
TO: Members of the Education Policy Committee

FROM: Carey M. Wright, Ed.D., State Superintendent of Schools

DATE: January 15, 2026

SUBJECT: Physical Education Instructional Programs
SEEKING PERMISSION TO ADOPT

STRATEGIC PLAN ALIGNMENT:

Pillar 3: College and Career Readiness

Goal: Every student graduates high school college and career-ready.

Outcome: 3.M Increase the percentage of Maryland students who graduate high school in four years.

Purpose

The purpose of this item is to request permission to adopt amendments to the Code of Maryland Regulations (COMAR) 13A.04.13.01 *Physical Education Instructional Programs for Grades Prekindergarten—12* and to *Maryland’s Physical Education Framework Prekindergarten Through High School*.

Background

In the spring of 2024, the Maryland State Department of Education (MSDE) established statewide Standards and Frameworks Validation Committees (SFVCs), comprised of parents, educators, school system leaders, and subject matter experts. Through several in-person and virtual meetings, the physical education committee studied emerging state and national public health trends to ensure that Maryland’s physical education instructional programs meet the complex needs of all students.

At the September 30, 2025, Maryland State Board of Education (State Board) meeting, the State Board unanimously granted MSDE permission to publish the draft amendments to COMAR 13A.04.13.01 *Physical Education Instructional Programs for Grades Prekindergarten—12* and to *Maryland’s Physical Education Framework Prekindergarten Through High School*.

The draft regulation and framework were published on the Physical Education SFVC webpage on October 28, 2025. The draft regulations were also published in the Maryland Register on December 1, 2025.

From October 28, 2025, to December 31, 2025, the MSDE received forty-one comments via survey and email.

- 63% percent of the respondents were in support of the regulatory changes; 20% supported the changes, but with amendments; 15% took no position; and 2% opposed the changes.

- 69% of the respondents were in support of the framework revisions; 17% supported the revisions, but with amendments; 11% took no position; and 3% opposed the regulatory revisions.

Executive Summary

The recommended amendments to COMAR 13A.04.13.01 and to the physical education framework are the result of consultation with parents, educators, LEA leaders, and subject-matter experts. The proposed amendments were informed by stakeholder and LEA input and align with the national physical education standards. After reviewing all comments to determine if any suggested changes are legally necessary or would improve the regulations, MSDE recommends no changes. However, two changes were made to the framework regarding nutrition education, and it is reflected in the attached final draft.

Action

MSDE is requesting permission to adopt amendments to COMAR 13A.04.13.01 *Physical Education Instructional Programs for Grades Prekindergarten—12* and *Maryland's Physical Education Framework Prekindergarten Through High School*.

Attachments

Presentation Name.pptx

Public Comment Overview.pdf

Final Draft Regulation.pdf

Final Draft Framework.pdf

Public Comment.pdf



Standards-Based Physical Education Updates

INSTRUCTIONAL PROGRAMS

Presented By | Jason Semanoff, Director of Comprehensive Health and Physical Education

January 15, 2026



MSDE Strategic Plan Goals

1

Every child has access to a high-quality early childhood program.

PILLAR 1: EARLY CHILDHOOD EDUCATION



Every student is matched with the resources they need to ensure their success.

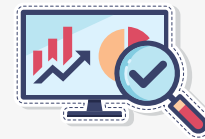
PILLAR 4: MORE RESOURCES FOR STUDENT SUCCESS

4

2

Every school has high-quality and diverse teachers and leaders.

PILLAR 2: HIGH-QUALITY & DIVERSE TEACHERS AND LEADERS



Every school and district receives a rating of ____ or higher.

PILLAR 5: GOVERNANCE AND ACCOUNTABILITY

5

3

Every student graduates high school college and career ready.

PILLAR 3: COLLEGE AND CAREER READINESS



Visit the Maryland State Department of Education website to learn more about the Strategic Plan!

strategicplan.marylandpublicschools.org



STRATEGIC PLAN ALIGNMENT



Every student graduates high school college and career ready.

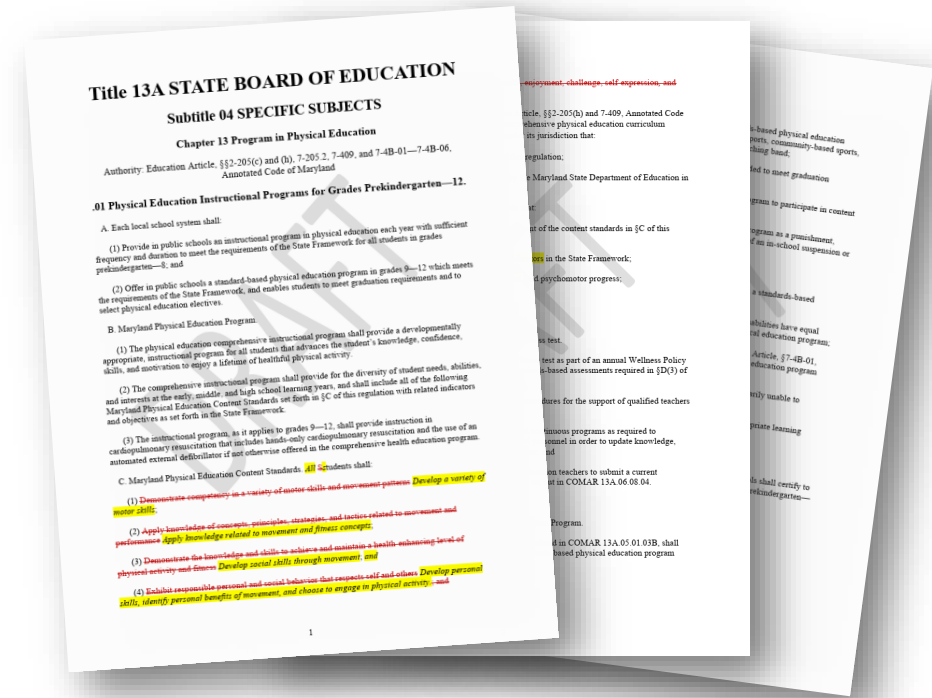
3.M

Increase the percentage of Maryland students who graduate high school in four years.

Publication: Draft Physical Education Regulation and Framework

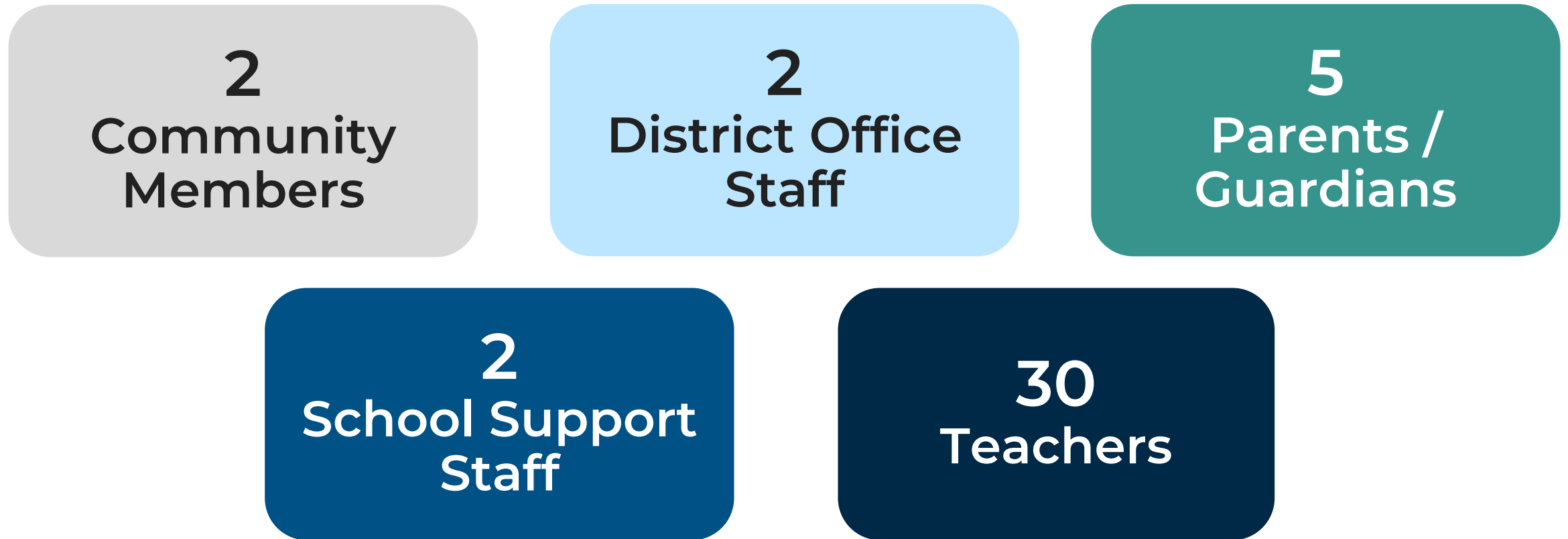
- Published on the Physical Education SFVC webpage on October 28, 2025
- Shared with local superintendents on November 26, 2025
- Published in Maryland Register on December 1, 2025
- Engaged with local education agency (LEA) physical education leaders on November 13, 2025, and December 9, 2025
- Engaged with LEA adapted physical education leaders on November 14, 2025, and December 9, 2025

<https://www.marylandpublicschools.org/about/pages/dcaa/pe/sfvc.aspx>

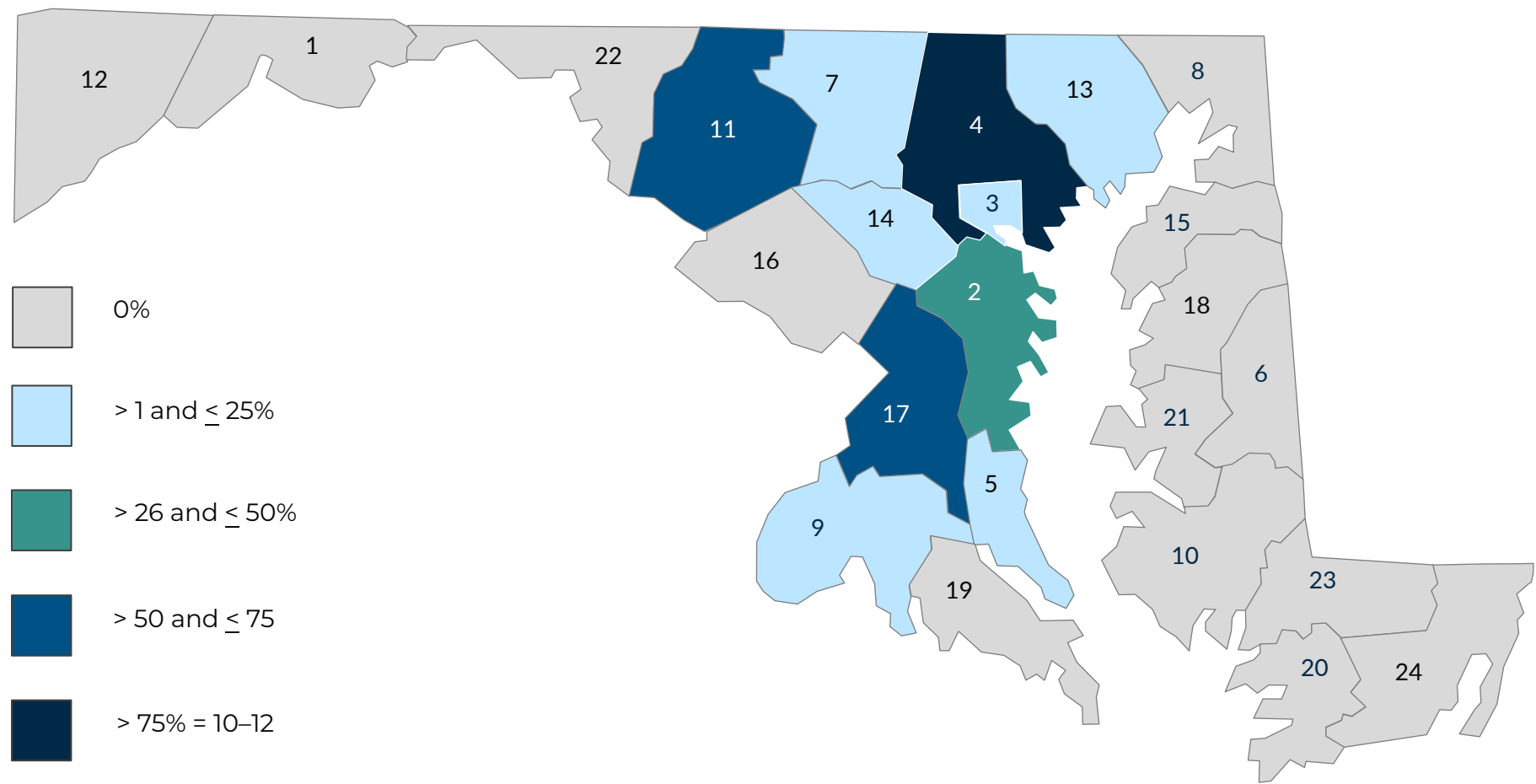


Public Comment By Role

Overall, we received verbal and written feedback from 41 respondents



Public Comment by Local Education Agency



1. Allegany County
2. Anne Arundel County
3. Baltimore City
4. Baltimore County
5. Calvert County
6. Caroline County
7. Carroll County
8. Cecil County
9. Charles County
10. Dorchester County
11. Frederick County
12. Garrett County
13. Harford County
14. Howard County
15. Kent County
16. Montgomery County
17. Prince George's County
18. Queen Anne's County
19. St. Mary's County
20. Somerset County
21. Talbot County
22. Washington County
23. Wicomico County
24. Worcester County

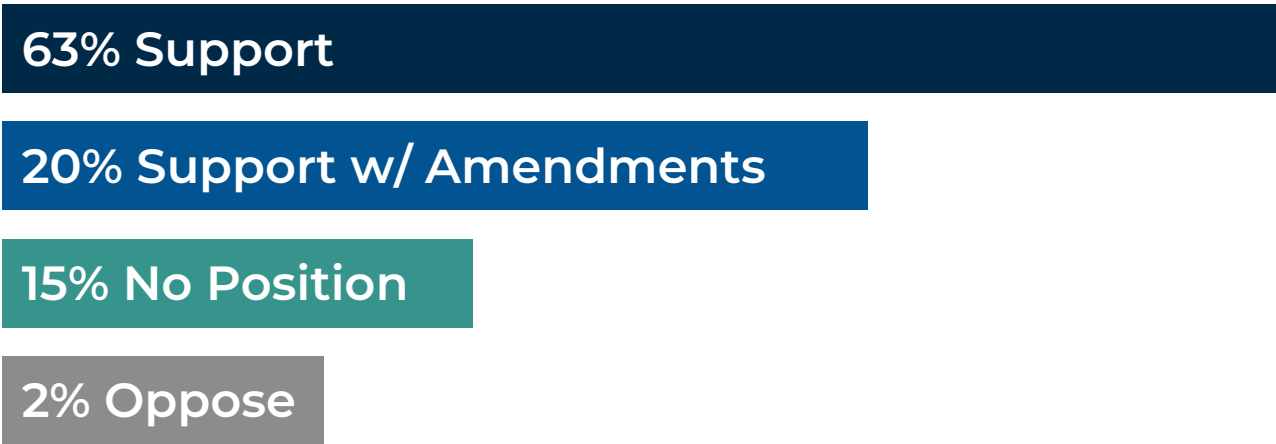
Public Comments

“Supports strong PE programs in our schools.”

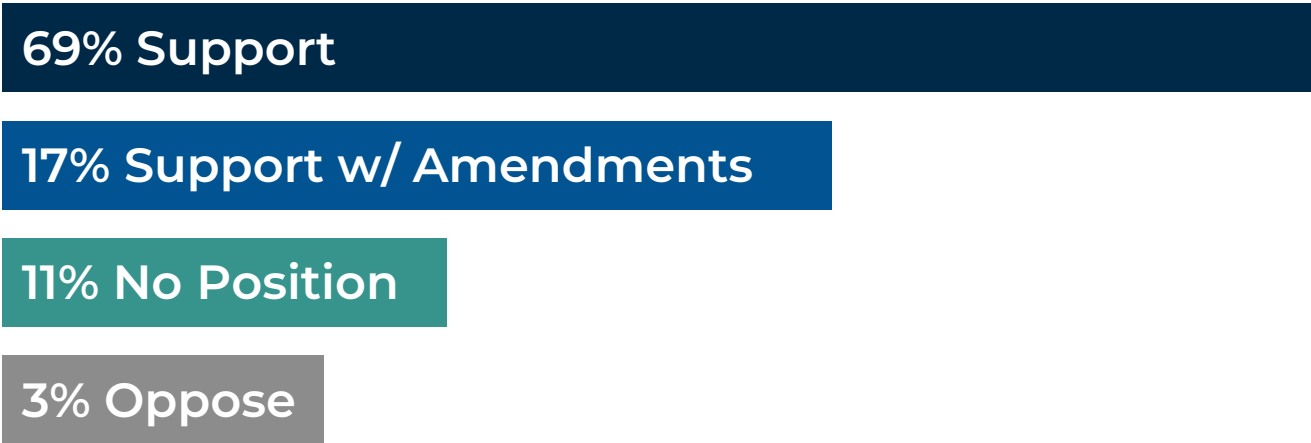
“I support the changes because I believe the grade level indicators will allow for better understanding of student performance and help direct the learning.”

“I am happy to see that Water Safety is a component at all grade levels.”

The Regulatory Changes



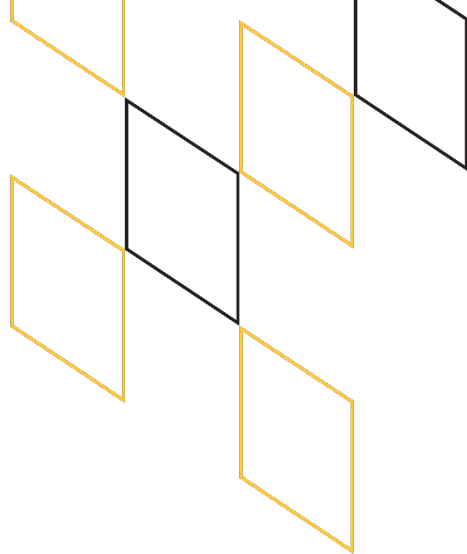
The Framework Changes



Changes Made

Updated the definition of “nutrient-dense foods” and revised the associated sample skill progressions.

Indicator	Sample Progression 1	Sample Progression 2
MD2.2.12 Recognizes that food and liquid (drink) choices provide energy for physical activity.	Identifies nutrient-dense foods that provide energy-supplying nutrients.	Describes food and hydration as the basic building blocks for energy.



QUESTIONS

Comprehensive Health and Physical Education Branch

healthandpe.msde@maryland.gov

Title 13A STATE BOARD OF EDUCATION

Subtitle 04 SPECIFIC SUBJECTS

Chapter 13 Program in Physical Education

Authority: Education Article, §§2-205(c) and (h), 7-205.2, 7-409, and 7-4B-01—7-4B-06,
Annotated Code of Maryland

.01 Physical Education Instructional Programs for Grades Prekindergarten—12.

A. Each local school system shall:

(1) Provide in public schools an instructional program in physical education each year with sufficient frequency and duration to meet the requirements of the State Framework for all students in grades prekindergarten—8; and

(2) Offer in public schools a standard-based physical education program in grades 9—12 which meets the requirements of the State Framework, and enables students to meet graduation requirements and to select physical education electives.

