selected physical activities. S5.G4.A.1
B. Challenge					
Acknowledges that some physical activities are challenging. S5.GK.B.1	Recognizes that challenge in physical activities can lead to success. S5.G1.B.1	Compares physical activities that bring confidence and challenge. S5.G2.B.1	Discusses the challenges that come from learning a new physical activity. S5.G3.B.1	Rates the enjoyment of participating in challenging and mastered physical activities. S5.G4.B.1	Expresses the enjoyment and/or challenge of participating in a physical activity. S5.G4.B.1
C. Self-expression & Enjoyment					
Identifies physical activities that are enjoyable. S5.GK.C.1	Describes positive feelings that result from participating in physical activities. S5.G1.C.1	Identifies physical activities that provide self-expression. S5.G2.C.1	Reflects on the reasons for enjoying selected physical activities. S5.G3.C.1	Ranks the enjoyment of participating in different physical activities. S5.G4.C.1	Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. S5.G4.C.1
Discusses the enjoyment of playing with others. S5.GK.C.2	Discusses personal reasons for enjoying physical activity. S5.G1.C.2				
D. Social Interaction					
			Describe the positive social interactions that come when engaged with others in physical activity. S5.G3.D.1	Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities. S5.G4.D.1	Describes the social benefits gained from participating in physical activity outside of physical education. S5.G4.D.1

Maryland Physical Education Framework

Middle School



Standard 1: *Students shall demonstrate competency in a variety of motor skills and movement patterns.*

Grade 6	Grade 7	Grade 8
A. Dance and Rhythms		
Demonstrates correct rhythm and pattern for one dance form. S1.G6.A.1	Demonstrates correct rhythm and pattern for one dance form. S1.G7.A.1	Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group. S1.G8.A.1
B. Invasion and Field Games		
Throws with a mature pattern for distance or power appropriate to the practice task. S1.G6.B.1	Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment. S1.G7.B.1	Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play. S1.G8.B.1
Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks. S1.G6.B.2	Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play. S1.G7.B.2	Catches using an implement in a dynamic environment or modified game play. S1.G8.B.2
Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed, with competency, in invasion games. S1.G6.B.3	Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed, with competency, in invasion games. S1.G7.B.3	Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level, with competency. S1.G8.B.3
Throws, while stationary, a leading pass to a moving receiver. S1.G6.B.4	Throws, while moving, a leading pass to a moving receiver. S1.G7.B.4	Throws a lead pass to a moving partner off a dribble or pass. S1.G8.B.4
Performs pivots, fakes and jab steps designed to create open space during practice tasks. S1.G6.B.5	Executes at least 1 of the following designed to create open space during small-sided game play: pivots, fakes, jab steps. S1.G7.B.5	Executes at least 2 of the following to create open space during modified game play: pivots, fakes, jab steps, screens. S1.G8.B.5
Performs the following offensive skills without defensive pressure: pivot, give and go, and fakes. S1.G6.B.6	Performs the following offensive skills with defensive pressure: pivot, give and go, and fakes. S1.G7.B.6	Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes. S1.G8.B.6
Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks. S1.G6.B.7	Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks. S1.G7.B.7	Dribbles with dominant and non-dominant hands using a change of speed and direction in small-sided game play. S1.G8.B.7
Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks. S1.G6.B.8	Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks. S1.G7.B.8	Foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play. S1.G8.B.8
Shoots on goal with power in a dynamic environment as appropriate to the activity. S1.G6.B.9	Shoots on goal with power and accuracy in small-sided game play. S1.G7.B.9	Shoots on goal with a long-handled implement for power and accuracy in modified invasion games. S1.G8.B.9
Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player. S1.G6.B.10	Slides in all directions while on defense without crossing feet. S1.G7.B.10	Drop-steps in the direction of the pass during player-to-player defense. S1.G8.B.10
C. Net and Wall Games		
Performs an underhand serve with control for net and wall games. S1.G6.C.1	Strikes with a mature overhand pattern in a dynamic environment for net or wall games. S1.G7.C.1	Executes consistently an underhand serve for distance and accuracy for net and wall games. S1.G8.C.1
Strikes with a mature overhand pattern in a non-dynamic environment for net or wall games. S1.G6.C.2	Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games. S1.G7.C.2	Strikes with a mature overhand pattern in a modified net or wall games. S1.G8.C.2
Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games. S1.G6.C.3	Transfers weight with correct timing using low to high striking pattern with a short-handled implement on the forehand side. S1.G7.C.3	Demonstrates the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games. S1.G8.C.3
Transfers weight with correct timing for a striking pattern. S1.G6.C.4	Forehand- and backhand-volleys with a mature form and control using a short handled implement. S1.G7.C.4	Transfers weight with correct timing using low to high striking pattern with a long-handled implement on the forehand and backhand sides. S1.G8.C.4
Forehand-volleys with a mature form and control using a short-handled implement. S1.G6.C.5	Two-hand volleys with control in a dynamic environment. S1.G7.C.5	Forehand- and backhand-volleys with a mature form and control using a short-handled implement during modified game play. S1.G8.C.5
Two-hand-volleys with control in a variety of practice tasks. S1.G6.C.6		Two-hand volleys with control in a small-sided game. S1.G8.C.6

