

PK - 12

Physical Education

Framework

Part I: PK-12

June 6, 2016

Part II: Textbook/Instructional
Materials Selection

May 15, 2017



Millard Public Schools

Part I: June 6, 2016

Millard Board of Education

Dave Anderson

Mike Kennedy

Paul Meyer

Mike Pate

Linda Poole

Pat Ricketts

Jim Sutfin, Ed.D, Superintendent

Part II: May 15, 2017

Millard Board of Education

Dave Anderson

Mike Kennedy

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Linda Poole

Pat Ricketts

Jim Sutfin, Ed.D, Superintendent

Notice of Non-Discrimination

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Table of Contents

Millard Public Schools Mission, Beliefs, and Philosophy.....	1
Relationship of Framework to Millard Essential Learner Outcomes.....	2
PK-12 Wellness Studies Curriculum Planning Committee Members.....	3
PK-12 Physical Education Curriculum Planning Committee Members.....	4
9-12 Physical Education Subcommittee Members	4
Preschool Physical Education Matrix Subcommittee Members.....	4
PK-12 Wellness Studies Community Focus Group Members.....	5
PK-12 Physical Education Instructional Materials Committees.....	6
Timeline for MEP Cycle Procedures: Wellness Studies.....	7
Introduction to PK-12 Physical Education Matrix.....	8
PK-12 Physical Education Matrix	
• PK-5	10
• Grades 5-12.....	48
Proposed Materials.....	108
Appendix	
6-8 Proposed Course Descriptions.....	110
9-12 Restructured, Redesigned and Proposed Course Name Changes.....	111
9-12 Courses Reviewed and Determined to Remain with Curriculum Updates	113
9-12 Physical Education Flow Chart	114
9-12 Restructured, Redesigned and Proposed Courses, Course Name Changes and Revised Course Descriptions.....	115
9-12 Courses Reviewed and Determined to Remain with Curriculum Updates: Course Descriptions	119

Millard Public Schools Mission and Beliefs

Millard Public Schools Mission

The mission of the Millard Public Schools is to guarantee that each student develops the character traits and masters the knowledge and skills necessary for personal excellence and responsible citizenship by developing a world-class educational system with diverse programs and effective practices designed to engage and challenge all students.

Millard Public Schools Beliefs

We believe:

- Each individual has worth.
- Individuals are responsible for their actions.
- Our greatest resource is people.
- Diversity enriches life.
- All people can learn.
- High expectations promote higher achievement.
- Achievement builds self-esteem; self-esteem promotes achievement.
- All people are entitled to a safe, caring, and respectful environment.
- Responsible risk-taking is essential for growth.
- Excellence is worth the investment.
- Educated and involved citizens are necessary to sustain our democratic society.
- Public education benefits the entire community and is the shared responsibility of all.
- All schools are accountable to the community.
- Shaping and developing character is the shared responsibility of the individual, family, school and community.

Physical Education Philosophy

Physical Education in a world class school district provides each individual with skills, knowledge and opportunities to achieve and maintain lifelong wellness for adult success in a 21st Century global society.

Curriculum, Instruction, and Assessment

Written Curriculum - Content Standards

6110.1

The Essential Learner Outcomes of the Millard Public Schools are the following:

MILLARD ESSENTIAL LEARNER OUTCOMES

- LANGUAGE ARTS · MATHEMATICS · SCIENCE · SOCIAL STUDIES ·
- FINANCIAL WELL-BEING · HUMAN RELATIONS · TECHNOLOGY · FINE AND PERFORMING ARTS · PERSONAL DEVELOPMENT AND WELL-BEING ·
- CRITICAL THINKING AND PROBLEM-SOLVING SKILLS · CREATIVITY AND INNOVATION ·
- COLLABORATION AND TEAMWORK · CITIZENSHIP AND PERSONAL RESPONSIBILITY ·

ACADEMIC SKILLS AND APPLICATIONS

Students will demonstrate proficiency by meeting established standards through course requirements and for assessments identified by the District for specific purposes. This proficiency, along with the successful completion of 230 credits and a Personal Learning Plan (PLP) is used for diploma granting or denial.

LANGUAGE ARTS

- Students will learn and apply reading skills and strategies to comprehend text.
- Students will learn and apply writing skills and strategies to communicate.
- Students will develop and apply appropriate speaking, and listening skills and strategies to communicate for a variety of purposes.
- Students will apply information fluency and practice digital citizenship.

MATHEMATICS

- Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

SCIENCE

- Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Earth and Space Sciences to make connections with the natural and engineered world.

SOCIAL STUDIES

- Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.
- Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.
- Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.
- Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

FINANCIAL WELL-BEING

- Demonstrate skills to manage financial resources for short and long term priorities.
- Analyze and make sound financial choices by using appropriate resources.

HUMAN RELATIONS

- Interact positively with all people.
- Understand ethnic and cultural differences.
- Apply awareness of current local, national and global news and world cultures and languages to communicate effectively.

TECHNOLOGY

- Obtain, organize, and communicate information electronically.
- Use a variety of technological resources to solve problems.
- Understands the ethical uses of information and technology related to privacy, intellectual property and cyber security issues.

FINE AND PERFORMING ARTS

- Experience and evaluate a variety of music, art, or drama.
- Recognize the value of a wide range of knowledge and experiences from the arts, culture and humanities.

PERSONAL DEVELOPMENT AND WELL-BEING

- Understand human growth and development.
- Identify the values of good nutrition and physical activity.
- Evaluate the impact of addictive substances and behaviors.
- Build positive social relationships with supportive friends and family in the community.
- Use resources to develop a personal education and career plan to meet goals and objectives.
- Communicate experiences, knowledge and skills identified in a résumé or portfolio and present a professional image when interviewing.

COLLEGE AND CAREER READINESS SKILLS

The following standards and indicators are not measured by district-wide assessments for diploma-granting or denial. Within the school setting, students in the Millard Public Schools will:

CRITICAL THINKING AND PROBLEM-SOLVING SKILLS

- Demonstrate the ability to reason critically, systematically, and logically to evaluate situations from multiple perspectives.
- Conduct research, gather input and analyze information necessary for decision-making.
- Develop and prioritize possible solutions with supporting rationale using valid research, historical context and balanced judgment.
- Demonstrate a willingness to learn new knowledge and skills.
- Exhibit the ability to focus, prioritize, organize and handle ambiguity.
- Recognize factors, constraints, goals and relationships in a problem situation.
- Evaluate solutions and determine the potential value toward solving the problem.

CREATIVITY AND INNOVATION

- Search for new ways to improve the efficiency of existing processes.
- Appreciate new and creative ideas of others.
- Use information, knowledge and experience to generate original ideas and challenge assumptions.
- Know when to curb the creative process and begin implementation.
- Determine the feasibility of improvements for ideas and concepts.
- Accept and incorporate constructive criticism into proposals for innovation.

COLLABORATION AND TEAMWORK

- Contribute to team-oriented projects, problem-solving activities and assignments.
- Engage team members, build consensus and utilize individual talents and skills.
- Anticipate potential sources of conflict to facilitate solutions.
- Demonstrate the ability to disagree with a team member without causing personal offense.
- Take responsibility for individual and shared group tasks.

CITIZENSHIP AND PERSONAL RESPONSIBILITY

- Respect the rights of others.
- Treat others in a considerate and non-demeaning manner.
- Respect diversity.
- Demonstrate the ability to manage time.
- Demonstrate the ability to follow directions.
- Develop the attributes of integrity, self-discipline, and positive attitude.
- Take personal responsibility for actions.
- Establish and execute plans to completion and persevere when faced with setbacks.
- Model behaviors that demonstrate reliability, dependability and commitment.
- Arrive on time to school, work, appointments or meetings adequately prepared and appropriately dressed.
- Comply with policies and regulations.
- Participate in school and/or community organizations.
- Engage in local government through attendance, participation and service.
- Demonstrate a respect for laws and regulations and those who enforce them.
- Consider the ethical implications and long-term consequences of decisions and actions on personal reputation and credibility.

Revised: Strategic Planning, December 5, 1996

T-Chart Approved: Millard Board of Education, January 13, 1997

Related Policy: 6110

Rule Adopted: May 3, 1999

Revised: June 18, 2001; July 21, 2003; December 4, 2006,

March 2, 2009; March 1, 2010; April 18, 2011;

August 19, 2013; November 3, 2014

Millard Public Schools
Omaha, Nebraska

PK-12 Wellness Studies Curriculum Planning Committee 2015-2017

Jennifer Albert	Neihardt Elementary	Health Teacher
Debra Ashmore	Wheeler Elementary	Special Education Teacher
Michelleann Avilla	North Middle	Family & Consumer Sciences Teacher
Trenton Bickford	Central Middle	Physical Education Teacher
Sheila Bolmeier	Ron Witt Support Services	Instructional Technology MEP
Alisen Brewer	North Middle	Special Education Teacher
Kelsey Chittenden	West High	Family & Consumer Sciences Teacher
Andrew Cunningham	North High	Physical Education Teacher
Angela Daigle	Ron Witt Support Services	Instructional Technology MEP
Elizabeth Dickson	Beadle Middle	Counselor
Matt Dykstra	Ezra Elementary	Physical Education Teacher
Tara Fabian	Reagan Elementary	Principal
Pam Erixon	Holling Heights Elementary	English Language Learner Specialist
Laurie Fitzpatrick	Sandoz & Upchurch Elementary	Counselor
Angela Hageman	Beadle Middle	Health Teacher
Suzanne Hanish	Kiewit Middle	Family & Consumer Sciences Teacher
Chad Hayes	Don Stroh Administration Center	Student Services Facilitator
Julia Hobbs	Andersen Middle	Family & Consumer Sciences /Health Teacher
Colin Johnston	West High	Physical Education Teacher
Bridget Kowal	Harvey Oaks Elementary	Counselor
Kelsey Kummer	South High	Family & Consumer Sciences /Health Teacher
Stephanie Kurz	Holling Heights Elementary	Health Teacher
Amy Leuschen	Russell Middle	Physical Education Teacher
Dawn Marten	Harvey Oaks Elementary	Principal
Katherine McCarthy	Aldrich Elementary	Health Teacher
Nancy Nielsen	Russell Middle	District Head Nurse
Nicole Nielsen	North Middle	Physical Education Teacher
Mila O'Brien	North High	Family & Consumer Sciences /Health Teacher
Amanda Parker	Horizon High	Counselor
Carrie Peterson	Russell Middle	Family & Consumer Sciences /Health Teacher
Natalie Peterson	South High	Family & Consumer Sciences /Health Teacher
Jennifer Polleck	Wheeler Elementary & Horizon High	School Psychologist
Haley Ryan	North High	Family & Consumer Sciences /Health Teacher
Alan Sarka	Neihardt Elementary	Physical Education Teacher
Loel Schettler	North High	Counselor
Brenda Schmidt	West High	Family & Consumer Sciences /Health Teacher
John Southworth	Beadle Middle	Principal
Steve Throne	South High	Assistant Principal
Barb Vanderbeek	South High	Family & Consumer Sciences /Health Teacher
Barb Waller	Don Stroh Administration Center	Career & Technical Education Coordinator
Julie Williams	Central Middle	Counselor
Trevor Wragge	South High	Physical Education Teacher

Under the facilitation of John Becker, Monica Hutfles, Ellen Kramer, and Diane Reiners: Millard Public Schools Curriculum and Instruction MEP Facilitators.

In consultation with Andy DeFreece, Director of Elementary and Early Childhood Education and Nancy Johnston, Ed.D., Director of Secondary Education (2015-16) and Dr. Tony Weers, Ed.D., Director of Secondary Education (2016-17).

PK-12 Physical Education Curriculum Planning Committee Members

Debra Ashmore	Wheeler Elementary	Special Education Teacher
Trenton Bickford	Central Middle	Physical Education Teacher
Sheila Bolmeier	Ron Witt Support Services	Instructional Technology MEP
Alisen Brewer	North Middle	Special Education Teacher
Andrew Cunningham	North High	Physical Education Teacher
Matt Dykstra	Ezra Elementary	Physical Education Teacher
Tara Fabian	Reagan Elementary	Principal
Pam Erixon	Holling Heights Elementary	English Language Learner Specialist
Colin Johnston	West High	Physical Education Teacher
Amy Leuschen	Russell Middle	Physical Education Teacher
Dawn Marten	Harvey Oaks Elementary	Principal
Nancy Nielsen	Russell Middle	District Head Nurse
Nicole Nielsen	North Middle	Physical Education Teacher
Jennifer Polleck	Wheeler Elementary & Horizon High	School Psychologist
Alan Sarka	Neihardt Elementary	Physical Education Teacher
John Southworth	Beadle Middle	Principal
Steve Throne	South High	Assistant Principal
Trevor Wragge	South High	Physical Education Teacher

Under the facilitation of Monica Hutfles, Curriculum and Instruction MEP Facilitator.

9-12 Physical Education Subcommittee Members

Andrew Cunningham	North High	Physical Education Teacher
Colin Johnston	West High	Physical Education Teacher
Trevor Wragge	South High	Physical Education Teacher

Under the facilitation of Monica Hutfles, Curriculum and Instruction MEP Facilitator.

Preschool Physical Education Matrix Committee Members

Jon Barta	Sandoz Elementary	Physical Education Teacher
Shaun Tevis	Rockwell Elementary	Physical Education Teacher

Under the facilitation of Monica Hutfles, Curriculum and Instruction MEP Facilitator.

PK-12 Wellness Community Focus Group

Steven Abraham	Rabbi	Beth El Synagogue
Nancy Burkhart	Community Member	Nebraska Department of Education
Megan Hall	Community Member	HyVee Dietitian
Theo Hudalla	Pastor	Stone Bridge Church
Dr. Ann Luther	Post-Secondary Representative	UNO Counseling Department Chair
John Madvig	Reverend	Community Covenant Church
Janet Martin	Parent	Millard North High School
Peg Millerbernd	Nurse, Parent	Ackerman Elementary School
Michelle Patterson	Parent	Aldrich Elementary School
		Kiewit Middle School
Kirk Rasmussen	Parent	Millard North Middle School
		Millard North High School
Paul Tomaso	Deacon	St. Stephen the Martyr
Gina Wiitanen	Parent	Millard Public Schools

Under the facilitation of John Becker, Monica Hutfles, Ellen Kramer, and Diane Reiners, Curriculum and Instruction MEP Facilitators.

In consultation with Mark Feldhausen, Ph.D., Associate Superintendent of Educational Services, Nancy Johnston, Ed.D., Director of Secondary Education, and Andy DeFreece, Director of Elementary and Early Childhood Education.

PK-12 Physical Education Instructional Materials Selection Committee Members

Elementary:

Matt Dykstra
Corey Lorenz
Andrew Reck

Ezra Elementary
Holling Heights Elementary
Wheeler Elementary

Middle School:

Emily Kmiecik
Amy Leuschen
Marc Schultz

Central Middle School
Russell Middle School
North Middle School

High School:

Brigham Becker
Jay Carlson
Dave Cork
Andy Cunningham
Jane Elam
Steven Fry
Greg Geary
Vickie Glesmann
Tyler Hammond
Colin Johnston
Jan Lehms
Bryce Meyers
Mike Mixan
Kirk Peterson
Mindy Reed
Tracy Stauffer
Deanna Stickney
Abby Sturgeon
Treavor Wragge
Sarah Wright

North High School
West High School
North High School
North High School
South High School
West High School
South High School
West High School
South High School
West High School
South High School
Horizon High School
West High School
North High School
West High School
South High School
South High School
South High School
North High School

Under the facilitation of Monica Hutfles MEP Curriculum and Instruction Facilitator

Timeline for MEP Cycle Procedures PK-12 Wellness Studies

September 24, 2015	PK-12 Wellness Studies Curriculum Planning Committee: provided Phase I overview and orientation to Google Drive folder documents
October 20, 2015	PK-12 Wellness Studies Curriculum Planning Committee: met to determine research areas based on current data, education trends, and critical issues
November 5, 2015	Research groups: conducted research in the following areas: <ul style="list-style-type: none"> • College and Career Readiness • Wellness Concepts (emotional, physical, and social wellbeing) • Counseling, Family & Consumer Sciences, Health and Physical Education • Effective Instructional Practices
February 8, 2016	Wellness Studies Community Focus Group: provided input on issues related to wellness education
February 9, 2016	PK-12 Wellness Studies Curriculum Planning Committee: met to synthesize research findings and draft scope and sequence of the Physical Education matrix
February 23, 2016	PK-12 Wellness Studies Curriculum Planning Committee: met to continue draft of the scope and sequence of the Physical Education matrix
March 3, 2016	PK-12 Wellness Studies Curriculum Planning Committee: met to finish scope and sequence of the Physical Education matrix
March 22, 2016	9-12 Physical Education Subcommittee: met to finish scope and sequences of the Physical Education matrix and proposed high school courses
March 23, 2016	PK-12 Physical Education Subcommittee: met to finish scope and sequence of the Physical Education matrix preschool standards and indicators
April 7, 2016	Wellness Studies Community Focus Group: provided input on issues related to wellness education
June, 2016	Physical Education Framework submitted to Board of Education for approval
September-November 2016	Instructional Materials Committees: met to propose instructional resources
October 18, 2016	PK-12 Physical Education Subcommittee: Physical Education teachers met to align newly approved NDE Physical Education Standards from October 2016 to the PK-12 Physical Education Framework Matrix
January-February 2017	PK-12 Physical Education Subcommittee: Physical Education teachers met to review PK-12 Physical Education Safety Manual, Best Practice documents, etc.
February-April 2017	Phase II: Course guides and assessments developed based on PK-12 Physical Education Framework
April 13, 2017	PK-12 Wellness Studies Curriculum Planning Committee: met to approve 6-8 FCS, PK-12 Counseling, & PK-12 PE
April 25 & 27, 2017	Community Review Meetings: 6-8 FCS, PK-12 Counseling, & PK-12 PE
May 15, 2017	Textbook/Instructional Materials Selection Committee proposal to Educational Services and Recommendation to the Board of Education for approval

Introduction to Physical Education Matrix

Introduction

This matrix displays the Millard Public Schools Physical Education Standards and Indicators. The Millard Standards are based on the National Standards for Physical Education and the Nebraska State Essential Learnings in effect during the 2015-2016 school year. The National Standards from the SHAPE America organization were reviewed to develop the Millard Public Schools Physical Education Standards and Indicators. The Nebraska Department of Education will be approving Physical Education standards in September of 2017, which also embed the National Standards from SHAPE America. Once approved at the state level, a comparison review will be completed in order to ensure alignment between the state and Millard Public Schools standards and indicators.

Legend



Cell without shading: National, State, or Millard concept standard or indicator exists



Shaded cell: No National, State or Millard concept standard or indicator exists

The Physical Education standards within the Framework are listed by grade.

Nomenclature

The Standards and Indicators are sequenced in the following matrix. Each Comprehensive Standard is followed by specific standards and indicators categorized by concepts as noted below in the explanation. Standards are in bold print throughout the matrix. Millard standards and indicators are in red.

PE	Physical Education
N	National Standard
M	Millard Standard
S	State Standard
P-4-12	Grade Level
1-5	Comprehensive Standards

- 1- Skills: Students will demonstrate competency in a variety of motor skills and movement patterns.
- 2- Knowledge: Students will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.
- 3- Active Lifestyle and Fitness: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of exercise and fitness.
- 4- Responsible Behavior: Students will exhibit personal and social behavior that respects self and others.

5- Awareness: Students will recognize the value of exercise for health, enjoyment, challenge, self-expression and/or social interaction.

1-5

Concepts of each Comprehensive Standard

Skills	<ul style="list-style-type: none"> 1- Locomotor 2- Nonlocomotor 3- Manipulative 4- Lifetime Activities 5- Dance and Rhythms 6- Fitness Activities
Knowledge	<ul style="list-style-type: none"> 1-Movement Concepts 2- Movement Principles and Knowledge
Active Lifestyle and Fitness	<ul style="list-style-type: none"> 1- Exercise Knowledge 2- Engages in Exercise 3- Fitness Knowledge 4- Assessment and Program Planning 5- Nutrition 6- Feeling and Stress Management
Responsible Behavior	<ul style="list-style-type: none"> 1- Works Cooperatively 2- Class Rules 3- Safety
Awareness	<ul style="list-style-type: none"> 1- Health 2- Challenge 3- Self-Expression 4- Social Interaction

Examples

PE M P4.1.1

PE. =Physical Education,
M. =Millard Standard,
P4. =Preschool,
1. =Comprehensive Standard 1,
1 =Concept 1

PE S or N 02.2.1.a

PE. =Physical Education,
S or N. = State or National Standard, (utilizing our numbering system)
02. =2nd Grade,
2. =Comprehensive Standard 2,
1. =Concept 1,
a =Comprehensive Indicator

**PK-12 Physical Education Literacy SKILLS Comprehensive Standard:
Students will demonstrate competency in a variety of motor skills and movement patterns.**

Grade Level Standards

Concepts	PreK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Locomotor Standards	PE M P4.1.1 Students will be introduced to locomotor skills.	PE M 00.1.1 Students will be introduced to locomotor skills.	PE M 01.1.1 Students will develop progress toward the mature form of locomotor skills.	PE M 02.1.1 Students will develop progress toward the mature form of locomotor skills.	PE M 03.1.1 Students will develop progress toward the mature form of locomotor skill combinations.	PE M 04.1.1 Students will demonstrate mature forms of locomotor pattern skill combinations.	PE M 05.1.1 Students will demonstrate mature forms of locomotor pattern skill combinations.
Non-locomotor Standards	PE M P4.1.2 Students will be introduced to non-locomotor skills.	PE M 00.1.2 Students will be introduced to non-locomotor skills.	PE M 01.1.2 Students will develop progress toward the mature form of non-locomotor skills.	PE M 02.1.2 Students will develop progress toward the mature form of non-locomotor skills.	PE M 03.1.2 Students will develop progress toward the mature form of locomotor skill combinations.	PE M 04.1.2 Students will demonstrate mature forms of non-locomotor pattern skill combinations.	PE M 05.1.2 Students will demonstrate mature forms of non-locomotor pattern skill combinations.
Manipulative Standards	PE M P4.1.3 Students will be introduced to manipulative skills.	PE M 00.1.3 Students will be introduced to manipulative skills.	PE M 01.1.3 Students will demonstrate progress toward the mature form of selected manipulative skills.	PE M 02.1.3 Students will demonstrate progress toward the mature form of selected manipulative skills.	PE M 03.1.3 Students will be demonstrate to the mature forms of manipulative skills.	PE M 04.1.3 Students will demonstrate the mature forms of manipulative skills.	PE M 05.1.3 Students will demonstrate the mature forms of manipulative skills.
Lifetime Activities Standards	PE M P4.1.4 Students will be introduced to lifetime exercise (individual or group activity) which can be enjoyed throughout life.	PE M 00.1.4 Students will be introduced to lifetime exercise (individual or group activity) which can be enjoyed throughout life.	PE M 01.1.4 Students will be introduced to lifetime exercise (individual or group activity) which can be enjoyed throughout life.	PE M 02.1.4 Students will be introduced to lifetime exercise (individual or group activity) which can be enjoyed throughout life.	PE M 03.1.4 Students will be introduced to lifetime exercise (individual or group activity) which can be enjoyed throughout life.	PE M 04.1.4 Students will be introduced to lifetime exercise (individual or group activity) which can be enjoyed throughout life.	PE M 05.1.4 Students will be introduced to lifetime exercise (individual or group activity) which can be enjoyed throughout life.
Dance and Rhythms Standards	PE M P4.1.5 Students will be introduced to dance.	PE M 00.1.5 Students will perform dance sequences to music.	PE M 01.1.5 Students will perform dance sequences to music.	PE M 02.1.5 Students will perform dance sequences to music.	PE M 03.1.5 Students will perform dance sequences to music.	PE M 04.1.5 Students will perform dance sequences to music.	PE M 05.1.5 Students will perform dance sequences to music.