B. Maryland Physical Education Program.

(1) The physical education comprehensive instructional program shall provide a developmentally appropriate, instructional program for all students that advances the student's knowledge, confidence, skills, and motivation to enjoy a lifetime of healthful physical activity.

(2) The comprehensive instructional program shall provide for the diversity of student needs, abilities, and interests at the early, middle, and high school learning years, and shall include all of the following Maryland Physical Education Content Standards set forth in §C of this regulation with related indicators and objectives as set forth in the State Framework.

(3) The instructional program, as it applies to grades 9—12, shall provide instruction in cardiopulmonary resuscitation that includes hands-only cardiopulmonary resuscitation and the use of an automated external defibrillator if not otherwise offered in the comprehensive health education program.

C. Maryland Physical Education Content Standards. *All S*tudents shall:

(1) ~~Demonstrate competency in a variety of motor skills and movement patterns~~ *Develop a variety of motor skills;*

(2) ~~Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance~~ *Apply knowledge related to movement and fitness concepts;*

(3) ~~Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness~~ *Develop social skills through movement; and*

(4) ~~Exhibit responsible personal and social behavior that respects self and others~~ *Develop personal skills, identify personal benefits of movement, and choose to engage in physical activity; and*

~~(5) Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.~~

D. Curriculum Documents Consistent with Education Article, §§2-205(h) and 7-409, Annotated Code of Maryland, each local school system shall provide comprehensive physical education curriculum documents for the elementary and secondary schools under its jurisdiction that:

- (1) Include the content standards set forth in §C of this regulation;
- (2) Align with the State Framework, as developed by the Maryland State Department of Education in collaboration with the local school systems; and
- (3) Include standards-based instructional assessments that:
 - (a) Periodically evaluate progress toward achievement of the content standards in §C of this regulation;
 - (b) Align to ~~outcomes~~ the grade-span learning indicators in the State Framework;
 - (c) Monitor a student's cognitive, affective, *social*, and psychomotor progress;
 - (d) Include all students;
 - (e) Do not evaluate student dress or attendance; and
 - (f) Are not based on the results of a health-related fitness test.

E. A local school system may conduct a health-related fitness test as part of an annual Wellness Policy Implementation and Monitoring Plan in addition to the standards-based assessments required in §D(3) of this regulation.

F. The local school system shall develop guidelines and procedures for the support of qualified teachers as follows:

- (1) Each local school system shall establish planned and continuous programs as required to adequately train its teachers, administrators, supervisors, and personnel in order to update knowledge, instructional materials, and methodology in physical education; and
- (2) Each local school system shall require all physical education teachers to submit a current certificate of completion of concussion education training as set out in COMAR 13A.06.08.04.
- (3) Each local school system shall

G. Student Participation in Standards-Based Physical Education Program.

- (1) Each student, including a student with a disability as defined in COMAR 13A.05.01.03B, shall have the opportunity to participate in the comprehensive standards-based physical education program required by this chapter.

(2) The local school system may not:

(a) Authorize a student to substitute other activities for a standards-based physical education program for graduation credits, such as but not limited to interscholastic sports, community-based sports, physical therapy, Junior Reserve Officer Training Corps (JROTC), or marching band;

(b) Waive the standards-based physical education requirement needed to meet graduation requirements;

(c) Excuse students from the standards-based physical education program to participate in content area classes or to complete classwork assignments in other content areas; or

(d) Withhold students from the standards-based physical education program as a punishment, unless the student is also removed from the regular classroom setting as part of an in-school suspension or similar disciplinary intervention.

(3) The local school system shall ensure that:

(a) Students with disabilities have an equal opportunity to participate in a standards-based physical education program to meet the requirements of the State Framework;

(b) Reasonable accommodations are provided to ensure students with disabilities have equal opportunity to participate to the fullest extent possible in a standards-based physical education program;

(c) Adapted, allied, or unified physical education, as defined in Education Article, §7-4B-01, Annotated Code of Maryland, is available that meets the standards-based physical education program outcomes; and

(d) An individualized action plan is developed for students who are temporarily unable to participate in the standards-based physical education program.

(4) The individualized action plan developed under §G(3)(d) shall provide appropriate learning experiences aligned with the State Framework.

.02 Certification Procedures.

By September 20~~16~~³⁰ and each 5 years after that, each local superintendent of schools shall certify to the State Superintendent of Schools that the instructional programming within grades prekindergarten—12 meets, at a minimum, the requirements set forth in Regulation .01 of this chapter.



Maryland's Physical Education Framework

Prekindergarten Through High School

Division of Instructional Programs

January 2026 - Final Draft

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Acknowledgments

We extend our sincere gratitude to the dedicated members of the Physical Education Standards & Frameworks Validation Committee (SFVC) and the Maryland State Department of Education staff for their invaluable contributions to updating this document. Their work has been instrumental in analyzing state and national trends to develop this document that prioritizes the needs of all Prekindergarten-12 students, including those who have been historically underserved.

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Introduction

Physical education (PE) plays a critical role in educating the whole child. Carefully designed standards-based PE instructional programs provide all students with opportunities to acquire and apply the knowledge, skills, and dispositions necessary to engage in a lifetime of meaningful and healthful physical activity.

The PE State Framework:

- in alignment with the Code of Maryland Regulations ([COMAR](#) 13A.04.13.01 and Education Articles §4-111 and §7-202.1, incorporates the State Board of Education-approved content standards;
- serves as a resource document for Maryland's Local Education Agencies (LEAs) to develop curricula (e.g., scope and sequences, lesson plans, assessments) with clear and measurable goals; and
- is based on the Society of Health and Physical Educators (SHAPE) America's [National Physical Education Standards](#).

The PE Framework represents the State's minimum expectations for implementation. The framework is intentionally designed to provide a foundation that all LEAs can meet, regardless of available resources. However, if an LEA has access to additional equipment, facilities, or unique environmental opportunities, MSDE strongly encourages them to go beyond these minimums. For example, an LEA with access to bicycles and safe riding areas could create indicators to promote cycling and [active transportation](#). Similarly, if an LEA has access to an aquatics facility, it could utilize indicators to support swimming skill development. Additionally, secondary schools are highly encouraged to offer college and career readiness elective PE courses (e.g., lifeguarding, coaching, and officiating) in expressed areas of student interest.

Furthermore, through the State standards and framework, [meaningful PE](#) programs aim to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. The quality of learning experiences in PE will influence the likelihood of student participation and enjoyment within and outside of school. Teachers can design and promote meaningful PE through:



Social Interaction



Fun



Challenge



Movement
Competence



Personally Relevant
Learning

STANDARDS

The State standards for PE provide educators with overarching statements for teaching and learning that provide a trajectory for learning for all students in Prekindergarten through 12th grade.

GRADE-SPAN LEARNING INDICATORS

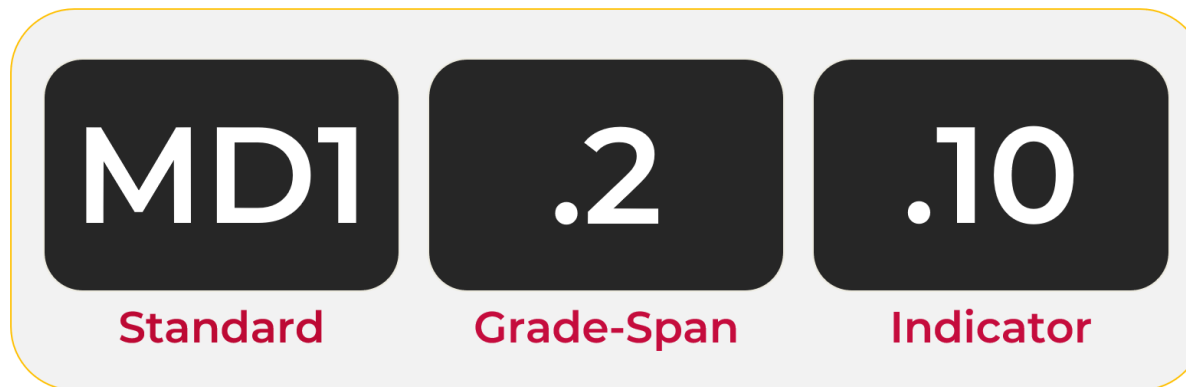
Grade-Span Learning Indicators unpack the standards statements and articulate the specific skills and content knowledge that a student must know and be able to do by the end of a particular grade span. It's important to note that the indicators are age-related, not **age-dependent**.

The Maryland PE Framework uses the following grade spans:

- Prekindergarten through grade 2
- Grades 3 through 5
- Grades 6 through 8
- Grade 9 through 12

To meet the unique needs of the students in their community, Maryland's local education agencies (LEAs) have the flexibility to teach and assess student achievement of each learning indicator one or more times within each grade span.

To track the use of the grade-span learning indicators, they have each been given a unique identifier. For example:



SAMPLE LEARNING PROGRESSIONS

Learning progressions provide LEAs with practices that increase in complexity/challenge over time. To meet the unique needs of the students in their community, LEAs can revise or develop additional learning progressions, such as those found in SHAPE America (*National Physical Education Standards*, Champaign, IL: Human Kinetics, 2025).

Maryland's Physical Education Standards

All students shall:

- 1** Develop a variety of motor skills;
- 2** Apply knowledge related to movement and fitness concepts;
- 3** Develop social skills through movement; and
- 4** Develop personal skills, identify personal benefits of movement, and choose to engage in physical activity.

-Code of Maryland Regulations (COMAR) 13A.04.13.01C

Grade-Span Learning Indicators: Prekindergarten through Grade 2

STANDARD 1

All students shall develop a variety of motor skills.

Rationale

Through learning experiences in physical education, the student develops motor skills across a variety of environments. Motor skills are a foundational part of child development and support the movements of everyday life. The development of motor skills contributes to an individual's [physical literacy journey](#).

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD1.2.1a Demonstrates a horizontal jump with the concepts of space, effort, and relationship awareness.	Jumping horizontally across space with some of the critical elements .	Jumps horizontally across space with most of the critical elements.	Jumps horizontally across small to moderate distances .	Jumps horizontally, achieving a greater distance.
MD1.2.1b Demonstrates a gallop with the concepts of space, effort, and relationship awareness.	Gallops forward, demonstrating some of the critical elements.	Gallops forward, demonstrating most of the critical elements with either foot leading.	Gallops along varied pathways and directions.	Gallops in response to beats/rhythms.
MD1.2.1c Demonstrates sliding sideways with the concepts of space, effort, and relationship awareness.	Slides sideways, demonstrating some of the critical elements.	Slides sideways, demonstrating most of the critical elements with either foot leading.	Slides sideways along varied pathways and directions.	Slides in response to beats/rhythm.

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD1.2.1d Demonstrates hopping with the concepts of space, effort, and relationship awareness.	Hops demonstrating some of the critical elements.	Hops consecutively demonstrating most of the critical elements with either foot.	Hops along varied pathways and directions.	Hops in response to beats/rhythms.
MD1.2.1e Demonstrates skipping with the concepts of space, effort, and relationship awareness.	Skips demonstrating some of the critical elements.	Skips demonstrating most of the critical elements.	Skips along varied pathways and directions.	Skips in response to beats/rhythms.
MD1.2.1f Demonstrates a leap with the concepts of space, effort, and relationship awareness.	Leaps demonstrating some of the critical elements.	Leaps demonstrating most of the critical elements with either foot.	Leaps forward from small to moderate distance and/or height.	Leaps forward with increasing distance and height.
MD1.2.2 Demonstrates jumping and landing with the concepts of space, effort, and relationship awareness.	Jumps from a low object and lands, demonstrating some of the critical elements.	Jumps from a low object and lands, demonstrating most of the critical elements.	Jumps and lands with control from varied levels (e.g., high to low, low to high, or low to low).	Jumps and lands with control over objects of varying levels/distances (e.g., a cone, a jump rope, a pool noodle, floor lines).
MD1.2.3 Demonstrates transferring weight on multiple body parts.	Transfers weight from one body part to another.	Transfers weight on one or more body parts to another (e.g., an animal walk).	Rolls using different body positions from side to side on a flat surface (e.g., egg roll, log roll, pencil roll).	Rolls forward using a round body position.

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD1.2.4 Demonstrates non-locomotor skills with the concepts of space, effort, and relationship awareness.	Performs curling, stretching, twisting, and bending in self-space.	Performs swaying, swinging, shrinking/expanding, rocking, pushing/pulling, and turning in self-space.	Performs curling, stretching, twisting, and bending in response to beats/rhythms.	Performs swaying, swinging, shrinking/expanding, rocking, pushing/pulling, and turning in response to beats/rhythms.
MD1.2.5 Demonstrates balancing on different body parts in a <u>non-dynamic environment</u>.	Maintains momentary stillness on different bases of support.	Maintains increasing stillness on different bases of support with different body shapes.	Balances on different bases of support, combining levels and shapes.	Balances on different bases of support, combining levels and shapes on a low apparatus.
MD1.2.6 Demonstrates bouncing a ball in a variety of practice tasks.	Drops and catches a ball on the rebound consecutively.	Pushes a ball down with the preferred hand, consecutively demonstrating some of the critical elements.	Pushes a ball down with the preferred hand consecutively through open space, demonstrating most of the critical elements.	Uses preferred and/or non-preferred hand through various challenges, including beats/rhythms.
MD1.2.7 Demonstrates rolling a ball in a variety of non-dynamic practice tasks.	Rolls one-handed/two-handed demonstrating some of the critical elements.	Rolls one-handed/two-handed demonstrating most of the critical elements.	Rolls one-handed/two-handed with increasing force and distance.	Roll one-handed/two-handed with increased accuracy to a target.

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD1.2.8 Demonstrates catching in a variety of non-dynamic practice tasks.	Tosses to self just above head and catches in front of chest with two hands demonstrating some of the critical elements.	Catches a large ball from a short distance traveling at a slow speed demonstrating some of the critical elements.	Catches a large ball demonstrating most of the critical elements.	Catches a ball from varied trajectories demonstrating most of the critical elements (e.g., rolling, bouncing, high arc).
MD1.2.9 Demonstrates throwing in a variety of non-dynamic practice tasks.	Throws underhand/overhand demonstrating some of the critical elements.	Throws underhand/overhand demonstrating most of the critical elements.	Throws underhand/overhand with increasing force and distance.	Throws underhand/overhand with increased accuracy to a target.
MD1.2.10 Demonstrates kicking a ball in a variety of non-dynamic practice tasks.	Kicks a stationary ball forward demonstrating some of the critical elements.	Kicks a stationary ball with a two-step approach forward demonstrating some of the critical elements.	Kicks a ball toward a large target with increased force and accuracy.	Kicks a moving ball with a two-step approach toward a large target.
MD1.2.11 Demonstrates dribbling with feet in a variety of practice tasks.	Contacts a ball using the inside of the foot, sending it forward.	Dribbles a ball with the inside of either foot at a slow speed through general space, demonstrating some of the critical elements.	Dribbles a ball with the inside of either foot around stationary objects, demonstrating most of the critical elements.	Dribbles a ball with the inside of either foot, changing speed and direction when prompted.
MD1.2.12 Demonstrates striking with hands in a variety of practice tasks.	Contacts a lightweight object (e.g., a balloon) using different body parts.	Contacts a lightweight object, sending it upward.	Strikes a lightweight object upward consecutively.	Strikes a lightweight object upward consecutively while moving to open space.

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD1.2.13 Demonstrates striking with a <u>short-handled</u> implement in a variety of non-dynamic practice tasks.	Explores ways to strike a lightweight object using a short-handled implement (e.g., using different striking patterns).	Strikes a lightweight object (e.g., a balloon), sending it forward and up.	Strikes a lightweight object with a low to high motion toward a partner, demonstrating some of the critical elements.	Strikes a lightweight object with a low to high motion back and forth with a partner with increasing consistency.
MD1.2.14 Demonstrates striking with a <u>long-handled</u> implement in a variety of non-dynamic practice tasks.	Strikes a supported ball (e.g., suspended, on a tee, on a cone, on the floor) with a long-handled implement, sending it forward.	Strikes an object toward open space, demonstrating some of the critical elements.	Strikes an object toward open space, demonstrating most of the critical elements.	Strikes an object toward open space with increased force and accuracy.
MD1.2.15 Demonstrates locomotor, non-locomotor, and manipulative movements based on a variety of dance forms.	Performs lyric-directed dances with simple steps/movements.	Travels using locomotor movements to a rhythm (e.g., marching slowly).	Performs simple locomotor and non-locomotor skills while manipulating a scarf, ribbon, or small prop to a rhythm.	Performs locomotor and non-locomotor movements to a rhythmic beat along varied pathways and directions.
MD1.2.16 Demonstrates jumping rope in a non-dynamic environment.	Executes a single jump with a self-turned rope forward or backward.	Executes consecutive jumps with a self-turned rope forward or backward.	Jumps a long rope with teacher-assisted turning.	Enters and jumps a moving long rope with teacher-assisted turning.

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD1.2.17 Demonstrates water safety skills.	Demonstrates how to properly put on and secure a lifejacket/personal flotation device (PFD) with teacher assistance.	Demonstrates safety rules and strategies (e.g., look for the lifeguard, never swim alone).	Demonstrates how to call for help (e.g., yell and wave).	

STANDARD 2

All students shall apply knowledge related to movement and fitness concepts.

Rationale

Through learning experiences in physical education, the student uses their knowledge of movement concepts, tactics, and strategies across a variety of environments. This knowledge helps the student become a more versatile and efficient mover. Additionally, the student applies knowledge of health-related and skill-related fitness to enhance their overall well-being. The application of knowledge related to various forms of movement contributes to an individual's [physical literacy journey](#).

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD2.2.1 Recognizes personal space and where to move in general space.	Identifies personal space and can maintain their personal space during lesson tasks.	Demonstrates adherence to boundaries.	Identifies general space and moves through it while avoiding objects and others.	Recognizes when to change direction and speed when moving through general space.
MD2.2.2 Identifies simple strategies in chasing and fleeing across a variety of activities.	Describes how the role of a chaser is different than the role of a flier.	Identifies specific fleeing strategies (e.g., open space, fakes, and deception) that prolongs chasing and fleeing activities.	Identifies specific chasing strategies (e.g., limit space, angles, and balance) that allow the chaser to tag those fleeing.	
MD2.2.3 Demonstrates knowledge of movement concepts.	Identifies movement concepts.	Distinguishes among movement concepts (space, effort, and relationship).	Demonstrates movement concepts as related to various locomotor, non-locomotor, and manipulative skills (e.g., body awareness).	

