South Carolina Physical Education

Middle Level

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

1.1 Invasion Games

Novice

1. Demonstrate the basic skills and tactics used during an invasion game individually and with a partner. MS.N.1.1

   Novice Support Levels

   SL1. Demonstrate some of the basic skills and tactics used during an invasion game individually and with a partner with prompting (physical, visual, or verbal). MS.N.1.1.SL1

   SL2. Demonstrate some of the basic skills and tactics used during an invasion game individually and with a partner with assistance (physical, visual, or verbal). MS.N.1.1.SL2

Intermediate

1. Apply the basic skills and tactics used during an invasion game in a numbers-up modified game. Example: performing a pass to an open player in a 3 v 2 soccer station. MS.I.1.1

   Intermediate Support Levels

   SL1. Apply some of the basic skills and tactics used during an invasion game in a numbers- up modified game with prompting (physical, visual, or verbal). MS.I.1.1.SL1

   SL2. Apply some of the basic skills and tactics used during an invasion game in a numbers- up modified game with assistance (physical, visual, or verbal). MS.I.1.1.SL2

Advanced

1. Execute the basic skills and tactics used during an invasion game in a modified game. Example: delivering a lead pass with accuracy in a 5 v 5 floor hockey game. MS.A.1.1

   Advanced Support Levels

   SL1. Execute some of the basic skills and tactics used during an invasion game in a modified game with prompting (physical, visual, or verbal). MS.A.1.1.SL1

   SL2. Execute some of the basic skills and tactics used during an invasion game in a modified game with assistance (physical, visual, or verbal). MS.A.1.1.SL2

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1.2 Target Game

Novice

2. Demonstrate the basic skills and tactics used during the preparation phase. Example: hold a bowling ball correctly while initiating an approach. MS.N.1.2

   Novice Support Levels

   SL1. Demonstrate some of the basic skills and tactics during the preparation phase with prompting (physical, visual, or verbal). MS.N.1.2.SL1

   SL2. Demonstrate some of the basic skills and tactics during the preparation phase with assistance (physical, visual, or verbal). MS.N.1.2.SL2

Intermediate

2. Consistently apply the basic skills and tactics during target games in a modified environment. MS.I.1.2

   Intermediate Support Levels

   SL1. Apply some of the basic skills and tactics during target games in a modified environment with prompting (physical, visual, or verbal). MS.I.1.2.SL1

   SL2. Apply some of the basic skills and tactics during target games in a modified environment with assistance (physical, visual, or verbal). MS.I.1.2.SL2

Advanced

2. Consistently execute the basic skills and tactics used during target games in a modified environment with accuracy. MS.A.1.2

   Advanced Support Levels

   SL1. Execute some of the basic skills and tactics used during target games in a modified environment with prompting (physical, visual, or verbal). MS.A.1.2.SL1

   SL2. Execute some of the basic skills and tactics used during target games in a modified environment with assistance (physical, visual, verbal). MS.A.1.2.SL2

1.3 Net/Wall Games

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Novice

3. Demonstrate in a modified activity the basic skills and tactics used for net/wall games. MS.N.1.3

   Novice Support Levels

   SL1. Demonstrate in a modified activity some of the basic skills and tactics for net/wall games with prompting (physical, visual, or verbal). MS.N.1.3.SL1

   SL2. Demonstrate in a modified activity some of the basic skills and tactic for net/wall games with assistance (physical, verbal, or visual). MS.N.1.3.SL2

Intermediate

3. Apply the proper technique and position to properly perform a variety of shots in a modified game (e.g. utilizing the appropriate shot in volleyball- overhead pass or forearm pass based on position of teammates). MS.I.1.3

   Intermediate Support Levels

   SL1. Apply some of the proper techniques and positions to properly perform a variety of shots in a modified game with prompting (physical, visual, or verbal). MS.I.1.3.SL1

   SL2. Apply some of the proper techniques and positions to properly perform a variety of shots in a modified game with assistance (physical, verbal, or visual). MS.I.1.3.SL2

Advanced

3. Execute a strategic shot based on the desired outcome in a complex situation (e.g. lob shot, passing shot, or drop shot in tennis). MS.A.1.3

   Advanced Support Levels

   SL1. Execute some strategic shots based on the desired outcome in a more complex situation with prompting (physical, visual, or verbal). MS.A.1.3.SL1

   SL2. Execute some strategic shots based on the desired outcome in a more complex situation with assistance (physical, verbal, or visual). MS.A.1.3.SL2

1.4 Fielding and Striking Games

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Novice

4. Demonstrate the basic skills and tactics used during a fielding/striking game individually and with a partner. MS.N.1.4

   Novice Support Levels

   SL1. Demonstrate some of the basic skills and tactics used during a fielding/striking game individually and with a partner, with prompting (physical, visual, or verbal). MS.N.1.4.SL1