Maryland Physical Education Framework

Middle School



Standard 1: *Students shall demonstrate competency in a variety of motor skills and movement patterns.*

Grade 6	Grade 7	Grade 8
D. Target Games		
Demonstrates a mature throwing pattern for a modified target game. S1.G6.D.1	Executes consistently a mature throwing pattern for target games. S1.G7.D.1	Performs consistently a mature throwing pattern, with accuracy and control, for target games. S1.G8.D.1
Strikes, with an implement, a stationary object for accuracy and distance. S1.G6.D.2	Strikes, with an implement, a stationary object for accuracy and distance. S1.G7.D.2	Strikes, with an implement, a stationary object for accuracy and power in activities. S1.G8.D.2
E. Fielding and Striking Games		
Strikes a pitched ball with an implement with force in a variety of practice tasks. S1.G6.E.1	Strikes a pitched ball with an implement to open space in a variety of practice tasks. S1.G7.E.1	Strikes a pitched ball with an implement for power to open space in a variety of small-sided games. S1.G8.E.1
Catches, with a mature pattern, from different trajectories using a variety of objects in a varying practice tasks. S1.G6.E.2	Catches, with a mature pattern, from different trajectories using a variety of objects in small-sided game play. S1.G7.E.2	Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play. S1.G8.E.2
F. Outdoor Pursuits		
Demonstrates correct technique for basic skills in 1 self-selected outdoor activity. S1.G6.F.1	Demonstrates correct technique for a variety of skills in 1 self-selected outdoor activity. S1.G7.F.1	Demonstrates correct technique for basic skills in at least 2 self-selected outdoor activities. S1.G8.F.1
G. Individual Performance Activities		
Demonstrates correct technique for basic skills in 1 self-selected individual-performance activity. S1.G6.G.1	Demonstrates correct technique for a variety of skills in 1 self-selected individual-performance activity. S1.G7.G.1	Demonstrates correct technique for basic skills in at least 2 self-selected individual-performance activities. S1.G8.G.1

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Standard 2: *Students shall apply knowledge of concepts, principles, strategies and tactics related to movement and performance.*