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD2.2.4 Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings.	Identifies locomotor, non-locomotor, and manipulative skills.	Describes locomotor, non-locomotor, and manipulative skills as they are utilized across movement settings.	Demonstrates various locomotor, non-locomotor, and manipulative skills across movements.	
MD2.2.5 Demonstrates knowledge of non-locomotor, locomotor, and movement concepts used in dance and rhythms.	Identifies movement concepts in dance and rhythms.	Demonstrates different movement concepts in dance and rhythm.	Explores different forms of dance movements (e.g., cultural and contemporary).	Demonstrates movement concepts in a simple student-created dances (with partners or small groups).
MD2.2.6 Demonstrates knowledge of pathways, shapes, and levels in a variety of activities.	Identifies pathways (straight, curved, zigzag), shapes (e.g., wide or narrow), and levels (high, medium, low).	Travels using different pathways, shapes, and levels.	Performs skills with varied pathways, shapes, or levels (e.g., balancing at a low and/or high level).	Combines pathways, shapes, and levels into simple dance or gymnastic sequences.
MD2.2.7 Recognizes physical activities that contribute to being strong and healthy.	Describes being strong and healthy.	Identifies physical activities that contribute to being strong and healthy.	Self-selects activities for their physical literacy journey.	Describes the importance of physical activity in their physical literacy journey.
MD2.2.8 Recognizes the importance of a warm-up and a cool-down.	Identifies warm-up and cool-downs.	Describes the differences between a warm-up and a cool-down.	Describes the benefits and importance of a warm-up and cool-down.	Performs a variety of warm-up and cool-down activities.

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD2.2.9 Identifies the heart as a muscle that gets stronger with physical activity.	Locates the heart on both their body and a visual representation of a person.	Identifies the changes in heart rate as a result of physical activity.	Explains that the heart is a muscle that grows stronger with physical activity.	
MD2.2.10 Recognizes that regular physical activity is good for their health.	Identifies the components of good health as physical activity (what you do) and nutrition (how you fuel your body).	Describes the importance of physical activity as it relates to good health.		
MD2.2.11 Recognizes physiological changes in their body during physical activities.	Describes the physiological changes (e.g., sweating, breathing harder, increased heart rate, and increased body temperature) that occur in the body when participating in physical activity.	Selects a physical activity and identifies the physiological changes in one's body.		
MD2.2.12 Recognizes that food and liquid (drink) choices provide energy for physical activity.	Identifies <u>nutrient-dense foods</u> versus foods that provide energy-supplying nutrients.	Describes food and hydration as the basic building blocks for energy.		

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD2.2.13 Demonstrates knowledge of water safety skills.	Recognizes water safety signs and symbols. (e.g., depth markers, no diving, no swimming).	Identifies basic water safety rules (e.g., feet in the sand until the lifeguard is in the stand and PFDs must always be worn while on a boat).	Explains the role of adults near water.	

STANDARD 3

All students shall develop social skills through movement.

Rationale

Through learning experiences in physical education, students develop the social skills necessary to exhibit empathy and respect for others and foster and maintain relationships. In addition, students develop skills for communication, leadership, cultural awareness, and conflict resolution in a variety of physical activity settings.

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD3.2.1 Recognizes the feelings others may have in a variety of physical activities.	Recognize that others may have different feelings and abilities.	Uses listening skills to identify what others want or need.	Recognizes when a classmate needs help and takes action.	Describes how their words and actions can affect others.
MD3.2.2 Demonstrates the ability to encourage others.	Demonstrates ability to clap, cheer, and congratulate a peer with teacher assistance.	Demonstrates the ability to clap, cheer, and congratulate a peer.	Appropriately communicates praise for effort or completion of a skill.	Appropriately communicates encouragement during fatigue or unsuccessful attempts.
MD3.2.3 Uses communication skills to share in a physical activity setting.	Demonstrates some active listening strategies when others are speaking.	Demonstrates verbal <u>etiquette</u> (e.g., please, excuse me, and thank you) while sharing space and/or equipment.	Appropriately communicates needs, wants, and ideas.	Demonstrates the ability to work with a partner or small group.
MD3.2.4 Responds appropriately to <u>feedback</u> from the teacher.	Demonstrates ability to follow directions and incorporate feedback with multiple reminders.	Demonstrates ability to incorporate feedback with minimal reminders.	Applies feedback in a timely manner with minimal reminders.	

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD3.2.5 Demonstrates respectful choices that contribute to positive social interactions in movement.	Praises the movement performance of both more and less skilled peers as they progress along their physical literacy journey.	Recognizes the role of respectful interactions with others when participating in physical activity.	Recognizes and demonstrates elements of cooperation and teamwork with partner(s), small group, and whole group.	Describes why following game rules is important in a physical activity setting to create a welcoming environment.
MD3.2.6 Describes why following the rules is important for safety and fairness.	Recalls safety rules for physical education.	Describes why rules are important for safety during physical activity.	Explains how following rules impacts fairness in physical activity.	
MD3.2.7 Makes safe choices with physical education equipment.	Recalls safety rules for the use of equipment.	Identifies potential risks with equipment.	Demonstrates the ability to make safe choices with equipment for oneself.	Demonstrates the ability to make safe choices with equipment for self and others.
MD3.2.8 Discusses problems and solutions with teacher support in a physical activity setting.	Identifies and describes a problem within a physical activity setting (e.g., unintentional contact).	Uses an appropriate solution when supported by the teacher.	Selects a solution to address a problem in a physical activity setting with limited teacher support.	Reflects on the use of possible solutions, discussing what worked and what did not.

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD3.2.9 Makes fair choices as directed by the teacher in a physical activity setting.	Identifies fair choices for a selected activity.	Demonstrates fair behavior (e.g., being honest, taking turns, letting others go first, trading equipment, respecting personal space) when directed by the teacher.	Independently demonstrates fair behavior (e.g., being honest, taking turns, letting others go first, trading equipment, respecting personal space).	
MD3.2.10 Identifies and/or participates in physical activities representing different cultures.	Explores examples of activities from different cultures.	Participates in physical activities from another culture.	Identifies an activity from another culture that is personally interesting.	
MD3.2.11 Identifies ways to create an inclusive space for all ability levels.	Identifies what an inclusive space looks, feels, and sounds like.	Contributes to an inclusive space through verbal and non-verbal communication/actions.	Recognizes the value of all voices (e.g., share the mic and step forward/back) in partner/small group physical activities.	Reflects on ways to continue to build an inclusive space for all abilities.

STANDARD 4

All students shall develop personal skills, identify personal benefits of movement, and choose to engage in physical activity.

Rationale

Through learning experiences in physical education, the student develops an understanding of how movement is personally beneficial and subsequently chooses to participate in physical activities that are personally meaningful (e.g., activities that offer social interaction, cultural connection, exploration, choice, self-expression, appropriate levels of challenge, and added health benefits). The student develops personal skills, including setting goals, identifying strengths, and reflecting, to enhance their [physical literacy journey](#).

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD4.2.1 Identifies physical activities that can meet the need for self-expression.	Describes ways to express oneself through physical activity.	Identifies one activity that meets the need for self-expression.	Explains that sometimes people engage in physical activities to express themselves.	
MD4.2.2 Identifies physical activities that can meet the need for social interaction.	Describes ways one might socially interact in physical activity.	Identifies one activity that meets the need for social interaction.	Explains that sometimes people engage in physical activities as a way to socially interact with others.	
MD4.2.3 Identifies ways that movement positively affects personal health.	Describes one way that movement positively affects personal health.	Describes multiple ways movement positively affects personal health.	Identifies one way that movement will be part of their physical literacy journey.	Identifies more than one way that movement will be part of their physical literacy journey.

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD4.2.4 Identifies preferred physical activities based on personal interests.	Identifies one activity that is of personal interest within physical education.	Identifies three activities that are of personal interest within physical education.	Identifies multiple physical activities that are available in the community that meet personal interests.	
MD4.2.5 Recognizes individual challenges through movement.	Explains that some physical activities can be hard or challenging in physical education.	Identifies one physical activity that is personally challenging.	Demonstrates the ability to practice a challenging skill for improvement as prompted by the teacher.	Recognizes how enjoyment can occur when increasing the challenge to a skill/activity (e.g., increasing the distance to a target).
MD4.2.6 Sets observable short-term goals.	Defines what a short-term goal is in their own words.	Defines some elements of a short-term goal.	Articulates a short-term goal that is realistic to achieve during a physical education class.	Sets and accomplishes a short-term goal during the physical education class period.
MD4.2.7 Recognizes movement strengths and the need for practice for individual improvement.	Explains that everyone has skills they are proficient at in physical education.	Explains that everyone has skills they can work on in physical education.	Identifies, in their own words, a skill that they are proficient at in physical education.	Identifies, in their own words, a skill that they would like to work on in physical education.

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD4.2.8 Identify techniques (e.g., breathing, counting) to assist with managing emotions and behaviors in a physical activity.	Identifies emotions that can happen during physical activities.	Explains the importance of managing behaviors resulting from emotions in physical activities.	Identifies several techniques that can be used to manage behaviors resulting from emotions in physical activities.	Demonstrates one technique that can be used to manage behaviors resulting from emotions during physical activities.
MD4.2.9 Reflects on the enjoyment of movement experiences within physical education class.	Rates enjoyment of physical activities with teacher support (e.g., thumb-o-meter, fist to five, and emoji icons).	Identifies one reason why an activity was enjoyable or not enjoyable.	Describes one way to increase the enjoyment of an activity with teacher support.	

Grade-Span Learning Indicators: Grades 3 through 5

STANDARD 1

All students shall develop a variety of motor skills.

Rationale

Through learning experiences in physical education, the student develops motor skills across a variety of environments. Motor skills are a foundational part of child development and support the movements of everyday life. The development of motor skills contributes to an individual's [physical literacy journey](#).

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD1.5.1 Combines varied locomotor skills in a variety of practice tasks.	<u>Demonstrates</u> a movement sequence of two different locomotor skills across general space with full range of motion (e.g., skip, run, leap, slide sideways, and gallop).	Demonstrates a movement sequence of three different locomotor skills across general space with full range of motion (e.g., skip, run, leap, slide sideways, and gallop).	Demonstrates a movement sequence of three different locomotor skills utilizing different pathways (e.g., straight, curved, and zigzag).	
MD1.5.2 Demonstrates transferring weight from feet to hands and hands to feet in a non-dynamic environment.	Performs simple weight transfer movements (e.g., crab-walk and mule kick).	Performs more advanced weight transfer skills (e.g., cartwheel and/or a tuck vault from a springboard) with modifications.	Performs more advanced weight transfer skills (e.g., cartwheel and a tuck vault from a springboard) without modifications.	Performs advanced weight transfer skills in combination.

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD1.5.3 Demonstrates rolling with the body in a <u>non-dynamic environment</u>.	Performs a rocker on a mat surface.	Performs a safety roll on a flat mat, jumping off a low apparatus, or backwards.	Performs a forward roll down an inclined mat, on a flat mat, from a standing position, bending over, or from a straddle position.	Performs a backward roll down an inclined mat or on a flat mat.
MD1.5.4 Combines jumping and landing, rolling, balancing, and transfer of weight from feet to hands in a non-dynamic environment.	Combines three different skills into a movement sequence across general space.	Combines four different skills into a movement sequence across general space.	Performs a movement sequence with a partner in unison or meeting and parting.	Creates a movement sequence with a small group connecting jumping and landing, rolling, balancing, and transfer of weight skills.
MD1.5.5 Combines locomotor, non-locomotor, and manipulative movements based on a variety of dance forms.	Replicates simple dance sequences combining 3-4 different movements at a slow to moderate tempo within cultural, social, and contemporary (hip-hop) dance forms.	Creates dance sequences based on one or more elements of body, space, effort, and relationship awareness (e.g., making different body shapes at different levels).	Replicates dance sequences combining several different movements at a moderate to fast tempo within cultural, social, and contemporary (hip-hop) dance forms.	

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD1.5.6 Demonstrates jumping rope in a variety of practice tasks.	Demonstrates intermediate short rope skills independently (e.g., one foot hop, alternate feet, and jogger).	Demonstrates an intermediate short rope routine with or without a partner.	Demonstrates basic long rope skills in a small group (e.g., turning, jumping in, and jumping out).	Demonstrates intermediate or advanced jump rope skills (e.g., completing a single long rope routine, turning double-Dutch, and jumping in/out for double-Dutch).
MD1.5.7 Demonstrates jumping and landing in a non-dynamic environment.	Jumps and lands in a variety of ways (e.g., pogo jump, tuck jump, and straddle jump).	Jumps making 1/4 and 1/2 turns in the air while maintaining an extended or straight body shape.	Jumps to make a full turn while landing with <u>balance</u> .	Jumps off an object and makes varied shapes in the air prior to landing (e.g., X, tuck, and straddle).
MD1.5.8 Demonstrates balancing on different body parts in a non-dynamic environment.	Performs beginner and intermediate balances (e.g., T-scale, V-scale, knee scale, lunge, and arabesque).	Transitions smoothly between different body shapes while maintaining balance.	Demonstrates inverted balance that may lead toward headstand or handstand. (e.g., tripod, or lunge, arabesque, and lever).	Demonstrates partner or small group balances for balance and counterbalance.
MD1.5.9 Demonstrates sending an object towards a target in a variety of non-dynamic environments.	Demonstrates preparation, execution, and follow-through from a short <u>distance</u> in a target activity (e.g., disc golf, bocce ball, archery, and bowling).	Demonstrates preparation, execution, and follow-through with accuracy from a short distance in a target activity (e.g., disc golf, bocce ball, archery, and bowling).	Demonstrates preparation, execution, and follow-through with accuracy from a medium distance.	Demonstrates varied force based on environment (e.g., the final throw in bocce ball may require a different distance or throw than the first attempt).

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD1.5.10 Demonstrates throwing in a variety of practice tasks.	While stationary, receives an oncoming ball and performs an overhand throw to a stationary partner positioned at a medium distance.	While on the move and in a small-sided practice task catches an oncoming ball and throws it overhand to another player positioned at a medium distance.	While on the move, in a small-sided practice task, catches an oncoming ball and throws it to the appropriate base.	
MD1.5.11 Demonstrates striking with a <u>long-handled</u> implement in a variety of practice tasks.	Using a two-handed grip, strikes an object into general space while using some of the <u>critical elements</u> .	Using a two-handed grip, strikes an object to a specific area while using most of the critical elements.	Using a two-handed grip, strikes an object from a distance or to a greater distance.	
MD1.5.12 Demonstrates catching in a variety of practice tasks.	While on the move and in a small-sided practice task (e.g., 1 v 2 or 2 v 2), catches an oncoming object.	While on the move and in a small-sided practice task (3 v 3), catches an oncoming object from different trajectories (e.g., angled, high, and low).		
MD1.5.13 Demonstrates striking with hands above the waist (set) in a variety of practice tasks.	Demonstrates striking a tossed ball overhead with two hands back with a partner.	Demonstrates striking overhead with two hands back and forth with a partner.	Demonstrates overhead set within a modified volleyball game.	

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD1.5.14 Demonstrates striking with hands below the waist (bump/forearm pass) in a variety of practice tasks.	Demonstrates striking with both forearms back to the tosser using some of the critical elements.	Demonstrates striking with both forearms back and forth to a partner using most of the critical elements.	Demonstrates striking with both forearms within a modified volleyball game.	
MD1.5.15 Demonstrates serving an object in a non-dynamic environment.	Underhand serves a light object (e.g., beach ball) to a large target from a short distance using some of the critical elements.	Underhand serves a light object (e.g., volleyball trainer) over a lowered net from a short distance using most of the critical elements.	Underhand serves a ball (e.g., volleyball trainer, volleyball) over a lowered volleyball net from a shorter distance to specific court areas.	
MD1.5.16 Demonstrates striking an object with a <u>short-handled</u> implement in a variety of practice tasks.	Forehand strikes a self-bounced ball or self-tossed shuttlecock toward a wall and repeats striking the object off the wall using some of the critical elements.	Backhand strikes a self-bounced ball or self-tossed shuttlecock toward a wall and repeats striking the object off the wall using some of the critical elements.	With a partner, forehand strikes a ball or shuttlecock back and forth over a low rope or tennis net using most of the critical elements.	With a partner, forehand and backhand strikes a ball or shuttlecock back and forth over a low rope or tennis net using most of the critical elements.
MD1.5.17 Demonstrates sending and receiving an object in a variety of practice tasks.	Sends object in varied pathways (e.g., straight pass, high arch pass, and bounce pass) from a stationary position to a stationary partner (e.g., sending a lacrosse pass).	Sending and receiving with control of the object while moving around cold or warm defenders.	Sends and receives an object with control to a teammate within a 2 v 2 keep-away practice task.	Sends and receives an object to a teammate within a <u>small-sided game</u> (e.g., 3 v 3).

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD1.5.18 Demonstrates kicking a ball using the instep in a variety of practice tasks.	Kicks a stationary ball to a stationary partner using a 3-step running approach.	Kicks a ball to a teammate while on the move (e.g., dribbling with feet).	Kicks a ball to where a partner is moving towards (lead pass) in a practice task.	Kicks a ball using the instep of either foot in a practice task or modified game.
MD1.5.19 Demonstrates dribbling with hands in a variety of practice tasks.	Dribbles a ball with preferred hand through general space using varied pathways and changing speeds.	Dribbles a ball with either hand through general space along varied pathways and speeds.	Dribbles a ball with either hand through general space along varied pathways, while changing speeds and avoiding a "cold" defender.	Dribbles with either hand, using a spin dribble or crossover dribble to avoid "cold" defenders.
MD1.5.20 Demonstrates dribbling with feet in a variety of practice tasks.	Dribbles with the inside of either foot at a medium or fast speed while moving around stationary objects.	Dribbles with the inside of either foot while changing speed and direction to avoid objects or "cold" defenders.	Dribbles with inside and outside of either foot at different speeds while maintaining control.	Dribbles with inside and outside of either foot, changing directions and speeds in a 3 v 3 small-sided practice task.
MD1.5.21 Combines manipulative skills and traveling for execution to a target in a variety of practice tasks.	Demonstrates moving a game object through general space when alone and attempts to score a goal.	Demonstrates passing and receiving a game object with a partner and attempts to score a goal.	Demonstrates passing and receiving to a partner in a small-sided practice task, attempting to score a goal using most of the critical elements.	

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD1.5.22 Demonstrates <u>health-related fitness</u> movements in a variety of practice tasks.	Attempts and corrects basic fitness movements (e.g., pacing).	Demonstrates some of the critical elements for basic fitness movements (e.g., body weight squat, push-ups, and curl-ups).	Maintains appropriate form for basic fitness movements while attempting personally challenging durations, distances, and/or repetitions.	
MD1.5.23 Demonstrates <u>skill-related fitness</u> movements in a variety of practice tasks.	Attempts and corrects basic skill-related movements (e.g., agility, balance, coordination, power, reaction time, and speed).	Demonstrates some of the critical elements for basic skill-related movements (e.g., vertical jump for height/power).		
MD1.5.24 Demonstrates water safety skills.	Demonstrates how to properly wear a personal flotation device (PFD).	Demonstrates safe land-based rescue gestures (e.g., voice rescue).		

STANDARD 2

All students shall apply knowledge related to movement and fitness concepts.

Rationale

Through learning experiences in physical education, the student uses their knowledge of movement concepts, tactics, and strategies across a variety of environments. This knowledge helps the student become a more versatile and efficient mover. Additionally, the student applies knowledge of health-related and skill-related fitness to enhance their overall well-being. The application of knowledge related to various forms of movement contributes to an individual's [physical literacy journey](#).

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD2.5.1 Applies movement concepts and strategies for safe movement within dynamic environments.	Identifies when and how to utilize space, effort, and relationships for safe movement in dynamic environments.	Selects when and how to change direction and speed for safe movement in dynamic environments.		
MD2.5.2 Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks.	Identifies and selects the specific roles and strategies associated with being on offense.	Identifies and selects specific offensive strategies (e.g., pick and roll) related to scoring.		
MD2.5.3 Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks.	Identifies the specific roles and strategies associated with being on defense.	Identifies specific defensive strategies (e.g., zone and press) that prevent the opposition from scoring.		