   SL2. Demonstrate some of the basic skills and tactics used during a fielding/striking game individually and with a partner, with assistance (physical, visual, or verbal). MS.N.1.4.SL2

Intermediate

4. Apply the basic skills and tactics used during fielding and striking games in a modified situation. Example: fielding/throwing using proper technique to a base. MS.I.1.4

   Intermediate Support Levels

   SL1. Apply some of the basic skills and tactics used during fielding and striking games in a modified situation with prompting (physical, visual, or verbal). MS.I.1.4.SL1

   SL2. Apply some of the basic skills and tactics used during fielding and striking games in a modified situation with assistance (physical, visual, or verbal). MS.I.1.4.SL2

Advanced

4. Execute the basic skills and tactics used during fielding and striking games in a complex situation. MS.A.1.4

   Advanced Support Levels

   SL1. Execute some of the basic skills and tactics used during fielding and striking games in a complex situation with prompting (physical, visual, or verbal). MS.A.1.4.SL1

   SL2. Execute some of the basic skills and tactics used during fielding and striking games in a complex situation with assistance (physical, visual, or verbal). MS.A.1.4.SL2

1.5 Dance or Rhythmic Activities

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Novice

5. Demonstrate proper technique in performing dance and rhythmic activities. MS.N.1.5

   Novice Support Levels

   SL1. Demonstrate some of the proper technique in performing dance and rhythmic activities with prompting (physical, visual, or verbal). MS.N.1.5.SL1

   SL2. Demonstrate some of proper technique in performing dance and rhythmic activities with assistance (physical, visual, or verbal). MS.N.1.5.SL2

Intermediate

5. Apply command of rhythm and patterns in dance and rhythmic activities by designing a movement sequence to music as an individual or in a group. MS.I.1.5

   Intermediate Support Levels

   SL1. Apply some command of rhythm and patterns in dance and rhythmic activities by designing a movement sequence to music as an individual or in a group with prompting (physical, visual, or verbal). MS.I.1.5.SL1

   SL2. Apply some command of rhythm and patterns in dance and rhythmic activities by designing a movement sequence to music as an individual or in a group with assistance (physical, visual, verbal). MS.I.1.5.SL2

Advanced

5. Execute command of rhythm, patterns, and timing in dance or rhythmic activities by creating a movement sequence to music as an individual or in a group. MS.A.1.5

   Advanced Support Levels

   SL1. Execute some command of rhythm, patterns and timing by creating a movement sequence to music as an individual or in a group in dance or rhythmic activities with prompting (physical, visual, or verbal). MS.A.1.5.SL1

   SL2. Execute some command of rhythm, patterns and timing by creating a movement sequence to music as an individual or in a group in dance or rhythmic activities with assistance (physical, visual, or verbal). MS.A.1.5.SL2

1.6 Outdoor Pursuits

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Novice

6. Demonstrate the basic skills used during outdoor pursuits. MS.N.1.6

   Novice Support Levels

   SL1. Demonstrate some of the basic skills used during outdoor pursuits with prompting (physical, visual, or verbal). MS.N.1.6.SL1

   SL2. Demonstrate some of the basic skills used during outdoor pursuits with assistance (physical, visual, or verbal). MS.N.1.6.SL2

Intermediate

6. Apply the basic skills and strategies used during outdoor pursuits to achieve a goal. MS.I.1.6

   Intermediate Support Levels

   SL1. Apply some of the basic skills and strategies used during outdoor pursuits to achieve a goal with prompting (physical, visual, or verbal). MS.I.1.6.SL1

   SL2. Apply some of the basic skills and strategies used during outdoor pursuits to achieve a goal with assistance (physical, visual, or verbal). MS.I.1.6.SL2

Advanced

6. Execute the skills and strategies during outdoor pursuits in a complex goal. MS.A.1.6

   Advanced Support Levels

   SL1. Execute some of the skills and strategies during outdoor pursuits in a complex goal with prompting (physical, visual, or verbal). MS.A.1.6.SL1

   SL2. Execute some of the skills and strategies during outdoor pursuits in a complex goal with assistance (physical, visual, or verbal). MS.A.1.6.SL2

1.7 Aquatics

Novice

7. Demonstrate basic skills and safety precautions around water. MS.N.1.7

   Novice Support Levels

   SL1. Demonstrate some of the basic skills and safety precautions around water with prompting (physical, visual, or verbal). MS.N.1.7.SL1

   SL2. Demonstrate some of the basic skills and safety precautions around water with assistance (physical, visual, or verbal). MS.N.1.7.SL2

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Intermediate

7. Apply basic skills and safety precautions around water. MS.I.1.7

   Intermediate Support Levels

   SL1. Apply some of the basic skills and safety precautions around water with prompting (physical, visual, or verbal). MS.I.1.7.SL1

   SL2. Apply some of the basic skills and safety precautions around water with assistance (physical, visual, or verbal). MS.I.1.7.SL2