Grade 6	Grade 7	Grade 8
A. Invasion Games		
Creates open space by using locomotor movements in combination with movement. S2.G6.A.1	Reduces open space by using locomotor movements in combination with movement concepts. S2.G7.A.1	Opens and closes space during small-sided game play by combining locomotor movements with movement concepts. S2.G8.A.1
Executes at least 1 of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give and go. S2.G6.A.2	Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give and go. S2.G7.A.2	Executes at least 3 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; give and go. S2.G8.A.2
Reduces open space on defense by making the body larger and reducing passing angles. S2.G6.A.3	Reduces open space on defense by staying close to the opponent as heshe nears the goal. S2.G7.A.3	Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to opponent. S2.G8.A.3
Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass. S2.G6.A.4	Reduces open space by not allowing the catch (denial) or anticipating the speed of the object and person for the purpose of interception or deflection. S2.G7.A.4	Reduces open space by not allowing the catch and anticipating the speed of the object and person for the purpose of interception or deflection. S2.G8.A.4
Transitions from offense to defense or defense to offense by recovering quickly. S2.G6.A.5	Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates. S2.G7.A.5	Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. S2.G8.A.5
B. Net and Wall Games		
Creates open space in net or wall games with a short-handled implement by varying force and direction. S2.G6.B.1	Creates open space in net or wall games with a long-handled implement by varying force and direction, and by moving opponent from side to side. S2.G7.B.1	Creates open space in net or wall games with either a long- or short handled implement by varying force or direction, or by moving opponent from side to side and/or forward and back. S2.G8.B.1
Reduces offensive options for opponents by returning to mid-court position. S2.G6.B.2	Selects offensive shot based on opponent's location. S2.G7.B.2	Varies placement, force and timing of return to prevent anticipation by opponent. S2.G8.B.2
C. Target Games		
Selects appropriate shot and/or club based on location of the object in relation to the target. S2.G6.C.1	Varies the speed and/or trajectory of the shot based on location of the object in relation to the target. S2.G7.C.1	Varies the speed, force and trajectory of the shot based on location of the object in relation to the target. S2.G8.C.1
D. Fielding and Striking Games		
Identifies open spaces and attempts to strike object into that space. S2.G6.D.1	Uses a variety of shots to hit to open space. S2.G7.D.1	Identifies sacrifice situations and attempts to advance a teammate. S2.G8.D.1
Identifies the correct defensive play based on the situation. S2.G6.D.2	Selects the correct defensive play based on the situation. S2.G7.D.2	Reduces open spaces in the field by working with teammates to maximize coverage. S2.G8.D.2
E. Individual-performance activities, Dance and Rhythms		
Varies application of force during dance or gymnastic activities. S2.G6.E.1		Describes and applies mechanical advantage(s) for a variety of movement patterns. S2.G8.E.1
F. Outdoor Pursuits		
Makes appropriate decisions based on the weather, level of difficulty due to conditions or ability to ensure the safety of self and others. S2.G6.F.1	Analyzes an activity and makes adjustments to ensure the safety of self and others. S2.G7.F.1	Implements safe protocols in self-selected outdoor activities. S2.G8.F.1

Maryland Physical Education Framework

Middle School



Standard 3: *Students shall demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.*