Fitness Activities Standards	PE M P4.1.6 Students will be introduced to exercise at a health enhancing level.	PE M 00.1.6 Students will be introduced to exercise at a health enhancing level.	PE M 01.1.6 Students will be introduced to exercise at a health enhancing level.	PE M 02.1.6 Students will be introduced to exercise at a health enhancing level.	PE M 03.1.6 Students will be introduced to exercise at a health enhancing level.	PE M 04.1.6 Students will be introduced to exercise at a health enhancing level.	PE M 05.1.6 Students will be introduced to exercise at a health enhancing level.
Locomotor Standards	PE M P4.1.1 Students will be introduced to locomotor skills.	PE M 00.1.1 Students will be introduced to locomotor skills.	PE M 01.1.1 Students will develop progress toward the mature form of locomotor skills.	PE M 02.1.1 Students will develop progress toward the mature form of locomotor skills.	PE M 03.1.1 Students will develop progress toward the mature form of locomotor skill combinations.	PE M 04.1.1 Students will demonstrate mature forms of locomotor pattern skill combinations.	PE M 05.1.1 Students will demonstrate mature forms of locomotor pattern skill combinations.
Locomotor Curricular Indicators	PE M P4.1.1.a Practices locomotor skills (hopping, galloping, running, skipping) while maintaining balance in an emerging pattern	PE M 00.1.1.a Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance in an emerging pattern	PE S 01.1.1.a Hops, gallops, side slides, and walks in a mature pattern	PE S 02.1.1.a Applies hopping, galloping, and side sliding in a variety of environments	PE S 03.1.1.a Leaps using a mature pattern	PE M 04.1.1.a Performs various locomotor skills in different environments including rhythmic activities	PE M 05.1.1.a Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks and dance
							PE S 05.1.1.b Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments
							PE N 05.1.1.c Combines traveling with manipulative skills for execution to a target (i.e., scoring in soccer, hockey and basketball)
				PE S 02.1.1.b Skips, runs, and jogs in mature patterns	PE S 03.1.1.b Differentiates between sprinting and running	PE S 04.1.1.b Demonstrates the mature pattern for running distance	PE S 05.1.1.d Paces at a variety of running distances

Locomotor Curricular Indicators (continued)				PE N 02.1.1.c Travels showing differentiation between jogging, running and sprinting	PE M 03.1.1.c Travels showing differentiation between jogging, running and sprinting	PE M 04.1.1.c Travels showing differentiation between jogging, running and sprinting	PE M 05.1.1.e Travels showing differentiation between jogging, running and sprinting
	PE M P4.1.b Practices jumping and landing actions with attempt to balance	PE M 00.1.1.b Performs both horizontal and vertical jumping and landing actions with balance at an emerging pattern	PE M 01.1.1.b Demonstrates 2 of 5 critical elements for jumping and landing at an emerging level in a horizontal and vertical plane using 2-foot take-offs and landings (i.e., hips, knees, and ankles bend in preparation for jumping action, arms extend upward as body propels upward, body extends and stretches upward while in flight, hips, knees and ankles bend on landing, shoulders, knees and ankles align for balance after landing)	PE M 02.1.1.d Demonstrates 4 of 5 critical elements for jumping and landing in a horizontal and vertical plane using a variety of 1- and 2-foot take-offs and landings (i.e., hips, knees, and ankles bend in preparation for jumping action, arms extend upward as body propels upward, body extends and stretches upward while in flight, hips, knees and ankles bend on landing, shoulders, knees and ankles align for balance after landing)	PE N 03.1.1.d Jumps and lands in the horizontal and vertical planes using a mature pattern	PE M 04.1.1.d Uses spring-and-step take-offs and landings applying to horizontal and vertical jumping and landing	PE M 05.1.1.f Combines jumping and landing patterns with locomotor and manipulative skills in dance and small-sided practice tasks and games environments while applying to horizontal and vertical jumping and landing
	PE M P4.1.1.c Practices locomotor skills in response to rhythmic activities led by a teacher	PE S 00.1.1.c Exhibits a variety of locomotor skills in rhythmic activities led by a teacher	PE S 01.1.1.c Demonstrates a variety of locomotor and non-locomotor skills in teacher-designed rhythmic activities	PE S 02.1.1.e Demonstrates locomotor and non-locomotor skills in teacher-designed or student-designed rhythmic activities	PE N 03.1.1.e Performs a teacher-selected and developmentally appropriate dance steps and movement patterns	PE S 04.1.1.e Combines locomotor movement patterns and dance steps to create and perform an original dance	PE N 05.1.1.g Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern

Locomotor Curricular Indicators (continued)					PE S 03.1.1.f Performs a sequence of locomotor skills smoothly	PE S 04.1.1.f Demonstrates the combination of locomotor skills with manipulative skills (e.g. dribbling, throwing, catching, and striking)	PE M 05.1.1.h Applies combination of traveling with manipulative skills of dribbling, throwing, catching and striking in teacher and/or student-designed small-sided practice tasks
Non-locomotor Standards	PE M P4.1.2 Students will be introduced to non-locomotor skills.	PE M 00.1.2 Students will be introduced to non-locomotor skills.	PE M 01.1.2 Students will develop progress toward the mature form of non-locomotor skills.	PE M 02.1.2 Students will develop progress toward the mature form of non-locomotor skills.	PE M 03.1.2 Students will develop progress toward the mature form of locomotor skill combinations.	PE M 04.1.2 Students will demonstrate mature forms of non-locomotor pattern skill combinations.	PE M 05.1.2 Students will demonstrate mature forms of non-locomotor pattern skill combinations.
Non-locomotor Curricular Indicators	PE M P4.1.2.a Explores different bases of support with different body shapes	PE M 00.1.2.a Explores different bases of support with different body shapes	PE S 01.1.2.a Maintains stillness on different bases of support with different body shapes	PE S 2.1.2.a Balances on different bases of support, combining levels and shapes	PE S 03.1.2.a Balances on different bases of support, combining levels and shapes	PE M 04.1.2.a Balances on different bases of support demonstrating levels and shapes	PE M 05.1.2.a Combines balance and transferring weight in a sequence or dance with a partner
		PE S 00.01.2.b Forms wide, narrow, curled, and twisted body shapes	PE S 01.1.2.b Transfers weight from one body part to another in self-space in dance	PE N 02.1.2.b Transfers weight from feet to different body parts/bases of support for balance and/or travel	PE S 03.1.2.b Transfers weight from feet to hands for momentary weight support	PE M 04.1.2.b Transfers weight from feet to hands, varying speed and using large extensions (i.e., burpees)	PE M 05.1.2.b Transfers weight in dance environments
	PE M P4.1.2.b Rolls sideways in a narrow body shape	PE S 00.1.2.c Rolls sideways in a narrow body shape	PE S 01.1.2.c Rolls with either a narrow or curled body shape	PE S 02.1.2.c Rolls in different directions with either a narrow or curled body shape	PE S 03.1.2.c Rolls in a variety of shapes, levels, and directions	PE S 04.1.2.c Applies rolling in a tumbling sequence	PE S 05.1.2.c Applies rolling in a variety of environments (e.g., dance, games)

Non-locomotor Curricular Indicators (continued)	PE M P4.1.2.c Practices curling and stretching	PE S 00.1.2.d Curls and stretches the body and/or parts of the body	PE S 01.1.2.d Curls, stretches, twists, and bends the body and/or parts of the body	PE N 02.1.2.d Differentiates among twisting, curling, bending and stretching actions	PE M 03.1.2.d Moves into and out of balance with curling, twisting and stretching actions	PE N 04.1.2.d Moves into and out of balance on apparatus with curling, twisting and stretching actions	PE M 05.1.2.d Performs curling, twisting and stretching actions with correct application in dance and small-sided practice tasks in games environments
				PE M 02.1.2.e Combines balances and transfers into a 3-part sequence (i.e., movement and rhythm piece)	PE M 03.1.2.e Combines locomotor skills and movement concepts (i.e., levels, shapes, extensions, pathways, force, time, flow) to create and perform a movement and rhythm piece	PE M 04.1.2.e Combines locomotor skills and movement concepts (i.e., levels, shapes, extensions, pathways, force, time, flow) to create and perform a movement and rhythm piece	PE N 05.1.2.e Combines locomotor skills and movement concepts (i.e., levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group
Manipulative Standards	PE M P4.1.3 Students will be introduced to manipulative skills.	PE M 00.1.3 Students will be introduced to manipulative skills.	PE M 01.1.3 Students will demonstrate progress toward the mature form of selected manipulative skills.	PE M 02.1.3 Students will demonstrate progress toward the mature form of selected manipulative skills.	PE M 03.1.3 Students will demonstrate the mature forms of manipulative skills.	PE M 04.1.3 Students will demonstrate the mature forms of manipulative skills.	PE M 05.1.3 Students will demonstrate the mature forms of manipulative skills.

Manipulative Curricular Indicators	PE M PK.1.3.a Explores underhand throwing	PE M 00.1.3.a Throws underhand in an emerging pattern with one foot forward	PE M 01.1.3.a Throws underhand, in an emerging pattern by stepping in opposition	PE M 02.1.3.a Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern (i.e., face target in preparation for throwing action, arm back in preparation for action, step with opposite foot as throwing arm moves forward, release ball between knee and waist level., follow through to target)	PE M 03.1.3.a Throws underhand, demonstrating 3 of the 5 critical elements of a mature pattern (i.e., face target in preparation for throwing action, arm back in preparation for action., step with opposite foot as throwing arm moves forward, release ball between knee and waist level, follow through to target)	PE S 04.1.3.a Applies underhand throwing skills with different sizes and types of objects	PE S 05.1.3.a Applies underhand throwing skills with different sizes and types of objects in small-sided games
							PE N 05.1.3.b Throws underhand to a large target with accuracy
			PE S 01.1.3.b Throws overhand with opposite foot forward	PE N 02.1.3.b Throws overhand, demonstrating 2 of the 5 critical elements of a mature pattern (i.e., side to target in preparation for throwing action, arm back and extended, and	PE N 03.1.3.b Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in nondynamic environments (closed skills), for distance and/or force	PE N 04.1.3.b Throws overhand using a mature pattern in nondynamic environments (closed skills)	PE N 05.1.3.c Throws overhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of objects

Manipulative Curricular Indicators (continued)				elbow at shoulder height or slightly above in preparation for action leads, step with opposite foot as throwing arm moves forward, hip and spine rotate as throwing action is executed, follow through toward target and across body)	(i.e., side to target in preparation for throwing action, arm back and extended, and elbow at shoulder height or slightly above in preparation for action leads, step with opposite foot as throwing arm moves forward, hip and spine rotate as throwing action is executed, follow through toward target and across body)		
						PE S 04.1.3.c Throws to a partner or target with accuracy at a designed distance	PE N 05.1.3.d Throws overhand to a large target with accuracy
				PE S 02.1.3.c Passes with hands to a stationary partner	PE S 03.1.3.c Passes to a stationary partner, at various distances	PE S 04.1.3.d Passes to a moving partner, at various distances	PE S 05.1.3.e Passes, with both partners moving, at various distances
							PE N 05.1.3.f Throws with reasonable accuracy in dynamic, small-sided practice tasks

Manipulative Curricular Indicators (continued)	PE M P4.1.3.b Explores catching a bounced ball	PE S 00.1.3.b Drops a ball and catches it before it bounces twice	PE N 01.1.3.c Catches a soft object from a self-toss before it bounces	PE N 02.1.3.d Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body	PE N 03.1.3.d Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern (i.e., extend arms outward to reach for ball, watch the ball all the way into the hands, catch with hands only; no cradling against the body, pull the ball into the body as the catch is made, curl the body slightly around the ball.)	PE S 04.1.3.e Catches a thrown ball at various levels (e.g., overhand and underhand) using a mature pattern in a non-dynamic environment	PE S 05.1.3.g Catches a struck ball at all levels (e.g., overhand and underhand) in a non-dynamic environment
	PE M P4.1.3.c Practices catching a tossed ball	PE N 00.1.3.c Catches a tossed ball by a skilled thrower	PE N 01.1.3.d Catches various sizes of balls self-tossed or tossed by a skilled thrower	PE M 02.1.3.e Catches a self-tossed or well-thrown ball of various sizes with hands, not trapping or cradling against the body	PE M 03.1.3.e Catches with accuracy, both partners stationary	PE M 04.1.3.f Catches with accuracy with one partner moving	PE S 05.1.3.h Catches while both partners are moving
							PE N 05.1.3.i Catches with reasonable accuracy in dynamic, small-sided practice tasks
	PE M P4.1.3.d Begins bouncing and dribbling a ball	PE S 00.1.3.d Dribbles a ball with one hand, attempting the second contact	PE S 01.1.3.e Dribbles continuously in self-space using the preferred hand	PE N 02.1.3.f Dribbles in self-space with preferred hand demonstrating a mature pattern	PE N 03.1.3.f Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body	PE N 04.1.3.g Dribbles in self-space with both the preferred and the nonpreferred hands using a mature pattern	PE S 05.1.3.j Combines hand dribbling with other skills (e.g., passing, receiving, shooting) in a dynamic environment

Manipulative Curricular Indicators (continued)				PE S 02.1.3.g Dribbles using the preferred hand while walking in general space	PE M 03.1.3.g Dribbles using the preferred hand while walking in general space	PE N 04.1.3.h Dribbles in general space with control of ball and body while increasing and decreasing speed	PE M 05.1.3.k Dribbles in general space with control of ball and body while increasing and decreasing speed	
	PE M P4.1.3.e Begins to tap a ball using the inside of the foot, sending it forward	PE S 00.1.3.e Taps a ball using the inside of the foot, sending it forward	PE S 01.1.3.f Pushes or dribbles a ball using the inside of the foot while walking in general space	PE N 02.1.3.h Dribbles with the feet in general space with control of ball and body	PE S 03.1.3.h Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body	PE S 04.1.3.i Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed	PE S 05.1.3.l Combines foot dribbling with other skills (e.g., passing, receiving, shooting) using a mature pattern	
					PE S 03.1.3.i Receives a ball from a stationary partner, cushioning on reception before returning the pass	PE S 04.1.3.j Passes and receives a ball with various parts of the feet (e.g., inside, outside, top) with a stationary partner, cushioning on reception before returning the pass	PE S 05.1.3.m Passes and receives with the feet as both partners travel	
							PE N 04.1.3.k Passes and receives a ball with the out-sides and insides of the feet to a stationary partner, “giving” on reception before returning the pass	PE N 05.1.3.n Receives a pass with the foot using a mature pattern as both partners travel
		PE M 00.1.3.f Explores learning pivots, fakes and jab steps designed to create open space during practice tasks	PE M 01.1.3.g Practices pivots, fakes and jab steps designed to create open space during practice tasks	PE M 02.1.3.i Practices pivots, fakes and jab steps designed to create open space during practice tasks	PE M 03.1.3.j Performs pivots, fakes and jab steps designed to create open space during practice tasks	PE M 04.1.3.l Performs pivots, fakes and jab steps designed to create open space during practice tasks	PE M 05.1.3.o Demonstrates pivots, fakes and jab steps designed to create open space during practice tasks	

Manipulative Curricular Indicators (continued)		PE M 00.1.3.g Explores learning offensive skills without defensive pressure: pivot, give and go, and fakes	PE M 01.1.3.h Practices the following offensive skills without defensive pressure: pivot, give and go, and fakes	PE M 02.1.3.j Practices the following offensive skills without defensive pressure: pivot, give and go, and fakes	PE M 03.1.3.k Performs the following offensive skills without defensive pressure: pivot, give and go, and fakes	PE M 04.1.3.m Performs the following offensive skills without defensive pressure: pivot, give and go, and fakes	PE M 05.1.3.p Demonstrates the following offensive skills without defensive pressure: pivot, give and go, and fakes
						PE S 04.1.3.n Dribbles with hands or feet in combination with other skills (i.e., passing, receiving, shooting)	PE N 05.1.3.q Dribbles with hands or feet with mature patterns in a variety of small-sided game forms
		PE M 00.1.3.h Begins learning foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks	PE M 01.1.3.i Practices foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks	PE M 02.1.3.k Practices foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks	PE M 03.1.3.l Performs foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks	PE M 04.1.3.o Performs foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks	PE M 05.1.3.r Performs foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks
		PE M 00.1.3.i Begins learning dribbling with an implement with control, changing speed and direction in a variety of practice tasks	PE M 01.1.3.j Practices dribbling with an implement with control, changing speed and direction in a variety of practice tasks	PE M 02.1.3.l Practices dribbling with an implement with control, changing speed and direction in a variety of practice tasks	PE M 03.1.3.m Performs dribbling with an implement with control, changing speed and direction in a variety of practice tasks	PE M 04.1.3.p Performs dribbling with an implement with control, changing speed and direction in a variety of practice tasks	PE M 05.1.3.s Performs dribbling with an implement with control, changing speed and direction in a variety of practice tasks
	PE M P4.1.3.f Explores kicking a stationary ball from a stationary position	PE N 00.1.3.j Kicks a stationary ball from a stationary position, demonstrating 2 of	PE N 01.1.3.k Approaches a stationary ball and kicks it forward, demonstrating 2 of	PE N 02.1.3.m Uses a continuous running approach and kicks a moving ball, demonstrating	PE N 03.1.3.n Uses a continuous running approach and intentionally performs a kick	PE S 04.1.3.q Kicks a ball along the ground using a mature pattern	PE S 05.1.3.t Kicks in small-sided practice tasks using a mature pattern

Manipulative Curricular Indicators (continued)		the 5 elements of a mature kicking pattern (i.e., arms extended forward in preparation for kicking action, contact with ball is made directly at center of the ball, contact the ball with shoelaces or top of foot for kicking action, trunk leans back slightly in preparation for kicking action, follow through with kicking leg extending forward and upward toward target)	the 5 critical elements of a mature pattern (i.e., arms extended forward in preparation for kicking action, contact with ball is made directly at center of the ball, contact the ball with shoelaces or top of foot for kicking action, trunk leans back slightly in preparation for kicking action, follow through with kicking leg extending forward and upward toward target)	3 of the 5 critical elements of a mature pattern (i.e., arms extended forward in preparation for kicking action, contact with ball is made directly at center of the ball, contact the ball with shoelaces or top of foot for kicking action, trunk leans back slightly in preparation for kicking action, follow through with kicking leg extending forward and upward toward target)	along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each (i.e., arms extended forward in preparation for kicking action, contact with ball is made directly at center of the ball, contact the ball with shoelaces or top of foot for kicking action, trunk leans back slightly in preparation for kicking action, follow through with kicking leg extending forward and upward toward target)		
					PE N 03.1.3.o Uses a continuous running approach and kicks a stationary ball for accuracy	PE M 04.1.3.r Uses a continuous running approach and kicks a moving ball	PE M 05.1.3.u Uses a continuous running approach and kicks a moving ball for accuracy
	PE M P4.1.3.g Attempts to volley a light-weight object, sending it upward	PE N 00.1.3.k Volleys a light-weight object (balloon), sending it upward	PE N 01.1.3.1 Volleys an object with an open palm, sending it upward	PE N 02.1.3.n Volleys an object upward with consecutive hits	PE N 03.1.3.p Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner,	PE N 04.1.3.s Volleys underhand using a mature pattern, in a dynamic environment (i.e., 2 square, 4 square, handball)	PE S 05.1.3.v Applies underhand volley in a dynamic environment using different sizes and types of balls