Advanced

7. Execute complex skills and safety precautions around water. MS.A.1.7

   Advanced Support Levels

   SL1. Execute some of the complex skills and safety precautions around water with prompting (physical, visual, or verbal). MS.A.1.7.SL1

   SL2. Execute some of the complex skills and safety precautions around water with assistance (physical, visual, or verbal). MS.A.1.7.SL2

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

2.1 Invasion, Target, Net/Wall, Striking / Fielding games

Novice

1. Describe critical elements/learning cues of the specialized skills used in a movement form. MS.N.2.1

   Novice Support Levels

   SL1. Describe some of the critical elements/learning cues of skills performed with prompting (physical, visual, or verbal). MS.N.2.1.SL1

   SL2. Describe some of the critical elements/learning cues of skills performed with assistance (physical, visual, or verbal). MS.N.2.1.SL2

Intermediate

2. Identify critical elements and learning cues of skills performed. MS.I.2

   Intermediate Support Levels

   SL1. Identify some of the critical elements and learning cues of skills performed with prompting (physical, visual, or verbal). MS.I.2.1.SL1

   SL2. Identify some of the critical elements and learning cues of skills performed with assistance (physical, visual, or verbal). MS.I.2.1.SL2

Advanced

1. Develop critical elements and learning cues of skills performed. MS.A.2.1

   Advanced Support Levels

   SL1. Develop some of the critical elements and learning cues of skills performed with prompting (physical, visual, or verbal). MS.A.2.1.SL1

   SL2. Develop some of the critical elements and learning cues of skills performed with assistance (physical, visual, or verbal). MS.A.2.1.SL2

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2.2 Invasion, Target, Net/Wall, Striking / Fielding games

Novice

2. Describe various game strategies and tactics within modified situations. MS.N.2.2

   Novice Support Levels

   SL1. Describe some of the various game strategies and tactics within modified situations with prompting (physical, visual, or verbal). MS.N.2.2.SL1

   SL2. Describe some of the various game strategies and tactics within modified situations with assistance (physical, visual, or verbal). MS.N.2.2.SL2

Intermediate

2. Identify various game strategies and tactics within the game and explain how to use them effectively in modified situations. MS.I.2.2

   Intermediate Support Levels

   SL1. Identify some of the various game strategies and tactics within the game and explain how to use them effectively in modified situations with prompting (physical, visual, or verbal). MS.I.2.2.SL1

   SL2. Identify some of the various game strategies and tactics within the game and explain how to use them effectively in modified situations with assistance (physical, visual, or verbal). MS.I.2.2.SL2

Advanced

2. Develop various game strategies and tactics within the game and explain how to use them effectively in complex situations. MS.A.2.2

   Advanced Support Levels

   SL1. Develop some of the various game strategies and tactics within the game and explain how to use them effectively in complex situations with prompting (physical, visual, or verbal). MS.A.2.2.SL1

   SL2. Develop some of the various game strategies and tactics within the game and explain how to use them effectively in complex situations with assistance (physical, visual, or verbal). MS.A.2.2.SL2

2.3 Dance /Rhythmic Activities

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Novice

3. Describe a sequence of progressive rhythmic movement patterns. Example: create a repeatable aerobic sequence of four or eight count steps, with coordinated arm movements. MS.N.2.3

   Novice Support Levels

   SL1. Describe a basic sequence of progressive rhythmic movement patterns with prompting (physical, visual, or verbal). MS.N.2.3.SL1

   SL2. Describe a basic sequence of progressive rhythmic movement patterns with assistance (physical, visual, or verbal). MS.N.2.3.SL2

Intermediate

3. Identify a sequence of progressive rhythmic movement patterns. Example: categorize steps as either four or eight count steps. MS.I.2.3

   Intermediate Support Levels

   SL1. Identify a basic sequence of progressive rhythmic movement patterns with prompting (physical, visual, or verbal). MS.I.2.3.SL1

   SL2. Identify a basic sequence of progressive rhythmic movement patterns with assistance (physical, visual, or verbal). MS.I.2.3.SL2

Advanced

3. Develop a sequence of progressive rhythmic movement patterns. Example: create a repeatable aerobic sequence of four or eight count steps, with coordinated arm movements. MS.A.2.3

   Advanced Support Levels

   SL1. Develop a basic sequence of progressive rhythmic movement patterns with prompting (physical, visual, or verbal). MS.A.2.3.SL1

   SL2. Develop a basic sequence of progressive rhythmic movement patterns with assistance (physical, visual, or verbal). MS.A.2.3.SL2

2.4 Health-Related Fitness

Novice

4. Describe the five components of health- related physical fitness (muscular strength, muscular endurance, aerobic capacity, flexibility, and body composition) and associated exercises for each component. MS.N.2.4

   Novice Support Levels

   SL1. Describe the basics of the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) and associated exercises for each component with prompting (physical, visual, or verbal). MS.N.2.4.SL1