Grade 6	Grade 7	Grade 8
A. Physical Activity Knowledge		
Identifies three influences on physical activity. S3.G6.A.1	Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers. S3.G7.A.1	Develops a plan to address one of the barriers within one's family, school or community to maintaining a physically active lifestyle. S3.G8.A.1
B. Engages In Physical Activity		
Participates in a variety of moderate to vigorous physical activities (cardio-kick, step aerobics, aerobic dance, recreational team sports, outdoor pursuits or dance activities). S3.G6.B.1	Participates in a variety of moderate to vigorous strength and endurance fitness activities (pilates, resistance training, body weight training, free weight training, individual sports, martial arts or aquatic activities). S3.G7.B.1	Participates in a variety of self-selected aerobic fitness activities outside of school such as walking, jogging, biking, skating, dancing and swimming. S3.G8.B.1
		Plans and implements a program of cross-training to include aerobic, strength and endurance, and flexibility training. S3.G8.B.2
		Participates in moderate to vigorous aerobic and/or muscle and bone strengthening physical activity. S3.G8.B.3
C. Fitness Knowledge		
Identifies the components of skill-related fitness. S3.G6.C.1	Distinguishes between health-related and skill-related fitness. S3.G7.C.1	Compares and contrasts health-related fitness components. S3.G8.C.1
Sets and monitors a self-selected physical activity goal based on current fitness level. S3.G6.C.2	Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. S3.G7.C.2	Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. S3.G8.C.2
Employs correct techniques and methods of stretching. S3.G6.C.3	Describes and demonstrates the difference between dynamic and static stretches. S3.G7.C.3	Employs a variety of appropriate static stretching techniques for all major muscle groups. S3.G8.C.3
Differentiates between aerobic and anaerobic capacity, and between muscular strength and endurance. S3.G6.C.4	Describes the role of exercise and nutrition in weight management. S3.G7.C.4	Describes the role of flexibility in injury prevention. S3.G8.C.4
Identifies each of the components of the overload principle for different types of physical activity. S3.G6.C.5	Describes overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness. S3.G7.C.5	Uses the overload principle (FITT formula) in preparing a personal workout. S3.G8.C.5
Describes the role of warm-ups and cool-downs before and after physical activity. S3.G6.C.6	Designs a warm-up and cool-down regimen for a self-selected physical activity. S3.G7.C.6	Designs and implements a warm-up and cool-down regimen for a self-selected physical activity. S3.G8.C.6
Defines resting heart rate and describes its relationship to aerobic fitness and the Borg rating of perceived exertion (RPE) scale. S3.G6.C.7	Defines how the RPE scale can be used to determine the perception of the work effort or intensity of exercise. S3.G7.C.7	Defines how the Rated Perceived Exertion scale can be used to adjust workout intensity during physical activity. S3.G8.C.7
Identifies major muscles used in selected physical activities. S3.G6.C.8	Describes how muscles pull on bones to create movement in pairs by relaxing and contracting. S3.G7.C.8	Explains how body systems interact with one another during physical activity. S3.G8.C.8
D. Assessment and Program Planning		
Designs and implements a program of remediation for an area of weakness based on the results of health-related fitness assessment. S3.G6.D.1	Designs and implements a program of remediation for areas of weakness based on the results of health-related fitness assessment. S3.G7.D.1	Designs and implements a program of remediation for areas of weakness based on the results of health-related fitness assessment. S3.G8.D.1
Maintains a physical activity log for at least 2 weeks, and reflects on activity levels as documented in the log. S3.G6.D.2	Reviews a physical activity and nutrition log for at least 2 weeks, and reflects on activity levels and nutrition as documented in the log. S3.G7.D.2	Designs and implements a program to improve levels of health-related fitness and nutrition. S3.G8.D.2
E. Nutrition		
Identifies foods within each of the basic food groups and selects appropriate servings and portions for his or her age and physical activity levels. S3.G6.E.1	Develops strategies for balancing nutrition along with daily physical activity. S3.G7.E.1	Describes the relationship between poor nutrition and health risk factors. S3.G8.E.1
F. Stress Management		
Identifies positive and negative results of stress and appropriate ways of dealing with each. S3.G6.F.1	Practices strategies for dealing with stress. S3.G7.F.1	Demonstrates basic movements used in stress-reducing activities. S3.G8.F.1

Maryland Physical Education Framework

Middle School



Standard 4: Students shall exhibit responsible personal and social behavior that respects self and others.