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD2.5.4 Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills.	Describes how combining various manipulative, locomotor, and non-locomotor skills can be used to advance toward a target (e.g., executing a gallop prior to a throw-in in soccer to create force on the throw-in, run and dribble a ball, and execute a shoulder fake to evade a defender).	Explains where to move in order to execute an appropriate manipulative skill in particular movement settings (e.g., fielding a ball and advancing a game object down the field).		
MD2.5.5 Demonstrates problem-solving strategies in a variety of games and activities.	Identifies the problem within the game or activity.	Identifies potential strategies to the problem within the game or activity.	Creates and executes a plan to solve a problem within the game or activity.	Evaluates and refines a plan to solve the problem within the game or activity.
MD2.5.6 Applies movement concepts to different types of gymnastics, <u>rhythmic movements</u>, and <u>individual performance activities</u>.	Identifies the elements of the movement framework (e.g., body, space, effort, and relationship awareness) used to increase the difficulty of different structured dance forms.	Identifies the elements of the movement framework (e.g., body, space, effort, and relationship awareness) used to create or modify a dance sequence.		

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD2.5.7 Defines and provides examples of movement activities for developing the <u>health-related fitness components</u>.	Identifies the components of health-related fitness.	Defines the components of health-related fitness.	Identifies examples of movement activities for each health-related fitness component.	Defines selected skill-related fitness principles, including specificity, progression, overload resistance, uniqueness, regularity, and reversibility.
MD2.5.8 Establishes goals related to enhancing fitness development.	Describes fitness development as an ongoing cycle that includes self-assessment, goal setting, practice, and reassessment.	Completes personalized <u>fitness assessments</u> and identifies areas of needed remediation with assistance from the teacher.	Identifies strategies for developing health-related fitness based on individual assessment and individual interests.	Establishes short-term goals for the purpose of developing health-related fitness consistent with personal interests.
MD2.5.9 Defines and explains how to implement the <u>FITT(E) Principle</u> for fitness and development.	Defines the FITT(E) Principle.	Provides examples of how to use the FITT(E) Principle to enhance fitness development.		
MD2.5.10 Defines and provides examples of movement activities for developing the <u>skill-related fitness components</u>.	Identifies components of skill-related fitness:	Defines the components of skill-related fitness.	Identifies examples of movement activities for each skill-related fitness component.	

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD2.5.11 Identifies the need for a warm-up and cool-down relative to various physical activities.	Defines the concepts of warm-up and cool-down.	Identifies effective warm-up and cool-down activities.	Selects warm-up and cool-down activities that maximize participation in selected physical activities.	
MD2.5.12 Identifies the location of their pulse and provides examples of activities that increase the heart rate.	Defines the concept of pulse and explains its relation to the heart.	Locates the pulse in both the wrist and neck.	Identifies types of physical activity that increase the heart rate.	
MD2.5.13 Explains the benefits of physical activity.	Differentiates between a sedentary lifestyle and a physically active lifestyle.	Analyzes participation in various health-related <u>fitness activities</u> and explains the benefits of each physical activity.	Analyzes participation in various games and active play situations and examines the benefits of each physical activity.	
MD2.5.14 Recognizes and explains how physical activity influences physiological changes in their body.	Identifies physiological changes that result from participation in physical activity.	Compares and contrasts physiological changes based on the type of physical activities engaged in.		

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD2.5.15 Recognizes the critical elements that contribute to the proper execution of a skill.	Identifies the critical elements of locomotor skills (jump and land, hop, gallop, skip, slide, leap, walk, and run).	Identifies the critical elements of manipulative skills (throwing and catching, striking, kicking, and dribbling with hands).		
MD2.5.16 Identifies <u>technology tools</u> that support physical activity goals.	Distinguishes between various technology tools that support physical activity.	Defines personal physical activity goals referencing the use of technology.	Selects technology tools to monitor physical activity goals.	
MD2.5.17 Describes the impact of food and hydration choices on physical activity.	Identifies the connection between food and hydration and participation in physical activity.	Identifies food and hydration choices that enhance participation in physical activity.		
MD2.5.18 Recognizes exertion levels during physical activity.	Identifies basic levels of exertion (low, <u>moderate</u> , <u>and vigorous</u>) and how the body might feel during physical activity.	Utilizes the <u>talk test</u> to identify the current level of exertion during a <u>cardiovascular endurance</u> activity.	Utilizes hand signals 1-5 to express exertion levels before, during, and after physical activity.	

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD2.5.19 Demonstrates knowledge of water safety skills.	Explains the purpose of using the buddy system in and around water.	Describes safe and unsafe conditions around water (e.g., inclement weather, PFD requirements, and whether there are lifeguards).		

STANDARD 3

All students shall develop social skills through movement.

Rationale

Through learning experiences in physical education, students develop the social skills necessary to exhibit empathy and respect for others and foster and maintain relationships. In addition, students develop skills for communication, leadership, cultural awareness, and conflict resolution in a variety of physical activity settings.

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD3.5.1 Describes the perspective others may have during a variety of activities.	Recognize that others may have a different perspective.	Uses listening skills to identify the perspectives of others.	Describe how their words and actions can impact the perspective of others.	
MD3.5.2 Uses communication skills to negotiate roles and responsibilities in a physical activity setting.	Identifies needed roles and responsibilities in a physical activity setting.	Describes desired behaviors that promote teamwork and cooperation.	Appropriately communicates needs, wants, and ideas in a respectful manner.	Demonstrates cooperative communication in a group (e.g., listen, encourage, problem solve, compromise, and reach consensus).
MD3.5.3 Demonstrates respectful behaviors that contribute to positive social interaction in group activities.	Praises the movement performance of others, both more and less skilled.	Recognizes the role of respectful interactions with others when participating in physical activity.	Demonstrates teamwork with partner(s), small group, and whole group.	Describes why following game rules is important in a physical activity setting.

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD3.5.4 Demonstrates safe behaviors independently with limited reminders.	Works safely with equipment in physical activity settings with teacher guidance.	Works independently and safely in physical activity settings.	Works safely with peers and equipment in physical activity settings.	
MD3.5.5 Solves problems with partners and in small groups.	Identifies a problem in a physical activity setting.	Identifies a problem in a relationship and seeks appropriate assistance.	Demonstrates the steps of the conflict resolution process (e.g., listen, express feelings, discuss solutions, and make amends).	
MD3.5.6 Makes choices that are fair according to activity <u>etiquette</u>.	Identifies characteristics of fair choices within an activity.	Demonstrates fair behavior (e.g., being honest, taking turns, following rules, sharing roles, and respecting personal space) directed by the teacher.	Independently demonstrates fair behavior e.g., being honest, taking turns, following rules, sharing roles, and respecting personal space).	
MD3.5.7 Describes physical activities that represent a variety of cultures around the world.	Identifies and describes characteristics of a self-selected activity from another culture.	Selects an activity that is unique to a culture; provides details of the relevance to that culture.	Selects an activity that is played across multiple cultures from around the world; cites the similarities or differences of how it is played.	

STANDARD 4

All students shall develop personal skills, identify personal benefits of movement, and choose to engage in physical activity.

Rationale

Through learning experiences in physical education, the student develops an understanding of how movement is personally beneficial and subsequently chooses to participate in physical activities that are personally meaningful (e.g., activities that offer social interaction, cultural connection, exploration, choice, self-expression, appropriate levels of challenge, and added health benefits). The student develops personal skills, including goal setting, identifying strengths, and reflecting, to enhance their [physical literacy journey](#).

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD4.5.1 Explains how preferred physical activities meet the need for personal self-expression.	Defines self-expression as a way to express one's creativity, identity, or culture.	Identifies one activity that they prefer that meets the need to express their creativity, identity, or culture.	Describes how their preferred physical activity meets the need to express their creativity, identity, or culture.	
MD4.5.2 Explains how preferred physical activities meet the need for social interaction.	Identifies one activity that they prefer that meets the need for social interaction.	Describes how their preferred physical activity meets the need for social interaction.	Explains a benefit of interacting with others during physical activity.	
MD4.5.3 Describes how movement positively affects personal health.	Explains the difference between physical health and mental health.	Describes how movement can positively affect physical health.	Describes how movement can positively affect mental health.	

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD4.5.4 Explains the rationale for one's choices related to physical activity based on personal interests.	Identifies one reason they chose to participate in a specific physical activity in physical education.	Identifies two or more reasons they chose to participate in a specific physical activity in physical education.	Compares and contrasts why they chose or didn't choose one physical activity over another.	
MD4.5.5 Explains individual successes and/or challenges that may occur during group movement activities.	Discusses the advantages and disadvantages of working in groups.	Identifies physical activities that require working with others that are personally challenging.	Reflects on what went well and challenges that were faced during a group activity.	
MD4.5.6 Sets observable long-term goals.	Identifies what a long-term goal is.	Explains the difference between a short-term and long-term goal.	Articulates something realistic they want to achieve over several class periods or units.	Sets and accomplishes a long-term goal over several physical education class periods or units.
MD4.5.7 Identifies movement strengths and opportunities for practice for individual improvement.	Lists skills or activities they feel they are good at performing.	Explains in their own words how practice can help them improve their skills.	Lists opportunities for practice to improve a skill or activity.	Persists through challenges/setbacks to improve skills.

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD4.5.8 Identifies physical activity opportunities outside of physical education class.	Identifies ways to be physically active in school, but not in physical education.	Identifies ways to be physically active before or after school.	Identifies ways to be physically active at home.	Identifies opportunities for physical activity they can do on their own and opportunities that require an adult.
MD4.5.9 Demonstrates techniques that effectively manage one's emotions and behaviors in a physical activity setting.	Identifies a technique that is personally effective in managing emotions and behaviors during physical activity.	Demonstrates 1-3 techniques that are personally effective that they can use to manage emotions and behaviors.	Recognizes the relationship between one's emotions and physical activity.	
MD4.5.10 Reflects on movement experiences during physical education to develop an understanding of how movement can be personally meaningful.	Identifies basic emotions before and after participating in activities during physical education class.	Identifies activities that affect emotions positively.	Recognizes how feelings/emotions change after engagement in physical activity/physical education.	Ranks activities/skills within physical education based on how they meet the need for self-expression, challenge, health, joy, and social interaction.

Grade-Span Learning Indicators: Grades 6 through 8

STANDARD 1

All students shall develop a variety of motor skills.

Rationale

Through learning experiences in physical education, the student develops motor skills across a variety of environments. Motor skills are a foundational part of child development and support the movements of everyday life. The development of motor skills contributes to an individual's [physical literacy journey](#).

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD1.8.1 <u>Demonstrates a variety of outdoor pursuits.</u>	Demonstrates skills in a variety of cooperative practice tasks.	Demonstrates skills in one self-selected outdoor activity.	Demonstrates skills in at least two self-selected outdoor activities.	Demonstrates skills in three or more self-selected outdoor activities.
MD1.8.2 Demonstrates movement sequences within varied dance forms.	Coordinates 3-4 upper and lower body movements to a slow or moderate tempo while maintaining correct rhythm, either individually, with a partner, or in a small group.	Coordinates 5-6 upper and lower body movements with one direction change to a moderate tempo while maintaining correct rhythm, either individually, with a partner, or in a small group.	Coordinates 5-6 upper and lower body movements with 2-3 direction changes to a moderate tempo while maintaining correct rhythm either individually, with a partner, or in a small group.	Creates and performs a simple dance sequence based on the elements of the movement framework (e.g., body, space, effort, and relationship awareness).

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD1.8.3a Demonstrates appropriate form in a variety of <u>cardiovascular endurance</u> activities.	Demonstrates cardiovascular <u>exercises</u> that focus on lower intensity and shorter duration.	Demonstrates cardiovascular exercises that focus on higher intensity and longer duration (e.g., jumping rope at different speeds, or performing different jumps).		
MD1.8.3b Demonstrates appropriate form in a variety of <u>muscular strength</u> and <u>muscular endurance</u> activities.	Demonstrates muscular strength and endurance exercises that focus on body weight and functional movements.	Demonstrates muscular fitness exercises that focus on using resistance (e.g., machines, bands, medicine balls, and battle ropes).	Demonstrates muscular fitness exercises that focus on using free weights (e.g., dumbbells, kettlebells, and weighted barbells).	
MD1.8.3c Demonstrates appropriate form in a variety of <u>flexibility</u> activities.	Demonstrates appropriate flexibility exercises (static and dynamic) for warm-up and cool-down.	Demonstrates appropriate flexibility exercises (static and dynamic) to target a specific group or to prepare for a specific movement/activity.		
MD1.8.4 Demonstrates appropriate form in a variety of skill-related <u>fitness activities</u>.	Demonstrates activities that target a specific skill-related fitness component in a closed environment.	Demonstrates activities that target a specific skill-related fitness component in an open environment.		

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD1.8.5 Demonstrates striking motion with a <u>long-handled</u> implement in <u>target games</u>.	<u>Performs</u> a striking motion with an implement in activities (e.g., croquet, shuffleboard, and golf).	Strikes a stationary object with an implement using correct form.	Strikes, with an implement, a stationary object for <u>distance/power</u> .	Strikes, with an implement, a stationary object for distance/power, and accuracy.
MD1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, and overhand) technique in a variety of practice tasks and modified target games.	Demonstrates correct rolling or throwing technique to produce force and achieve distance and accuracy in modified target games.	Demonstrates correct rolling or throwing technique to produce force and achieve distance and accuracy in target games.		
MD1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and <u>small-sided games</u>.	Strikes a self-tossed ball with an implement with force in a variety of practice tasks.	Strikes a pitched ball with an implement with force in a variety of practice tasks.	Strikes a pitched ball with an implement for power to open space in a variety of small-sided games.	
MD1.8.8 Demonstrates a proper catch with or without an implement in a variety practice tasks or small-sided games.	Catches, with correct form using a variety of objects in a variety of tasks.	Catches, with correct form, from different trajectories using a variety of objects in a variety of practice tasks.	Catches, with correct form, from different trajectories in combination with locomotor skills using different objects in a variety of practice tasks.	Catches, using an implement, from different trajectories and speeds in a <u>dynamic environment</u> or modified game play.

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games.	<u>Performs</u> a correct throw for distance and power appropriate to a variety of practice tasks.	Performs a correct throw for distance and power appropriate to a variety of practice tasks in a dynamic environment.	Throws for distance and power in combination with locomotor skills appropriate to a variety of practice tasks in a dynamic environment.	Performs a correct throw for distance and power in combination with locomotor skills in a small-sided or modified game.
MD1.8.10 Demonstrates underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games.	Performs an underhand serve with correct form using the hand in a variety of practice tasks.	Performs an underhand serve with correct form using the hand in modified net and wall games.	Performs overhand serve with correct form in a variety of practice tasks.	Performs overhand serve in a modified net or wall game.
MD1.8.11 Demonstrates an underhand and an overhand serve using a <u>short-handled</u> implement in a variety of practice tasks and modified small-sided games.	Serves in a variety of practice tasks with correct form.	Serves in modified net and wall games with correct form.	Serves overhand and underhand in a variety of practice tasks with correct form.	Performs proper underhand/overhand serve with an implement with varying trajectories in a modified net or wall game.
MD1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled implement in a variety of practice tasks and modified small-sided games.	Performs correct form of the forehand and backhand strokes in a variety of practice tasks.	Performs correct form of the forehand and backhand strokes in a modified game.	Performs the correct form of the forehand and backhand strokes with power and accuracy in modified net and wall games.	

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD1.8.13 Demonstrates a volley using a short-handled implement in a variety of practice tasks and modified net and wall games.	Forehand volleys with correct form and control using a short-handled implement in a variety of practice tasks.	Forehand volleys with correct form and control using a short-handled implement in a modified net and wall game.	Backhand volleys with correct form and control using a short-handled implement in a variety of practice tasks.	Backhand volleys with correct form and control using a short-handled implement in a modified net and wall game.
MD1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided <u>invasion games</u>.	Passes while stationary to a receiver in a practice task or small-sided game.	Sends a leading pass while stationary to a moving receiver in modified activities (e.g., basketball, flag football, speedball, team handball, soccer, lacrosse, and field or floor hockey).	Passes and receives a leading pass while moving in modified invasion activities.	Passes and receives a leading pass in combination with patterns of running, change of direction and speed with competency in modified activities.
MD1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games.	Performs a dribbling skill with the dominant hand or foot while changing speed and direction in a variety of practice tasks.	Performs a dribbling skill with the dominant and non-dominant hand, foot, or both while changing speed and direction in a variety of practice tasks.	Executes a dribbling skill combined with passing with dominant and non-dominant hands, feet, or both using a change of speed and direction in a variety of practice tasks.	Executes a dribbling skill with dominant and non-dominant hand, foot or both using a change of speed and direction in small-sided game play.
MD1.8.16 Demonstrates dribbling an object with an <u>long-handled</u> implement in a variety of practice tasks and small-sided games.	Performs dribbling an object with an implement while stationary in a variety of practice tasks.	Performs dribbling an object with an implement while changing speed and direction in a variety of practice tasks.	Performs dribbling an object with an implement combined with passing while changing speed and direction in a variety of practice tasks.	Executes dribbling an object with an implement using a change of speed and direction in small-sided game play.

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games.	Shoots on goal with power and accuracy with and without an implement in a variety of practice tasks.	Shoots on goal with and without an implement in combination with locomotor patterns with power and accuracy in a variety of practice tasks.	Shoots on goal with power and accuracy with and without an implement in modified small-sided invasion games.	Shoots on goal with and without an implement in combination with locomotor patterns for power and accuracy in modified small-sided invasion games.
MD1.8.18 Demonstrates multiple techniques to create open space during a variety of practices tasks and small-sided games.	Performs pivots, fakes, and jab steps designed to create open space in a variety of practice tasks.	Performs pivots, fakes, and jab steps designed to create open space with equipment in a variety of practice tasks.	Performs the following offensive skills with and without equipment and defensive pressure: pivot, give and go, and fakes.	Executes the following offensive skills during modified or small-sided game play: pivot, give and go, and fakes.
MD1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games.	Maintains defensive ready position while stationary in a variety of practice tasks.	Maintains defensive ready position while sliding in all directions without crossing feet in a variety of practice tasks.	Maintains defensive ready position while sliding in all directions (without crossing feet) while in player-to-player defense in modified or small-sided invasion games.	Executes drop-steps or quick turns in the direction of the pass during player-to-player defense in modified or small-sided invasion games.
MD1.8.20 Demonstrates water safety skills.	Demonstrates basic non-contact life-saving techniques (e.g., reaching assist and throwing assist).			

STANDARD 2

All students shall apply knowledge related to movement and fitness concepts.

Rationale

Through learning experiences in physical education, the student uses their knowledge of [movement concepts](#), tactics, and strategies across a variety of environments. This knowledge helps the student become a more versatile and efficient mover. Additionally, the student applies knowledge of health-related and skill-related fitness to enhance their overall well-being. The application of knowledge related to various forms of movement contributes to an individual’s [physical literacy journey](#).