   SL2. Describe the basics of the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) and associated exercises for each component with assistance (physical, visual, or verbal). MS.N.2.4.SL2

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Intermediate

4. Identify the relationship between the five components of health-related fitness and the FITT (frequency, intensity, type, and time) principle. MS.I.2.4

   Intermediate Support Levels

   SL1. Identify the basic relationship between the five components of health-related fitness and the FITT (frequency, intensity, type, and time) principle with prompting (physical, visual, or verbal). MS.I.2.4.SL1

   SL2. Identify the basic relationships between the five components of health-related fitness and the FITT (frequency, intensity, type, and time) principle with assistance (physical, visual, or verbal). MS.I.2.4.SL2

Advanced

4. Develop a personal health-related physical fitness plan, with limited teacher assistance, based on FITT training principles. MS.A.2.4

   Advanced Support Levels

   SL1. Develop a basic personal health-related physical fitness plan based on FITT training principles with prompting (physical, visual, or verbal). MS.A.2.4.SL1

   SL2. Develop a basic personal health-related physical fitness plan based on FITT training principles with assistance (physical, visual, or verbal). MS.A.2.4.SL2

2.5 Previous Knowledge and Movement Concepts

Novice

5. Describe prior knowledge of movement concepts into new learning experiences in the physical-activity setting. Example: use learning cues of the underhand toss and associate those cues with the underhand pitch/throw in softball. MS.N.2.5

   Novice Support Levels

   SL1. Describe the basic prior knowledge of movement concepts into new learning experiences in the physical-activity setting with prompting (physical, visual, or verbal). MS.N.2.5.SL1

   SL2. Describe the basic prior knowledge of movement concepts into new learning experiences in the physical-activity setting with assistance (physical, visual, or verbal). MS.N.2.5.SL2

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Intermediate

5. Identify prior knowledge of movement concepts into new learning experiences in the physical-activity setting. Example: use learning cues of the underhand toss in a modified setting in softball. MS.I.2.5

   Intermediate Support Levels

   SL1. Identify the basic prior knowledge of movement concepts into new learning experiences in the physical-activity setting with prompting (physical, visual, or verbal). MS.I.2.5.SL1

   SL2. Identify the basic prior knowledge of movement concepts into new learning experiences in the physical-activity setting with assistance (physical, visual, or verbal). MS.I.2.5.SL2

Advanced

5. Develop new learning experiences in the physical- activity setting using prior knowledge of movement concepts. Example: use learning cues of the underhand toss and underhand usage in complex situations across various physical activities/sports. MS.A.2.5

   Advanced Support Levels

   SL1. Develop the basics of new learning experiences in the physical-activity setting using prior knowledge of movement concepts with prompting (physical, visual, or verbal). MS.A.2.5.SL1

   SL2. Develop the basics of new learning experiences in the physical-activity setting using prior knowledge of movement concepts with assistance (physical, visual, or verbal). MS.A.2.5.SL2

2.6 Social and Emotional Health Benefits

Novice

6. Describe physical-activity experiences with the potential for social, emotional, and health benefits. MS.N.2.6

   Novice Support Levels

   SL1. Describe some of the physical- activity experiences for social, emotional, and health benefits with prompting (physical, visual, or verbal). MS.N.2.6.SL1

   SL2. Describe some of the physical- activity experiences for social, emotional, and health benefits with assistance (physical, visual, or verbal). MS.N.2.6.SL2

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Intermediate

6. Identify physical-activity experiences for social, emotional, and health benefits. Example: locating local areas to participate in physical activity outside the school setting. MS.I.2.6

   Intermediate Support Levels

   SL1. Identify some of the physical- activity experiences for social, emotional, and health benefits with prompting (physical, visual, or verbal). MS.I.2.6.SL1

   SL2. Identify some of the physical- activity experiences for social, emotional, and health benefits with assistance (physical, visual, or verbal). MS.I.2.6.SL2

Advanced

6. Develop physical- activity experiences for social, emotional, and health benefits. MS.A.2.6

   Advanced Support Levels

   SL1. Develop some of the physical-activity experiences for social, emotional, and health benefits with prompting (physical, visual, or verbal). MS.A.2.6.SL1

   SL2. Develop some of the physical-activity experiences for social, emotional, and health benefits with assistance (physical, visual, or verbal). MS.A.2.6.SL2

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

3.1 Monitoring Physical Activity

Novice

1. Demonstrate participation in physical activity and set personal goals. Example: measure daily steps with a device. MS.N.3.1

   Novice Support Levels

   SL1. Demonstrate participation in physical activity and set personal goals with prompting (physical, visual, or verbal). MS.N.3.1.SL1

   SL2. Demonstrate participation in physical activity and set personal goals with assistance (physical, visual, or verbal) MS.N.3.1.SL2