Grade 6	Grade 7	Grade 8
A. Personal Responsibility		
Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors. S4.G6.A.1	Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates. S4.G7.A.1	Accepts responsibility for improving one's own levels of physical activity and fitness. S4.G8.A.1
Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors. S4.G6.A.2		Uses effective self-monitoring skills to incorporate opportunities for physical activity. S4.G8.A.2
B. Accepting Feedback		
Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. S4.G6.B.1	Provides corrective feedback to a peer, using teacher-generated guidelines, that incorporates appropriate tone and other communication skills. S4.G7.B.1	Provides encouragement and feedback to peers without prompting. S4.G8.B.1
C. Working with Others		
Accepts differences among classmates in physical development, maturation and skill level by providing encouragement and positive feedback. S4.G6.C.1	Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. S4.G7.C.1	Responds appropriately to participants' behavior during physical activity by using rules and guidelines for resolving conflicts. S4.G8.C.1
Cooperates with a small group of classmates. S4.G6.C.2	Problem-solves with a small group of classmates. S4.G7.C.2	Cooperates with multiple classmates on problem-solving initiatives. S4.G8.C.2
D. Rules and Etiquette		
Identifies the rules and etiquette for activities. S4.G6.D.1	Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or by following parameters to create or modify a dance. S4.G7.D.1	Applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters. S4.G8.D.1
E. Safety		
Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance. S4.G6.E.1	Independently uses physical activity and exercise equipment appropriately and safely. S4.G7.E.1	Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns. S4.G8.E.1

Standard 5: Students shall recognize the value of physical activity for health, enjoyment, challenge, self-expression and social interaction.

Grade 6	Grade 7	Grade 8
A. Health		
Describes how being physically active leads to a healthy body. S5.G6.A.1	Identifies different types of physical activities and describes how each exerts a positive effect on health. S5.G7.A.1	Identifies the components of health-related fitness and explains the relationship between fitness and overall physical and mental health. S5.G8.A.1
Identifies components of physical activity that provide opportunities for reducing stress and for social interaction. S5.G6.A.2	Identifies positive mental and emotional aspects of participating in a variety of physical activities. S5.G7.A.2	Analyzes the empowering consequences of being physically active. S5.G8.A.2
B. Challenge		
Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, and/or modifying the tasks. S5.G6.B.1	Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge. S5.G7.B.1	Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge. S5.G8.B.1
C. Self-expression & Enjoyment		
Describes how moving competently in a physical activity setting creates enjoyment. S5.G6.C.1	Identifies why self-selected physical activities create enjoyment. S5.G7.C.1	Discusses how enjoyment could be increased in self-selected physical activities. S5.G8.C.1
Identifies how self-expression and physical activity are related. S5.G6.C.2	Explains the relationship between self-expression and lifelong enjoyment through physical activity. S5.G7.C.2	Identifies and participates in an enjoyable activity that prompts individual self-expression. S5.G8.C.2
D. Social Interaction		
Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity. S5.G6.D.1	Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates. S5.G7.D.1	Demonstrates respect for self by asking for help and helping others in various physical activities. S5.G8.D.1

Maryland Physical Education Framework

High School



Standard 1: *Students shall demonstrate competency in a variety of motor skills and movement patterns.*

Level 1	Level 2
A. Lifetime Activities	
Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, invasion games, fielding and striking games, individual performance activities, aquatics, net/wall games or target games). S1.L1.A.1	Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, invasion games, fielding and striking games, individual performance activities, aquatics, net and wall games, or target games). S1.L2.A.1
B. Fitness Activities	
Demonstrates competency in 1 or more specialized skills in health-related fitness activities. S1.L1.B.1	Demonstrates competency in 2 or more specialized skills in health-related fitness activities. S1.L2.B.1

Standard 2: *Students shall apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.*

Level 1	Level 2
A. Lifetime Activities	
Applies the terminology associated with exercise and participation in selected individual-performance activities, net and wall games, target games, aquatics, invasion games, fielding and striking games, individual performance activities and/or outdoor pursuits appropriately. S2.L1.A.1	Identifies and discusses the historical and cultural roles of games, sports and dance in a society. S2.L2.A.1
Uses movement concepts and principles to analyze and improve performance of self and/or others in a selected skill. S2.L1.A.2	Describes the speed vs. accuracy trade-off in throwing and striking skills. S2.L2.A.2
Creates a practice plan to improve performance for a self-selected skill. S2.L1.A.3	Identifies the stages of learning a motor skill. S2.L2.A.3
Identifies examples of social and technical dance forms. S2.L1.A.4	Compares similarities and differences in various dance forms. S2.L2.A.4