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments.	Identifies similarities and differences among the application of movement sequences in a number of dynamic environments.			
MD2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games.	Exhibits knowledge by describing how or demonstrating how open space can be created by using locomotor movements (e.g., walking, running, jumping, and landing) in combination with movement (e.g., varying pathways and changing speed, direction, or pace) in a variety of practice tasks.	Exhibits knowledge by describing how or demonstrating how open space can be created by using locomotor movements in combination with movement in small-sided games.	Exhibits knowledge by describing how open space can be created or using offensive tactics (e.g., moves to an open space without the ball; uses a variety of passes, pivots, and fakes, and give and go) while using locomotor movements in combination with a movement in a variety of practice tasks.	Exhibits knowledge of creating open space by describing how to use or using offensive tactics while using locomotor movements in combination with movement in small-sided games.

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games.	Exhibits knowledge of limiting space by using movements to stay close to the opponent as they near the goal, and/or prohibiting the opponent from receiving the pass (denial).	Exhibits knowledge of limiting space during small-sided game by using at least 3 or more defensive tactics (e.g., denying a pass, staying on goal side, anticipating speed of object/person).		
MD2.8.4 Selects and applies the appropriate shot and technique in net and wall games.	Exhibits knowledge of strategy by returning to midcourt positions in a variety of practice tasks and dynamic environment.	Selects shot based on opponent's location (hit where opponent is not) in a variety of practice tasks and dynamic environment.	Selects shot based on opponent's location (hit where the opponent is not) in small game situations.	Exhibits knowledge of varied shot selection based on placement, force, timing, and manipulation to prevent an opponent's anticipation.
MD2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games.	Identifies open spaces and attempts to strike an object into that space in a variety of practice tasks and dynamic environments.	Identifies open spaces and when to strike an object into that space in small-sided games.	Identifies a variety of shots (e.g., slap and run, bunt, line drive, and high arc) to hit to open space in a variety of practice tasks and dynamic environments.	Identifies a variety of shots (e.g., skip and run, bunt, line drive, high arc, and sacrifice situations) to hit to an open space and advance a teammate in small-sided games (e.g., number of outs).

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games.	Identifies the correct defensive play based on the situation (e.g., the number of outs) during practice tasks and dynamic environments.	Selects the correct defensive play based on the situation (e.g., number of outs) during practice tasks and <u>modified games</u> .	Selects several defensive strategies based on the situation (e.g., number of outs) during modified games.	Identifies how to limit space in the field by working with teammates to maximize coverage during modified games and dynamic environments.
MD2.8.7 Demonstrates tactical problem-solving skills in a variety of games and activities.	Identifies the tactical problem within the game or activity.	Identifies potential strategies to the problem within the game or activity.	Creates and executes a plan to solve a tactical problem within the game or activity.	Evaluates and refines the plan to solve the problem within the game or activity.
MD2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of rhythmic movements.	Replicates varied forms of structured dances (e.g., cultural, contemporary, and social).	Utilizes the elements of the movement framework (e.g., body, space, effort, and relationship awareness) to modify a structured dance.	Creates a dance sequence based on a theme (e.g., haikus) or with a prop (e.g., a chair).	
MD2.8.9 Identifies and compares the components of health and skill-related fitness.	Describes the component of health and skill-related fitness.	Distinguishes between and among the various components of health and skill-related fitness.	Identifies specific physical activities that enhance health and skill-related fitness.	

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related <u>fitness assessment</u>.	Assesses current fitness level with a self-selected health-related fitness assessment.	Sets and monitors a self-selected physical activity goal for activity based on current fitness level.	Adjusts physical activity based on the quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.	
MD2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of activities.	Defines the principles of exercise.	Describes the application of each principle of exercise to different types of physical activity.	Selects a principle of exercise to apply to a self-selected physical activity.	
MD2.8.12 Applies knowledge of skill-related fitness to different types of physical activity.	Differentiates between the components of skill-related fitness.	Selects a component of skill-related fitness, choosing activities that are of interest and associated with the selected component.	Creates a plan for participation using selected skill-related fitness components and associated activities.	
MD2.8.13 Explains the relationship of aerobic fitness and the <u>Rate of Perceived Exertion</u> (RPE) scale to physical activity effort.	Defines aerobic fitness and describes its relationship to the Borg Rating of Perceived Exertion (RPE) Scale.	Explains how the intensity of exercise impacts physical activity.	Defines how the RPE Scale can be used to determine the perception of the work effort or intensity of exercise.	Defines how the RPE Scale can be used to adjust workout intensity during physical activity.

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD2.8.14 Applies knowledge of dynamic and static stretching to <u>exercise</u> in warm-up, cool-down, flexibility, and endurance physical activities.	Self-selects a physical activity of interest.	Creates a plan for participation in their physical activity of choice, incorporating the concepts of stretching, warm-up, and cool-down.		
MD2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness.	Defines heart rate principles such as resting heart rate, maximum heart rate, target heart rate, and target heart rate zone.	Explains the relationship between heart rate principles and connection to aerobic fitness.		
MD2.8.16 Identifies ways to be physically active.	Analyzes personal environment and lifestyle for physical activity opportunities.			
MD2.8.17 Examines how rest impacts the body's response to physical activity.	Defines rest in the context of participation in physical activity.	Analyzes the impact of rest versus the lack of rest on the body.	Describes how rest impacts the body in the context of participation in physical activity.	
MD2.8.18 Analyzes skill performance by identifying <u>critical elements</u>.	Selects a skill of interest and identifies critical elements of a skill.	Examines performance based on critical elements of the skill.		

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD2.8.19 Evaluates the usefulness of technology tools to support physical activity and fitness goals.	Identifies a method for evaluating selected technology tools.	Examines various technology tools based on method of evaluation.		
MD2.8.20 Explains the relationship between physical activity and health factors.	Defines nutrition, physical activity, and health risk factors.	Identifies potential health risk factors both in the present and future.	Describes how nutrition and physical activity can impact various health risk factors.	
MD2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities.	Identify safety practices for a specific outdoor activity.	Explain the importance of safety practices for a specific outdoor activity.	Analyzes and makes safe choices to ensure the safety of self and others.	
MD2.8.22 Demonstrates knowledge of water safety skills.	Identifies weather-related water safety and open water awareness (e.g., swift water, <u>currents</u> , <u>and riptides</u>).	Recognizes signs of distress/drowning and identifies appropriate ways to respond (e.g., throw, don't go and yell for help).		

STANDARD 3

All students shall develop social skills through movement.

Rationale

Through learning experiences in physical education, students develop the social skills necessary to exhibit empathy and respect for others and foster and maintain relationships. In addition, students develop skills for communication, leadership, cultural awareness, and conflict resolution in a variety of physical activity settings.

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD3.8.1 Understands and accepts others’ differences during a variety of physical activities.	Accepts differences amongst peers (e.g., physical development, maturation, and varying skill levels).	Establishes supportive relationships by encouraging and providing positive <u>feedback</u> to peers (e.g., physical development, maturation, and varying skill levels).		
MD3.8.2 Demonstrates consideration for others and contributes positively to the group or team.	Describes how respectful behaviors contribute to positive social interaction in movement.	Evaluates the role of respectful interactions with others when participating in physical activity.	Articulates how respectful behaviors may vary among populations.	

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting.	Describes possible strategies in tactics in a physical activity setting.	Appropriately communicates needs, wants, and ideas in a respectful manner.	Demonstrates cooperative communication in a group (e.g., listen, encourage, problem solve, compromise, and reach consensus).	
MD3.8.4a Implements constructive <u>feedback</u> from others.	Accepts and implements specific corrective teacher feedback.	Listens respectfully to corrective feedback from others (e.g., peers, adults).		
MD3.8.4b Provides constructive feedback to others.	Provides corrective feedback to peers using prompting from the teacher (e.g., teacher-generated guidelines, incorporating appropriate tone and other communication skills).	Demonstrates encouragement and corrective feedback to peers without prompting from the teacher.		
MD3.8.5 Explains the value of specific physical activity in culture.	Identifies the rules, history, customs, and/or significance of engaging in physical activities from various cultures (e.g., dance, music, and games).	Compares physical activities in various cultures with those practiced in their own culture.	Describes the significance of cultural and historical context associated with participation in a specific physical activity (e.g., attire, rituals, tradition, and etiquette).	

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity settings.	Identifies rules for a selected activity.	Demonstrates the ability to follow activity or game rules directed by the teacher.	Independently demonstrates the ability to follow activity or game rules.	
MD3.8.7 Recognizes and implements safe and appropriate behaviors with exercise equipment.	Recognizes the importance of using physical activity and exercise equipment appropriately and safely, with the teacher's guidance.	Demonstrates the use of physical activity and exercise equipment appropriately and safely, with the teacher's guidance.	Implements use of physical activity and exercise equipment appropriately and safely while identifying safety concerns associated with the activity, without the teacher's guidance.	Identifies potential safety concerns associated with the activity and/or equipment.
MD3.8.8 Solves problems amongst teammates and opponents.	Lists potential conflicts and resolutions that could arise during physical activity.	Works with peers to establish rules and guidelines for resolving conflicts.	Responds appropriately to conflict with peers by using rules and guidelines for resolving conflicts.	
MD3.8.9 Applies and respects the importance of <u>etiquette</u> in a physical activity setting.	Recognizes etiquette in physical education.	Describes the importance of etiquette for physical activities, games, and dance activities.	Demonstrates knowledge of etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance.	Applies etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters.

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles.	Identifies characteristics of an effective leader.	Describes how the actions of an effective leader might impact a group in a physical activity setting.	Assesses personal leadership skills based on the characteristics of an effective leader within a physical activity.	

STANDARD 4

All students shall develop personal skills, identify personal benefits of movement, and choose to engage in physical activity.

Rationale

Through learning experiences in physical education, the student develops an understanding of how movement is personally beneficial and subsequently chooses to participate in physical activities that are personally meaningful (e.g., activities that offer social interaction, cultural connection, exploration, choice, self-expression, appropriate levels of challenge, and added health benefits). The student develops personal skills, including goal setting, identifying strengths, and reflection, to enhance their [physical literacy journey](#).

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD4.8.1 Describes how self-expression impacts individual engagement in physical activity.	Identifies examples of movement opportunities that support creativity, identity, and cultural expression.	Participates in movement opportunities that support creativity, identity, and cultural expression.	Reflects on movement opportunities that support creativity, identity, and cultural expression.	Explains the importance of movement related to creativity, identity, and cultural expression.
MD4.8.2 Describes how social interaction impacts individual engagement in physical activity.	Identifies examples of movement opportunities that support social interaction preferences.	Participates in various movement opportunities that support social interaction preferences.	Reflects on movement opportunities that support social interaction preferences.	Explains the importance of movement opportunities that support the need for social interaction.
MD4.8.3 Describes how a variety of physical activities can positively affect personal health.	Identifies examples of movement opportunities that enhance well-being.	Participates in movement opportunities that enhance well-being.	Reflects on movement opportunities that enhance well-being.	Explains the importance of movement opportunities that enhance well-being.

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD4.8.4 Connects how choice and personal interests impact individual engagement in physical activity.	Identifies examples of movement opportunities that are personally relevant.	Participates in movement opportunities that are personally relevant.	Reflects on movement opportunities that are personally relevant.	Explains the importance of movement opportunities that are personally relevant.
MD4.8.5 Examines individual and group challenges through movement.	Identifies challenges when working with others in a group.	Reflects on group challenges and identifies what can be done to avoid those challenges in the future.	Rates physical activities on how challenging they are and explains why the physical activity is challenging.	Analyzes how challenges related to physical activity or movement can affect participation in physical activity.
MD4.8.6 Sets goals to participate in physical activities based on examining individual ability and/or access.	Identifies strengths and areas of improvement with teacher guidance, in a teacher-selected activity/skill.	Creates a <u>SMART goal</u> related to the teacher-selected activity/skill.	Engages in activities that target their SMART goal related to the teacher-selected activity/skill.	Assess progress toward their personal SMART goal and adjusts as necessary.
MD4.8.7 Examines opportunities and barriers to participating in physical activity inside and/or outside of physical education class.	Lists barriers to participating in physical activity outside of physical education class.	Identifies a time and place where they could be active outside of physical education class.	Compares and contrasts opportunities and barriers to participating in physical activity outside of physical education class.	Correlates how access to opportunities and barriers affect participation in physical activity outside of physical education class.

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD4.8.8 Utilizes a variety of techniques to manage one's emotions and behaviors in a physical activity setting.	Connects how emotions can impact one's physical activity experiences.	Applies techniques that are personally effective to manage emotions and behaviors as needed.		
MD4.8.9 Reflects on movement experiences during physical education to develop an understanding of how movement can be personally meaningful.	Connects movement experiences within physical education class with thoughts and feelings after participation.	Reflects on movement experiences after a unit of instruction in physical education class by answering provided questions.	Determines how/if movement experiences in physical education class can be applied outside of physical education class.	
MD4.8.10 Describes how a growth-mindset can foster improvement and/or achievement in physical education.	Describes a fixed mindset in the physical education setting.	Describes a growth mindset and provides an example of how to apply a growth mindset in the physical education setting.	Compares and contrasts a fixed mindset to a growth mindset in physical education.	Utilizes a growth mindset to overcome various obstacles.

Grade-Span Learning Indicators: Grades 9 through 12

STANDARD 1

All students shall develop a variety of motor skills.

Rationale

Through learning experiences in physical education, the student develops motor skills across a variety of environments. Motor skills are a foundational part of child development and support the movements of everyday life. The development of motor skills contributes to an individual's [physical literacy journey](#).

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD1.12.1 Demonstrates activity-specific movement skills across a variety of lifetime physical activities.	Demonstrates activity-specific movement skills solo, with a partner, or in a small group within a non-dynamic /stationary environment.	Demonstrates activity-specific movement skills solo, with a partner, or in a small group within a structured dynamic environment .	Demonstrates activity-specific movement skills solo, with a partner, or in a small group within a dynamic and game-like environment.	
MD1.12.2 Demonstrates movement sequences in rhythmic movement.	Demonstrates movement sequences with slow to moderate tempo, 3-4 different steps, and a few changes of direction (can be performed solo, with a partner, or in a group).	Demonstrates movement sequences with moderate to fast tempo, increasing the number of steps and changes of directions (can be performed solo, with a partner, or in a group).	Demonstrates movement sequences based on the elements of the movement framework (e.g., body, space, effort, and relationship awareness).	Demonstrates a sequence rhythmic routine based on a theme or idea using a prop.

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD1.12.3 Demonstrates appropriate technique in a variety of cardiovascular <u>fitness activities</u>.	Demonstrates cardiovascular <u>exercises</u> that focus on lower intensity and shorter duration.	Demonstrates cardiovascular exercises that focus on higher intensity and longer duration.		
MD1.12.4 Demonstrates appropriate technique in a variety of <u>muscular strength</u> and <u>muscular endurance</u> activities.	Demonstrates muscular fitness exercises that focus on body weight and functional movements.	Demonstrates muscular fitness exercises that focus on using free weights.	Demonstrates muscular fitness exercises that focus on using resistance (e.g., machines, bands, balls, and battle ropes).	
MD1.12.5 Demonstrates appropriate technique in a variety of <u>flexibility</u> activities.	Demonstrates appropriate flexibility exercises (static and dynamic) for warm-up and cool-down.	Demonstrates appropriate flexibility exercises (static and dynamic) to target a specific muscle group or to prepare for a specific movement/activity.		
MD1.12.6 Demonstrates appropriate technique in a variety of skill-related fitness activities.	Demonstrates activities that target a specific skill-related fitness component in a closed environment.	Demonstrates activities that target a specific skill-related fitness component in an open environment.		

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD1.12.7 Demonstrates water safety skills.	Demonstrates advanced non-contact life-saving techniques. (e.g., shepherds' crook, surf/paddleboard rescue, and throw bag).			

STANDARD 2

All students shall apply knowledge related to movement and fitness concepts.

Rationale

Through learning experiences in physical education, the student uses their knowledge of movement concepts, tactics, and strategies across a variety of environments. This knowledge helps the student become a more versatile and efficient mover. Additionally, the student applies knowledge of health-related and skill-related fitness to enhance their overall well-being. The application of knowledge related to various forms of movement contributes to an individual's [physical literacy journey](#).

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD2.12.1 Demonstrates knowledge of tactics and strategies across a variety of lifetime physical activities.	Demonstrates knowledge of activity-specific tactics and strategies within a non-dynamic/stationary environment.	Demonstrates knowledge of activity-specific tactics and strategies within a structured, dynamic environment.	Demonstrates knowledge of activity-specific tactics and strategies within a dynamic and game-like environment.	

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD2.12.2 Applies knowledge of movement sequences to create <u>rhythmic movements</u>.	Designs a rhythmic movement sequence by synthesizing movements from a number of existing sequences for self and others.	Designs a rhythmic movement sequence by generating new movements and applying elements from body, space, effort, and relationship awareness.		
MD2.12.3 Analyzes how health and fitness will impact one's quality of life after high school.	Identifies healthy and unhealthy behaviors that should be prioritized to enhance a healthy, active lifestyle transitioning to and through college and career.	Describes the components of skill-related fitness as related to maintaining an active and healthy lifestyle after high school.	Describes the components of health-related fitness as related to maintaining an active and healthy lifestyle after high school.	Develops a personal health and fitness plan for life after high school.
MD2.12.4 Establishes a goal and creates a practice plan to improve performance for a self-selected skill.	Identifies a goal for improvement in a self-selected skill.	Designs a practice plan to improve performance in a self-selected skill.		

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD2.12.5 Applies <u>movement concepts</u> and principles, including health-related and skill-related fitness components, to improve the performance of self and/or others in a self-selected skill.	Defines various movement concepts.	Defines principles of force, motion, and rotation.	Examines performance of self and others, selecting a focus movement concept and/or principle.	
MD2.12.6 Applies principles of <u>Rate of Perceived Exertion</u> (RPE), Target Heart Rate (THR), and rest, to safely engage in physical activity.	Analyzes current fitness levels in self-selected activities through RPE or THR.	Designs a short-term physical activity plan with preferred activities utilizing RPE, THR, and rest principles.		
MD2.12.7 Analyzes the benefits of a physically active lifestyle as it relates to young adulthood.	Identifies opportunities to participate in physical activities as an adult.	Discusses the benefits (physical, mental, emotional, and social) of participating in physical activity into adulthood.		
MD2.12.8 Analyzes the influences of historical and cultural practices on movement in society.	Identifies how various cultures use movement for expression, communication, or celebration.	Analyzes society through a historical and cultural lens.	Describes the historical and cultural roles of selected games, sports, and rhythmic movement in society.	Evaluates how historical and cultural events share the popularity, accessibility, and evolution of specific physical activities.

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD2.12.9 Analyzes technology as tools to support a healthy, active lifestyle.	Chooses a health and/or physical activity goal for which a technology tool would be appropriate.	Selects a technology tool that supports self-selected health and physical activity goals.		
MD2.12.10 Demonstrates knowledge of water safety skills.	Identifies different water safety skills for different environments (e.g., pools, ponds, lakes, rivers, and oceans) and situations (e.g., turn around, don’t drown).	Identifies various life-saving techniques for different situations.		

STANDARD 3

All students shall develop social skills through movement.

Rationale

Through learning experiences in physical education, students develop the social skills necessary to exhibit empathy and respect for others and foster and maintain relationships. In addition, students develop skills for communication, leadership, cultural awareness, and conflict resolution in a variety of physical activity settings.