Intermediate

1. Monitor daily participation to promote physical activity. Example: maintain an activity log for a seven-day period, documenting progress toward achievement of personal goals. MS.I.3.1

   Intermediate Support Levels

   SL1. Monitor daily participation to promote physical activity with or without prompting (physical, visual, or verbal). MS.I.3.1.SL1

   SL2. Monitor daily participation to promote physical activity with assistance (physical, visual, or verbal). MS.I.3.1.SL2

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Advanced

1. Execute a consistent monitoring system to maintain physical activity. Example: Periodically determine effectiveness of exercise/workout and refine as needed. MS.A.3.1

   Advanced Support Levels

   SL1. Execute a basic consistent monitoring system to maintain physical activity with or without prompting (physical, visual, or verbal). MS.A.3.1.SL1

   SL2. Execute a basic consistent monitoring system to maintain physical activity with assistance (physical, visual, or verbal). MS.A.3.1.SL2

3.2 Community Resources

Novice

2. Describe various ways to locate community resources for health-enhancing activities. MS.N.3.2

   Novice Support Levels

   SL1. Describe various ways to locate community resources for health-enhancing activities with prompting (physical, visual, or verbal). MS.N.3.2.SL1

   SL2. Describe various ways to locate community resources for health-enhancing activities with assistance (physical, visual, or verbal). MS.N.3.2.SL2

Intermediate

2. Apply knowledge of community resources to support varied opportunities for participation in physical activity outside of physical education class. Example: evaluate local YMCA programs, city recreation programs, biking paths, walking trails. MS.I.3.2

   Intermediate Support Levels

   SL1. Apply a basic knowledge of community resources to support varied opportunities for participation in physical activity outside of physical education class with prompting (physical, visual, or verbal). MS.I.3.2.SL1

   SL2. Apply a basic knowledge of community resources to support varied opportunities for participation in physical activity outside of physical education class with assistance (physical, visual, or verbal). MS.I.3.2.SL2

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Advanced

2. Execute a plan to utilize the community resources in a comprehensive personal fitness plan. MS.A.3.2

   Advanced Support Levels

   SL1. Execute a simple plan to utilize the community resources with prompting (physical, visual, or verbal). MS.A.3.2.SL1

   SL2. Execute a simple plan to utilize the community resources with assistance (physical, visual, or verbal). MS.A.3.2.SL2

3.3 Fitness Standards

Novice

3. Demonstrate proper form with cadence of fitness exercises as defined by a health-related fitness assessment. MS.N.3.3

   Novice Support Levels

   SL1. Demonstrate proper form with cadence of fitness exercises as defined by a health- related fitness assessment with prompting (physical, visual, or verbal). MS.N.3.3.SL1

   SL2. Demonstrate proper form with cadence of fitness exercises as defined by a health- related fitness assessment with assistance (physical, visual, or verbal). MS.N.3.3.SL2

Intermediate

3. Show progression toward the age and gender-specific, health-related fitness standards as defined by a health-related fitness assessment. MS.I.3.3

   Intermediate Support Levels

   SL1. Show progression toward the age and gender-specific, health-related fitness standards as defined by a health-related fitness assessment with prompting (physical, visual, or verbal). MS.I.3.3.SL1

   SL2. Show progression toward the age and gender-specific, health-related fitness standards as defined by a health-related fitness assessment with assistance (physical, visual, or verbal). MS.I.3.3.SL2

Advanced

3. Achieve and maintain the age and gender-specific, health-related fitness standards as defined by a health-related fitness assessment. MS.A.3.3

   Advanced Support Levels

   SL1. Achieve and maintain the age and gender- specific, health-related fitness standards as defined by a health- related fitness assessment with prompting (physical, visual, or verbal). MS.A.3.3.SL1

   SL2. Achieve and maintain the age and gender- specific, health-related fitness standards as defined by a health- related fitness assessment with assistance (physical, visual, or verbal). MS.A.3.3.SL2

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3.4 Fitness Goals and Plans

Novice

4. Demonstrate various activities to address personal health-related fitness components. MS.N.3.4

   Novice Support Levels

   SL1. Demonstrate various activities to address health-related fitness components with prompting (physical, visual, or verbal). MS.N.3.4.SL1

   SL2. Demonstrate various activities to address health-related fitness components with assistance (physical, visual, or verbal). MS.N.3.4.SL2

Intermediate

4. Identify personal health-related fitness goals and implement a plan to achieve and/or maintain personal fitness. MS.I.3.4

   Intermediate Support Levels

   SL1. Identify personal health-related fitness goals and implement a simple plan to achieve and/or maintain personal fitness with prompting (physical, visual, or verbal). MS.I.3.4.SL1

   SL2. Identify personal health-related fitness goals and implement a simple plan to achieve and/or maintain personal fitness with assistance (physical, visual, or verbal). MS.I.3.4.SL2