<p>Manipulative Curricular Indicators</p> <p>(continued)</p>					<p>while demonstrating 4 of the 5 critical elements of a mature pattern. (i.e., face the target in preparation for the volley, opposite foot forward, flat surface with hand for contact of the ball or object, contact with ball or object between knee and waist level, follow through upward and to the target)</p>		
			<p>PE S 01.1.3.m Volleys a lightweight object overhead sending it upward over the head</p>	<p>PE S 02.1.3.o Volleys a lightweight object overhead sending it upward with consecutive hits</p>	<p>PE M 03.1.3.q Volleys a lightweight object with a two-hand overhead pattern, sending it upward, demonstrating 3 of 5 critical elements of a mature pattern (i.e., body aligned and positioned under the ball, knees, arms and ankles bent in preparation, hands rounded; thumbs and first fingers make triangle (without touching) in preparation, ball contacts only the finger pads; wrists stay firm, arms</p>	<p>PE N 04.1.3.t Volleys a ball with a 2-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern (i.e., body aligned and positioned under the ball, knees, arms and ankles bent in preparation, hands rounded; thumbs and first fingers make triangle (without touching) in preparation, ball contacts only the finger pads; wrists stay firm, arms extended upward on contact; follow through slightly toward target)</p>	<p>PE N 05.1.3.w Volleys a ball using a 2-hand overhead pattern, sending it upward to a target</p>

Manipulative Curricular Indicators (continued)					extended upward on contact; follow through slightly toward target)		
	PE M P4.1.3.h Begins striking with an implement	PE M 00.1.3.l Practices forehanded volleys with short handled implements	PE M 01.1.3.n Practices forehanded volleys with short handled implements	PE M 02.1.3.p Practices forehanded volleys with short handled implements	PE M 03.1.3.r Practices forehanded volleys with short handled implements	PE M 04.1.3.u Performs forehanded volleys with short handled implements	PE M 05.1.3.x Performs forehanded volleys with short handled implements
		PE N 00.1.3.m Strikes a lightweight object with a paddle or short-handed racket	PE N 01.1.3.o Strikes a ball with a short-handed implement, sending it upward	PE N 02.1.3.q Strikes an object upward with a short-handed implement, using consecutive hits	PE N 03.1.3.s Strikes an object with a short-handed implement, sending it forward over a low net or to a wall	PE N 04.1.3.v Strikes an object with a short-handed implement while demonstrating a mature pattern	PE N 05.1.3.y Strikes an object consecutively with a partner, using a short- handled implement, over a net or against a wall, in a competitive or cooperative game environment
					PE N 03.1.3.t Strikes an object with a short-handed implement while demonstrating 3 of the 5 critical elements of a mature pattern (i.e., racket back in preparation for striking, step on opposite foot as contact is made, swing racket or paddle low to high, coil and uncoil the trunk for preparation and execution of the striking action., follow through for completion of the	PE S 04.1.3.w Strikes an object with a short-handed implement, alternating hits with a partner over a low net or against a wall	PE M 05.1.3.z Strikes an object with a short-handed implement, alternating hits with a partner over a low net or against the wall in either a competitive or cooperative game environment

<p>Manipulative Curricular Indicators</p> <p>(continued)</p>			<p>PE S 01.1.3.p Strikes a ball with a bat off a tee or cone</p>	<p>PE N 02.1.3.r Strikes a ball off a tee or cone with a bat, using correct grip and side orientation/ proper body orientation</p>	<p>striking action) PE N 03.1.3.u Strikes a ball with a long-handled implement (i.e., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. <i>Note:</i> Use batting tee or ball tossed by teacher for batting</p>	<p>PE N 04.1.3.x Strikes an object with a long-handled implement (i.e., hockey stick, golf club, bat, tennis racket, badminton racket), while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through - i.e., bat up and back in preparation for the striking action, step forward on opposite foot as contact is made, coil and uncoil the trunk for preparation and execution of the striking action, swing the bat on a horizontal plane, wrist uncocks on follow-through for completion of the striking action)</p>	<p>PE S 05.1.3.aa Strikes a pitched ball with a bat using a mature pattern</p>
		<p>PE M 00.1.3.n Attempts to strike a stationary object for accuracy and distance with an implement</p>	<p>PE M 01.1.3.q Practices striking a stationary object for accuracy and distance with an implement</p>	<p>PE M 02.1.3.s Practices striking a stationary object for accuracy and distance with an implement</p>	<p>PE M 03.1.3.v Practices striking a stationary object for accuracy and distance with an implement</p>	<p>PE M 04.1.3.y Practices striking a stationary object for accuracy and distance with an implement</p>	<p>PE M 05.1.3.ab Demonstrates striking a stationary object for accuracy and distance with an implement</p>

Manipulative Curricular Indicators (continued)					PE M 03.1.3.w Attempts the transfer of weight with correct timing for the striking pattern	PE M 04.1.3.z Practices the transfer of weight with correct timing for the striking pattern	PE M 05.1.3.ac Practices the transfer of weight with correct timing for the striking pattern
					PE M 03.1.3.x Strikes a pitched ball with a bat using 3 of 5 critical elements (i.e., grip, stance, body orientation, swing plane and follow-through - i.e., bat up and back in preparation for the striking action, step forward on opposite foot as contact is made, coil and uncoil the trunk for preparation and execution of the striking action, swing the bat on a horizontal plane, wrist uncocks on follow-through for completion of the striking action)	PE M 04.1.3.aa Strikes a pitched ball with a bat using 4 of 5 critical elements (i.e., grip, stance, body orientation, swing plane and follow-through - i.e., bat up and back in preparation for the striking action, step forward on opposite foot as contact is made, coil and uncoil the trunk for preparation and execution of the striking action, swing the bat on a horizontal plane, wrist uncocks on follow-through for completion of the striking action)	PE S 05.1.3.ad Combines striking with a long-handled implement (hockey stick, lacrosse stick) with receiving and traveling skills in practice tasks
					PE S 03.1.3.y Combines traveling with dribbling, throwing, catching, and striking in teacher-designed practice tasks	PE N 05.1.3.ab Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher- and/ or student-designed	PE N 05.1.3.ae Combines manipulative skills and traveling for execution to a target (i.e., scoring in soccer, hockey and

Manipulative Curricular Indicators (continued)						small-sided practice-task environments	basketball)
	PE M P4.1.3.i Practices jumping as directed	PE N 00.1.3.o Executes a single jump with self-turned rope	PE M 01.1.3.r Attempts to jump forward or backward consecutively using a self-turned rope	PE N 02.1.3.t Jumps a self-turned rope consecutively forward and backward with a mature pattern	PE N 03.1.3.z Performs intermediate jump-rope skills (i.e., a variety of tricks, running in and out) for both long and short ropes	PE S 04.1.3.ac Creates a jump-rope routine with either a short or long rope	PE S 05.1.3.af Creates a jump-rope routine with a partner, using either a short or long rope
		PE S 00.1.3.p Jumps a long rope with teacher-assisted turning	PE N 01.1.3.s Jumps a long rope up to 5 times consecutively with teacher-assisted turning	PE N 02.1.3.u Jumps a long rope 5 times consecutively with student turners	PE M 03.1.3.aa Runs through a turning long rope	PE M 04.1.3.ad Runs into a long rope either front door or back door and can complete one jump	PE M 05.1.3.ag Runs into a long rope front door or back door entry and can complete one jump before exiting
	PE M P4.1.3.j Attempts athletic stance conducive to movement	PE M 00.1.3.q Attempts athletic stance conducive to movement	PE M 01.1.3.t Practices athletic stance conducive to movement	PE M 02.1.3.v Practices athletic stance conducive to movement	PE M 03.1.3.ab Executes an athletic stance conducive to movement	PE M 04.1.3.ae Executes an athletic stance conducive to movement	PE M 05.1.3.ah Executes an athletic stance conducive to movement
Lifetime Activities Standards	PE M P4.1.4 Students will be introduced to lifetime exercise (individual or group activity) which can be enjoyed throughout life.	PE M 00.1.4 Students will be introduced to lifetime exercise (individual or group activity) which can be enjoyed throughout life.	PE M 01.1.4 Students will be introduced to lifetime exercise (individual or group activity) which can be enjoyed throughout life.	PE M 02.1.4 Students will be introduced to lifetime exercise (individual or group activity) which can be enjoyed throughout life.	PE M 03.1.4 Students will be introduced to lifetime exercise (individual or group activity) which can be enjoyed throughout life.	PE M 04.1.4 Students will be introduced to lifetime exercise (individual or group activity) which can be enjoyed throughout life.	PE M 05.1.4 Students will be introduced to lifetime exercise (individual or group activity) which can be enjoyed throughout life.
Lifetime Activities Curricular Indicators	PE M P4.1.4.a Explores activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, net/wall games or target games)	PE M 00.1.4.a Explores activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, net/wall games or target games)	PE M 01.1.4.a Practices activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, net/wall games or target games)	PE M 02.1.4.a Practices activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, net/wall games or target games)	PE M 03.1.4.a Demonstrates introductory knowledge and understanding of specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, net/wall	PE M 04.1.4.a Demonstrates introductory knowledge and understanding of specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, net/wall	PE M 05.1.4.a Demonstrates introductory knowledge and understanding of specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, net/wall

					games or target games)	games or target games)	games or target games)
Dance and Rhythms Standards	PE M P4.1.5 Students will be introduced to dance.	PE M 00.1.5 Students will perform dance sequences to music.	PE M 01.1.5 Students will perform dance sequences to music.	PE M 02.1.5 Students will perform dance sequences to music.	PE M 03.1.5 Students will perform dance sequences to music.	PE M 04.1.5 Students will perform dance sequences to music.	PE M 05.1.5 Students will perform dance sequences to music.
Dance and Rhythms Curricular Indicators	PE M P4.1.5.a Attempts various forms of movements and rhythms	PE M 00.1.5.a Attempts various forms of movements and rhythms used in cultural and social occasions (i.e., weddings, parties)	PE M 01.1.5.a Practices various forms of movements and rhythms used in cultural and social occasions (i.e., weddings, parties)	PE M 02.1.5.a Practices various forms of movements and rhythms used in cultural and social occasions (i.e., weddings, parties)	PE M 03.1.5.a Performs various forms of movements and rhythms used in cultural and social occasions (i.e., weddings, parties)	PE M 04.1.5.a Performs various forms of movements and rhythms used in cultural and social occasions (i.e., weddings, parties)	PE M 05.1.5.a Performs various forms of movements and rhythms used in cultural and social occasions (i.e., weddings, parties)
		PE M 00.1.5.b Explores various forms of movements and by choreographing a movement and rhythmic sequence or by giving a performance	PE M 01.1.5.b Explores various forms of movements and by choreographing a movement and rhythmic sequence or by giving a performance	PE M 02.1.5.b Explores various forms of movements and by choreographing a movement and rhythmic sequence or by giving a performance	PE M 03.1.5.b Demonstrates various forms of movements and by choreographing a movement and rhythmic sequence or by giving a performance	PE M 04.1.5.b Demonstrates various forms of movements and by choreographing a movement and rhythmic sequence or by giving a performance	PE M 05.1.5.b Demonstrates various forms of movements and by choreographing a movement and rhythmic sequence or by giving a performance
Fitness Activities Standards	PE M P4.1.6 Students will be introduced to exercise at a health enhancing level.	PE M 00.1.6 Students will be introduced to exercise at a health enhancing level.	PE M 01.1.6 Students will be introduced to exercise at a health enhancing level.	PE M 02.1.6 Students will be introduced to exercise at a health enhancing level.	PE M 03.1.6 Students will be introduced to exercise at a health enhancing level.	PE M 04.1.6 Students will be introduced to exercise at a health enhancing level.	PE M 05.1.6 Students will be introduced to exercise at a health enhancing level.
Fitness Activities Curricular Indicators	PE M P4.1.6.a Explores specialized skills in health-related fitness activities	PE M 00.1.6.a Explores specialized skills in health-related fitness activities	PE M 01.1.6.a Explores specialized skills in health-related fitness activities	PE M 02.1.6.a Explores specialized skills in health-related fitness activities	PE M 03.1.6.a Explores competency in 1 or more specialized skills in health-related fitness activities	PE M 04.1.6.a Explores competency in 1 or more specialized skills in health-related fitness activities	PE M 05.1.6.a Demonstrates competency in 1 or more specialized skills in health-related fitness activities

PK-12 Physical Education Literacy KNOWLEDGE Comprehensive Standard:
Students will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

Grade Level Standards							
Concepts	Pre K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Movement Concepts Standards	PE M P4.2.1 Students will explore the ability to adapt and adjust movement skills to uncomplicated, yet changing, environmental conditions and expectations.	PE M 00.2.1 Students will explore the ability to adapt and adjust movement skills to uncomplicated, yet changing, environmental conditions and expectations.	PE M 01.2.1 Students will demonstrate the ability to adapt and adjust movement skills to uncomplicated, yet changing, environmental conditions and expectations.	PE M 02.2.1 Students will demonstrates the ability to adapt and adjust movement skills to uncomplicated, yet changing, environmental conditions and expectations.	PE M 03.2.1 Students will practice beginning skills of selected specialized movement forms.	PE M 04.2.1 Students will demonstrate beginning skills of selected specialized movement forms.	PE M 05.2.1 Students will demonstrate beginning skills of selected specialized movement forms.
Movement Principles and Knowledge Standards	PE M P4.2.2 Students will introduce strategies and tactics within games.	PE M 00.2.2 Students will introduce strategies and tactics within games.	PE M 01.2.2 Students will introduce strategies and tactics within games.	PE M 02.2.2 Students will introduce strategies and tactics within games.	PE M 03.2.2 Students will introduce strategies and tactics within games.	PE M 04.2.2 Students will apply strategies and tactics within games.	PE M 05.2.2 Students will apply strategies and tactics within games.
Movement Concepts Standards	PE M P4.2.1 Students will explore the ability to adapt and adjust movement skills to uncomplicated, yet changing, environmental conditions and expectations.	PE M 00.2.1 Students will explore the ability to adapt and adjust movement skills to uncomplicated, yet changing, environmental conditions and expectations.	PE M 01.2.1 Students will demonstrate the ability to adapt and adjust movement skills to uncomplicated, yet changing, environmental conditions and expectations.	PE M 02.2.1 Students will demonstrates the ability to adapt and adjust movement skills to uncomplicated, yet changing, environmental conditions and expectations.	PE M 03.2.1 Students will practice beginning skills of selected specialized movement forms.	PE M 04.2.1 Students will demonstrate beginning skills of selected specialized movement forms.	PE M 05.2.1 Students will demonstrate beginning skills of selected specialized movement forms.
Movement Concepts Curricular Indicators	PE M P4.2.1.a Practices movement in personal (self-space) and general space	PE N 00.2.1.a Differentiates between movement in personal (self-space) and general space	PE N 01.2.1.a Moves in self-space and general space in response to designated beats/ rhythms	PE N 02.2.1.a Combines locomotor skills in general space to a rhythm	PE N 03.2.1.a Recognizes the concept of open spaces in a movement context	PE N 04.2.1.a Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling)	PE N 05.2.1.a Combines spatial concepts with locomotor and non-locomotor movements for small groups in dance and games environments

Movement Concepts Curricular Indicators (continued)	PE M P4.2.1.b Moves in personal space to a rhythm	PE N 00.2.1.b Moves in personal space to a rhythm	PE M 01.2.1.b Moves through general space to a rhythm	PE M 02.2.1.b Moves through general space cooperatively to a rhythm	PE M 03.2.1.b Moves through general space cooperatively to a sequence of rhythms	PE N 04.2.1.b Applies the concept of closing spaces in small-sided practice tasks	PE M 05.2.1.b Applies the concept of closing spaces in small-sided practice tasks
	PE M P4.2.1.c Explores traveling in pathways	PE S 00.2.1.c Travels in straight, curved, and zig zag pathways	PE M 01.2.1.c Travels demonstrating low, middle, high levels with or without objects (e.g. over, under, around, through)	PE M 02.2.1.c Combines shapes, levels and pathways into simple travel and dance sequences	PE S 03.2.1.c Demonstrates pathways (e.g., straight, curved, zigzag), shapes, and levels, using locomotor skills in a variety of practice tasks	PE S 04.2.1.c Combines movement concepts with skills in small-sided practice tasks and dance environments	PE M 05.2.1.c Combines movement concepts with skills in small-sided practice tasks in game environments and dance with self-direction
	PE M P4.2.1.d Explores traveling in general space with different speeds	PE N 00.2.1.d Travels in general space with different speeds	PE M 01.2.1.d Differentiates between fast and slow speeds and strong and light force	PE N 02.2.1.d Varies time and force with gradual increases and decreases	PE N 03.2.1.d Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher	PE N 04.2.1.d Applies the movement concepts of speed, endurance and pacing for running	PE N 05.2.1.d Applies movement concepts to strategy in game situations
						PE N 04.2.1.e Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target	PE N 05.2.1.e Applies the concepts of direction and force to strike an object with a long-handled implement
							PE N 05.2.1.f Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments and dance

Movement Concepts Curricular Indicators (continued)					PE N 03.2.1.e Applies simple strategies and tactics in chasing activities	PE N 04.2.1.f Applies simple offensive strategies and tactics in chasing and fleeing activities	PE N 05.2.1.g Applies basic offensive and defensive strategies/ tactics in invasion small-sided practice tasks
					PE N 03.2.1.f Applies simple strategies in fleeing activities	PE N 04.2.1.g Applies simple defensive strategies/ tactics in chasing and fleeing activities	PE N 05.2.1.h Applies basic offensive and defensive strategies and tactics in net/wall small-sided practice tasks
						PE N 04.2.1.h Recognizes the types of kicks needed for different games and sports situations	PE N 05.2.1.i Recognizes the type of throw, volley or striking action needed for different games and sports situations
	PE M P4.2.1.e Introduces strategies to create open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or space)	PE M 00.2.1.e Introduces strategies to create open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or space)	PE M 01.2.1.e Introduces strategies to create open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or space)	PE M 02.2.1.e Introduces strategies to create open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or space)	PE M 03.2.1.g Applies strategies to create open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or space)	PE M 04.2.1.i Applies strategies to create open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or space)	PE M 05.2.1.j Applies strategies to create open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or space)
Movement Principles and Knowledge Standards	PE M P4.2.2 Students will introduce strategies and tactics within games.	PE M 00.2.2 Students will introduce strategies and tactics within games.	PE M 01.2.2 Students will introduce strategies and tactics within games.	PE M 02.2.2 Students will introduce strategies and tactics within games.	PE M 03.2.2 Students will introduce strategies and tactics within games.	PE M 04.2.2 Students will apply strategies and tactics within games.	PE M 05.2.2 Students will apply strategies and tactics within games.

Movement Principles and Knowledge Curricular Indicators		PE M 00.2.2.a Explores the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, and/or outdoor pursuits appropriately	PE M 01.2.2.a Explores the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, and/or outdoor pursuits appropriately	PE M 02.2.2.a Explores the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, and/or outdoor pursuits appropriately	PE M 03.2.2.a Explores the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, and/or outdoor pursuits appropriately	PE M 04.2.2.a Practices the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, and/or outdoor pursuits appropriately	PE M 05.2.2.a Practices the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, and/or outdoor pursuits appropriately
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**PK-12 Exercise and Fitness ACTIVE LIFESTYLE and FITNESS Comprehensive Standard:
Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of exercise and fitness.**

Grade Level Standards

Concepts	PreK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Exercise Knowledge Standards	PE M P4.3.1 Students will engage in moderate to vigorous exercise.	PE M 00.3.1 Students will engage in moderate to vigorous exercise.	PE M 01.3.1 Students will engage in moderate to vigorous exercise.	PE M 02.3.1 Students will engage in moderate to vigorous exercise.	PE M 03.3.1 Students will identify strengths and weaknesses based upon health-related testing.	PE M 04.3.1 Students will identify strengths and weaknesses based upon health-related testing.	PE M 05.3.1 Students will identify strengths and weaknesses based upon health-related testing.
Engages in Exercise Standards	PE M P4.3.2 Students will participate regularly in a wide variety of activities that involve locomotor, non-locomotor and manipulative skills during outdoor time.	PE M 00.3.2 Students will participate regularly in a wide variety of activities that involve locomotor, non-locomotor and manipulative skills in P.E. class and during leisure time.	PE M 01.3.2 Students will participate regularly in a wide variety of activities that involve locomotor, non-locomotor and manipulative skills in P.E. class and during leisure time.	PE M 02.3.2 Students will participate regularly in a wide variety of activities that involve locomotor, non-locomotor and manipulative skills in P.E. class and during leisure time.	PE M 03.3.2 Students will participate in exercise in both school and non-school settings.	PE M 04.3.2 Students will participate in exercise in both school and non-school settings.	PE M 05.3.2 Students will participate in exercise in both school and non-school settings.
Fitness Knowledge Standards	PE M P4.3.3 Students will begin to identify the basic components of health-related fitness.	PE M 00.3.3 Students will identify the basic components of health-related fitness.	PE M 01.3.3 Students will identify the basic components of health-related fitness.	PE M 02.3.3 Students will identify the basic components of health-related fitness.	PE M 03.3.3 Students will monitor physiological indicators that accompany moderate to vigorous exercise and adjust activity accordingly.	PE M 04.3.3 Students will monitor physiological indicators that accompany moderate to vigorous exercise and adjust activity accordingly.	PE M 05.3.3 Students will monitor physiological indicators that accompany moderate to vigorous exercise and adjust activity accordingly.
Assessment and Program Planning Standards	PE M P4.3.4 Students will explore fitness concepts.	PE M 00.3.4 Students will explore fitness concepts.	PE M 01.3.4 Students will explore fitness concepts.	PE M 02.3.4 Students will explore fitness concepts.	PE M 03.3.4 Students will be introduced to demonstrate knowledge of physical fitness	PE M 04.3.4 Students will be able to demonstrate knowledge of physical fitness through written	PE M 05.3.4 Students will be able to demonstrate knowledge of physical fitness

Assessment and Program Planning Standards (continued)					through written assessment. (i.e., Introduction to Fitnessgram)	assessment to achieve desired levels of health-related fitness. (i.e., Fitnessgram)	through written assessment in order to achieve desired levels of health-related fitness. (i.e., Fitnessgram)
Nutrition Standards	PE M P4.3.5 Students will be introduced to the importance of nutrition in a healthy lifestyle. (H M PK.1.4 Students will recognize the difference between healthy and unhealthy choices.)	PE M 00.3.5 Students will be introduced to the importance of nutrition in a healthy lifestyle. (H M 00.1.4 Students will recognize healthy and unhealthy choices.)	PE M 01.3.5 Students will be introduced to the importance of nutrition in a healthy lifestyle. (H M 01.1.4 Students will understand the components of balanced nutrition.)	PE M 02.3.5 Students will be introduced to the importance of nutrition in a healthy lifestyle. (H M 02.1.4 Students will apply knowledge of healthy food choices.)	PE M 03.3.5 Students will identify the importance of nutrition in a healthy lifestyle. (H M 03.1.4 Students will differentiate between healthy and unhealthy choices.)	PE M 04.3.5 Students will identify the importance of nutrition in a healthy lifestyle.	PE M 05.3.5 Students will identify the importance of nutrition in a healthy lifestyle.
Feeling and Stress Management Standards	PE M P4.3.6 Students will be introduced to lessons on feelings. (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)	PE M 00.3.6 Students will be introduced to lessons on feelings. (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)	PE M 01.3.6 Students will be introduced to lessons on feelings. (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)	PE M 02.3.6 Students will be introduced to lessons on feelings. (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)	PE M 03.3.6 Students will explain and identify one’s feelings. (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)	PE M 04.3.6 Students will explain and identify one’s feelings. (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)	PE M 05.3.6 Students will explain and identify one’s feelings. (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)
Exercise Knowledge Standards	PE M P4.3.1 Students will engage in moderate to vigorous exercise.	PE M 00.3.1 Students will engage in moderate to vigorous exercise.	PE M 01.3.1 Students will engage in moderate to vigorous exercise.	PE M 02.3.1 Students will engage in moderate to vigorous exercise.	PE M 03.3.1 Students will identify strengths and weaknesses based upon health-related testing.	PE M 04.3.1 Students will identify strengths and weaknesses based upon health-related testing.	PE M 05.3.1 Students will identify strengths and weaknesses based upon health-related testing.