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD3.12.1 Identifies and demonstrates awareness of other people's emotions and perspectives in a variety of physical activity settings.	Acknowledges others' feelings or emotions.	Listens to other perspectives and seeks to understand.	Responds to conflict with positive communication and body language that reflects cultural awareness.	Demonstrates strategies for collaborating with teammates and opponents to move group efforts forward.
MD3.12.2 Exhibits proper <u>etiquette</u> , respect for others, and teamwork while engaging in physical activity.	Describes the importance of etiquette, respect for others, and teamwork during physical activities, games, and rhythmic movement activities.	Evaluates and demonstrates appropriate respectful behaviors that contribute to positive social interaction in movement.	Acknowledges the difference between foul play and fair play in a competition setting. This includes an understanding of intentional fouls that are strategic, accidental, or malicious.	

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD3.12.3 Encourages and supports others through the use and implementation of <u>feedback</u> in a physical activity setting.	Uses communication skills that promote team and group cooperation.	Demonstrates positive body language while engaging in physical activity that promotes team and group cooperation.	Analyzes personal behaviors to improve support for others.	
MD3.12.4 Analyzes the relationship between specific physical activity and culture.	Explains the rules, history, customs, and/or significance of engaging in physical activities from various cultures (e.g., rhythmic movement, music, and games).	Compares and contrasts elements of various cultures in physical activities.	Researches and cites the significance of cultural and historical context associated with participation in various physical activities (e.g., attire, rituals, traditions, and etiquette).	
MD3.12.5 Describes best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, and sun protection).	Recognizes best practices of using physical activity and exercise equipment appropriately and safely.	Describes best practices of using physical activity and exercise equipment appropriately and safely.	Identifies potential safety concerns associated with the activity and/or equipment.	

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD3.12.6 Demonstrates critical thinking and problem-solving skills in physical activity settings.	Works with peers to establish rules and guidelines for resolving conflicts.	Collaborates with peers to solve a problem or task designed by the teacher to promote critical thinking and cooperation.	Responds appropriately with peers by independently resolving conflicts.	
MD3.12.7 Demonstrates effective collaborative skills (e.g., communication, feedback, cooperation, and etiquette) when participating in a variety of physical activity settings.	Compares and contrasts different leadership styles within a physical activity setting.	Evaluates the role of leadership characteristics to explain various outcomes within a physical activity.	Analyzes the role of leadership characteristics after high school and its application to multiple settings.	

STANDARD 4

All students shall develop personal skills, identify personal benefits of movement, and choose to engage in physical activity.

Rationale

Through learning experiences in physical education, the student develops an understanding of how movement is personally beneficial and subsequently chooses to participate in physical activities that are personally meaningful (e.g., activities that offer social interaction, cultural connection, exploration, choice, self-expression, appropriate levels of challenge, and added health benefits). The student develops personal skills, including goal setting, identifying strengths, and reflecting, to enhance their [physical literacy journey](#).

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD4.12.1 Selects and participates in physical activities that provide opportunities for self-expression.	Identifies movement opportunities that support the student's creativity, identity, and cultural expression.	Participates in movement opportunities that support the student's creativity, identity, and cultural expression.	Reflects on movement opportunities that support the student's creativity, identity, and cultural expression.	Evaluates the need for self-expression for relevance and significance in relation to future activity choices.
MD4.12.2 Selects and participates in physical activities that provide opportunities for social interaction.	Identifies movement opportunities that support the student's social interaction preferences.	Participates in movement opportunities that support the student's social interaction preferences.	Reflects on movement opportunities that support the student's social interaction preferences.	Evaluates different levels of social interaction for relevance and significance in relation to future activity choices.
MD4.12.3 Chooses and participates in physical activity based on personal interests.	Identifies movement opportunities that enhance well-being.	Participates in movement opportunities that enhance well-being.	Reflects on movement opportunities that enhance well-being.	Evaluates movement opportunities that enhance well-being for relevance and significance in relation to future activity choices.

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD4.12.4 Chooses and successfully participates in self-selected physical activity at a level that is <u>appropriately challenging</u>.	Identifies movement opportunities that are appropriately challenging.	Participates in movement opportunities that are appropriately challenging.	Reflects on movement opportunities that are appropriately challenging.	Evaluates movement opportunities that are appropriately challenging for relevance and significance in relation to future activity choices.
MD4.12.5 Sets and develops movement goals related to personal interests.	Identifies strengths and areas of improvement in an activity of their choice.	Creates a <u>SMART goal</u> related to an activity of their choice.	Plans and engages in activities that target their personal SMART goal.	Monitors progress toward their personal SMART goal and adjusts as necessary.
MD4.12.6 Analyzes influences on regular participation in physical activity after high school (e.g., life choices, economics, motivation, and accessibility).	Identifies potential barriers, factors, and opportunities to participate in physical activity after high school.	Compares and contrasts opportunities and barriers to participating in physical activity after high school.	Correlates how access to opportunities and barriers affect participation in physical activity after high school.	Examines how one's access to participation in physical activity can potentially affect health after high school.
MD4.12.7 Applies self-selected techniques to regulate emotions related to physical activity.	Identifies techniques that are effective in managing one's emotions.	Identifies feelings and situations when managing one's emotions is necessary.	Applies a technique for managing one's emotions as needed.	Reflects on the effectiveness of the self-selected technique in managing one's emotions.

Indicator	Sample Progression 1	Sample Progression 2	Sample Progression 3	Sample Progression 4
MD4.12.8 Reflects on movement experiences during physical education to develop an understanding of how movement can be personally meaningful.	Reflects regularly on movement experiences in physical education class through a medium of their choice (e.g., journal, blog, and provided questions).	Connects movement experiences in physical education class with what is relevant or what they consider important.	Supports a positive relationship with physical activity, citing evidence from participation in a broad range of physical activities using reflections, photos, videos, or other supporting documents.	

Glossary

Active Transportation – Any form of human-powered movement used to travel from one place to another, primarily for the purpose of commuting rather than recreation. For example, walking to school, bicycling to a local store, scootering to a library or community center as alternatives to car or bus travel. Physical educators can support active transportation by organizing walk-to-school events, teaching bike safety, or incorporating route planning into fitness education.

Age-Related, Not Age-Dependent – Motor skill development is related to a child's age but is not dependent on their age. Based on one's social determinants of health, for example, all seven-year-olds are not all at the same stage of motor development.

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

Cues – Short, student-friendly phrases that provide key points to a skill.

Currents and Riptides – Fast-moving channels of water that can quickly pull swimmers away from shore. Teaching children to stay calm, float, and swim parallel to the shore can save their lives. R – Relax (stay calm and float); I – "I need help" (signal for help by raising one arm); P – Parallel (swim parallel to the shore to escape the current)

Demonstrate – An act of showing someone how to use equipment or perform a skill.

Distance – Space (length, width, or height) that is constantly adjusted to be developmentally appropriate and meet individual needs while still challenging students to perform a skill and meet the safety requirements/limitations of the instructional space.

Dynamic Environment (Open Skills) – An environment in which there are unanticipated variables; an environment in which objects, people, and events are changing and unpredictable.

Endurance – The ability to perform an exercise for an extended period of time.

Etiquette – A set of accepted rules and behaviors that demonstrate respect and courtesy towards others during physical activities (e.g., when bowling, it is common not to bowl at the same time as the person next to you).

Exercise – Physical activity with the expressed intention of improving one's level of fitness.

Feedback – Timely statements that inform each student of their strengths and areas for improvement. The statements can be descriptive, growth-oriented, intrinsic, and/or prescriptive.

Fitness Activities – Activities that focus on improving or maintaining health-related fitness. Examples might include yoga, Pilates, resistance training, spinning, running, fitness walking, fitness swimming, kickboxing, cardio-kick, Zumba, and exergaming.

FITT(E) Principle – An exercise program tailored to individual fitness goals.

Frequency – How often physical activity is performed (e.g., number of sessions per week).

Intensity – How hard the individual works during the activity, often measured by heart rate, perceived exertion, or weight load.

Time – The duration of each exercise session.

Type – The kind of exercise performed, aligned with fitness goals.

Enjoyment – The degree to which the activity is enjoyable, which may influence long-term adherence.

Fundamental Motor Skill – Locomotor, non-locomotor, and manipulative skills that provide the foundation for more complex movement patterns used in games and sports.

Grade-Span Learning Indicators – Unpack the standard statement and articulate the specific content within that standard.

Health-Related Fitness Components – Areas that relate directly to physical well-being and overall health and are essential for completing daily activities, preventing health problems, and improving quality of life.

Cardiovascular endurance – The body's ability (heart, lungs, and blood vessels) to use oxygen to create energy. Many factors influence aerobic fitness, including lung efficiency, cardiac function, age, and genetic makeup.

Flexibility – The ability to move muscles and joints through a full range of motion.

Muscular endurance – The ability of muscles to continually exert force against resistance using oxygen as a primary energy source.

Muscular strength – The ability of muscles to exert maximum force for a short period of time.

Health-Related Fitness Assessment – Assesses the health-related fitness components of cardiovascular endurance, body composition, flexibility, muscular endurance, and muscular strength. Teachers must encourage personal fitness improvement, personal bests, and personal skill achievement. Students who receive negative feedback based on fitness scores most often develop negative attitudes toward physical activity, which goes against the goal of physical education.

Individualized Action Plan (IAP) – As required by Code of Maryland Regulation (COMAR) 13A.04.13.01, the IAP is a collaborative short-term plan developed by the physical education teacher in partnership with the student's parent/guardian and licensed medical provider. While prioritizing a student's health and well-being, the IAP identifies appropriate modifications and accommodations that enable a student with a temporary illness or injury (e.g., broken limb or recovery from a concussion) to continue to safely and meaningfully access the physical education standards and learning indicators.

Individual-Performance Activities – Activities that allow an individual to pursue lifelong fitness without the need of teammates. Activities might include gymnastics, figure skating, track and field, multisport events, in-line skating, wrestling, self-defense, and skateboarding.

Invasion Games – Activities in which students try to advance into an opponent's territory to score a goal or point. Maintaining possession, offensive and defensive tactics, and communication are crucial to success. Activities might include soccer, basketball, hockey, ultimate, and handball.

Lifetime Physical Activities – Activities that are suitable for participation across the lifespan and that one can undertake alone, with a partner, or in a team. Examples might include outdoor pursuits, backyard games, aquatics, net/wall games, and target games.

Learning Progressions – Sequential learning tasks that address a range of skills, concepts, and abilities within each grade span.

Long-handled Implements – An object with a long handle, primarily held with two hands, that allows for greater reach and power when striking or controlling an object. Often used in activities that require force, leverage, or an extended range of motion. Examples include a hockey stick, a lacrosse stick, a baseball bat, and a golf club.

Mature Pattern – Is the foundation for proficient skillful movement, which includes correct body mechanics, smooth coordination of the movement phases, consistency across attempts, and one's adaptability to different contexts (e.g., speed, direction, and/or environment).

Meaningful Physical Education (MPE) – Emphasizes democratic and reflective pedagogies and highlights the value of six provisional features of meaningfulness (social interaction, fun, challenge, motor competence, personally relevant learning, and delight).

Moderate-to-Vigorous Physical Activity (MVPA) – Moderate activities are equivalent to the intensity of a brisk walk, bicycling, jogging, or aerobic dancing that cause an increase in breathing and heart rate. While vigorous activities involve more strenuous levels that result in increased exertion or fatigue.

Modified Games – Small-sided games in which the rules have been changed to deliberately emphasize and provide additional practice of particular skills and tactics taught in class.

Movement Concepts – Applicable principles and knowledge related to skillful performance of movement and fitness activities, such as spatial awareness, effort, tactics, and strategies related to movement efficiency and health-enhancing fitness.

Non-Dynamic Environment (Closed Skills) – An environment that is stable, e.g., an environment in which objects, people, and events are unchanging and predictable. The goal for performers in this environment is to produce movements that are consistent and accurate because the environment is stable.

Nutrient-Dense Foods – All foods provide nourishment and fuel the body in different ways, including supporting physical health, emotional well-being, social connection, and cultural traditions. Nutrient-dense foods are those that supply higher amounts of vitamins, minerals, and other beneficial substances—while also serving as important sources of carbohydrates, protein, and fats that support energy and growth—relative to their energy content, typically with fewer solid fats, added sugars, refined starches, and sodium. Emphasizing that no food has moral value and avoiding labels such as “good” or “bad” supports a balanced relationship with food and helps reduce harmful judgments that can contribute to disordered eating.

Outcomes – Statements that specify what learners will know or be able to do as a result of a lesson.

Outdoor Pursuits – Physical activities conducted in a natural outdoor environment that foster a deep connection to nature, personal growth, and lifelong engagement in physical activity. Examples include kayaking, canoeing, sailing, rowing, hiking, backpacking, fishing, orienteering, geocaching, ice skating, skateboarding, snow skiing, water skiing, snowboarding, snowshoeing, surfing, bouldering, traversing, climbing, mountain biking, adventure activities, and ropes courses.

Perform – An opportunity for students to show they can execute a skill in a dynamic environment (e.g., game), with less emphasis on using all the critical elements.

Physical Literacy Journey – Involves the ongoing acquisition and application of knowledge, skills, and dispositions necessary for engaging in a lifetime of healthful and meaningful physical activity.

Psychomotor Domain – The domain of learning that involves the ability to perform physical movement/skills.

Rate of Perceived Exertion (RPE) – A self-assessment tool that enables students to reflect on and understand the physical responses to exercise (e.g., breathing, fatigue, and heart rate) based on their own perception rather than external measures, promoting autonomy and personalized engagement in physical activity

Rhythmic Movements – Patterned physical activity that is performed in response to a beat, rhythm, or music, integrating elements of dance and creative movements (conveying emotions or exploring spatial and bodily awareness). It involves the coordination of body parts in time with auditory cues and can range from structured, choreographed dances to more improvisational movements.

Short-handle Implements – An object with a short handle, primarily held with one hand, that helps strike, catch, or control an object; Often used in activities that focus on wrist control, accuracy, and quick movement. Examples include a paddle, a tennis racquet, a badminton racquet, a foam paddle, and a scoop.

Skill-Related Fitness Components – The six key components that enhance movement efficiency and performance.

Agility – The ability to change body direction and position quickly, while maintaining control.

Balance – The ability to maintain equilibrium, whether stationary or in motion.

Coordination – The ability to use different parts of the body in a smooth and efficient manner.

Power – The ability to move body parts quickly while applying maximum force.

Reaction time – The speed at which you can respond to stimuli.

Speed – The ability to move body parts quickly.

Small-Sided Games – Organized educational activities in which the number of players is greatly reduced from the conventional version.

SMART Goal – A framework for creating Specific, Measurable, Achievable, Relevant, and Time-bound goals.

Social Interactions – The way students engage with others, whether working in a large group, small group, with a partner, or independently.

Strategy – The overall game plan that can lead to success.

Tactical – The application of both offensive and defensive strategic planning, positioning, and decision-making to gain an advantage. Tactics are moment-to-moment choices that improve performance and game outcomes, such as off-ball movement, closing space, and adapting to dynamic situations.

Talk Test – A way to gauge exercise intensity based on one's ability to speak. For example, I can sing (light intensity), I can talk (moderate intensity), or I can only say a few words (vigorous intensity).

Target Games – Activities in which students send (propel) an object toward a target. Control, accuracy, and exhibiting a limited amount of force are crucial to success, but not indicative of a mature pattern. Activities might include archery, bocce, bowling, cornhole, croquet, disk golf, golf, horseshoes, ladder ball, and shuffleboard.

Technology – Software, websites, augmented feedback devices, and applications used as tools in physical education to enhance teaching and learning, not to drive instruction. A technology tool should not become a distraction or a hindrance to moderate-to-vigorous physical activity.

Zones of Challenge – Learning experiences that are not too easy, not too hard, but just right- providing the optimal level of difficulty to keep students engaged, motivated, and progressing in their physical skills and understanding.

Code of Maryland Regulations 13A.04.13.01

PHYSICAL EDUCATION INSTRUCTIONAL PROGRAMS FOR GRADES PREKINDERGARTEN—12

A. Each local school system shall:

- (1) Provide in public schools an instructional program in physical education each year with sufficient frequency and duration to meet the requirements of the State Framework for all students in grades prekindergarten—8; and
- (2) Offer in public schools a standard-based physical education program in grades 9—12 which meets the requirements of the State Framework, and enables students to meet graduation requirements and to select physical education electives.

B. Maryland Physical Education Program.

- (1) The physical education comprehensive instructional program shall provide a developmentally appropriate, instructional program for all students that advances the student's knowledge, confidence, skills, and motivation to enjoy a lifetime of healthful physical activity.
- (2) The comprehensive instructional program shall provide for the diversity of student needs, abilities, and interests at the early, middle, and high school learning years, and shall include all of the following Maryland Physical Education Content Standards set forth in §C of this regulation with related indicators and objectives as set forth in the State Framework.
- (3) The instructional program, as it applies to grades 9—12, shall provide instruction in cardiopulmonary resuscitation that includes hands-only cardiopulmonary resuscitation and the use of an automated external defibrillator if not otherwise offered in the comprehensive health education program.

C. Maryland Physical Education Content Standards. All students shall:

- (1) Develop a variety of motor skills;*
- (2) Apply knowledge related to movement and fitness concepts;*
- (3) Develop social skills through movement; and*
- (4) Develop personal skills, identify personal benefits of movement, and choose to engage in physical activity.*

D. Curriculum Documents. Consistent with Education Article, §§2-205(h) and 7-409, Annotated Code of Maryland, each local school system shall provide comprehensive physical education curriculum documents for the elementary and secondary schools under its jurisdiction that:

- (1) Include the content standards set forth in §C of this regulation;
- (2) Align with the State Framework, as developed by the Maryland State Department of Education in collaboration with the local school system; and
- (3) Include standards-based instructional assessments that:
 - (a) Periodically evaluate progress toward achievement of the content standards in §C of this regulation;
 - (b) Align to the **grade-span learning indicators** in the State Framework;
 - (c) Monitor a student's cognitive, affective, **social**, and psychomotor progress;
 - (d) Include all students;
 - (e) Do not evaluate student dress or attendance; and
 - (f) Are not based on the results of a health-related fitness test.

E. A local school system may conduct a health-related fitness test as part of an annual Wellness Policy Implementation and Monitoring Plan in addition to the standards-based assessments required in §D(3) of this regulation.

F. The local school system shall develop guidelines and procedures for the support of qualified teachers as follows:

- (1) Each local school system shall establish planned and continuous programs as required to adequately train its teachers, administrators, supervisors, and personnel in order to update knowledge, instructional materials, and methodology in physical education; and
- (2) Each local school system shall require all physical education teachers to submit a current certificate of completion of concussion education training as set out in COMAR 13A.06.08.04.

G. Student Participation in Standards-Based Physical Education Program.

- (1) Each student, including a student with a disability as defined in COMAR 13A.05.01.03B, shall have the opportunity to participate in the comprehensive standards-based physical education program required by this chapter.
- (2) The local school system may not:
 - (a) Authorize a student to substitute other activities for a standards-based physical education program for graduation credits, such as but not limited to interscholastic sports, community-based sports, physical therapy, Junior Reserve Officer Training Corps (JROTC), or marching band;
 - (b) Waive the standards-based physical education requirement needed to meet graduation requirements;
 - (c) Excuse students from the standards-based physical education program to participate in content area classes or to complete classwork assignments in other content areas; or
 - (d) Withhold students from the standards-based physical education program as a punishment, unless the student is also removed from the regular classroom setting as part of an in-school suspension or similar disciplinary intervention.
- (3) The local school system shall ensure that:
 - (a) Students with disabilities have an equal opportunity to participate in a standards-based physical education program to meet the requirements of the State Framework;
 - (b) Reasonable accommodations are provided to ensure students with disabilities have equal opportunity to participate to the fullest extent possible in a standards-based physical education program;
 - (c) Adapted, allied, or unified physical education, as defined in Education Article, §7-4B-01, Annotated Code of Maryland, is available that meets the standards-based physical education program outcomes; and
 - (d) An individualized action plan is developed for students who are temporarily unable to participate in the standards-based physical education program.
- (4) The individualized action plan developed under §G(3)(d) shall provide appropriate learning experiences aligned with the State Framework.