Advanced

4. Execute a method(s) to identify specific personal health- related fitness goals and modify a plan to improve personal fitness. MS.A.3.4

   Advanced Support Levels

   SL1. Execute a simple method(s) to identify specific personal health-related fitness goals and modify a plan to improve personal fitness with prompting (physical, visual, or verbal). MS.A.3.4.SL1

   SL2. Execute a simple method(s) to identify specific personal health-related fitness goals and modify a plan to improve personal fitness with assistance (physical, visual, or verbal). MS.A.3.4.SL2

3.5 Fitness Participation

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Novice

5. Demonstrate participation in health- related physical fitness activities outside of the physical education class. MS.N.3.5

   Novice Support Levels

   SL1. Demonstrate participation in health- related physical fitness activities outside of the physical education class with prompting (physical, visual, or verbal). MS.N.3.5.SL1

   SL2. Demonstrate participation in health- related physical fitness activity outside of the physical education class with assistance (physical, visual, or verbal). MS.N.3.5.SL2

Intermediate

5. Apply regular participation in health- related physical fitness activities outside of the physical education class. MS.I.3.5

   Intermediate Support Levels

   SL1. Apply regular participation in health- related physical fitness activities outside of the physical education class with prompting (physical, visual, or verbal). MS.I.3.5.SL1

   SL2. Apply regular participation in health- related physical fitness activities outside of the physical education class with assistance (physical, visual, or verbal). MS.I.3.5.SL2

Advanced

5. Execute specific health- related physical fitness activities outside of the physical education class to improve personal fitness. MS.A.3.5

   Advanced Support Levels

   SL1. Execute some specific health-related physical fitness activities outside of the physical education class to improve personal fitness with prompting (physical, visual, or verbal). MS.A.3.5.SL1

   SL2. Execute some specific health-related physical fitness activities outside of the physical education class to improve personal fitness with assistance (physical, visual, or verbal). MS.A.3.5.SL2

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

4.1 Teamwork/Sportsmanship

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Novice

1. Demonstrate skills to work cooperatively within a group to establish and achieve group goals in physical activity settings. MS.N.4.1

   Novice Support Levels

   SL1. Demonstrate some skills to work cooperatively within a group to establish and achieve group goals in physical activity settings with or without prompting (physical, visual, or verbal). MS.N.4.1.SL1

   SL2. Demonstrate some skills to work cooperatively within a group to establish and achieve group goals in physical activity settings with assistance (physical, visual, or verbal). MS.N.4.1.SL2

Intermediate

1. Apply interpersonal skills to work cooperatively within a group to establish and achieve group goals in competitive as well as cooperative physical activity settings. MS.I.4.1

   Intermediate Support Levels

   SL1. Apply some interpersonal skills to work cooperatively within a group to establish and achieve group goals in competitive as well as cooperative physical activity settings with or without prompting (physical, visual, or verbal). MS.I.4.1.SL1

   SL2. Apply some interpersonal skills to work cooperatively within a group to establish and achieve group goals in competitive as well as cooperative physical activity settings with assistance (physical, visual, or verbal). MS.I.4.1.SL2

Advanced

1. Develop and execute group norms to establish and achieve group goals in competitive as well as cooperative physical activity settings (e.g. provides positive feedback to teammates and opponents during activities and games). MS.A.4.1

   Advanced Support Levels

   SL1. Develop and execute group norms to establish and achieve group goals in competitive as well as cooperative physical activity settings with or without prompting (physical, visual, or verbal). MS.A.4.1.SL1

   SL2. Develop and execute group norms to establish and achieve group goals in competitive as well as cooperative physical activity settings with assistance (physical, visual, or verbal). MS.A.4.1.SL2

4.2 Conflict Resolution

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Novice

2. Demonstrate the skills needed to resolve conflicts. Example: display skills such as self-control, listening, compromising, cooperating, and negotiating. MS.N.4.2

   Novice Support Levels

   SL1. Demonstrate some of the basic skills needed to resolve conflicts with prompting (physical, visual, or verbal). MS.N.4.2.SL1

   SL2. Demonstrate some of the basic skills needed to resolve conflicts with assistance (physical, visual, or verbal). MS.N.4.2.SL2

Intermediate

2. Apply the skills needed to resolve potential conflicts in physical activity settings. MS.I.4.2

   Intermediate Support Levels

   SL1. Apply some of the basic skills needed to resolve potential conflicts in physical activity settings with prompting (physical, visual, or verbal). MS.I.4.2.SL1

   SL2. Apply some of the basic skills needed to resolve potential conflicts in physical activity settings with assistance (physical, visual, or verbal). MS.I.4.2.SL2

Advanced

2. Execute a conflict- resolution strategy to resolve potential conflicts in a game or physical activity. Example: negotiates an acceptable penalty in a flag football game with the opposing team. MS.A.4.2