Exercise Knowledge Curricular Indicators	PE M P4.3.1.a Explores active-play opportunities outside physical education class	PE S 00.3.1.a Identifies active-play opportunities outside physical education class	PE N 01.3.1.a Discusses the benefits of being active and exercising and/ or playing	PE S 02.3.1.a Describes different opportunities outside of physical education class (e.g., recess, before and after school, at home, in the community, with friends, with family) to use large-motor and/or manipulative physical activities	PE N 03.3.1.a Charts participation in exercise outside physical education class	PE N 04.3.1.a Analyzes opportunities for participating in exercise outside physical education class	PE N 05.3.1.a Charts and analyzes exercise outside physical education class for fitness benefits of activities
					PE N 03.3.1.b Identifies exercise benefits as a way to become healthier	PE M 04.3.1.b Identifies exercise benefits as a way to become healthier	PE M 05.3.1.b Identifies exercise benefits as a way to become healthier
Engages in Exercise Standards	PE M P4.3.2 Students will participate regularly in a wide variety of activities that involve locomotor, non-locomotor and manipulative skills during outdoor time.	PE M 00.3.2 Students will participate regularly in a wide variety of activities that involve locomotor, non-locomotor and manipulative skills in P.E. class and during leisure time.	PE M 01.3.2 Students will participate regularly in a wide variety of activities that involve locomotor, non-locomotor and manipulative skills in P.E. class and during leisure time.	PE M 02.3.2 Students will participate regularly in a wide variety of activities that involve locomotor, non-locomotor and manipulative skills in P.E. class and during leisure time.	PE M 03.3.2 Students will participate in exercise in both school and non-school settings.	PE M 04.3.2 Students will participate in exercise in both school and non-school settings.	PE M 05.3.2 Students will participate in exercise in both school and non-school settings.
Engages in Exercise Curricular Indicators	PE M P4.3.2.a Participates in physical education class	PE S 00.3.2.a Participates in physical activity in physical education class	PE S 01.3.2.a Engages in physical activity in physical education class	PE S 02.3.2.a Engages in physical activity in physical education class in response to instruction and practice	PE S 03.3.2.a Engages in the activities of physical education class without teacher prompting	PE S 04.3.2.a Engages in the activities of physical education class, both teacher-directed and independent	PE S 05.3.2.a Engages in both teacher-directed and independent physical education class activities
					PE M 03.3.2.b Participates in a variety of aerobic fitness activities	PE M 04.3.2.b Participates in a variety of aerobic fitness activities	PE M 05.3.2.b Participates in a variety of aerobic fitness activities

Engages in Exercise Curricular Indicators (continued)		PE M 00.3.2.b Participates in a variety of aerobic-fitness activities using technology	PE M 01.3.2.b Participates in a variety of aerobic-fitness activities using technology	PE M 02.3.2.b Participates in a variety of aerobic-fitness activities using technology	PE M 03.3.2.c Participates in a variety of aerobic-fitness activities using technology	PE M 04.3.2.c Participates in a variety of aerobic-fitness activities using technology	PE M 05.3.2.c Participates in a variety of aerobic-fitness activities using technology
					PE M 03.3.2.d Explores recreational team sports, outdoor pursuits, and dance activities	PE M 04.3.2.d Explores recreational team sports, outdoor pursuits, and dance activities	PE M 05.3.2.d Explores recreational team sports, outdoor pursuits, and dance activities
	PE M P4.3.2.b Understands the importance of exercise	PE M 00.3.2.c Understands the importance of participating in moderate to vigorous aerobic and/or muscle- and bone strengthening exercise for at least 60 minutes per day at least 5 times a week	PE M 01.3.2.c Understands the importance of participating in moderate to vigorous aerobic and/or muscle- and bone strengthening exercise for at least 60 minutes per day at least 5 times a week	PE M 02.3.2.c Understands the importance of participating in moderate to vigorous aerobic and/or muscle- and bone strengthening exercise for at least 60 minutes per day at least 5 times a week	PE M 03.3.2.e Understands the importance of participating in moderate to vigorous aerobic and/or muscle- and bone strengthening exercise for at least 60 minutes per day at least 5 times a week	PE M 04.3.2.e Understands the importance of participating in moderate to vigorous aerobic and/or muscle- and bone strengthening exercise for at least 60 minutes per day at least 5 times a week	PE M 05.3.2.e Understands the importance of participating in moderate to vigorous aerobic and/or muscle- and bone strengthening exercise for at least 60 minutes per day at least 5 times a week
Fitness Knowledge Standards	PE M P4.3.3 Students will begin to identify the basic components of health-related fitness.	PE M 00.3.3 Students will identify the basic components of health-related fitness.	PE M 01.3.3 Students will identify the basic components of health-related fitness.	PE M 02.3.3 Students will identify the basic components of health-related fitness.	PE M 03.3.3 Students will monitor physiological indicators that accompany moderate to vigorous exercise and adjust activity accordingly.	PE M 04.3.3 Students will monitor physiological indicators that accompany moderate to vigorous exercise and adjust activity accordingly.	PE M 05.3.3 Students will monitor physiological indicators that accompany moderate to vigorous exercise and adjust activity accordingly.
Fitness Knowledge Curricular Indicators	PE M P4.3.3.a Explores the effects of exercise on the body	PE N 00.3.3.a Recognizes that when you move fast, your heart beats faster and you breathe faster	PE N 01.3.3.a Identifies the heart as a muscle that grows stronger with exercise, play and exercise	PE N 02.3.3.a Uses own body as resistance (e.g., holds body in plank position, animal walks) for developing strength.	PE S 03.3.3.a Describes the concept of fitness and provides examples of exercise to enhance fitness	PE S 04.3.3.a Identifies the components of health-related fitness	PE S 05.3.3.a Differentiates between skill-related and health-related fitness

Fitness Knowledge Curricular Indicators (continued)	PE M P4.3.3.b Identifies exercise that contributes to fitness	PE M 00.3.3.b Identifies exercise that contributes to fitness	PE M 01.3.3.b Identifies exercise that contributes to fitness	PE N 02.3.3.b Identifies exercise that contributes to fitness.	PE M 03.3.3.b Identifies exercise that contributes to fitness	PE M 04.3.3.b Identifies exercise that contributes to fitness	PE M 05.3.3.b Identifies exercise that contributes to fitness
				PE S 02.3.3.c States the purpose of warm-up and cool-down lead by the teacher	PE S 03.3.3.c Recognizes the importance of warm-up and cool-down for vigorous physical activity	PE S 04.3.3.c Demonstrates warm-up and cool-down for cardio-respiratory fitness self-evaluation	PE S 05.3.3.c Identifies and applies the need for warm-up and cool-down for various physical activities
					PE M 03.3.3.d Understands aerobic and anaerobic capacity and between muscular strength and endurance	PE M 04.3.3.d Understands aerobic and anaerobic capacity and between muscular strength and endurance	PE M 05.3.3.d Understands aerobic and anaerobic capacity and between muscular strength and endurance
	PE M P4.3.3.c Explores the importance of warm ups and cool downs before and after exercise	PE M 00.3.3.c Explores the importance of warm ups and cool downs before and after exercise	PE M 01.3.3.c Explores the importance of warm ups and cool downs before and after exercise	PE M 02.3.3.d Practices the use of warm ups and cool downs before and after exercise	PE M 03.3.3.e Practices the use of warm ups and cool downs before and after exercise	PE M 04.3.3.e Uses warm ups and cool downs before and after exercise	PE M 05.3.3.e Uses warm ups and cool downs before and after exercise
					PE M 03.3.3.f Identifies major muscles used in selected exercise	PE M 04.3.3.f Identifies major muscles used in selected exercise	PE M 05.3.3.f Identifies major muscles used in selected exercise
Assessment and Program Planning Standards	PE M P4.3.4 Students will explore fitness concepts.	PE M 00.3.4 Students will explore fitness concepts.	PE M 01.3.4 Students will explore fitness concepts.	PE M 02.3.4 Students will explore fitness concepts.	PE M 03.3.4 Students will be introduced to demonstrate knowledge of physical fitness through written assessment. (i.e.,	PE M 04.3.4 Students will be able to demonstrate knowledge of physical fitness through written assessment to achieve desired levels of	PE M 05.3.4 Students will be able to demonstrate knowledge of physical fitness through written assessment in order to achieve

					Introduction to Fitnessgram)	health-related fitness. (i.e., Fitnessgram)	desired levels of health-related fitness. (i.e., Fitnessgram)
Assessment and Program Curricular Indicators	PE M P4.3.4.a Uses teacher and self-assessment to correct motor performance	PE M 00.3.4.a Uses teacher, peer, and self-assessment to correct motor performance	PE M 01.3.4.a Uses teacher, peer, and self-assessment to correct motor performance	PE M 02.3.4.a Uses teacher, peer, and self-assessment to correct motor performance	PE N 03.3.4.a Demonstrates, with teacher direction, the health-related fitness components.	PE N 04.3.4.a Completes fitness assessments (pre- and post)	PE N 05.3.4.a Analyzes results of fitness assessment (pre- and post-), comparing results to fitness components for good health
						PE N 04.3.4.b Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas	PE N 05.3.4.b Designs a fitness plan to address ways to use exercise to enhance fitness.
Nutrition Standards	PE M P4.3.5 Students will be introduced to the importance of nutrition in a healthy lifestyle. (H M PK.1.4 Students will recognize the difference between healthy and unhealthy choices.)	PE M 00.3.5 Students will be introduced to the importance of nutrition in a healthy lifestyle. (H M 00.1.4 Students will recognize healthy and unhealthy choices.)	PE M 01.3.5 Students will be introduced to the importance of nutrition in a healthy lifestyle. (H M 01.1.4 Students will understand the components of balanced nutrition.)	PE M 02.3.5 Students will be introduced to the importance of nutrition in a healthy lifestyle. (H M 02.1.4 Students will apply knowledge of healthy food choices.)	PE M 03.3.5 Students will identify the importance of nutrition in a healthy lifestyle. (H M 03.1.4 Students will differentiate between healthy and unhealthy choices.)	PE M 04.3.5 Students will identify the importance of nutrition in a healthy lifestyle.	PE M 05.3.5 Students will identify the importance of nutrition in a healthy lifestyle.

<p>Nutrition Curricular Indicators</p>	<p>PE M P4.3.5.a Recognizes that food provides energy for physical activity (H M PK.1.4 Students will recognize the difference between healthy and unhealthy choices.)</p>	<p>PE S 00.3.5.a Recognizes that food provides energy for physical activity (H M 00.1.4 Students will recognize healthy and unhealthy choices.)</p>	<p>PE S 01.3.5.a Differentiates between healthy and unhealthy foods (H M 01.1.4 Students will understand the components of balanced nutrition.)</p>	<p>PE S 02.3.5.a Recognizes the “good health balance” of good nutrition with physical activity (H M 02.1.4 Students will apply knowledge of healthy food choices.)</p>	<p>PE S 03.3.5.a Identifies foods that are beneficial before and after physical activity (H M 03.1.4 Students will differentiate between healthy and unhealthy choices.)</p>	<p>PE S 04.3.5.a Discusses the importance of hydration and hydration choices for physical activity</p>	<p>PE S 05.3.5.a Analyzes the impact of food choices relative to for physical activity, youth sports and personal health</p>
<p>Feeling and Stress Management Standards</p>	<p>PE M P4.3.6 Students will be introduced to lessons on feelings. (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)</p>	<p>PE M 00.3.6 Students will be introduced to lessons on feelings. (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)</p>	<p>PE M 01.3.6 Students will be introduced to lessons on feelings. (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)</p>	<p>PE M 02.3.6 Students will be introduced to lessons on feelings. (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)</p>	<p>PE M 03.3.6 Students will explain and identify one’s feelings. (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)</p>	<p>PE M 04.3.6 Students will explain and identify one’s feelings. (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)</p>	<p>PE M 05.3.6 Students will explain and identify one’s feelings. (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)</p>
<p>Feelings and Stress Management Curricular Indicators</p>	<p>PE M P4.3.6.a Explores positive and negative feelings and appropriate ways of dealing with each (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)</p>	<p>PE M 00.3.6.a Explores positive and negative feelings and appropriate ways of dealing with each (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)</p>	<p>PE M 01.3.6.a Explores positive and negative feelings and appropriate ways of dealing with each (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)</p>	<p>PE M 02.3.6.a Explores positive and negative feelings and appropriate ways of dealing with each (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)</p>	<p>PE M 03.3.6.a Identifies positive and negative feelings and appropriate ways of dealing with each (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)</p>	<p>PE M 04.3.6.a Identifies positive and negative feelings and appropriate ways of dealing with each (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)</p>	<p>PE M 05.3.6.a Identifies positive and negative feelings and appropriate ways of dealing with each (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)</p>

**PK-12 Exercise Behavior RESPONSIBLE BEHAVIOR Comprehensive Standard:
Students will exhibit personal and social behavior that respects self and others.**

Grade Level Standards

Concepts	PreK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Works Cooperatively Standards	PE M P4.4.1 Students will explore working cooperatively and interacting with other students regardless of differences.	PE M 00.4.1 Students will practice working cooperatively and interacting with other students regardless of differences.	PE M 01.4.1 Students will demonstrate progress toward working cooperatively and interacting with other students regardless of differences.	PE M 02.4.1 Students will demonstrate progress toward working cooperatively and interacting with other students regardless of differences.	PE M 03.4.1 Students will work individually and cooperatively to develop an awareness of and appreciation for individual differences.	PE M 04.4.1 Students will work individually and cooperatively to develop an awareness of and appreciation for individual differences.	PE M 05.4.1 Students will work individually and cooperatively to develop an awareness of and appreciation for individual differences.
Class Rules Standards	PE M P4.4.2 Students will follow class rules to insure safety and learning.	PE M 00.4.2 Students will follow class rules to insure safety and learning.	PE M 01.4.2 Students will follow class rules to insure safety and learning.	PE M 02.4.2 Students will follow class rules to insure safety and learning.	PE M 03.4.2 Students will follow class rules to insure safety and learning.	PE M 04.4.2 Students will follow class rules to insure safety and learning.	PE M 05.4.2 Students will follow class rules to insure safety and learning.
Safety Standards	PE M P4.4.3 Students will identify and model safety practices and class procedures	PE M 00.4.3 Students will identify and model safety practices and class procedures.	PE M 01.4.3 Students will identify and model safety practices and class procedures.	PE M 02.4.3 Students will identify and model safety practices and class procedures.	PE M 03.4.3 Students will follow activity specific safe practices, rules, procedures, and etiquette during exercise.	PE M 04.4.3 Students will follow activity specific safe practices, rules, procedures, and etiquette during exercise.	PE M 05.4.3 Students will follow activity specific safe practices, rules, procedures, and etiquette during exercise.
Works Cooperatively Standards	PE M P4.4.1 Students will explore working cooperatively and interacting with other students regardless of differences.	PE M 00.4.1 Students will practice working cooperatively and interacting with other students regardless of differences.	PE M 01.4.1 Students will demonstrate progress toward working cooperatively and interacting with other students regardless of differences.	PE M 02.4.1 Students will demonstrate progress toward working cooperatively and interacting with other students regardless of differences.	PE M 03.4.1 Students will work individually and cooperatively to develop an awareness of and appreciation for individual differences.	PE M 04.4.1 Students will work individually and cooperatively to develop an awareness of and appreciation for individual differences.	PE M 05.4.1 Students will work individually and cooperatively to develop an awareness of and appreciation for individual differences.

Works Cooperatively Curricular Indicators	PE M P4.4.1.a Follows directions in group settings (e.g., safe behaviors, following rules, taking turns)	PE S 00.4.1.a Follows directions in group settings (e.g., safe behaviors, following rules, taking turns)	PE N 01.4.1.a Accepts personal responsibility by using equipment and space appropriately	PE S 02.4.1.a Practices skills with minimal teacher prompting	PE S 03.4.1.a Exhibits personal responsibility in teacher-directed activities	PE S 04.4.1.a Exhibits responsible behavior in independent group situations	PE S 05.4.1.a Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee)
	PE M P4.4.1.b Acknowledges responsibility for behavior when prompted	PE S 00.4.1.b Acknowledges responsibility for behavior when prompted	PE S 01.4.1.b Follows the rules and parameters of the learning environment	PE S 02.4.1.b Accepts responsibility for class protocols with behavior and performance actions	PE S 03.4.1.b Works independently for extended periods of time	PE S 04.4.1.b Reflects on personal social behavior in physical activity settings	PE S 05.4.1.b Exhibits responsible personal behavior in a variety of exercise contexts, environments and facilities
	PE M P4.4.1.c Exhibits respect for self with appropriate behavior while engaging in exercise	PE M 00.4.1.c Exhibits respect for self with appropriate behavior while engaging in exercise	PE M 01.4.1.c Exhibits respect for self with appropriate behavior while engaging in exercise	PE M 02.4.1.c Exhibits respect for self with appropriate behavior while engaging in exercise	PE M 03.4.1.c Exhibits respect for self with appropriate behavior while engaging in exercise	PE M 04.4.1.c Exhibits respect for self with appropriate behavior while engaging in exercise	PE N 05.4.1.c Exhibits respect for self with appropriate behavior while engaging in exercise
	PE M P4.4.1.d Follows instruction/ directions when prompted	PE S 00.4.1.d Follows instructions when prompted	PE S 01.4.1.d Responds appropriately to general feedback from the teacher	PE S 02.4.1.d Accepts positive corrective feedback from the teacher	PE S 03.4.1.d Accepts and implements positive corrective feedback from the teacher	PE S 04.4.1.d Listens respectfully to positive corrective feedback from peers and adults	PE S 05.4.1.d Gives positive feedback respectfully to peers
	PE M P4.4.1.e Shares equipment and space with others	PE S 00.4.1.e Shares equipment and space with others	PE S 01.4.1.e Works with others in a variety of class environments (e.g., small and large groups)	PE S 02.4.1.e Works with a partner with minimal teacher prompting	PE S 03.4.1.e Works cooperatively with others	PE S 04.4.1.e Gives positive feedback respectfully to peers when prompted	PE S 05.4.1.e Accepts, recognizes and actively involves others with varying abilities into physical activities and group projects
	PE M P4.4.1.f Praises others for their success in movement performance	PE M 00.4.1.f Praises others for their success in movement performance	PE M 01.4.1.f Praises others for their success in movement performance	PE M 02.4.1.f Praises others for their success in movement performance	PE S 03.4.1.f Praises others for their success in movement performance	PE S 04.4.1.f Accepts players of all skill levels into the physical activity	PE M 05.4.1.f Accepts players of all skill levels into the physical activity

Works Cooperatively Curricular Indicators (continued)	PE M P4.4.1.g Accepts differences between personal characteristics and performance levels	PE M 00.4.1.g Accepts differences between personal characteristics and performance levels	PE M 01.4.1.g Accepts differences between personal characteristics and performance levels	PE M 02.4.1.g Accepts differences between personal characteristics and performance levels	PE M 03.4.1.g Accepts differences between personal characteristics and performance levels	PE M 04.4.1.g Accepts differences between personal characteristics and performance levels	PE M 05.4.1.g Accepts differences between personal characteristics and performance levels
	PE M P4.4.1.h Assumes a leadership role (e.g., task or group leader) in an exercise setting	PE M 00.4.1.h Assumes a leadership role (e.g., task or group leader) in an exercise setting	PE M 01.4.1.h Assumes a leadership role (e.g., task or group leader) in an exercise setting	PE M 02.4.1.h Assumes a leadership role (e.g., task or group leader) in an exercise setting	PE M 03.4.1.h Assumes a leadership role (e.g., task or group leader) in an exercise setting	PE M 04.4.1.h Assumes a leadership role (e.g., task or group leader) in an exercise setting	PE M 05.4.1.h Assumes a leadership role (e.g., task or group leader) in an exercise setting
Class Rules Standards	PE M P4.4.2 Students will follow class rules to ensure safety and learning.	PE M 00.4.2 Students will follow class rules to ensure safety and learning.	PE M 01.4.2 Students will follow class rules to ensure safety and learning.	PE M 02.4.2 Students will follow class rules to ensure safety and learning.	PE M 03.4.2 Students will follow class rules to ensure safety and learning.	PE M 04.4.2 Students will follow class rules to ensure safety and learning.	PE M 05.4.2 Students will follow class rules to ensure safety and learning.
Class Rules Curricular Indicators	PE M P4.4.2.a Recognizes the established protocol for class activities	PE S 00.4.2.a Recognizes the established protocol for class activities	PE S 01.4.2.a Displays the established protocols for class activities	PE S 02.4.2.a Recognizes the importance of rules and etiquette in teacher-designed physical activities	PE S 03.4.2.a Practices adherence to rules and etiquette in physical activity with peers	PE S 04.4.2.a Exhibits etiquette and adherence to rules in a variety of physical activities	PE S 05.4.2.a Critiques the etiquette involved in rules of various game activities
Safety Standards	PE M P4.4.3 Students will identify and model safety practices and class procedures	PE M 00.4.3 Students will identify and model safety practices and class procedures.	PE M 01.4.3 Students will identify and model safety practices and class procedures.	PE M 02.4.3 Students will identify and model safety practices and class procedures.	PE M 03.4.3 Students will follow activity specific safe practices, rules, procedures, and etiquette during exercise.	PE M 04.4.3 Students will follow activity specific safe practices, rules, procedures, and etiquette during exercise.	PE M 05.4.3 Students will follow activity specific safe practices, rules, procedures, and etiquette during exercise.
Safety Curricular Indicators	PE M P4.4.3.a Follows teacher directions for safe participation and proper use of equipment with minimal reminders	PE S 00.4.3.a Follows teacher directions for safe participation and proper use of equipment with minimal reminders.	PE S 01.4.3.a Follows teacher directions for safe participation and proper use of equipment without teacher reminders	PE S 02.4.3.a Works independently and safely with or without equipment	PE S 03.4.3.a Works independently and safely in exercise settings	PE S 04.4.3.a Works safely with peers and equipment in physical activity settings	PE S 05.4.3.a Applies safety principles with age-appropriate physical activities
	PE M P4.4.3.b Works safely with physical education equipment	PE M 00.4.3.b Works safely with physical education equipment	PE M 01.4.3.b Works safely with physical education equipment	PE N 02.4.3.b Works safely with physical education equipment	PE M 03.4.3.b Works safely with physical education equipment	PE M 04.4.3.b Works safely with physical education equipment	PE M 05.4.3.b Works safely with physical education equipment

PK-12 Exercise Behavior AWARENESS Comprehensive Standard:
Students will recognize the value of exercise for health, enjoyment, challenge, self-expression and/or social interaction.