Standard 3: *Students shall demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.*

Level 1	Level 2
A. Physical Activity Knowledge	
Discusses the benefits of a physically active lifestyle as it relates to college or career readiness. S3.L1.A.1	Investigates the relationships among physical activity, nutrition and body composition. S3.L2.A.1
Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle. S3.L1.A.2	Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle. S3.L2.A.2
Identifies issues associated with exercising in heat, humidity and cold. S3.L1.A.3	Applies rates of perceived exertion and pacing. S3.L2.A.3
Evaluates — according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment. S3.L1.A.4	Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings. S3.L2.A.4
Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. S3.L1.A.5	
B. Fitness Knowledge	
Demonstrates appropriate technique on resistance training machines and with free weights. S3.L1.B.1	Designs and implements a strength and conditioning program that develops balance in opposing muscle groups. S3.L2.B.1
Relates physiological responses to individual levels of fitness and nutritional balance. S3.L1.B.2	Identifies the different energy systems used in selected physical activities. S3.L2.B.2
Identifies types of strength exercises and stretching exercises for personal fitness development. S3.L1.B.3	Identifies the structure of skeletal muscle and fiber types as they relate to muscle development. S3.L2.B.3
Calculates target heart rate and applies that information to a personal fitness plan. S3.L1.B.4	Adjusts pacing to keep heart rate in the target zone, using available to self-monitor aerobic intensity. S3.L2.B.4
C. Assessment and Program Planning	
Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings. S3.L1.C.1	Develops and maintains a fitness portfolio. S3.L2.C.1
Designs a fitness program, including all components of health-related fitness, for a college student and/or an employee in the learner's chosen career. S3.L1.C.2	Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals. S3.L2.C.2
D. Nutrition	
Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. S3.L1.D.1	Creates a snack plan for before, during and after exercise that addresses nutrition needs for each phase. S3.L2.D.1
E. Stress Management	
Identifies stress-management to reduce stress. S3.L1.E.1	Applies stress-management strategies to reduce stress. S3.L2.E.1

Maryland Physical Education Framework High School



Standard 4: *Students shall exhibit responsible personal and social behavior that respects self and others.*

Level 1	Level 2
A. Physical Activity Knowledge	
Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. S4.L1.A.1	Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media. S4.L2.A.1
B. Rules and Etiquette	
Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. S4.L1.B.1	Examines moral and ethical conduct in specific competitive situations. S4.L2.B.1
C. Working with Others	
Uses communication skills and strategies that promote team or group dynamics. S4.L1.C.1	Assumes a leadership role in a physical activity setting. S4.L2.C.1
Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. S4.L1.C.2	Accepts others by engaging in cooperative and collaborative movement projects. S4.L2.C.2
D. Safety	
Applies best practices for participating safely in physical activity, exercise and dance. S4.L1.D.1	Applies best practices for participating safely in physical activity, exercise and dance (injury prevention, proper alignment, hydration, use of equipment, etc.). S4.L2.D.1

Standard 5: *Students shall recognize the value of physical activity for health, enjoyment, challenge, self-expression and social interaction.*

Level 1	Level 2
A. Health	A. Challenge
Analyzes the health benefits of a self-selected physical activity. S5.L1.A.1	Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. S5.L2.A.1
B. Self-expression & Enjoyment	
Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. S5.L1.B.1	Identifies the uniqueness of creative dance as a means of self-expression. S5.L2.B.1
C. Social Interaction	
Identifies the opportunity for social support in a self-selected physical activity or dance. S5.L1.C.1	Evaluates the opportunity for social interaction and social support in a self-selected physical activity. S5.L2.C.1