   Advanced Support Levels

   SL1. Execute a simple conflict-resolution strategy to resolve potential conflicts in a game or physical activity with prompting (physical, visual, or verbal). MS.A.4.2.SL1

   SL2. Execute a simple conflict-resolution strategy to resolve potential conflicts in a game or physical activity with assistance (physical, visual, or verbal). MS.A.4.2.SL2

4.3 Diversity

Novice

3. Recognize the value of diversity of participants in physical activity. MS.N.4.3

   Novice Support Levels

   SL1. Recognize the diverse characteristics of participants in physical activity with prompting (physical, visual, or verbal). MS.N.4.3.SL1

   SL2. Recognize the diverse characteristics of participants in physical activity with assistance (physical, visual, or verbal). MS.N.4.3.SL2

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Intermediate

3. Apply an effort to include a diverse group of participants in physical activities and accept differences among people. MS.I.4.3

   Intermediate Support Levels

   SL1. Apply a simple effort to include a diverse group of participants in physical activities and accept differences among people with prompting (physical, visual, or verbal). MS.I.4.3.SL1

   SL2. Apply a simple effort to include a diverse group of participants in physical activities and accept differences among people with assistance (physical, visual, or verbal). MS.I.4.3.SL2

Advanced

3. Consistently include a diverse group of participants in physical activities and consistently accept differences among people. MS.A.4.3

   Advanced Support Levels

   SL1. Consistently include a diverse group of participants in physical activities and consistently accepts differences among people with prompting (physical, visual, or verbal). MS.A.4.3.SL1

   SL2. Consistently include a diverse group of participants in physical activities and consistently accepts differences among people with assistance (physical, visual, or verbal). MS.A.4.3.SL2

4.4 Respect and Safety

Novice

4. Demonstrate the use of equipment appropriately and safely in physical activity settings. MS.N.4.4

   Novice Support Levels

   SL1. Demonstrate the use of equipment appropriately and safely in physical activity settings with prompting (physical, visual, or verbal). MS.N.4.4.SL1

   SL2. Demonstrate the use of equipment appropriately and safely in physical activity settings with assistance (physical, visual, or verbal). MS.N.4.4.SL2

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Intermediate

4. Apply equipment appropriately in physical activity settings and identify safety concerns associated with specific activities. MS.I.4.4

   Intermediate Support Levels

   SL1. Apply equipment appropriately in physical activity settings and identify safety concerns associated with specific activities with prompting (physical, visual, or verbal). MS.I.4.4.SL1

   SL2. Apply equipment appropriately in physical activity settings and identify safety concerns associated with specific activities with assistance (physical, visual, or verbal). MS.I.4.4.SL2

Advanced

4. Execute a method to use the equipment appropriately and foresee safety concerns associated with specific activities. Example: reminds others of the safety concerns of wearing a flag football belt improperly. MS.A.4.4

   Advanced Support Levels

   SL1. Execute a simple method to use the equipment appropriately and foresee safety concerns associated with specific activities with prompting (physical, visual, or verbal). MS.A.4.4.SL1

   SL2. Execute a simple method to use the equipment appropriately and foresee safety concerns associated with specific activities with assistance (physical, visual, or verbal). MS.A.4.4.SL2

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

5.1 Enjoyment Promotion

Novice

1. Recognize how physical activity provides personal meaning and enjoyment. MS.N.5.1

   Novice Support Levels

   SL1. Recognize in a simple way how physical activity provides personal meaning and enjoyment with prompting (physical, visual, or verbal). MS.N.5.1.SL1

   SL2. Recognize in a simple way how physical activity provides personal meaning and enjoyment with assistance (physical, visual, or verbal). MS.N.5.1.SL2

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Intermediate

1. Seek and explore physical activity opportunities that provide personal meaning and enjoyment. Example: participate in organized sports for the joy of competition, ride a mountain bike to enjoy nature trails. MS.I.5.1

   Intermediate Support Levels

   SL1. Seek and explore simple physical activity opportunities that provide personal meaning and enjoyment with prompting (physical, visual, or verbal). MS.I.5.1.SL1

   SL2. Seek and explore simple physical activity opportunities that provide personal meaning and enjoyment with assistance (physical, visual, or verbal). MS.I.5.1.SL2

Advanced

1. Consistently seek and explore various physical activities that provide personal meaning and enjoyment. Example: research a hiking trail near the family's vacation destination and suggest for an activity. MS.A.5.1

   Advanced Support Levels

   SL1. Frequently seek out and explore various physical activities that provide personal meaning and enjoyment with prompting (physical, visual, or verbal). MS.A.5.1.SL1

   SL2. Frequently seek out and explore various physical activities that provide personal meaning and enjoyment with assistance (physical, visual, or verbal). MS.A.5.1.SL2

5.2 Health-Enhancing Promotion

Novice

2. Recognize the benefits of health- enhancing physical activities that provide challenge, enjoyment, and social interaction. Example: Go on a walk, jog, or run to increase heart rate, relieve stress, or interact with others. MS.N.5.2