Grade Level Standards

Concepts	PreK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Health Standards	PE M P4.5.1 Students will recognize exercise as an important component of overall health.	PE M 00.5.1 Students will recognize exercise as an important component of overall health.	PE M 01.5.1 Students will recognize exercise as an important component of overall health.	PE M 02.5.1 Students will recognize exercise as an important component of overall health.	PE M 03.5.1 Students will recognize exercise as an important component of overall health.	PE M 04.5.1 Students will recognize exercise as an important component of overall health.	PE M 05.5.1 Students will recognize exercise as an important component of overall health.
Challenge Standards	PE M P4.5.2 Students will begin to describe the physiological benefits that result from exercise.	PE M 00.5.2 Students will begin to describe the physiological benefits that result from exercise.	PE M 01.5.2 Students will describe the physiological benefits that result from exercise.	PE M 02.5.2 Students will describe the physiological benefits that result from exercise.	PE M 03.5.2 Students will attempt new activities.	PE M 04.5.2 Students will attempt new activities.	PE M 05.5.2 Students will attempt new activities.
Self-Expression Standards	PE M P4.5.3 Students will begin to demonstrate self-direction and independence by participating in exercise.	PE M 00.5.3 Students will recognize exercise as a positive opportunity for social development and group interaction.	PE M 01.5.3 Students will recognize exercise as a positive opportunity for social development and group interaction.	PE M 02.5.3 Students will recognize exercise as a positive opportunity for social development and group interaction.	PE M 03.5.3 Students will express feelings about exercise.	PE M 04.5.3 Students will express feelings about exercise.	PE M 05.5.3 Students will express feelings about exercise.
Social Interaction Standards	PE M P4.5.4 Students will recognize teamwork is important.	PE M 00.5.4 Students will recognize teamwork is important.	PE M 01.5.4 Students will recognize teamwork is important.	PE M 02.5.4 Students will recognize teamwork is important.	PE M 03.5.4 Students will attribute success and improvement to effort and practice.	PE M 04.5.4 Students will attribute success and improvement to effort and practice.	PE M 05.5.4 Students will attribute success and improvement to effort and practice.
Health Standards	PE M P4.5.1 Students will recognize exercise as an important component of overall health.	PE M 00.5.1 Students will recognize exercise as an important component of overall health.	PE M 01.5.1 Students will recognize exercise as an important component of overall health.	PE M 02.5.1 Students will recognize exercise as an important component of overall health.	PE M 03.5.1 Students will recognize exercise as an important component of overall health.	PE M 04.5.1 Students will recognize exercise as an important component of overall health.	PE M 05.5.1 Students will recognize exercise as an important component of overall health.
Health Curricular Indicators		PE S 00.5.1.a Recognizes that physical activity is important for good health	PE S 01.5.1.a Identifies physical activity as a component of good health	PE S 02.5.1.a Recognizes the relationship between physical activity and good health	PE S 03.5.1.a Discusses the relationship between physical activity and good health	PE S 04.5.1.a Investigates the health benefits of participation in physical activity	PE S 05.5.1.a Compares the health benefits of participating in selected physical activities

Health Curricular Indicators (continued)						PE M 04.5.1.b Identifies components of exercise that provide opportunities for reducing stress and for social interaction	PE M 05.5.1.b Identifies components of exercise that provide opportunities for reducing stress and for social interaction
Challenge Standards	PE M P4.5.2 Students will begin to describe the physiological benefits that result from exercise.	PE M 00.5.2 Students will begin to describe the physiological benefits that result from exercise.	PE M 01.5.2 Students will describe the physiological benefits that result from exercise.	PE M 02.5.2 Students will describe the physiological benefits that result from exercise.	PE M 03.5.2 Students will attempt new activities.	PE M 04.5.2 Students will attempt new activities.	PE M 05.5.2 Students will attempt new activities.
Challenge Curricular Indicators	PE M P4.5.2.a Acknowledges that some physical activities are challenging/difficult	PE S 00.5.2.a Acknowledges that some physical activities are challenging/difficult	PE S 01.5.2.a Accepts that challenge in physical activities can lead to success	PE S 02.5.2.a Compares different physical activities that brings challenge and promotes confidence	PE S 03.5.2.a Discusses the challenge of learning a new physical activity	PE S 04.5.2.a Rates the satisfaction of participating in challenging and mastered physical activities	PE S 05.5.2.a Expresses the challenge of participating in a favorite physical activity
Self-Expression Standards	PE M P4.5.3 Students will begin to demonstrate self-direction and independence by participating in exercise.	PE M 00.5.3 Students will recognize exercise as a positive opportunity for social development and group interaction.	PE M 01.5.3 Students will recognize exercise as a positive opportunity for social development and group interaction.	PE M 02.5.3 Students will recognizes exercise as a positive opportunity for social development and group interaction.	PE M 03.5.3 Students will express feelings about exercise.	PE M 04.5.3 Students will express feelings about exercise.	PE M 05.5.3 Students will express feelings about exercise.
Self-Expression Curricular Indicators	PE M P4.5.3.a Identifies exercise that are enjoyable	PE S 00.5.3.a Identifies exercise that are enjoyable	PE S 01.5.3.a Describes positive feelings that result from participating in physical activities	PE S 02.5.3.a Identifies physical activities that provide self-expression	PE S 03.5.3.a Reflects on the reasons for enjoying selected physical activities	PE S 04.5.3.a Ranks the enjoyment of participating in different physical activities	PE S 05.5.3.a Analyzes different physical activities for self-expression and enjoyment

Self-Expression Curricular Indicators (continued)	PE M P4.5.3.b Discusses personal reasons (i.e., the “why”) for enjoying exercise	PE N 00.5.3.b Discusses personal reasons (i.e., the “why”) for enjoying exercise	PE N 01.5.3.b Discusses personal reasons (i.e., the “why”) for enjoying exercise	PE M 02.5.3.b Discusses personal reasons (i.e., the “why”) for enjoying exercise	PE M 03.5.3.b Discusses personal reasons (i.e., the “why”) for enjoying exercise	PE M 04.5.3.b Discusses personal reasons (i.e., the “why”) for enjoying exercise	PE M 05.5.3.b Discusses personal reasons (i.e., the “why”) for enjoying exercise
Social Interaction Standards	PE M P4.5.4 Students will recognize teamwork is important.	PE M 00.5.4 Students will recognize teamwork is important.	PE M 01.5.4 Students will recognize teamwork is important.	PE M 02.5.4 Students will recognize teamwork is important.	PE M 03.5.4 Students will attribute success and improvement to effort and practice.	PE M 04.5.4 Students will attribute success and improvement to effort and practice.	PE M 05.5.4 Students will attribute success and improvement to effort and practice.
Social Interaction Curricular Indicators	PE M P4.5.4.a Discusses the enjoyment of playing with friends	PE S 00.5.4.a Discusses the enjoyment of playing with friends	PE M 01.5.4.a Discusses the enjoyment of playing with friends	PE M 02.5.4.a Discusses the enjoyment of playing with friends	PE S 03.5.4.a Describes the positive social interactions when engaged with others in physical activity	PE S 04.5.4.a Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities	PE S 05.5.4.a Describes the social benefits gained from participating in physical activity
NE K-12 Fine Arts Standards: Dance		FA S 2.3.1 Students will use dance elements and choreographic principles to explore ideas and images.	FA S 2.3.1 Students will use dance elements and choreographic principles to explore ideas and images.	FA S 2.3.1 Students will use dance elements and choreographic principles to explore ideas and images.	FA S 5.3.1 Students will use dance elements and choreographic principles to develop movements that communicate ideas, images, and feelings.	FA S 5.3.1 Students will use dance elements and choreographic principles to develop movements that communicate ideas, images, and feelings.	FA S 5.3.1 Students will use dance elements and choreographic principles to develop movements that communicate ideas, images, and feelings.
		FA S 3.1.a Generates spontaneous movement independently to explore ideas and images (e.g. shadowing and movement imagery). *Use similes such as	FA S 3.1.a Generates spontaneous movement independently to explore ideas and images (e.g. shadowing and movement imagery). *Use similes such as	FA S 3.1.a Generates spontaneous movement independently to explore ideas and images (e.g. shadowing and movement imagery). *Use similes such as			

<p>NE K-12 Fine Arts Indicators: Dance</p> <p>(continued)</p>		<p>“flit like a butterfly” and “slither like a snake” to prompt movement exploration</p>	<p>“flit like a butterfly” and “slither like a snake” to prompt movement exploration</p>	<p>“flit like a butterfly” and “slither like a snake” to prompt movement exploration</p>			
		<p>FA S 2.3.1.b Creates movements that use a variety of dance elements (e.g., verbally cue students to explore a variety of imaginary environments that promote movement exploration and qualities.) *Follow the leader. Movement through peanut butter, strawberry gelatin, outer space, a swamp; float like a helium balloon</p>	<p>FA S 2.3.1.b Creates movements that use a variety of dance elements (e.g., verbally cue students to explore a variety of imaginary environments that promote movement exploration and qualities.) *Follow the leader. Movement through peanut butter, strawberry gelatin, outer space, a swamp; float like a helium balloon</p>	<p>FA S 2.3.1.b Creates movements that use a variety of dance elements (e.g., verbally cue students to explore a variety of imaginary environments that promote movement exploration and qualities.) *Follow the leader. Movement through peanut butter, strawberry gelatin, outer space, a swamp; float like a helium balloon</p>			
		<p>FA S 2.3.1.c Participates in movement invention, improvise with others (e.g., demonstrate the roles of leader and follower or the activity of “give and take”)</p>	<p>FA S 2.3.1.c Participates in movement invention, improvise with others (e.g., demonstrate the roles of leader and follower or the activity of “give and take”)</p>	<p>FA S 2.3.1.c Participates in movement invention, improvise with others (e.g., demonstrate the roles of leader and follower or the activity of “give and take”)</p>			
		<p>FA S 2.3.1.d Collaborates to solve problems, explore and develop ideas and concepts (e.g., create shapes as a small group, moving as a unit.) *Create circles, triangles, squares,</p>	<p>FA S 2.3.1.d Collaborates to solve problems, explore and develop ideas and concepts (e.g., create shapes as a small group, moving as a unit.) *Create circles, triangles, squares,</p>	<p>FA S 2.3.1.d Collaborates to solve problems, explore and develop ideas and concepts (e.g., create shapes as a small group, moving as a unit.) *Create circles, triangles, squares,</p>			

NE K-12 Fine Arts Indicators: Dance (continued)		chains and create smaller groups within the larger group	chains and create smaller groups within the larger group	chains and create smaller groups within the larger group			
		FA S 2.3.2 Students will explore movement skills in dance.	FA S 2.3.2 Students will explore movement skills in dance.	FA S 2.3.2 Students will explore movement skills in dance.	FA S 5.3.2 Students will develop movement skills in dance.	FA S 5.3.2 Students will develop movement skills in dance.	FA S 5.3.2 Students will develop movement skills in dance.
		FA S 2.3.2.a Explores locomotor and non-locomotor movement to develop dance technique (e.g., gross motor movements) *Skip, hop, march, sway, swing, spin, jump	FA S 2.3.2.a Explores locomotor and non-locomotor movement to develop dance technique (e.g., gross motor movements) *Skip, hop, march, sway, swing, spin, jump	FA S 2.3.2.a Explores locomotor and non-locomotor movement to develop dance technique (e.g., gross motor movements) *Skip, hop, march, sway, swing, spin, jump	FA S 5.3.2.a Demonstrates whole body movements with flexibility and endurance to develop dance technique (e.g., execute exercises and combinations that build strength, awareness, coordination, and control) *Demonstrate and practice proper alignment, isolations, implement warm-up, cool-down routine	FA S 5.3.2.a Demonstrates whole body movements with flexibility and endurance to develop dance technique (e.g., execute exercises and combinations that build strength, awareness, coordination, and control) *Demonstrate and practice proper alignment, isolations, implement warm-up, cool-down routine	FA S 5.3.2.a Demonstrates whole body movements with flexibility and endurance to develop dance technique (e.g., execute exercises and combinations that build strength, awareness, coordination, and control) *Demonstrate and practice proper alignment, isolations, implement warm-up, cool-down routine
		FA S 2.3.2.b Develops body awareness and explore how the body moves through space and time (e.g., stretch, reach, bend, fold, twist, shrink, grow) *Axial movements, balance, spatial exploration	FA S 2.3.2.b Develops body awareness and explore how the body moves through space and time (e.g., stretch, reach, bend, fold, twist, shrink, grow) *Axial movements, balance, spatial exploration	FA S 2.3.2.b Develops body awareness and explore how the body moves through space and time (e.g., stretch, reach, bend, fold, twist, shrink, grow) *Axial movements, balance, spatial exploration	FA S 5.3.2.b Demonstrates ability to move rhythmically, explore levels in space, shift weight, with and without locomotion to perform dance (e.g., pli�, triplet, gallop, battement, three-point turn, grapevine, lunge, balance) *Incorporate arm movements and	FA S 5.3.2.b Demonstrates ability to move rhythmically, explore levels in space, shift weight, with and without locomotion to perform dance (e.g., pli�, triplet, gallop, battement, three-point turn, grapevine, lunge, balance) *Incorporate arm movements and	FA S 5.3.2.b Demonstrates ability to move rhythmically, explore levels in space, shift weight, with and without locomotion to perform dance (e.g., pli�, triplet, gallop, battement, three-point turn, grapevine, lunge, balance) *Incorporate arm movements and

NE K-12 Fine Arts Indicators: Dance (continued)					travel across the floor, combine in a small series, try with a variety of music	travel across the floor, combine in a small series, try with a variety of music	travel across the floor, combine in a small series, try with a variety of music
		FA M 2.3.2.c Demonstrates spatial qualities and pathways including curved, straight, and zig-zag pathways; move at levels from low to high	FA M 2.3.2.c Demonstrates spatial qualities and pathways including curved, straight, and zig-zag pathways; move at levels from low to high	FA M 2.3.2.c Demonstrates spatial qualities and pathways including curved, straight, and zig-zag pathways; move at levels from low to high	FA S 5.3.2.c Demonstrates spatial qualities and pathways including curved, straight, and zig-zag pathways; move at levels from low to middle to high; leap, roll, and combine to a variety of rhythms (e.g., pli�, triplet, gallop, battement, three-point turn, grapevine, lunge, balance *Incorporate arm movements and travel across the floor, combine in a small series, try with a variety of rhythms	FA S 5.3.2.c Demonstrates spatial qualities and pathways including curved, straight, and zig-zag pathways; move at levels from low to middle to high; leap, roll, and combine to a variety of rhythms (e.g., pli�, triplet, gallop, battement, three-point turn, grapevine, lunge, balance *Incorporate arm movements and travel across the floor, combine in a small series, try with a variety of rhythms	FA S 5.3.2.c Demonstrates spatial qualities and pathways including curved, straight, and zig-zag pathways; move at levels from low to middle to high; leap, roll, and combine to a variety of rhythms (e.g., pli�, triplet, gallop, battement, three-point turn, grapevine, lunge, balance *Incorporate arm movements and travel across the floor, combine in a small series, try with a variety of rhythms
					FA S 5.3.3 Students will employ proper etiquette to enhance dance performance.	FA S 5.3.3 Students will employ proper etiquette to enhance dance performance.	FA S 5.3.3 Students will employ proper etiquette to enhance dance performance.
					FA S 5.3.3.a Demonstrates appropriate behaviors and etiquette to observe and perform dance (e.g., create a set of agreed-upon criteria to evaluate dance with teacher and peers.) *Invite a	FA S 5.3.3.a Demonstrates appropriate behaviors and etiquette to observe and perform dance (e.g., create a set of agreed-upon criteria to evaluate dance with teacher and peers.) *Invite a	FA S 5.3.3.a Demonstrates appropriate behaviors and etiquette to observe and perform dance (e.g., create a set of agreed-upon criteria to evaluate dance with teacher and peers.) *Invite a

NE K-12 Fine Arts Indicators: Dance (continued)					group to perform appropriate and inappropriate responses, discuss the differences	group to perform appropriate and inappropriate responses, discuss the differences	group to perform appropriate and inappropriate responses, discuss the differences
		FA S 2.3.5 Students will explore cultural and interdisciplinary connections with dance.	FA S 2.3.5 Students will explore cultural and interdisciplinary connections with dance.	FA S 2.3.5 Students will explore cultural and interdisciplinary connections with dance.	FA S 5.3.5 Students will identify cultural and interdisciplinary connections with dance.	FA S 5.3.5 Students will identify cultural and interdisciplinary connections with dance.	FA S 5.3.5 Students will identify cultural and interdisciplinary connections with dance.
					FA S 5.3.5.a Uses dance to discover social events, ideas, and traditions from a local context (e.g., investigate how dance reflects culture) *Learn a dance from one's heritage and teach it to the class, explain when and by whom the dance is performed, and the cultural significance	FA S 5.3.5.a Uses dance to discover social events, ideas, and traditions from a local context (e.g., investigate how dance reflects culture) *Learn a dance from one's heritage and teach it to the class, explain when and by whom the dance is performed, and the cultural significance	FA S 5.3.5.a Uses dance to discover social events, ideas, and traditions from a local context (e.g., investigate how dance reflects culture) *Learn a dance from one's heritage and teach it to the class, explain when and by whom the dance is performed, and the cultural significance
		FA S 2.3.5.a Uses other arts disciplines to support ideation for dance creation and performance (e.g., understand how music, visual art, media and theatre can be combined with dance) *Add music to your movement, use artwork to inspire movement, take turns filming each other, tell a story through movement	FA S 2.3.5.a Uses other arts disciplines to support ideation for dance creation and performance (e.g., understand how music, visual art, media and theatre can be combined with dance) *Add music to your movement, use artwork to inspire movement, take turns filming each other, tell a story through movement	FA S 2.3.5.a Uses other arts disciplines to support ideation for dance creation and performance (e.g., understand how music, visual art, media and theatre can be combined with dance) *Add music to your movement, use artwork to inspire movement, take turns filming each other, tell a story through movement			

**PK-12 Physical Education Literacy SKILLS Comprehensive Standard:
Students will demonstrate competency in a variety of motor skills and movement patterns.**

Grade Level Standards

Concepts	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Locomotor Standards	PE M 05.1.1 Students will demonstrate mature forms of locomotor pattern skill combinations.	PE M 06.1.1 Students will demonstrate mature forms of locomotor patterns-modified games/activities s in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	PE M 07.1.1 Students will continue to demonstrate mature forms of locomotor patterns in modified games/activities in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	PE M 08.1.1 Students will demonstrate competency of locomotor patterns in modified games/activities in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	<i>Dependent on Course Selection</i>			
					PE M 09.1.1 Students will demonstrate competency of locomotor patterns in basic and advanced skills and tactics in at least one activity from each of the three of the following categories; aquatics, dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense and team sports.	PE M 10.1.1 Students will demonstrate competency of locomotor patterns in basic and advanced skills and tactics in at least one activity from each of the three of the following categories; aquatics, dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense and team sports.	PE M 11.1.1 Students will demonstrate competency of locomotor patterns in basic and advanced skills and tactics in at least one activity from each of the three of the following categories; aquatics, dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense and team sports.	PE M 12.1.1 Students will demonstrate competency of locomotor patterns in basic and advanced skills and tactics in at least one activity from each of the three of the following categories; aquatics, dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense and team sports.
Non-locomotor Standards	PE M 05.1.2 Students will demonstrate mature forms of non-locomotor pattern skill combinations.	PE M 06.1.2 Students will demonstrate mature forms of non-locomotor patterns-modified games/activities in at least one activity from the following	PE M 07.1.2 Students will demonstrate mature forms of non-locomotor patterns in modified games/activities in at least one activity from the	PE M 08.1.2 Students will demonstrate competency of non-locomotor patterns in modified games/activities in at least one activity from the	PE M 09.1.2 Students will demonstrate competency of non-locomotor patterns in modified games/activities in at least one activity from the	PE M 10.1.2 Students will demonstrate competency of non-locomotor patterns in modified games/activities in at least one activity from the	PE M 11.1.2 Students will demonstrate competency of non-locomotor patterns in modified games/activities in at least one activity from the	PE M 12.1.2 Students will demonstrate competency of non-locomotor patterns in modified games/activities in at least one activity from the

Non-locomotor Standards (continued)		categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.
Manipulative Standards	PE M 05.1.3 Students will demonstrate the mature forms of manipulative skills.	PE M 06.1.3 Students will demonstrate mature forms of manipulative skills in modified games/activities in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	PE M 07.1.3 Students will demonstrate mature forms of manipulative skills in modified games/activities in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	PE M 08.1.3 Students will demonstrate competency in modified games/activities in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	PE M 09.1.3 Students will demonstrate competency in manipulative skills in modified games/activities in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	PE M 10.1.3 Students will demonstrate competency in manipulative skills in modified games/activities in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	PE M 11.1.3 Students will demonstrate competency in manipulative skills in modified games/activities in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	PE M 12.1.3 Students will demonstrate competency in manipulative skills in modified games/activities in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.
Lifetime Activities Standards	PE M 05.1.4 Students will be introduced to lifetime exercise (individual or group activity) which can be enjoyed throughout life.	PE M 06.1.4 Students will explore lifetime exercise as individuals or through group activity, which can be enjoyed throughout life.	PE M 07.1.4 Students will explore lifetime exercise as individuals or through group activity, which can be enjoyed throughout life.	PE M 08.1.4 Students will explore lifetime exercise as individuals or through group activity, which can be enjoyed throughout life.	PE M 09.1.4 Students will demonstrate lifetime exercise as individuals or through group activity, which can be enjoyed throughout life.	PE M 10.1.4 Students will demonstrate lifetime exercise as individuals or through group activity, which can be enjoyed throughout life.	PE M 11.1.4 Students will demonstrate lifetime exercise as individuals or through group activity, which can be enjoyed throughout life.	PE M 12.1.4 Students will demonstrate lifetime exercise as individuals or through group activity, which can be enjoyed throughout life.