CITATION

SHAPE America – Society of Health and Physical Educators. (2024). National Physical Education Standards.

<https://www.shapeamerica.org/standards/pe/new-pe-standards.aspx>

CONTACT INFORMATION

For questions regarding Maryland's Standards-Based Physical Education Programs for students in grades Pre-Kindergarten through twelve, please contact:

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Deaf and Hard of Hearing Use Relay

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Name	E mail address	The county where you live.	Please select the option that best describes you.	Your overall stance on revised COMAR 13A.04.13.01 Physical Education Instructional Programs for Grades Prekindergarten 12.	Why do you support or not support the revised physical education regulation?	Your overall stance on the revised Maryland Physical Education Framework	Why do you support or not support the revised physical education framework?
Maureen Dominguez	maureen.a.dominguez@gmail.com	Frederick County	Parent / Guardian	No position	I don't know enough about why this was changed and what the effects would be. This is the first I'm hearing about this.	No position	I don't see much change in this at all.
Charles Adams	chasadams85@gmail.com	Frederick County	Community Member	I do not support the revised regulation.	The revised Framework is generally sensible, but the changes in the regulation appear to shift too much responsibility away from the student. By easing expectations around demonstrating competency and understanding the skills being taught, the regulation risks lowering standards. Public schools shouldn't be drifting toward mediocrity; they should expect students to be accountable for their own performance and conduct.	I support the revised framework, but with some changes.	Generally support the framework, but I think it could go further in expectations.
Geoffrey Meehle	grmeehle@bcps.k12.md.us	Baltimore City	District Office Staff	I support the revised regulation as written.			
Nancy Bauer	nbauer@bcps.org	Baltimore County	District Office Staff	I support the revised regulation as written.	It is in the best interest of students.	I support the revised framework as written.	It reflects the best interests of students.
Annette Hackey-Runion	quintquint015@gmail.com	Frederick County	Parent / Guardian	I support the revised regulation as written.	Because it emphasizes the development of important skill sets through the engagement of physical fitness.	I support the revised framework as written.	Because it emphasizes the importance of pertinent skills through the engagement of physical fitness.
William Wray	williamwrayiii@gmail.com	Frederick County	Parent / Guardian	I support the revised regulation, but with some changes.	Define "sufficient frequency and duration." Right now, it's a requirement without a number. Spell out what "standards-based assessments" look like in elementary PE. The regulation says what assessments can't be, but parents/teachers may want examples baked into guidance. Add a simple parent-facing transparency expectation. For example: schools publish PE minutes per week and the main learning goals each quarter so families can actually see compliance in a non-bureaucratic way. Clarify the incomplete-looking teacher-support line in the proposal packet. In MSDE's draft text, "3) Each local school system shall" appears truncated in the excerpted regulation section, which could create confusion if that's how it appears in the published proposal.	I support the revised framework, but with some changes.	Define "sufficient frequency and duration." Right now, it's a requirement without a number. Spell out what "standards-based assessments" look like in elementary PE. The regulation says what assessments can't be, but parents/teachers may want examples baked into guidance. Add a simple parent-facing transparency expectation. For example: schools publish PE minutes per week and the main learning goals each quarter so families can actually see compliance in a non-bureaucratic way. Clarify the incomplete-looking teacher-support line in the proposal packet. In MSDE's draft text, "3) Each local school system shall" appears truncated in the excerpted regulation section, which could create confusion if that's how it appears in the published proposal.
Jennifer COrnpton	jenncompton21@gmail.com	Frederick County	Parent / Guardian	I support the revised regulation, but with some changes.	The current definition is well intentioned but ultimately counterproductive. Leading with language that emphasizes foods with "little or no solid fats, added sugars, refined starches, and sodium" reinforces the very hierarchy the definition later attempts to undo. Even when followed by "all foods fit" language, this framing subtly signals that some foods are preferred and others are less acceptable. A true "all foods fit" philosophy should be centered first and foremost. All foods provide nourishment and fuel the body in different ways, whether physical, emotional, social, or cultural. No food has moral value, and categorizing foods as "good" or "bad" can be especially harmful for children and adolescents. From lived experience supporting a child with an eating disorder, I have seen how damaging early food labeling and nutrition messaging can be. In school settings in particular, well-meaning discussions about nutrition can unintentionally reinforce fear, shame, or restriction when foods are categorized or ranked. Educators need stronger guidance and education on how these messages land with young people and how they can contribute to disordered eating patterns. The emphasis should be on helping students understand that food is fuel, that variety matters, and that bodies have different needs at different times. Nutrition education should support a healthy relationship with food, not undermine it through language that assigns value or judgment.	I support the revised framework, but with some changes.	The current definition is well intentioned but ultimately counterproductive. Leading with language that emphasizes foods with "little or no solid fats, added sugars, refined starches, and sodium" reinforces the very hierarchy the definition later attempts to undo. Even when followed by "all foods fit" language, this framing subtly signals that some foods are preferred and others are less acceptable. A true "all foods fit" philosophy should be centered first and foremost. All foods provide nourishment and fuel the body in different ways, whether physical, emotional, social, or cultural. No food has moral value, and categorizing foods as "good" or "bad" can be especially harmful for children and adolescents. From lived experience supporting a child with an eating disorder, I have seen how damaging early food labeling and nutrition messaging can be. In school settings in particular, well-meaning discussions about nutrition can unintentionally reinforce fear, shame, or restriction when foods are categorized or ranked. Educators need stronger guidance and education on how these messages land with young people and how they can contribute to disordered eating patterns. The emphasis should be on helping students understand that food is fuel, that variety matters, and that bodies have different needs at different times. Nutrition education should support a healthy relationship with food, not undermine it through language that assigns value or judgment.

Name	E mail address	The county where you live.	Please select the option that best describes you.	Your overall stance on revised COMAR 13A.04.13.01 Physical Education Instructional Programs for Grades Prekindergarten 12.	Why do you support or not support the revised physical education regulation?	Your overall stance on the revised Maryland Physical Education Framework	Why do you support or not support the revised physical education framework?
Lindsay Griswold	bell.lindsay.a@gmail.com	Frederick County	Parent / Guardian	I support the revised regulation as written.	I am happy to see that Water Safety is a component at all grade levels. I think that learning how to swim and be safe around water is a very important thing for a student in this state.		
Lauren Havelka	lhavelka@bcps.org	Baltimore County	School Support Staff	I support the revised regulation, but with some changes.	I want it to specify that movement is not limited to sports, but must include exercises such as aerobics, callisthenics, body weight, and weight training. Many students, especially girls, do not like or are successful at sports, so they need more options to learn how to be healthy.	I do not support the revised framework.	I want sports to be excluded from the physical education framework. Physical education that emphasises learning sports is not effective, as demonstrated by the child obesity epidemic.
Aaron Zwain	Aaron.zwain@gmail.com	Baltimore County	School Support Staff	I support the revised regulation as written.	High expectations and standards that are designed with evidence-based research are essential to all students. This regulation needs to be accompanied by adequate funding for this education including but not limited to competitive pay for highly qualified professionals.	I support the revised framework as written.	High expectations and standards that are designed with evidence-based research are essential to all students. This regulation needs to be accompanied by adequate funding for this education including but not limited to competitive pay for highly qualified professionals.
Stephanie Shanahan	sshahan@aacps.org	Anne Arundel County	Teacher	I support the revised regulation as written.	It is a good update of the previous content	I support the revised framework as written.	I support the update of the curriculum
Katie Blair	katie.blair@fcps.org	Frederick County	Teacher	I support the revised regulation as written.	I appreciate the streamlining of the requirement and the added focus on students' social development.	I support the revised framework as written.	Again the added focus on social development through physicality is promising.
Denise Spiezio	denise.spiezio@fcps.org	Frederick County	Teacher	I support the revised regulation as written.	It is important that all students receive adequate physical education for their well-being, both physically and mentally. Physical activity increases positive behavior during in-class instruction and helps students regulate their emotions. The current level of physical education in the school where I teach is not enough. Currently, in FCPS, students only need to take PE through 9th grade.	I support the revised framework as written.	Physical Education is an important part of physical and mental development. With the rise of mental illness in our students, physical education is greatly needed. Only requiring it for 9th grade is not enough.
Mary Hain	mdhain@bcps.k12.md.us	Baltimore County	Teacher	I support the revised regulation as written.	Follows Appropriate guidelines	I support the revised framework as written.	Looks great to me
Frederick Schwab	fschwab@bcps.k12.md.us	Baltimore City	Teacher	I support the revised regulation as written.	The new draft is less restrictive at all steps.	I support the revised framework as written.	Far greater flexibility for the student to excel in all activities.
Darlene Ferguson	dmerguson@ccboe.com	Charles County	Teacher	I support the revised regulation as written.	The adjustments made within the revised regulation reads more concise than the previous version.	I support the revised framework, but with some changes.	Some sample progressions for some sub-standards were not complete, which seem to be missed opportunities to create more rigor for students.
Damon Bomar	damon.bomar@maryland.gov	Harford County	Teacher	I support the revised regulation as written.	I like some of the new infinitives with SHAPE America.	I support the revised framework as written.	I like some of the new initiatives with SHAPE America.
Brian McAllister	brian.mcallister@pgcps.org	Anne Arundel County	Teacher	I support the revised regulation as written.	I like the change because grade-span indicators work to accommodate more students.	I support the revised framework as written.	I support this initiative because it is standard-based and can be backed up with a significant amount of data.
Tanisha Kemp	Tanisha.Kemp@pgcps.org	Prince George's County	Teacher	I support the revised regulation as written.	Because we need to occasionally modify our stances and revise regulations, in order to keep up with the changes in time.	I support the revised framework as written.	Because we need to occasionally modify our stances and revise regulations in order to keep up with the changes in time.
grace wallace	grace2.wallace@pgcps.org	Prince George's County	Teacher	I support the revised regulation as written.	n/a	I support the revised framework as written.	n/a
Samirah Brown	samirah.brown@pgcps.org	Calvert County	Teacher	I support the revised regulation as written.	I support the changes because I believe the grade level indicators will allow for better understanding of student performance and help direct the learning	I support the revised framework as written.	I like the sample progressions included
craig mitchell	craig.mitchell@pgcps.org	Prince George's County	Teacher	I support the revised regulation as written.	Excellent guidance for instruction. Aligns with the standards that I teach.	I support the revised framework as written.	Very informative. Gives me great instruction when it comes to planning for instruction.
Graham Pitts	gpitts@bcps.org	Harford County	Teacher	I support the revised regulation as written.	-	I support the revised framework as written.	-
Robyn Fortunato	robyn.fortunato@pgcps.org	Prince George's County	Teacher	I support the revised regulation, but with some changes.	Some schools do not have the equipment to support the curriculum	No position	N/A
Xiá€™an Williams	Xian.williams@pgcps.org	Prince George's County	Teacher	No position	I am a. First year teacher, so I'm not familiar enough with the preview physical education regulation to give a valid opinion.	No position	I am a. First year teacher, so I'm not familiar enough with the preview physical education framework to give a valid opinion.
Brian Bandurchin	bbandurchin@gmail.com	Baltimore County	Teacher	I support the revised regulation as written.	Revisions support the changes made to National Standards	I support the revised framework as written.	Revisions match the changes to new National Standards
Duane Thomas	duane4.thomas@pgcps.org	Prince George's County	Teacher	I support the revised regulation as written.	I support	I support the revised framework as written.	I support
Steven Ey	sey@bcps.org	Baltimore County	Teacher	I support the revised regulation as written.	Supports strong PE programs in our schools for student learning and development.	I support the revised framework as written.	Supports learning and development of students in PE.

Name	E mail address	The county where you live.	Please select the option that best describes you.	Your overall stance on revised COMAR 13A.04.13.01 Physical Education Instructional Programs for Grades Prekindergarten 12.	Why do you support or not support the revised physical education regulation?	Your overall stance on the revised Maryland Physical Education Framework	Why do you support or not support the revised physical education framework?
Brent Driessen	bdriessen@bcps.org	Baltimore County	Teacher	No position	I am fine either way.	I support the revised framework as written.	It makes sense.
Tracey DiMona	tracey.dimona@pgcps.org	Prince George's County	Teacher	I support the revised regulation as written.	It aligns with the National SHAPE standards, and we revised our curriculum to meet these standards.	I support the revised framework as written.	Because it aligns with the National SHAPE America Physical Education Standards.
Ryan Foley	rfoley@bcps.org	Baltimore County	Teacher	I support the revised regulation as written.	I like the cleaner explanation of the standards	I support the revised framework as written.	I like the cleaner standards and grade-level outcomes
Jared Frame	jared.frame@gmail.com	Baltimore County	Teacher	No position	.	No position	.
Timothy Huhtala	timothy.huhtala@pgcps.org	Anne Arundel County	Teacher	I support the revised regulation, but with some changes.	I believe that physical education is a core part of a child's educational experience. It is imperative that they have a quality physical education program from the time they enter school till the time they graduate. I believe that the minimum graduation requirement should increase to a full credit of physical education.	I support the revised framework as written.	The revised Maryland Physical Education Framework aligns well with current best practices as well as SHAPE America Standards. In addition it emphasizes lifelong physical activity, health literacy, provides clear, developmentally appropriate guidance from Pre-K through High School that supports high-quality, equitable PE programs.
Scott Warner	sfwarne@carrollk12.org	Carroll County	Teacher	I support the revised regulation, but with some changes.	I would like to see changes to COMAR as outlined in my attached letter.	I support the revised framework, but with some changes.	I would like to see changes to COMAR as outlined in my attached letter.
John Carpenter	john.carpenter@pgcps.org	Howard County	Teacher	I support the revised regulation as written.	The revisions seem appropriate.		
eddrick brooks	eddrick.brooks@pgcps.org	Anne Arundel County	Teacher	No position	n/a		
Eric Yeager	eyeager2@bcps.org	Baltimore County	Teacher	No position	I am unsure of what the update is	I support the revised framework as written.	Although progressions give a lot of gray area, it is a more accurate rubric of indicators for the skills of PE
Hannah Owen	hbatong@bcps.org	Baltimore County	Teacher	I support the revised regulation, but with some changes.	I appreciate the updates to the Physical Education framework to align with the new National Standards. While I value the water safety aspects, I wonder about the feasibility of this in MD schools, particularly schools in areas of need such as Baltimore County. Will professionals of the MSDE do more to advocate for public swimming pools throughout the state?		
Angela Jones	amjones@carrollk12.org	York, PA	Teacher	I support the revised regulation, but with some changes.	Please see the attached document.	I support the revised framework, but with some changes.	Please see the attached document.
Brad Hunter	bbhunter@bcps.k12.md.us	Baltimore County	Teacher	I support the revised regulation as written.	The policy is well explained and aligns with moving MD towards best practices in PE across the state.	I support the revised framework as written.	The revised PE Instructional Framework is a more inclusive design with grade-span indicators and language that focuses on content that can be taught and assessed within a quality PE program.
Joyce Moran	jmoran264@icloud.com	Baltimore County	Parent / Guardian	I support the revised regulation, but with some changes.	(d) Direct teaching of the family life and human sexuality indicators and objectives must grade four. No - too young. Period.	I support the revised framework, but with some changes.	No content changed - just verbiage.
Kerrie DeVito	kdevito@bcps.org	Harford County	Teacher	I do not support the revised regulation.	I do not think that family life and human sexuality belongs curriculum belongs in the 4th grade, I believe that it should remain in 5th.	I support the revised framework as written.	Looks good to me and age appropriate

M A R Y L A N D
Bicycle and Pedestrian Advisory Committee

JON MORRISON
CHAIRPERSON

July 25, 2025

KANDESE HOLFORD
MARYLAND DEPARTMENT OF
TRANSPORTATION

ALI MACSTUDY
MARYLAND DEPARTMENT OF HEALTH

LT. LAURA BECK
MARYLAND STATE POLICE

LIZ FITZSIMMONS
DEPARTMENT OF COMMERCE

BROOKS PHELPS
MARYLAND DEPARTMENT OF PLANNING

GABRIEL ROSE
MARYLAND STATE DEPARTMENT OF
EDUCATION

SANDI OLEK
MARYLAND DEPARTMENT OF NATURAL
RESOURCES

BONG DELROSARIO
MARYLAND DEPARTMENT OF DISABILITIES

MICHAEL JACKSON
MARYLAND NATIONAL PARK AND
PLANNING COMMISSION

KRISTY DAPHNIS
MATTHEW HENDRICKSON
NDEGWA KAMAU

ANDREW LINGELBACH
SARAH MYERS

NIGEL SAMAROO
PATTI STEVENS

JAMES TITUS
MARIAN VESSELS
ANTOINE RJ WRIGHT

Dear Dr. Carey Wright, State Superintendent of Schools:

On behalf of the Maryland Bicycle and Pedestrian Advisory Committee (MBPAC), I am writing to express our strong support for the Maryland State Department of Education's (MSDE) revised *Physical Education Standards and Framework*. We commend the Department and the dedicated educators and stakeholders who contributed to this comprehensive and forward-thinking update.

We are especially pleased that the revised standards explicitly providing local education agencies with the flexibility to integrate active transportation education—such as walking and biking for transportation—into physical education instruction at all grade levels. This approach aligns with Maryland's ongoing commitment to improving health, safety, and environmental stewardship through multimodal transportation options. It also reflects growing national recognition of the value of equipping students with lifelong skills that promote physical activity and independent mobility.

By encouraging the incorporation of walking and bicycling education into physical education programs, MSDE supports cross-sector goals that benefit student wellness, community connectivity, and local sustainability efforts. These revisions represent a significant step toward creating healthier, more engaged, and better-prepared youth across the state. MBPAC fully supports the implementation of the revised standards and framework, and we look forward to working collaboratively with MSDE, local education agencies, and community partners to ensure that Maryland students are given every opportunity to thrive—physically, academically, and civically.

Thank you for your leadership and commitment to student well-being.

Sincerely,



Jon Morrison
Chair, Maryland Bicycle and Pedestrian Advisory Committee

While the Maryland Framework is being re-evaluated I would like the State Department of Education to reconsider a few other aspects of COMAR that were changed during the pandemic.

When I was first hired as a PE teacher, we were allowed to hold students accountable for changing into a PE uniform as well as for having athletic shoes to be able to participate in class. In recent years this has changed and we are no longer allowed to grade based on “compliance”, we just need to “encourage” students to change and wear the correct shoes. As teachers, we are not allowed to deduct from a grade if students do not change into a uniform and we cannot deduct from their grade if they do not have athletic shoes.