   Novice Support Levels

   SL1. Recognize some of the benefits of health-enhancing physical activities that provide challenge, enjoyment, and social interaction with prompting (physical, visual, or verbal). MS.N.5.2.SL1

   SL2. Recognize some of the benefits of health-enhancing physical activities that provide challenge, enjoyment, and social interaction with assistance (physical, visual, or verbal). MS.N.5.2.SL2

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Intermediate

2. Seek and explore health-enhancing physical activities that provide challenge, enjoyment, and social interaction. Example: Participate in local road race, community event, or youth recreational league. MS.I.5.2

   Intermediate Support Levels

   SL1. Seek and explore health-enhancing physical activities that provide challenge, enjoyment, and social interaction with prompting (physical, visual, or verbal). MS.I.5.2.SL1

   SL2. Seek and explore health-enhancing physical activities that provide challenge, enjoyment, and social interaction with assistance (physical, visual, or verbal). MS.I.5.2.SL2

Advanced

2. Consistently seek and explore various health-enhancing physical activities that provide challenge, enjoyment, and social interaction. Example: Regularly participates in various neighborhood, community, and recreational activities. MS.A.5.2

   Advanced Support Levels

   SL1. Frequently seek and explore various health- enhancing physical activities that provide challenge, enjoyment, and social interaction with prompting (physical, visual, or verbal). MS.A.5.2.SL1

   SL2. Frequently seek and explore various health- enhancing physical activities that provide challenge, enjoyment, and social interaction with assistance (physical, visual, or verbal). MS.A.5.2.SL2

5.3 Social Interaction and Self-Expression

Novice

3. Recognize an enjoyable activity that promotes social interaction or self-expression. Example: Acknowledge the benefits of playing a pick-up basketball game with friends. MS.N.5.3

   Novice Support Levels

   SL1. Recognize a simple and enjoyable activity that promotes social interaction or self- expression with prompting (physical, visual, or verbal). MS.N.5.3.SL1

   SL2. Recognize a simple and enjoyable activity that promotes social interaction or self- expression with assistance (physical, visual, or verbal). MS.N.5.3.SL2

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Intermediate

3. Identify and participate in enjoyable activities that promote social interaction or self- expression. Example: Play horseshoes with relatives, seek a neighborhood disc golf course MS.I.5.3

   Intermediate Support Levels

   SL1. Identify and participate in simple and enjoyable activities that promote social interaction or self-expression with prompting (physical, visual, or verbal). MS.I.5.3.SL1

   SL2. Identify and participate in simple and enjoyable activities that promote social interaction or self-expression with assistance (physical, visual, or verbal). MS.I.5.3.SL2

Advanced

3. Consistently identify and participate in various enjoyable activities that promote social interaction or self-expression. Example: Organize school activities to promote community involvement. MS.A.5.3

   Advanced Support Levels

   SL1. Frequently identify and participate in various enjoyable activities that promote social interaction or self-expression with prompting (physical, visual, or verbal). MS.A.5.3.SL1

   SL2. Frequently identify and participate in various enjoyable activities that promote social interaction or self-expression with assistance (physical, visual, or verbal). MS.A.5.3.SL2

5.4 Active Lifestyle

Novice

4. Recognize the (affective) health benefits of a physically active lifestyle. Example: Acknowledges that positive relationships, personal satisfaction, self-esteem are benefits of physical activity MS.N.5.4

   Novice Support Levels

   SL1. Recognize the (affective) health benefits of a physically active lifestyle in a simple way with prompting (physical, visual, or verbal). MS.N.5.4.SL1

   SL2. Recognize the (affective) health benefits of a physically active lifestyle in a simple way with assistance (physical, visual, or verbal). MS.N.5.4.SL2

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Intermediate

4. Identify the (affective) health benefits of a physically active lifestyle. Example: Joins a running club in order to form new friendships, achieve a goal, or overcome an obstacle MS.I.5.4

   Intermediate Support Levels

   SL1. Identify the (affective) health benefits of a physically active lifestyle in a simple way with prompting (physical, visual, or verbal). MS.I.5.4.SL1

   SL2. Identify the (affective) health benefits of a physically active lifestyle in a simple way with assistance (physical, visual, or verbal). MS.I.5.4.SL2

Advanced

4. Consistently identify the various (affective) health benefits of a physically active lifestyle. Example: Regularly looks for opportunities to form new relationships, set new goals, embrace new challenges in various activities MS.A.5.4

   Advanced Support Levels

   SL1. Frequently identify the various (affective) health benefits of a physically active lifestyle in a simple way with prompting (physical, visual, or verbal). MS.A.5.4.SL1

   SL2. Frequently identify the various (affective) health benefits of a physically active lifestyle in a simple way with assistance (physical, visual, or verbal). MS.A.5.4.SL2