Dance and Rhythms Standards	PE M 05.1.5 Students will perform dance sequences to music.	PE M 06.1.5 Students will perform dance sequences to music is on-going.	PE M 07.1.5 Students will perform dance sequences to music is on-going.	PE M 08.1.5 Students will perform dance sequences to music is on-going.	PE M 09.1.5 Students will perform dance sequences to music is on-going.	PE M 10.1.5 Students will perform dance sequences to music is on-going.	PE M 11.1.5 Students will perform dance sequences to music is on-going.	PE M 12.1.5 Students will perform dance sequences to music is on-going.
Fitness Activities Standards	PE M 05.1.6 Students will be introduced to exercise at a health enhancing level.	PE M 06.1.6 Students will demonstrate a variety of exercises at a health enhancing level.	PE M 07.1.6 Students will demonstrate a variety of exercises at a health enhancing level.	PE M 08.1.6 Students will demonstrate a variety of exercises at a health enhancing level.	PE M 09.1.6 Students will identify and demonstrate health enhancing levels of exercise.	PE M 10.1.6 Students will identify and demonstrate health enhancing levels of exercise.	PE M 11.1.6 Students will identify and demonstrate health enhancing levels of exercise.	PE M 12.1.6 Students will identify and demonstrate health enhancing levels of exercise.
Locomotor Standards	PE M 05.1.1 Students will demonstrate mature forms of locomotor pattern skill combinations.	PE M 06.1.1 Students will demonstrate mature forms of locomotor patterns-modified games/activities s in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	PE M 07.1.1 Students will continue to demonstrate mature forms of locomotor patterns in modified games/activities in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	PE M 08.1.1 Students will demonstrate competency of locomotor patterns in modified games/activities in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	PE M 09.1.1 Students will demonstrate competency of locomotor patterns in basic and advanced skills and tactics in at least one activity from each of the three of the following categories; aquatics, dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense and team sports.	PE M 10.1.1 Students will demonstrate competency of locomotor patterns in basic and advanced skills and tactics in at least one activity from each of the three of the following categories; aquatics, dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense and team sports.	PE M 11.1.1 Students will demonstrate competency of locomotor patterns in basic and advanced skills and tactics in at least one activity from each of the three of the following categories; aquatics, dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense and team sports.	PE M 12.1.1 Students will demonstrate competency of locomotor patterns in basic and advanced skills and tactics in at least one activity from each of the three of the following categories; aquatics, dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense and team sports.
Locomotor Curricular Indicators	PE M 05.1.1.a Demonstrates mature patterns of locomotor skills in dynamic	PE M 06.1.1.a Demonstrates mature patterns of locomotor skills in dynamic	PE M 07.1.1.a Continue to demonstrate mature patterns of locomotor	PE M 08.1.1.a Demonstrates competency in mature patterns of locomotor	PE M 09.1.1.a Demonstrates competency in mature patterns of locomotor	PE M 10.1.1.a Demonstrates competency in mature patterns of locomotor	PE M 11.1.1.a Demonstrates competency in mature patterns of locomotor	PE M 12.1.1.a Demonstrates competency in mature patterns of locomotor

Locomotor Curricular Indicators (continued)	small-sided practice tasks, and dance	small-sided practice tasks, dance or modified games/activities	skills in dynamic small-sided practice tasks, dance or modified games/activities	skills in dynamic small-sided practice tasks, dance or modified games/activities	skills in dynamic small-sided practice tasks, dance or modified games/activities	skills in dynamic small-sided practice tasks, dance or modified games/activities	skills in dynamic small-sided practice tasks, dance or modified games/activities	skills in dynamic small-sided practice tasks, dance or modified games/activities
	PE S 05.1.1.b Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments	PE M 06.1.1.b Demonstrates the combination of locomotor and manipulative skills in a variety of small-sided practice tasks and modified games/activities	PE M 07.1.1.b Continues to demonstrate the combination of locomotor and manipulative skills in a variety of small-sided practice tasks and modified games/activities	PE M 08.1.1.b Demonstrates the competency of combining locomotor and manipulative skills in a variety of small-sided practice tasks and modified games/activities	PE M 09.1.1.b Demonstrates the competency of combining locomotor and manipulative skills in a variety of small-sided practice tasks and modified games/activities	PE M 10.1.1.b Demonstrates the competency of combining locomotor and manipulative skills in a variety of small-sided practice tasks and modified games/activities	PE M 11.1.1.b Demonstrates the competency of combining locomotor and manipulative skills in a variety of small-sided practice tasks and modified games/activities	PE M 12.1.1.b Demonstrates the competency of combining locomotor and manipulative skills in a variety of small-sided practice tasks and modified games/activities
	PE N 05.1.1.c Combines traveling with manipulative skills for execution to a target (i.e., scoring in soccer, hockey and basketball)	PE M 06.1.1.c Demonstrates the combination of traveling with manipulative skills for execution to a target (i.e., scoring in soccer, hockey and basketball)	PE M 07.1.1.c Continue to demonstrate the combination of traveling with manipulative skills for execution to a target (i.e., scoring in soccer, hockey and basketball)	PE M 08.1.1.c Demonstrates the competency of combining traveling with manipulative skills for execution to a target (i.e., scoring in soccer, hockey and basketball)	PE M 09.1.1.c Demonstrates the competency of combining traveling with manipulative skills for execution to a target (i.e., scoring in soccer, hockey and basketball)	PE M 10.1.1.c Demonstrates the competency of combining traveling with manipulative skills for execution to a target (i.e., scoring in soccer, hockey and basketball)	PE M 11.1.1.c Demonstrates the competency of combining traveling with manipulative skills for execution to a target (i.e., scoring in soccer, hockey and basketball)	PE M 12.1.1.c Demonstrates the competency of combining traveling with manipulative skills for execution to a target (i.e., scoring in soccer, hockey and basketball)
	PE S 05.1.1.d Paces at a variety of running distances	PE M 06.1.1.d Demonstrates appropriate pacing for a variety of running distances	PE M 07.1.1.d Continues to demonstrate appropriate pacing for a variety of running distances	PE M 08.1.1.d Demonstrates the competency of appropriate pacing for a variety of running distances	PE M 09.1.1.d Demonstrates the competency of appropriate pacing for a variety of running distances	PE M 10.1.1.d Demonstrates the competency of appropriate pacing for a variety of running distances	PE M 11.1.1.d Demonstrates the competency of appropriate pacing for a variety of running distances	PE M 12.1.1.d Demonstrates the competency of appropriate pacing for a variety of running distances
	PE M 05.1.1.e Travels showing differentiation between jogging and sprinting	PE M 06.1.1.e Travels showing differentiation between jogging and sprinting	PE M 07.1.1.e Travels showing differentiation between jogging and sprinting	PE M 08.1.1.e Travels showing differentiation between jogging and sprinting				

Locomotor Curricular Indicators (continued)	PE M 05.1.1.f Combines jumping and landing patterns with locomotor and manipulative skills in dance and small-sided practice tasks and games environments while applying both horizontal and vertical jumping and landing	PE M 06.1.1.f Demonstrates the combination of jumping and landing patterns with locomotor and manipulative skills in dance, small-sided practice tasks and game environments while applying both horizontal and vertical jumping and landing	PE M 07.1.1.f Continues to demonstrate the combination of jumping and landing patterns with locomotor and manipulative skills in dance, small-sided practice tasks and game environments while applying both horizontal and vertical jumping and landing	PE M 08.1.1.f Demonstrates the competency of combining jumping and landing patterns with locomotor and manipulative skills in dance, small-sided practice tasks and game environments while applying both horizontal and vertical jumping and landing	PE M 09.1.1.e Demonstrates the competency of combining jumping and landing patterns with locomotor and manipulative skills in dance, small-sided practice tasks and game environments	PE M 10.1.1.e Demonstrates the competency of combining jumping and landing patterns with locomotor and manipulative skills in dance, small-sided practice tasks and game environments	PE M 11.1.1.e Demonstrates the competency of combining jumping and landing patterns with locomotor and manipulative skills in dance, small-sided practice tasks and game environments	PE M 12.1.1.e Demonstrates the competency of combining jumping and landing patterns with locomotor and manipulative skills in dance, small-sided practice tasks and game environments
	PE N 05.1.1.g Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern	PE S 06.1.1.g Moves to a beat or rhythm in a dance (e.g., line, folk, social, creative, world)	PE S 07.1.1.g Applies movement patterns to a beat or rhythm in a dance	PE S 08.1.1.g Creates a sequence of movements to a beat or rhythm in a dance	PE M 09.1.1.f Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group	PE M 10.1.1.f Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group	PE M 11.1.1.f Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group	PE M 12.1.1.f .Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group
	PE M 05.1.1.h Applies combination of traveling with manipulative skills of dribbling, throwing, catching and striking in teacher and/or student-designed small-sided practice tasks	PE M 06.1.1.h Demonstrates the combination of traveling with manipulative skills of dribbling, throwing, catching and striking in teacher and/or student-designed small-sided practice tasks and modified games/activities	PE M 07.1.1.h Continues to demonstrate the combination of traveling with manipulative skills of dribbling, throwing, catching and striking in teacher and/or student-designed small-sided practice tasks and modified games/activities	PE M 08.1.1.h Demonstrates the competency of combining of traveling with manipulative skills of dribbling, throwing, catching and striking in teacher and/or student-designed small-sided practice tasks and modified games/activities	PE M 09.1.1.g Demonstrates the competency of combining of traveling with manipulative skills of dribbling, throwing, catching and striking in teacher and/or student-designed small-sided practice tasks and modified games/activities	PE M 10.1.1.g Demonstrates the competency of combining of traveling with manipulative skills of dribbling, throwing, catching and striking in teacher and/or student-designed small-sided practice tasks and modified games/activities	PE M 11.1.1.g Demonstrates the competency of combining of traveling with manipulative skills of dribbling, throwing, catching and striking in teacher and/or student-designed small-sided practice tasks and modified games/activities	PE M 12.1.1.g Demonstrates the competency of combining of traveling with manipulative skills of dribbling, throwing, catching and striking in teacher and/or student-designed small-sided practice tasks and modified games/activities

Non-locomotor Standards	PE M 05.1.2 Students will demonstrate mature forms of non-locomotor pattern skill combinations.	PE M 06.1.2 Students will demonstrate mature forms of non-locomotor patterns-modified games/activities in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	PE M 07.1.2 Students will demonstrate mature forms of non-locomotor patterns in modified games/activities in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	PE M 08.1.2 Students will demonstrate competency of non-locomotor patterns in modified games/activities in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	PE M 09.1.2 Students will demonstrate competency of non-locomotor patterns in modified games/activities in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	PE M 10.1.2 Students will demonstrate competency of non-locomotor patterns in modified games/activities in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	PE M 11.1.2 Students will demonstrate competency of non-locomotor patterns in modified games/activities in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	PE M 12.1.2 Students will demonstrate competency of non-locomotor patterns in modified games/activities in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.
Non-locomotor Curricular Indicators	PE M 05.1.2.a Combines balance and transferring weight in a sequence or dance with a partner	PE M 06.1.2.a Demonstrates the combination of balance and transferring weight in a movement sequence/pattern or dance with a partner	PE M 07.1.2.a Continue to demonstrate the combination of balance and transferring weight in a movement sequence/pattern or dance with a partner	PE M 08.1.2.a Demonstrates the competency of combining balance and transferring weight in a movement sequence/pattern or dance with a partner	PE M 09.1.2.a Demonstrates the competency of combining balance and transferring weight in a movement sequence/pattern or dance with a partner	PE M 10.1.2.a Demonstrates the competency of combining balance and transferring weight in a movement sequence/pattern or dance with a partner	PE M 11.1.2.a Demonstrates the competency of combining balance and transferring weight in a movement sequence/pattern or dance with a partner	PE M 12.1.2.a Demonstrates the competency of combining balance and transferring weight in a movement sequence/pattern or dance with a partner
	PE M 05.1.2.b Transfers weight in dance environments	PE M 06.1.2.b Demonstrates the transfer of weight in movement and dance environments	PE M 07.1.2.b Continues to demonstrate the transfer of weight in movement and dance environments	PE M 08.1.2.b Demonstrates the competency of transferring weight in movement and dance environments	PE M 09.1.2.b Demonstrates the competency of transferring weight in a variety of movements and dance environments	PE M 10.1.2.b Demonstrates the competency of transferring weight in a variety of movements and dance environments	PE M 11.1.2.b Demonstrates the competency of transferring weight in a variety of movements and dance environments	PE M 12.1.2.b Demonstrates the competency of transferring weight in a variety of movements and dance environments
	PE S 05.1.2.c Applies rolling in a variety of environments							

	(e.g., dance, games)							
Non-locomotor Curricular Indicators (continued)	PE M 05.1.2.d Performs curling, twisting and stretching actions with correct application in dance and small-sided practice tasks in games environments	PE M 06.1.2.c Demonstrates the performance of curling, twisting and stretching actions with correct application in dance, fitness activities and small-sided practice tasks in game environments	PE M 07.1.2.c Continues to demonstrate the performance of curling, twisting and stretching actions with correct application in dance, fitness activities and small-sided practice tasks in game environments	PE M 08.1.2.c Demonstrates competency to perform curling, twisting and stretching actions with correct application in dance, fitness activities and small-sided practice tasks in game environments	PE M 09.1.2.c Demonstrates competency to perform curling, twisting and stretching actions with correct application in dance, fitness activities and small-sided practice tasks in game environments	PE M 10.1.2.c Demonstrates competency to perform curling, twisting and stretching actions with correct application in dance, fitness activities and small-sided practice tasks in game environments	PE M 11.1.2.c Demonstrates competency to perform curling, twisting and stretching actions with correct application in dance, fitness activities and small-sided practice tasks in game environments	PE M 012.1.2.c Demonstrates competency to perform curling, twisting and stretching actions with correct application in dance, fitness activities and small-sided practice tasks in game environments
	PE N 05.1.2.e Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group	PE M 06.1.2.d Demonstrates the combination of locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a movement pattern with a group	PE M 07.1.2.d Continues to demonstrate the combination of locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a movement pattern with a group	PE M 08.1.2.d Demonstrates competency to combine locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a movement pattern with a group	PE M 09.1.2.d Demonstrates competency to combine locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a movement pattern with a group	PE M 10.1.2.d Demonstrates competency to combine locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a movement pattern with a group	PE M 11.1.2.d Demonstrates competency to combine locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a movement pattern with a group	PE M 12.1.2.d Demonstrates competency to combine locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a movement pattern with a group

Manipulative Standards	PE M 05.1.3 Students will demonstrate the mature forms of manipulative skills.	PE M 06.1.3 Students will demonstrate mature forms of manipulative skills in modified games/activities in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	PE M 07.1.3 Students will demonstrate mature forms of manipulative skills in modified games/activities in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	PE M 08.1.3 Students will demonstrate competency in modified games/activities in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	PE M 09.1.3 Students will demonstrate competency in manipulative skills in modified games/activities in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	PE M 10.1.3 Students will demonstrate competency in manipulative skills in modified games/activities in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	PE M 11.1.3 Students will demonstrate competency in manipulative skills in modified games/activities in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.	PE M 12.1.3 Students will demonstrate competency in manipulative skills in modified games/activities in at least one activity from the following categories: dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, and team building activities.
Manipulative Curricular Indicators	PE S 05.1.3.a Applies underhand throwing skills with different sizes and types of objects in small-sided games	PE M 06.1.3.a Demonstrates a legal underhand serve with control for net/wall games such as badminton, volleyball or pickleball	PE M 07.1.3.a Continues to demonstrate a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball or pickleball	PE M 08.1.3.a Demonstrates competency with a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball or pickleball	PE M 09.1.3.a Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball or pickleball	PE M 10.1.3.a Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball or pickleball	PE M 11.1.3.a Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball or pickleball	PE M 12.1.3.a Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball or pickleball
	PE N 05.1.3.b Throws underhand to a large target with accuracy	PE M 06.1.3.b Demonstrates a mature pattern with an underhand throw for a modified	PE M 07.1.3.b Demonstrates a mature pattern with an underhand throw for target games	PE M 08.1.3.b Demonstrates competency in a mature pattern with an underhand throw	PE M 09.1.3.b Performs consistently (70% of the time) a mature pattern with an	PE M 10.1.3.b Performs consistently (70% of the time) a mature pattern with an	PE M 11.1.3.b Performs consistently (70% of the time) a mature pattern with an	PE M 12.1.3.b Performs consistently (70% of the time) a mature pattern with an

Manipulative Curricular Indicators (continued)		target game such as bowling, bocce, softball, kickball, or horseshoes	such as bowling, bocce softball, kickball, or horseshoes	with accuracy and control for one target game such as bowling, softball, kickball, or bocce	underhand throw with accuracy and control for one target game such as bowling, or bocce	underhand throw with accuracy and control for one target game such as bowling or bocce	underhand throw with accuracy and control for one target game such as bowling or bocce	underhand throw with accuracy and control for one target game such as bowling or bocce
	PE N 05.1.3.c Throws overhand using a mature pattern in non dynamic environments (closed skills), with different sizes and types of objects	M 06.1.3.c Demonstrates with consistency throwing overhand using a mature pattern in a non dynamic environments (closed skills), with different sizes and types of objects and introduces dynamic environments (open skills), with different sizes and types of objects	PE M 07.1.3.c Continues to demonstrate throwing overhand using a mature pattern in a non dynamic environments (closed skills), with different sizes and types of objects and demonstrates dynamic environments (open skills), with different sizes and types of objects	PE M 08.1.3.c Demonstrates with competency throwing overhand using a mature pattern in non dynamic environments (closed skills), with different sizes and types of objects and executes consistently dynamic environments (open skills), with different sizes and types of objects	PE M 09.1.3.c Demonstrates with competency throwing overhand using a mature pattern in non dynamic environments (closed skills), with different sizes and types of objects and executes consistently dynamic environments (open skills), with different sizes and types of objects	PE M 10.1.3.c Demonstrates with competency throwing overhand using a mature pattern in non dynamic environments (closed skills), with different sizes and types of objects and executes consistently dynamic environments (open skills), with different sizes and types of objects	PE M 11.1.3.c Demonstrates with competency throwing overhand using a mature pattern in non dynamic environments (closed skills), with different sizes and types of objects and executes consistently dynamic environments (open skills), with different sizes and types of objects	PE M 12.1.3.c Demonstrates with competency throwing overhand using a mature pattern in non dynamic environments (closed skills), with different sizes and types of objects and executes consistently dynamic environments (open skills), with different sizes and types of objects
	PE N 05.1.3.d Throws overhand to a large target with accuracy	PE M 06.1.3.d Demonstrates consistently an overhand throw to a large target with accuracy	PE M 07.1.3.d Continues to demonstrate consistently an overhand throw to a large target with accuracy	PE M 08.1.3.d Demonstrates competency in an overhand throw to a target with accuracy	PE M 09.1.3.d Demonstrates competency in an overhand throw to a target with accuracy	PE M 10.1.3.d Demonstrates competency in an overhand throw to a target with accuracy	PE M 11.1.3.d Demonstrates competency in an overhand throw to a target with accuracy	PE M 12.1.3.d Demonstrates competency in an overhand throw to a target with accuracy