I feel that changing into a PE uniform is important from both a hygiene perspective and to make sure that students’ school clothes do not get damaged. In the past, we were able to tie changing into a uniform into a student’s daily points grade. While the state has determined that this is compliance grading, I feel that it is an important part of motivating students to come to class prepared and to change for the reasons stated above. As students have found out that they cannot lose points if they don’t change, many have stopped changing all together. I feel that the process of changing helps to develop good personal habits that students can carry through to later in life whether they are part of a sports team or just working out at the gym. It also falls under Standard 4- Responsible Personal and Social Behavior. You would not work out at the gym in the same clothes you go to work in but that is essentially what our students are doing. I would like to see uniforms be reinstated into our grading.

Having proper athletic shoes is also important because you cannot participate safely without them. I am aware of other PE teachers who allow kids to participate in Crocs or Hey Dudes or other similar shoes. I feel this is a problem because A) most of these shoes do not offer the necessary support and therefore increase the chances for an accident or injury and B) this sends the wrong message to students as to what they should wear when participating in an athletic activity. As educators we should model proper behavior. Our PE department strives to teach good habits that will follow the students long after they leave us.

Regarding athletic shoes, teachers are now required to give students an alternate written assignment so they can still earn points for the day. I feel that the state has forgotten that physical education is education through the physical. It is unlike any other class that students take but I feel that the state has tried to make it like any other class. Students may be able to demonstrate knowledge of a concept, sport, or activity. BUT, they are not being educated through the physical. We have four standards, as listed below...

Standard 1 – Develops a variety of motor skills

Standard 2 – Applies knowledge related to move and fitness concepts

Standard 3 – Develops social skills through movement

Standard 4- Responsible Personal and Social Behavior

The only standard that a student can realistically demonstrate while sitting out and completing a written assignment is the Standard 2. In order to truly demonstrate the other 3 standards, you must be physically active. The most credit a student should be able to earn on an alternate written assignment is 25%. Our standards are centered around students being physical but they can earn credit while sitting out. I think we are sending the wrong message to students.

Not only can students earn credit while not wearing their athletic shoes, we as teachers are not allowed to hold students accountable in any way. A few years ago our administration allowed us to assign a lunch detention to students who forgot their shoes 3 times. This was tremendously successful and the number of our students without shoes was greatly diminished. However, after a short time, we were told that we are not allowed to assign lunch detentions because it conflicted with state expectations. Once we stopped assigning lunch detentions, students stopped bringing their shoes. We also cannot hold them accountable with their grade for being prepared so it has snowballed to be a big problem. Last spring during our track and field unit, we had a large number of our students sitting out because they did not want to participate. In one class we had over 20 students off to the side. This became a huge supervision and discipline issue because of the problems those students created while we were trying to teach. These discipline issues can be common. There are often times when a student is sitting out because of a lack of shoes and they can become distracting and disruptive. While this student may eventually need to leave the classroom because of their behavior, any time spent away from supervising and instructing the students who are prepared and are engaged is too much. Also, I have found that students who are regularly not prepared with their athletic shoes do not perform well in class, despite the fact that they have the opportunity to complete an alternate written assignment.

I wanted to share a little bit of data to support what I am talking about. I looked back at my grades from the 1st quarter of this school year. I looked at grades of students who did not have athletic shoes 3 or more times during the quarter. For 6th grade, I have zero students who fell were in this situation. The class average of my 6th grade classes is 89%...more active participation equates to higher grades. In 7th grade, the average for students who did not bring shoes was 70%, compared to a class average of 86%. For 8th grade, the average grade for these students was a 54%, compared to a class average of 83%. What I have found, not only in the first quarter but over the past several years, is that students in 6th grade tend to come to class more prepared and put forth more effort. As students progress through middle school, they are less prepared and put forth less effort. The data that I have shared from the first quarter supports this argument. As students get older their effort, and quite frankly their attitude towards physical education, deteriorates. We need to get back to a system where we can engage students and get them actively participating in class, not sitting on the sidelines filling out paperwork.

With the increase of cell phones and technology, our students have never been less active. For some students the only physical activity they will get during the day is in PE class. We need to find a way to increase participation and hold students accountable when they do not have the proper athletic shoes. I know of some PE teachers who provide loaner shoes. While this may allow some students to participate in class it is nothing more than a band-aid and does not address the root cause of the issue of not coming to class with shoes. It also puts more work on PE teachers who should not have to provide shoes to students. My solution has been to e-mail parents when students routinely refuse to change or bring athletic shoes. While many parents have been supportive, I have had quite a few who are not supportive because they know it does not affect their child's grade. I am hopeful that the state will re-evaluate its stance on physical education and what is expected. I am more than willing to discuss any of the concerns that I have raised in this letter so please feel free to contact me. Thank you for your time.

Scott Warner
Physical Education – North Carroll Middle School
sfwarne@carrollk12.org
410-751-3440

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I feel that changing into a PE uniform is important from both a hygiene perspective and to make sure that students’ school clothes do not get damaged (stained from grass or blood from a nosebleed or torn). Also, not changing into active wear like a uniform can constrict movement (such as tight-fitting jeans) or be unsafe (objects in pockets, hard belt buckles, dangly drawstrings). In the past, we were able to tie changing into a uniform into a student’s daily points grade. While the state has determined that this is compliance grading, I feel that it is an important part of motivating students to come to class prepared and to change for the reasons stated above. As students have found out that they cannot lose points if they don’t change, many have stopped changing all together. I feel that the process of changing helps to develop good personal habits that students can carry through to later in life whether they are part of a sports team or just working out at the gym. It also falls under Standard 4- Responsible Personal and Social Behavior. You would not work out at the gym in the same clothes you go to work in but that is essentially what our students are doing. I would like to see uniforms be reinstated into our grading.

Having proper athletic shoes is also important because you cannot participate safely without them. I am aware of other PE teachers who allow kids to participate in Crocs or Hey Dudes or other similar shoes. I feel this is problematic because A) most of these shoes do not offer the necessary support and therefore increase the chances for an accident or injury and B) this sends the wrong message to students as to what they should wear when participating in an athletic activity. As educators we should model proper behavior. Our PE department strives to teach good habits that will follow the students long after they leave us.

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The only standard that a student can realistically, even partially demonstrate while sitting out and completing a written assignment is Standard 2. To truly demonstrate the other 3 standards, you must be physically active. The most credit a student should be able to earn on an alternate written assignment is 25%. Our standards are centered around students being physical, but they can earn credit while sitting out. I think we are sending the wrong message to students. Physical Education class may be the only opportunity some children have for consistent movement especially since the trend in youth sports has become more costly and time demanding for families to enroll their children in after school sports leagues. Muscle movement is medicine for the body. Expecting students to routinely engage in physical movement in our classrooms can have a tremendous impact offsetting the growing rate of obesity in America where 1 in 5 children are considered obese and in reducing other health related diseases such as type II diabetes which has become a rising concern in children.

Not only can students earn credit while not wearing their athletic shoes, we as teachers are not allowed to hold students accountable in any way. A few years ago our administration allowed us to assign a lunch detention to students who forgot their shoes 3 times. This was tremendously successful and the number of our students without shoes was greatly diminished. However, after a short time, we were told that we are not allowed to assign lunch detentions because it conflicted with state expectations. Once we stopped assigning lunch detentions, students stopped bringing their shoes. We also cannot hold them accountable with their grade for being prepared so it has snowballed to be a very big problem. Last spring during our track and field unit, we had a large number of our students sitting out because they did not want to participate. In one class we had over 20 students off to the side. This became a huge supervision and discipline issue because of the problems those students created while we were trying to teach. These discipline issues can be common. There are often times when a student is sitting out because of a lack of shoes and they can become distracting and disruptive. While this student may eventually need to leave the classroom because of their behavior, any time spent away from supervising and instructing the students who are prepared and are engaged is too much. Also, I have found that students who are regularly not prepared with their athletic shoes do not perform well in class, despite the fact that they have the opportunity to complete an alternate written assignment.

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to a class average of 88%. What I have found, not only in the first quarter but over the past several years, is that students in 6th grade tend to come to class more prepared and put forth more effort. As students progress through middle school, they are less prepared and put forth less effort. The data that I have shared from the first quarter supports this argument. As students get older their effort, and quite frankly their attitude towards physical education, deteriorates. We need to get back to a system where we can engage students and get them actively participating in class, not sitting on the sidelines filling out paperwork.

With the increase of cell phones and technology, our students have never been less active. For some students the only physical activity they will get during the day is in PE class. We need to find a way to increase participation and hold students accountable when they do not have the proper athletic shoes. I know of some PE teachers who provide loaner shoes. While this may allow some students to participate in class it is nothing more than a band-aid and does not address the root cause of the issue of not coming to class with shoes. It also puts more work on PE teachers who should not have to provide shoes to students. My solution has been to e-mail parents when students routinely refuse to change or bring athletic shoes. While many parents have been supportive, I have had quite a few who are not supportive because they know it does not affect their child's grade. I am hopeful that the state will re-evaluate its stance on physical education and what is expected. I am more than willing to discuss any of the concerns that I have raised in this letter so please feel free to contact me. Thank you for your time.

Angie Jones
Physical Education – North Carroll Middle School
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410-751-3440

Revised Regulation and Framework

PUBLIC COMMENT OVERVIEW

The Maryland State Department of Education (MSDE) invited public comment on the draft revised Maryland PreK-12 Physical Education [Regulation](#) and [Framework](#) from October 28, 2025, through December 31, 2025. Members of the public had the option to submit their feedback via a survey, email, or phone call.

Code of Maryland Regulation 13A.04.13.01 Physical Education Instructional Programs

Overall, 41 respondents, including community members, district office staff, parents/guardians, school support staff, and teachers, across 10 Local Education Agencies (LEAs) provided feedback on the regulations.

- 63% (26 respondents) indicated support for the revised regulation as written
- 20% (8 respondents) indicated support for the revised regulation with some changes
- 15% (6 respondents) indicated no position on the revised regulation
- 2% (1 respondent) indicated opposition to the revised regulation

Physical Education Framework

Overall, 36 respondents, including community members, district office staff, parents/guardians, school support staff, and teachers, across 10 Local Education Agencies (LEAs) provided feedback on the framework.

- 69% (25 respondents) indicated support for the revised framework as written
- 17% (6 respondents) indicated support for the revised framework with some changes
- 11% (4 respondents) indicated no position on the revised framework
- 3% (1 respondent) indicated opposition to the revised framework

MSDE's Comprehensive Health and Physical Education Branch also hosted four engagement opportunities to allow LEA leaders to provide verbal comments, including a Physical Education Collaborative on November 13, 2025, an Adapted Physical Education Steering Committee meeting on November 14, 2025, Physical Education Office Hours on December 9, 2025, and Adapted Physical Education Office Hours on December 9, 2025.

Comment summaries are included in the table below, along with MSDE's response, and an indication of whether the comments led to a change in the regulation and/or framework.

COMMENTS FROM RESPONDERS WHO SUPPORT THE REVISED REGULATION AND/OR FRAMEWORK AS WRITTEN OR SUPPORT THE REVISED STANDARDS WITH SOME CHANGES.

Public Comment	Response	Incorporated into Final Version
It is a good update to the previous content.	None	No changes
I appreciate the streamlining of the requirement and the added focus on students' social development. Again, the added focus on social development through physicality is promising.	None	No changes
It is important that all students receive adequate physical education for their well-being, both physically and mentally. Physical activity increases positive behavior during in-class instruction and helps students regulate their emotions. The current level of physical education in the school where I teach is not enough. Currently, in FCPS, students only need to take PE through 9th grade. Physical Education is an important part of physical and mental development. With the rise of mental illness in our students, physical education is greatly needed. Only requiring it for 9th grade is not enough.	High school graduation requirements are in Code of Maryland Regulations (COMAR) 13A.04.13, which is not currently under revision.	No changes

Public Comment	Response	Incorporated into Final Version
The revised Framework is generally sensible, but the changes in the regulation appear to shift too much responsibility away from the student. By easing expectations around demonstrating competency and understanding the skills being taught, the regulation risks lowering standards. Public schools shouldn't be drifting toward mediocrity; they should expect students to be accountable for their own performance and conduct.	The revised framework is grounded in extensive research and nationally recognized best practices in physical education. They reflect an understanding of physical literacy as a developmental journey that helps students acquire and apply the knowledge, skills, and dispositions necessary to engage in a lifetime of meaningful and healthy physical activity. By prioritizing meaningful participation and continued enjoyment of physical activity, the framework maintains high expectations for student growth while supporting equitable and instructionally sound approaches to accountability.	No changes
Follows appropriate guidelines; looks great to me.	None	No changes
I support it because it emphasizes the development of important skill sets through the engagement of physical fitness.	None	No changes
The adjustments made within the revised regulation reads more concise than the previous version. Some sample progressions for some sub-standards were not complete, which seem to be a missed opportunity.	The sample progressions are not intended to be an exhaustive list and can be expanded at the local level. Further guidance on how to extend and refine the progressions is forthcoming.	No changes
I like some of the new initiatives with SHAPE America.	None	No changes

Public Comment	Response	Incorporated into Final Version
I like the change because grade-span indicators work to accommodate more students. I support this initiative because it is standards-based and can be backed up with a significant amount of data.	None	No changes
I support it because it emphasizes the development of important skill sets through the engagement of physical fitness.	None	No changes
I like the change because grade-span indicators work to accommodate more students. I support this initiative because it is standards-based and can be backed up with a significant amount of data.	None	No changes
I support the revised regulations because we need to occasionally modify our stances and revise regulations to keep up with the times.	None	No changes
I support the changes because I believe the grade-level indicators will allow for a better understanding of student performance and help guide learning. I like the sample progressions included.	None	No changes

Public Comment	Response	Incorporated into Final Version
Excellent guidance for instruction. Aligns with the standards that I teach. Very informative. Gives me great instruction when it comes to planning for instruction.	None	No changes
Some schools lack the equipment needed to support the curriculum.	The revised framework is designed to be flexible, does not require specific or specialized equipment, and allows teachers to use a variety of available or alternative equipment to support student learning regardless of resources. Further guidance on how to utilize available facilities and equipment is forthcoming.	No changes
Supports regulation and framework revisions as they match SHAPE America.	None	No changes
It aligns with the National SHAPE standards, and we revised our curriculum to meet these standards. I support the revised framework as written because it aligns with the National SHAPE America Physical Education Standards.	None	No changes
I like the cleaner explanation of the standards and grade-level outcomes.	None	No changes

Public Comment	Response	Incorporated into Final Version
Physical education is a core part of a child's educational experience. It is imperative that they have a quality physical education program from the time they enter school till the time they graduate. I believe that the minimum graduation requirement should increase to a full credit of physical education. The revised Maryland Physical Education Framework aligns well with current best practices and SHAPE America Standards, promoting clear, developmentally appropriate guidance from Pre-K through HS and supporting high-quality, equitable learning.	High school graduation requirements are set out in Code of Maryland Regulations (COMAR) 13A.04.13, which is not currently under review.	No changes
Students should be graded for attire, including athletic shoes. If students cannot dress out, they should only receive 25% for the day, as they can only complete Standard 2 of the 4 standards.	Assessing student achievement of the standards is a nationally recognized best practice. Grading policies and the associated scale in which student achievement is reported to parents and guardians are local decisions. Additional guidance for parents/guardians and teachers on research-based assessment practices from MSDE is forthcoming.	No changes

Public Comment	Response	Incorporated into Final Version
Definitions for frequency and duration are needed. Examples for parents and teachers regarding assessments are also needed. Clarify language in the revised regulations regarding teacher supports. Each local school system shall ..." appears truncated in the excerpted regulation section, which could create confusion.	Once adopted, MSDE will develop and publish additional guidance for LEAs regarding the frequency and duration of physical education classes. Additionally, MSDE will provide guidance to parents/guardians and teachers on standards-based instructional materials and assessments.	No changes

Public Comment	Response	Incorporated into Final Version
The current definition is well-intentioned but ultimately counterproductive. Leading with language that emphasizes foods with “little or no solid fats, added sugars, refined starches, and sodium” reinforces the very hierarchy the definition later attempts to undo. Even when followed by “all foods fit” language, this framing subtly signals that some foods are preferred and others are less acceptable. A true “all foods fit” philosophy should be centered first and foremost. All foods provide nourishment and fuel the body in different ways, whether physically, emotionally, socially, or culturally. No food has moral value, and categorizing foods as “good” or “bad” can be especially harmful for children and adolescents. From lived experience supporting a child with an eating disorder, I have seen how damaging early food labeling and nutrition messaging can be. In school settings in particular, well-meaning discussions about nutrition can unintentionally reinforce fear, shame, or restriction when foods are categorized or ranked. Educators need stronger guidance and education on how these messages land with young people and how they can contribute to disordered eating patterns. The emphasis should be on helping students understand that food is fuel, that variety matters, and that bodies have different needs at different times. Nutrition education should support a healthy relationship with food, not undermine it through language that assigns value or judgment.	MSDE will consult with nutrition education experts to ensure the definition of nutrient-dense foods better supports one's physical health, emotional well-being, social connections, and cultural traditions. Once adopted, MSDE will work with Maryland’s Institutions of Higher Education to develop professional learning for teachers to ensure nutrition is taught in an inclusive, non-judgmental way.	Revised the definition of “nutrient-dense foods” and the sample progressions for MD2.2.12

Public Comment	Response	Incorporated into Final Version
It is in the best interests of students and reflects those interests.	None	No changes
High expectations and standards grounded in evidence-based research are essential for all students. This regulation needs to be accompanied by adequate funding for this education, including but not limited to competitive pay for highly qualified professionals.	None	No changes
Although progressions give a lot of gray area, it is a more accurate rubric of indicators for the skills of PE.	None	No changes
I appreciate the updated standards to align with the National Standards. I wonder about the feasibility of this in MD schools, particularly schools in areas of need such as Baltimore County. Will professionals of the MSDE do more to advocate for public swimming pools throughout the state?	There are significant logistical challenges in providing aquatics instruction to all students statewide. Nonetheless, MSDE is collaborating with community partners across the state to share recommendations for improving access to aquatic facilities. Additionally, the water safety indicators are intentionally designed to be taught regardless of facility availability and can be delivered effectively through dry-land instruction or in a pool setting.	No changes
I am happy to see that Water Safety is a component at all grade levels. I think that learning how to swim and be safe around water is a very important thing for a student in this state.	None	No changes

Public Comment	Response	Incorporated into Final Version
The policy is well explained and aligns with moving MD towards best practices in PE across the state. The revised PE Instructional Framework is a more inclusive design with grade-span indicators and language that focuses on content that can be taught and assessed within a quality PE program.	None	No changes

COMMENTS FROM RESPONDERS WHO OPPOSE THE REVISED STANDARDS

Public Comment	Response	Incorporated into Final Version
Students should be graded for attire, including athletic shoes.	Assessing student achievement of the standards is a nationally recognized best practice. Additional guidance for parents/guardians and teachers on research-based assessment practices from MSDE is forthcoming.	No changes

Public Comment	Response	Incorporated into Final Version
I want it to specify that movement is not limited to sports but must include exercises such as aerobics, calisthenics, bodyweight, and weight training. Many students, especially girls, do not like or are not successful at sports, so they need more options to learn how to be healthy. Also, physical education that emphasizes learning sports is not effective, as demonstrated by the child obesity epidemic.	The revised framework provides teachers with opportunities to teach a variety of skills and concepts that are not exclusive to sports. Once adopted, MSDE will develop and publish guidance regarding standards-based instructional materials that ensure teachers intentionally select a variety of activities that represent a culturally diverse environment and support students' physical literacy journey.	No changes