Manipulative Curricular Indicators (continued)	PE S 05.1.3.e Passes, with both partners moving, at various distances	PE S 06.1.3.e Throws with a mature pattern for distance, force, and speed in a variety of practice tasks (e.g., softball, basketball, football, disc golf)	PE S 07.1.3.e Throws with a mature pattern within a dynamic environment for distance, force, and speed (e.g., softball, football, basketball, Frisbee)	PE S 08.1.3.e Throws with a mature pattern for distance, force, and speed in small-sided game play (e.g., softball, basketball, football, lacrosse, Frisbee)	PE M 09.1.3.e Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play	PE M 10.1.3.e Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play	PE M 11.1.3.e Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play	PE M 12.1.3.e Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play
	PE N 05.1.3.f Throws with reasonable accuracy in dynamic, small-sided practice tasks	PE N 06.1.3.f Throws, while stationary, a leading pass to a moving receiver	PE N 07.1.3.f Throws, while moving, a leading pass to a moving receiver	PE N 08.1.3.f Throws a lead pass to a moving partner off a dribble or pass	PE M 09.1.3.f Throws a lead pass to a moving partner off a dribble or pass	PE M 10.1.3.f Throws a lead pass to a moving partner off a dribble or pass	PE M 11.1.3.f Throws a lead pass to a moving partner off a dribble or pass	PE M 12.1.3.f Throws a lead pass to a moving partner off a dribble or pass
	PE S 05.1.3.g Catches a struck ball at all levels (e.g., overhand and underhand) in a non-dynamic environment	PE S 06.1.3.g Catches a variety of objects with a mature pattern (e.g., softball, basketball, football, Frisbee)	PE S 07.1.3.g Catches a variety of objects with a mature pattern in a dynamic environment (e.g., softball, football, basketball, Frisbee)	PE S 08.1.3.g Catches using an implement with a mature pattern in a small-sided game play (e.g., lacrosse, scoop)	PE M 09.1.3.g Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play	PE M 10.1.3.g Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play	PE M 11.1.3.g Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play	PE M 12.1.3.g Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play
	PE S 05.1.3.h Catches while both partners are moving	PE M 06.1.3.h Continues to catch with accuracy while both partners moving	PE M 07.1.3.h Continues to catch with accuracy while both partners moving	PE M 08.1.3.h Continues to catch with accuracy while both partners moving	PE M 09.1.3.h Continues to catch with accuracy while both partners moving	PE M 10.1.3.h Continues to catch with accuracy while both partners moving	PE M 11.1.3.h Continues to catch with accuracy while both partners moving	PE M 12.1.3.h Continues to catch with accuracy while both partners moving

Manipulative Curricular Indicators (continued)	PE N 05.1.3.i Catches with reasonable accuracy in dynamic, small-sided practice tasks	PE S 06.1.3.i Catches with hands using a mature pattern, from different trajectories, using a variety of balls in varying practice tasks	PE S 07.1.3.i Catches with hands with a mature pattern, from different trajectories using a variety of balls in small-sided games	PE 08.1.3.i Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play	PE M 09.1.3.i Catches using an implement in a dynamic environment or modified game play	PE M 10.1.3.i Catches using an implement in a dynamic environment or modified game play	PE M 11.1.3.i Catches using an implement in a dynamic environment or modified game play	PE M 12.1.3.i Catches using an implement in a dynamic environment or modified game play
	PE S 05.1.3.j Combines hand dribbling with other skills (e.g., passing, receiving, shooting) in a dynamic environment	PE M 06.1.3.j Combines hand dribbling with other skills during small-sided practice tasks and modified games	PE M 07.1.3.j Combines hand dribbling with other skills during small-sided game play and modified games	PE M 08.1.3.j Combines hand dribbling with other skills during a dynamic environment or modified game play	PE M 09.1.3.j Combines hand dribbling with other skills during a dynamic environment or modified game play	PE M 10.1.3.j Combines hand dribbling with other skills during a dynamic environment or modified game play	PE M 11.1.3.j Combines hand dribbling with other skills during a dynamic environment or modified game play	PE M 12.1.3.j Combines hand dribbling with other skills during a dynamic environment or modified game play
	PE M 05.1.3.k Dribbles in general space with control of ball and body while increasing and decreasing speed	PE M 06.1.3.k Continues to demonstrate dribbling in general space with control of ball and body while increasing and decreasing speed	PE M 07.1.3.k Continues to demonstrate dribbling in general space with control of ball and body while increasing and decreasing speed	PE M 08.1.3.k Demonstrate competency while dribbling in general space with control of ball and body while increasing and decreasing speed				
	PE S 05.1.3.l Combines foot dribbling with other skills (e.g., passing, receiving, shooting) using a mature pattern	PE M 06.1.3.l Combines foot dribbling with other skills during small-sided practice tasks and modified games	PE M 07.1.3.l Combines foot dribbling with other skills during small-sided game play and modified games	PE M 08.1.3.l Combines foot dribbling with other skills during a dynamic environment or modified game play	PE M 09.1.3.k Combines foot dribbling with other skills during a dynamic environment or modified game play	PE M 10.1.3.k Combines foot dribbling with other skills during a dynamic environment or modified game play	PE M 11.1.3.k Combines foot dribbling with other skills during a dynamic environment or modified game play	PE M 12.1.3.k Combines foot dribbling with other skills during a dynamic environment or modified game play
	PE S 05.1.3.m Passes and receives with the feet as both	PE M 06.1.3.m Passes with the feet using a mature pattern as	PE M 07.1.3.m Passes with the feet using a mature pattern as	PE M 08.1.3.m Passes with the feet using a mature pattern as	PE M 09.1.3.l Passes with the feet using a mature pattern as	PE M 10.1.3.l Passes with the feet using a mature pattern as	PE M 11.1.3.l Passes with the feet using a mature pattern as	PE M 12.1.3.l Passes with the feet using a mature pattern as

Manipulative Curricular Indicators (continued)	partners travel	both partners travel	both partners travel	both partners travel	both partners travel	both partners travel	both partners travel	as both partners travel
	PE N 05.1.3.n Receives a pass with the foot using a mature pattern as both partners travel	PE N 06.1.3.n Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed with competency in invasion games such as basketball, flag football, speedball or team handball	PE N 07.1.3.n Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed with competency in invasion games such as soccer or speedball	PE N 08.1.3.n Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (i.e., floor, field)	PE M 09.1.3.m Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (i.e., floor, field)	PE M 10.1.3.m Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (i.e., floor, field)	PE M 11.1.3.m Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (i.e., floor, field)	PE M 12.1.3.m Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (i.e., floor, field)
	PE M 05.1.3.o Demonstrates pivots, fakes and jab steps designed to create open space during practice tasks	PE M 06.1.3.o Demonstrates pivots, fakes and jab steps designed to create open space during practice tasks	PE M 07.1.3.o Demonstrates at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps	PE M 08.1.3.o Demonstrates at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens	PE M 09.1.3.n Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens	PE M 10.1.3.n Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens	PE M 11.1.3.n Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens	PE M 12.1.3.n Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens
PE M 05.1.3.p Demonstrates the following offensive skills without defensive pressure: pivot, give and go, and fakes defensive pressure: pivot, give and go, and fakes	PE M 06.1.3.p Demonstrates the following offensive skills without defensive pressure: pivot, give and go, and fakes	PE M 07.1.3.p Demonstrates the following offensive skills with defensive pressure: pivot, give and go, and fakes	PE M 08.1.3.p Demonstrates the following offensive skills during small-sided game play: pivot, give and go, and fakes	PE M 09.1.3.o Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes	PE M 10.1.3.o Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes	PE M 11.1.3.o Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes	PE M 12.1.3.o Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes	

Manipulative Curricular Indicators (continued)	PE N 05.1.3.q Dribbles with hands or feet with mature patterns in a variety of small-sided game forms	PE S 06.1.3.q Dribbles with dominant hand using a change of speed and direction without defensive pressure in a variety of practice tasks(e.g., basketball)	PE S 07.1.3.q Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks (e.g., basketball)	PE S 08.1.3.q Dribbles with dominant and non-dominant hands using a change of speed and direction in small-sided game play (e.g., basketball)	PE M 09.1.3.p Dribbles with dominant and nondominant hands using a change of speed and direction in small-sided game play (e.g., basketball)	PE M 10.1.3.p Dribbles with dominant and nondominant hands using a change of speed and direction in small-sided game play (e.g., basketball)	PE M 11.1.3.p Dribbles with dominant and nondominant hands using a change of speed and direction in small-sided game play (e.g., basketball)	PE M 12.1.3.p Dribbles with dominant and nondominant hands using a change of speed and direction in small-sided game play (e.g., basketball)
	PE M 05.1.3.r Performs foot-dribbles with an implement with control, changing speed and direction in a variety of practice tasks	PE S 06.1.3.r Foot-dribbles with control, changing speed and directions, in a variety of practice tasks (e.g., soccer)	PE S 07.1.3.r Foot-dribbles combined with passing, changing speed and direction, in a variety of tasks (e.g., soccer)	PE S 08.1.3.r Foot-dribbles combined with passing, changing speed and direction in small-sided game play (e.g., soccer)	PE S 09.1.3.q Foot-dribbles combined with passing, changing speed and direction in small-sided game play (e.g., soccer)	PE S 10.1.3.q Foot-dribbles combined with passing, changing speed and direction in small-sided game play (e.g., soccer)	PE S 11.1.3.q Foot-dribbles combined with passing, changing speed and direction in small-sided game play (e.g., soccer)	PE S 12.1.3.q Foot-dribbles combined with passing, changing speed and direction in small-sided game play (e.g., soccer)
	PE M 05.1.3.s Performs dribbling with an implement with control, changing speed and direction in a variety of practice tasks	PE S 06.1.3.s Dribbles with an implement with control, changing speed and directions in a variety of practice tasks (e.g., floor hockey, broomball)	PE S 07.1.3.s Dribbles with an implement combined with passing in a variety of practice tasks (e.g., floor hockey, broomball)	PE S 08.1.3.s Dribbles with an implement combined with passing in modified games (e.g., floor hockey, broomball)	PE S 09.1.3.r Dribbles with an implement combined with passing in modified games (e.g., floor hockey, broomball)	PE S 10.1.3.r Dribbles with an implement combined with passing in modified games (e.g., floor hockey, broomball)	PE S 11.1.3.r Dribbles with an implement combined with passing in modified games (e.g., floor hockey, broomball)	PE S 12.1.3.r Dribbles with an implement combined with passing in modified games (e.g., floor hockey, broomball)
	PE S 05.1.3.t Kicks in small-sided practice tasks using a	PE M 06.1.3.t Demonstrates mature patterns in kicking and	PE M 07.1.3.t Demonstrates mature patterns in kicking and	PE M 08.1.3.t Demonstrates mature patterns in kicking and	PE M 09.1.3.s Demonstrates mature patterns in kicking and	PE M 10.1.3.s Demonstrates mature patterns in kicking and	PE M 11.1.3.s Demonstrates mature patterns in kicking and	PE M 12.1.3.s Demonstrates mature patterns in

Manipulative Curricular Indicators (continued)	mature pattern	punting in small-sided practice tasks and modified games	punting in small-sided game play and modified games	punting in dynamic environment or modified game play	punting in dynamic environment or modified game play	punting in dynamic environment or modified game play	punting in dynamic environment or modified game play	kicking and punting in dynamic environment or modified game play
	PE M 05.1.3.u Uses a continuous running approach and kicks a moving ball for accuracy							
	PE S 05.1.3.v Applies underhand volley in a dynamic environment using different sizes and types of balls	PE S 06.1.3.u Performs a forearm pass with a mature pattern	PE S 07.1.3.u Performs a forearm pass with a mature pattern to a partner	PE S 08.1.3.u Performs a forearm pass with a mature pattern and control in a modified game	PE M 09.1.3.t Performs a forearm pass with a mature pattern and control in a modified game	PE M 10.1.3.t Performs a forearm pass with a mature pattern and control in a modified game	PE M 11.1.3.t Performs a forearm pass with a mature pattern and control in a modified game	PE M 12.1.3.t Performs a forearm pass with a mature pattern and control in a modified game
	PE N 05.1.3.w Volleys a ball using a 2-hand overhead pattern, sending it upward to a target	PE S 06.1.3.v Performs overhead two-hand volley with control	PE S 07.1.3.v Performs overhead two-hand volley with control	PE S 08.1.3.v Executes overhead two-hand volley with control in a modified game	PE M 09.1.3.u Executes overhead two-hand volleys with control in a small-sided game	PE M 10.1.3.u Executes overhead two-hand volleys with control in a small-sided game	PE M 11.1.3.u Executes overhead two-hand volleys with control in a small-sided game	PE M 12.1.3.u Executes overhead two-hand volleys with control in a small-sided game
	PE M 05.1.3.x Performs forehanded volleys with a short handled implement	PE S 06.1.3.w Strikes using a forehand volley with mature pattern and control using an implement	PE S 07.1.3.w Performs forehand and backhand volleys with mature pattern and control using an implement	PE N 08.1.3.w Practices forehand and backhand volleys with a mature form and control using a short-handled implement during modified game play	PE M 09.1.3.v Demonstrates application of proper forehand and backhand volleys with a mature form and control using a short-handled implement during modified game play	PE M 10.1.3.v Demonstrates application of proper forehand and backhand volleys with a mature form and control using a short-handled implement during modified game play	PE M 11.1.3.v Demonstrates application of proper forehand and backhand volleys with a mature form and control using a short-handled implement during modified game play	PE M 12.1.3.v Demonstrates application of proper forehand and backhand volleys with a mature form and control using a short-handled implement during modified game play

Manipulative Curricular Indicators (continued)	PE N 05.1.3.y Strikes an object consecutively with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment	PE N 06.1.3.x Strikes with a mature overhand pattern in a non-dynamic environment for net/wall games such as volleyball, handball, badminton or tennis	PE N 07.1.3.x Strikes with a mature overhand pattern in a dynamic environment for net/wall games such as volleyball, handball, badminton or tennis	PE N 08.1.3.x Strikes with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton or tennis	PE M 09.1.3.w Demonstrates application of striking with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton or tennis	PE M 10.1.3.w Demonstrates application of striking with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton or tennis	PE M 11.1.3.w Demonstrates application of striking with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton or tennis	PE M 12.1.3.w Demonstrates application of striking with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton or tennis
	PE M 05.1.3.z Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against the wall in either a competitive or cooperative game environment	PE S 06.1.3.y Strikes with mature pattern using the forehand and backhand strokes with a short-handled implement	PE S 07.1.3.y Strikes with mature pattern using the forehand and backhand strokes with a long-handled implement	PE S 08.1.3.y Strikes with mature pattern, using the forehand and backhand strokes with a short-or long-handled implement with accuracy, in a modified game	PE M 09.1.3.x Demonstrates the application of mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games such as pickle- ball, tennis, badminton or paddle ball	PE M 10.1.3.x Demonstrates the application of mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games such as pickle- ball, tennis, badminton or paddle ball	PE M 11.1.3.x Demonstrates the application of mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games such as pickle- ball, tennis, badminton or paddle ball	PE M 12.1.3.x Demonstrates the application of mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games such as pickle- ball, tennis, badminton or paddle ball
	PE S 05.1.3.aa Strikes a pitched ball with a bat using a mature pattern	PE S 06.1.3.z Strikes a pitched ball with an implement with a mature pattern	PE S 07.1.3.z Strikes a pitched ball to an open space in a variety of practice tasks	PE S 08.1.3.z Strikes a pitched ball with power with an implement to an open space in a variety of small-sided games	PE M 09.1.3.y Strikes a pitched ball with an implement for power to open space in a variety of small-sided games	PE M 10.1.3.y Strikes a pitched ball with an implement for power to open space in a variety of small-sided games	PE M 11.1.3.y Strikes a pitched ball with an implement for power to open space in a variety of small-sided games	PE M 12.1.3.y Strikes a pitched ball with an implement for power to open space in a variety of small-sided games

Manipulative Curricular Indicators (continued)	PE M 05.1.3.ab Demonstrates striking a stationary object for accuracy and distance with an implement	PE S 06.1.3.aa Strikes, with an implement, a stationary object (e.g., croquet, golf, shuffleboard)	PE S 07.1.4.aa Strikes, with an implement, a stationary object for accuracy (e.g., croquet, golf, shuffleboard)	PE S 08.1.4.aa Strikes, with an implement, a stationary object for accuracy and distance (e.g., croquet, golf, shuffleboard)	PE M 09.1.3.z Strikes, with an implement, a stationary object for accuracy and power in activities such as croquet, shuffleboard	PE M 10.1.3.z Strikes, with an implement, a stationary object for accuracy and power in activities such as croquet, shuffleboard	PE M 11.1.3.z Strikes, with an implement, a stationary object for accuracy and power in activities such as croquet, shuffleboard	PE M 12.1.3.z Strikes, with an implement, a stationary object for accuracy and power in activities such as croquet, shuffleboard
	PE M 05.1.3.ac Practices the transfer of weight with correct timing for the striking pattern	PE N 06.1.3.ab Transfers weight with correct timing for the striking pattern	PE N 07.1.3.ab Transfers weight with correct timing using low to high striking pattern with a short-handled implement on the forehand side	PE N 08.1.3.ab Transfers weight with correct timing using low to high striking pattern with a long-handled implement on the forehand and backhand sides	PE M 09.1.3.aa Transfers weight with correct timing using low to high striking pattern with a long-handled implement on the forehand and backhand sides	PE M 10.1.3.aa Transfers weight with correct timing using low to high striking pattern with a long-handled implement on the forehand and backhand sides	PE M 11.1.3.aa Transfers weight with correct timing using low to high striking pattern with a long-handled implement on the forehand and backhand sides	PE M 12.1.3.aa Transfers weight with correct timing using low to high striking pattern with a long-handled implement on the forehand and backhand sides
	PE S 05.1.3.ad Combines striking with a long-handled implement (hockey stick, lacrosse stick) with receiving and traveling skills in practice tasks	PE M 06.1.3.ac Continues to combine striking with a long implement (i.e., bat, hockey stick) with receiving and traveling skills in a small-sided game	PE M 07.1.3.ac Continues to combine striking with a long implement (i.e., bat, hockey stick) with receiving and traveling skills in a small-sided game	PE M 08.1.3.ac Continues to combine striking with a long implement (i.e., bat, hockey stick) with receiving and traveling skills in a small-sided game	PE M 09.1.3.ab Demonstrates competency in combining striking with a long implement (i.e., bat, hockey stick) and receiving and traveling skills in a small-sided game	PE M 10.1.3.ab Demonstrates competency in combining striking with a long implement (i.e., bat, hockey stick) and receiving and traveling skills in a small-sided game	PE M 11.1.3.ab Demonstrates competency in combining striking with a long implement (i.e., bat, hockey stick) and receiving and traveling skills in a small-sided game	PE M 12.1.3.ab Demonstrates competency in combining striking with a long implement (i.e., bat, hockey stick) and receiving and traveling skills in a small-sided game
	PE N 05.1.3.ae Combines manipulative skills and traveling for execution to a target (i.e., scoring in soccer, hockey and basketball)	PE S 06.1.3.ad Shoots with a mature pattern appropriate to the activity (e.g., basketball, team handball, soccer)	PE S 07.1.3.ad Shoots with a mature pattern, power, and accuracy in a modified game (e.g., basketball, team handball, soccer)	PE S 08.1.3.ad Shoots on goal using an implement with power and accuracy in a modified game (e.g., team handball, hockey, and lacrosse)	PE M 09.1.3.ac Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (i.e., floor, field) or lacrosse	PE M 10.1.3.ac Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (i.e., floor, field) or lacrosse	PE M 11.1.3.ac Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (i.e., floor, field) or lacrosse	PE M 12.1.3.ac Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (i.e., floor, field) or lacrosse

Manipulative Curricular Indicators (continued)	PE N 05.1.3.af Creates a jump-rope routine with a partner, using either a short or long rope	PE M 06.1.3.ae Continues to create a jump-rope routine with a partner, using either a short or long rope	PE M 07.1.3.ae Continues to create a jump-rope routine with a partner, using either a short or long rope	PE M 08.1.3.ae Continues to create a jump-rope routine with a partner, using either a short or long rope				
	PE M 05.1.3.ag Runs into a long rope front door or back door entry and can complete one jump before exiting							
		PE S 06.1.3.af Demonstrates correct technique for basic skills in 1 self-selected outdoor activity (e.g., fishing, archery, wall climbing, geocaching, bicycling)	PE S 07.1.3.af Demonstrates correct technique for a variety of skills in 1 self-selected outdoor activity (e.g., fishing, archery, wall climbing, geocaching, bicycling)	PE S 08.1.3.af Demonstrates correct technique for basic skills in at least 2 self-selected outdoor activities (e.g., fishing, archery, wall climbing, geocaching, bicycling)	PE M 09.1.3.ad Demonstrates correct technique for basic skills in at least 2 self-selected outdoor activities (e.g., fishing, wall climbing, geocaching, bicycling)	PE M 10.1.3.ad Demonstrates correct technique for basic skills in at least 2 self-selected outdoor activities (e.g., fishing, wall climbing, geocaching, bicycling)	PE M 11.1.3.ad Demonstrates correct technique for basic skills in at least 2 self-selected outdoor activities (e.g., fishing, wall climbing, geocaching, bicycling)	PE M 12.1.3.ad Demonstrates correct technique for basic skills in at least 2 self-selected outdoor activities (e.g., fishing, wall climbing, geocaching, bicycling)
	PE M 05.1.3.ah Executes an athletic stance conducive to movement	PE N 06.1.3.ag Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player	PE N 07.1.3.ag Slides in all directions while on defense without crossing feet	PE N 08.1.3.ag Drop-steps in the direction of the pass during player-to-player defense	PE M 09.1.3.ae Drop-steps in the direction of the pass during player-to-player defense	PE M 10.1.3.ae Drop-steps in the direction of the pass during player-to-player defense	PE M 11.1.3.ae Drop-steps in the direction of the pass during player-to-player defense	PE M 12.1.3.ae Drop-steps in the direction of the pass during player-to-player defense
				PE S 09.1.3.af Performs appropriate	PE S 10.1.3.af Performs appropriate	PE S 11.1.3.af Performs appropriate	PE S 12.1.3.af Performs appropriate	

Manipulative Curricular Indicators (continued)					water safety skills (e.g., safe entry, lane etiquette, diving, space awareness, reach or throw, don't go, flag count)	water safety skills (e.g., safe entry, lane etiquette, diving, space awareness, reach or throw, don't go, flag count)	water safety skills (e.g., safe entry, lane etiquette, diving, space awareness, reach or throw, don't go, flag count)	water safety skills (e.g., safe entry, lane etiquette, diving, space awareness, reach or throw, don't go, flag count)
		PE S 06.1.3.ah Demonstrates correct technique for basic skills in 1 self-selected activity (e.g., wrestling, track and field, skating, tumbling)	PE S 07.1.3.ah Demonstrates correct technique for a variety of skills in 1 self-selected activity (e.g., wrestling, track and field, skating, tumbling)	PE S 08.1.3.ah Demonstrates correct technique for basic skills in at least 2 self-selected activities (e.g., wrestling, track and field, skating, tumbling)	PE M 09.1.3.ag Demonstrates correct technique for basic skills in at least 2 self-selected individual performance activities	PE M 10.1.3.ag Demonstrates correct technique for basic skills in at least 2 self-selected individual performance activities	PE M 11.1.3.ag Demonstrates correct technique for basic skills in at least 2 self-selected individual performance activities	PE M 12.1.3.ag Demonstrates correct technique for basic skills in at least 2 self-selected individual performance activities
Lifetime Activities Standards	PE M 05.1.4 Students will be introduced to lifetime exercise (individual or group activity) which can be enjoyed throughout life.	PE M 06.1.4 Students will explore lifetime exercise as individuals or through group activity, which can be enjoyed throughout life.	PE M 07.1.4 Students will explore lifetime exercise as individuals or through group activity, which can be enjoyed throughout life.	PE M 08.1.4 Students will explore lifetime exercise as individuals or through group activity, which can be enjoyed throughout life.	PE M 09.1.4 Students will demonstrate lifetime exercise as individuals or through group activity, which can be enjoyed throughout life.	PE M 10.1.4 Students will demonstrate lifetime exercise as individuals or through group activity, which can be enjoyed throughout life.	PE M 11.1.4 Students will demonstrate lifetime exercise as individuals or through group activity, which can be enjoyed throughout life.	PE M 12.1.4 Students will demonstrate lifetime exercise as individuals or through group activity, which can be enjoyed throughout life.
Lifetime Activities Curricular Indicators	PE M 05.1.4.a Demonstrates introductory knowledge and understanding of specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities,	PE M 06.1.4.a Demonstrates understanding of s activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities,	PE M 07.1.4.a Continues to demonstrate understanding of activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities,	PE M 08.1.4.a Continues to demonstrate understanding of activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities,	PE N 09.1.4.a Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities,	PE N 10.1.4.a Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities,	PE N 11.1.4.a Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities,	PE N 12.1.4.a Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities,

	activities, net/wall games or target games)	net/wall games or target games)	activities, net/wall games or target games)	activities, net/wall games or target games)	aquatics, net/wall games or target games)	aquatics, net/wall games or target games)	aquatics, net/wall games or target games)	activities, aquatics, net/wall games or target games)
Dance and Rhythms Standards	PE M 05.1.5 Students will perform dance sequences to music.	PE M 06.1.5 Students will perform dance sequences to music is on-going.	PE M 07.1.5 Students will perform dance sequences to music is on-going.	PE M 08.1.5 Students will perform dance sequences to music is on-going.	PE M 09.1.5 Students will perform dance sequences to music is on-going.	PE M 10.1.5 Students will perform dance sequences to music is on-going.	PE M 11.1.5 Students will perform dance sequences to music is on-going.	PE M 12.1.5 Students will perform dance sequences to music is on-going.
Dance and Rhythms Curricular Indicators	PE M 05.1.5.a Performs various forms of movements and rhythms used in cultural and social occasions (i.e., weddings, parties)	PE M 06.1.5.a Demonstrates understanding in dance forms used in cultural and social occasions (i.e., weddings, parties), or demonstrates competency in one form of movement and rhythm dance	PE M 07.1.5.a Demonstrates understanding in dance forms used in cultural and social occasions (i.e., weddings, parties), or demonstrates competency in one form of dance	PE M 08.1.5.a Demonstrates understanding in dance forms used in cultural and social occasions (i.e., weddings, parties), or demonstrates competency in one form of dance	PE N 09.1.5.a Demonstrates competency in dance forms used in cultural and social occasions (i.e., weddings, parties), or demonstrates competency in one form of, (i.e., modern, hip hop)	PE N 10.1.5.a Demonstrates competency in dance forms used in cultural and social occasions (i.e., weddings, parties), or demonstrates competency in one form of dance (i.e., modern, hip hop)	PE N 11.1.5.a Demonstrates competency in dance forms used in cultural and social occasions (i.e., weddings, parties), or demonstrates competency in one form of dance (i.e., ballet, modern, hip hop, tap)	PE N 12.1.5.a Demonstrates competency in dance forms used in cultural and social occasions (i.e., weddings, parties), or demonstrates competency in one form of dance (i.e., ballet, modern, hip hop, tap)
	PE M 05.1.5.b Demonstrates various forms of movements and by choreographing a movement and rhythmic sequence or by giving a performance	PE M 06.1.5.b Demonstrates a form of rhythm and movement by choreographing a rhythm and movement piece or by giving a performance	PE M 07.1.5.b Demonstrates a form of rhythm and movement by choreographing a rhythm and movement piece or by giving a performance	PE M 08.1.5.b Demonstrates a form of rhythm and movement by choreographing a rhythm and movement piece or by giving a performance	PE N 09.1.5.b Demonstrates competency in a form of dance by choreographing a dance or by giving a performance	PE N 10.1.5.b Demonstrates competency in a form of dance by choreographing a dance or by giving a performance.	PE N 11.1.5.b Demonstrates competency in a form of dance by choreographing a dance or by giving a performance	PE N 12.1.5.b Demonstrates competency in a form of dance by choreographing a dance or by giving a performance
Fitness Activities Standards	PE M 05.1.6 Students will be introduced to exercise at a health enhancing level.	PE M 06.1.6 Students will demonstrate a variety of exercises at a health enhancing level.	PE M 07.1.6 Students will demonstrate a variety of exercises at a health enhancing level.	PE M 08.1.6 Students will demonstrate a variety of exercises at a health enhancing level.	PE M 09.1.6 Students will identify and demonstrate health enhancing levels of exercise.	PE M 10.1.6 Students will identify and demonstrate health enhancing levels of exercise.	PE M 11.1.6 Students will identify and demonstrate health enhancing levels of exercise.	PE M 12.1.6 Students will identify and demonstrate health enhancing

								levels of exercise.
Fitness Activities Standards Curricular Indicators	PE M 05.1.6.a Explores competency in 1 or more specialized skills in health-related fitness activities	PE M 06.1.6.a Demonstrates competency in 1 or more specialized skills in health-related fitness activities	PE M 07.1.6.a Demonstrates competency in 1 or more specialized skills in health-related fitness activities	PE M 08.1.6.a Demonstrates competency in 1 or more specialized skills in health-related fitness activities	PE N 09.1.6.a Demonstrates competency in 2 or more specialized skills in health-related fitness activities	PE N 10.1.6.a Demonstrates competency in 2 or more specialized skills in health-related fitness activities	PE N 11.1.6.a Demonstrates competency in 2 or more specialized skills in health-related fitness activities	PE N 12.1.6.a Demonstrates competency in 2 or more specialized skills in health-related fitness activities

PK-12 Physical Education Literacy KNOWLEDGE Comprehensive Standard:

Students will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

Grade Level Standards								
Concepts	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Movement Concepts Standards	PE M 05.2.1 Students will demonstrate beginning skills of selected specialized movement forms.	PE M 06.2.1 Students will identify and apply movement concepts, principles, basic offensive and defensive strategies and tactics within game play.	PE M 07.2.1 Students will identify and apply movement concepts, principles, basic offensive and defensive strategies and tactics within game play.	PE M 08.2.1 Students will identify and apply movement concepts, principles, basic offensive and defensive strategies and tactics within game play.	<i>Dependent on Course Selection</i>			
					PE M 09.2.1 Students applies movement concepts, principles, more advanced offensive and defensive strategies and tactics within game play.	PE M 10.2.1 Students applies movement concepts, principles, more advanced offensive and defensive strategies and tactics within game play.	PE M 11.2.1 Students applies movement concepts, principles, more advanced offensive and defensive strategies and tactics within game play.	PE M 12.2.1 Students applies movement concepts, principles, more advanced offensive and defensive strategies and tactics within game play.
Movement Principles and Knowledge Standards	PE M 05.2.2 Students will apply strategies and tactics within games.	PE M 06.2.2 Students will explain strategies and tactics within game play and the biomechanical principles related to skill development.	PE M 07.2.2 Students will explain strategies and tactics within game play and the biomechanical principles related to skill development.	PE S 08.2.2 Students will explain strategies and tactics within game play and the biomechanical principles related to skill development.	PE M 09.2.2 Students will apply strategies and tactics within game play and the biomechanical principles related to skill development.	PE M 10.2.2 Students will apply strategies and tactics within game play and the biomechanical principles related to skill development.	PE M 11.2.2 Students will apply strategies and tactics within game play and the biomechanical principles related to skill development.	PE M 12.2.2 Students will apply strategies and tactics within game play and the biomechanical principles related to skill development.
Movement Concepts Standards	PE M 05.2.1 Students will demonstrate beginning skills of selected specialized movement forms.	PE M 06.2.1 Students will identify and apply movement concepts, principles, basic offensive and defensive strategies and tactics within game play.	PE M 07.2.1 Students will identify and apply movement concepts, principles, basic offensive and defensive strategies and tactics within game play.	PE M 08.2.1 Students will identify and apply movement concepts, principles, basic offensive and defensive strategies and tactics within game play.	PE M 09.2.1 Students apply movement concepts, principles, more advanced offensive and defensive strategies and tactics within game play.	PE M 10.2.1 Students apply movement concepts, principles, more advanced offensive and defensive strategies and tactics within game play.	PE M 11.2.1 Students apply movement concepts, principles, more advanced offensive and defensive strategies and tactics within game play.	PE M 12.2.1 Students apply movement concepts, principles, more advanced offensive and defensive strategies and tactics within game play.

Movement Concepts Curricular Indicators	PE M 05.2.1.a Combines spatial concepts with locomotor and non-lo motor movements for small groups in dance and games environments	PE M 06.2.1.a Demonstrates the combination of spatial concepts with locomotor and non-locomotor movements for small groups in rhythm and movement concepts and games environments	PE M 07.2.1.a Demonstrates the combination of spatial concepts with locomotor and non-locomotor movements for small groups in rhythm and movement concepts and games environments	PE M 08.2.1.a Demonstrates the combination of spatial concepts with locomotor and non-locomotor movements for small groups in rhythm and movement concepts and games environments				
	PE N 05.2.1.b Applies the concept of closing spaces in small-sided practice tasks	PE M 06.2.1.b Demonstrates the concept of closing spaces in small-sided practice tasks	PE M 07.2.1.b Demonstrates the concept of closing spaces in small-sided practice tasks.	PE M 08.2.1.b Demonstrate the concept of closing spaces in small-sided practice tasks				
	PE M 05.2.1.c Combines movement concepts with skills in small-sided practice tasks in game environments, and dance with self-direction	PE M 06.2.1.c Demonstrates the combination of movement concepts with skills in modified game environments rhythm and movement with self-direction	PE M 07.2.1.c Demonstrates the combination of movement concepts with skills in modified game environments rhythm and movement with self-direction	PE M 08.2.1.c Demonstrates the combination of movement concepts with skills in modified game environments rhythm and movement with self-direction	PE M 09.2.1.a Demonstrates the combination of movement concepts with skills in modified game environments rhythm and movement with self-direction	PE M 10.2.1.a Demonstrates the combination of movement concepts with skills in modified game environments rhythm and movement with self-direction	PE M 11.2.1.a Demonstrates the combination of movement concepts with skills in modified game environments rhythm and movement with self-direction	PE M 12.2.1.a Demonstrates the combination of movement concepts with skills in modified game environments rhythm and movement with self-direction
	PE N 05.2.1.d Applies movement concepts to strategy in game situations	PE M 06.2.1.d Demonstrates movement concepts to strategy in game situations	PE M 07.2.1.d Demonstrates movement concepts to strategy in game situations	PE M 08.2.1.d Demonstrates movement concepts in strategy game situations	PE M 09.2.1.b Demonstrates movement concepts in strategy game situations	PE M 10.2.1.b Demonstrates movement concepts in strategy game situations	PE M 11.2.1.b Demonstrates movement concepts in strategy game situations	PE M 12.2.1.b Demonstrates movement concepts in strategy game situations
	PE N 05.2.1.e Applies the concepts of direction and	PE M 06.2.1.e Demonstrates the concepts of direction and	PE M 07.2.1.e Demonstrate the concepts of direction and	PE M 08..2.1.e Demonstrates the concepts of direction and	PE M 09.2.1.c Demonstrates the concepts of direction and	PE M 10.2.1.c Demonstrates the concepts of direction and	PE M 11.2.1.c Demonstrates the concepts of direction and	PE M 12.2.1.c Demonstrates the concepts of direction and

Movement Concepts Curricular Indicators	force to strike an object with a long-handled implement	force to strike an object with a long- handled implement	force to strike an object with a long- handled implement	force to strike an object with a long- handled implement	force to strike an object with a long- handled implement	force to strike an object with a long- handled implement	force to strike an object with a long- handled implement	force to strike an object with a long- handled implement
(continued)	PE N 05.2.1.f Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments and dance	PE M 06.2.1.f Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in modified games in game environments and dance	PE M 07.2.1.f Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in modified games in game environments and dance	PE M 08.2.1.f Analyzes movement situations with competency and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in modified games in game environments and dance	PE M 09.2.1.d Analyzes movement situations with competency and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in modified games in game environments and dance	PE M 10.2.1.d Analyzes movement situations with competency and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in modified games in game environments and dance	PE M 11.2.1.d Analyzes movement situations with competency and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in modified games in game environments and dance	PE M 12.2.1.d Analyzes movement situations with competency and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in modified games in game environments and dance
	PE N 05.2.1.g Applies basic offensive and defensive strategies/ tactics in invasion small-sided practice tasks	PE S 06.2.1.g Responds with appropriate locomotor movements while transitioning between offense and defense	PE S 07.2.1.g Responds with appropriate locomotor movements while transitioning between offense and defense, communicating with teammates	PE S 08.2.1.g Responds with appropriate locomotor movements while transitioning between offense and defense, communicating with teammates, and capitalizing on opportunities	PE M 09.2.1.e Applies strategies in transitioning from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage	PE M 10.2.1.e Applies strategies in transitioning from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage	PE M 11.2.1.e Applies strategies in transitioning from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage	PE M 12.2.1.e Applies strategies in transitioning from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage
	PE N 05.2.1.h Applies basic offensive and defensive strategies and tactics in net/wall small-sided practice tasks	PE M 06.2.1.h Applies basic offensive and defensive strategies and tactics in net/wall small modified games	PE M 07.2.1.h Applies basic offensive and defensive strategies and tactics in net/wall small modified games	PE M 08.2.1.h Applies basic offensive and defensive strategies and tactics in net/wall modified games	PE M 09.2.1.f Applies basic offensive and defensive strategies and tactics in net/wall modified games	PE M 10.2.1.f Applies basic offensive and defensive strategies and tactics in net/wall modified games	PE M 11.2.1.f Applies basic offensive and defensive strategies and tactics in net/wall modified games	PE M 12.2.1.f Applies basic offensive and defensive strategies and tactics in net/wall modified games

Movement Concepts Curricular Indicators (continued)	PE N 05.2.1.i Recognizes the type of throw, volley or striking action needed for different games and sports situations	PE M 06.2.1.i Recognizes the type of throw, volley or striking action needed for different games and sports situations	PE M 07.2.1.i Applies the correct type of throw, volley or striking action needed for different games and sports situations	PE M 08.2.1.i Applies the correct type of throw, volley or striking action needed for different games and sports situations	PE M 09.2.1.g Applies and analyzes the correct type of throw, volley or striking action needed for different games and sports situations	PE M 10.2.1.g Applies and analyzes the correct type of throw, volley or striking action needed for different games and sports situations	PE M 11.2.1.g Applies and analyzes the correct type of throw, volley or striking action needed for different games and sports situations	PE M 12.2.1.g Applies and analyzes the correct type of throw, volley or striking action needed for different games and sports situations
	PE M 05.2.1.j Applies strategies to create open space by using loco motor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or space)	PE S 06.2.1.j Creates space through locomotor movements appropriate to the activity	PE S 07.2.1.j Reduces space through locomotor movements appropriate to the activity	PE S 08.2.1.j Creates and reduces space using a variety of passes and offensive tactics during modified games (e.g., pivots, fakes, give, and go)	PE M 09.2.1.h Opens and closes space during small-sided game play by combining loco motor movements with movement concepts	PE M 10.2.1.h Opens and closes space during small-sided game play by combining loco motor movements with movement concepts	PE M 11.2.1.h Opens and closes space during small-sided game play by combining loco motor movements with movement concepts	PE M 12.2.1.h Opens and closes space during small-sided game play by combining loco motor movements with movement concepts
		PE M 06.2.1.k Practices the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give and go	PE M 07.2.1.k Executes at least 1 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give and go	PE M 08.2.1.k Executes at least 2 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go	PE M 09.2.1.i Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go	PE M 10.2.1.i Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go	PE M 11.2.1.i Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go	PE M 12.2.1.i Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go

Movement Concepts Curricular Indicators (continued)	PE N 06.2.1.l Creates open space by using the width and length of the field/court on offense	PE N 07.2.1.l Creates open space by staying spread on offense, and cutting and passing quickly	PE N 08.2.1.l Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball	PE M 09.2.1.j Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball	PE M 10.2.1.j Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball	PE M 11.2.1.j Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball	PE M 12.2.1.j Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball.
	PE N 06.2.1.m Reduces open space on defense by making the body larger and reducing passing angles	PE N 07.2.1.m Reduces open space on defense by staying close to the opponent as he/ she nears the goal	PE N 08.2.1.m Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective)	PE M 09.2.1.k Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective)	PE M 10.2.1.k Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective)	PE M 11.2.1.k Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective)	PE M 12.2.1.k Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective)
	PE N 06.2.1.n Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass	PE N 07.2.1.n Reduces open space by not allowing the catch (denial) or anticipating the speed of the object and person for the purpose of interception or deflection	PE N 08.2.1.n Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective)	PE M 09.2.1.l Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective)	PE M 10.2.1.l Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective)	PE M 11.2.1.l Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective)	PE M 12.2.1.l Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective)
	PE S 06.2.1.o Creates space when hitting with a short-handled implement by varying force	PE S 07.2.1.o Creates space when hitting with long-handled implement by varying force	PE S 08.2.1.o Creates space when hitting with either a long- or short-handled implement by	PE M 09.2.1.m Creates open space in net/wall games with either a long- or short-handled implement by	PE M 10.2.1.m Creates open space in net/wall games with either a long- or short-handled implement by	PE M 11.2.1.m Creates open space in net/wall games with either a long- or short-handled implement by	PE M 12.2.1.m Creates open space in net/wall games with either a long- or short-handled implement by

Movement Concepts Curricular Indicators (continued)		and direction	and direction and moving opponent from side to side	varying force or direction or by moving opponent side-to-side and/or forward and back	varying force or direction, or by moving opponent from side to side and/or forward and back	varying force or direction, or by moving opponent from side to side and/or forward and back	varying force or direction, or by moving opponent from side to side and/or forward and back	varying force or direction, or by moving opponent from side to side and/or forward and back
		PE S 06.2.1.p Reduces offensive options for opponents by returning to mid-court position	PE S 07.2.1.p Selects offensive shot based on opponent's location	PE S 08.2.1.p Varies placement, force and timing of return to prevent anticipation by opponent	PE M 09.2.1.n Varies placement, force and timing of return to prevent anticipation by opponent	PE M 10.2.1.n Varies placement, force and timing of return to prevent anticipation by opponent	PE M 011.2.1.n Varies placement, force and timing of return to prevent anticipation by opponent	PE M 12.2.1.n Varies placement, force and timing of return to prevent anticipation by opponent
		PE S 06.2.1.q Selects appropriate shot and/or club based on location of the object in relation to the target	PE S 07.2.1.q Varies the speed and/or trajectory of the shot based on location of the object in relation to the target	PE S 08.2.1.q Varies the speed, force and trajectory of the shot based on location of the object in relation to the target	PE M 09.2.1.o Applies a variety of tactics to change the speed, force and trajectory of the shot based on location of the object in relation to the target	PE M 10.2.1.o Applies a variety of tactics to change the speed, force and trajectory of the shot based on location of the object in relation to the target	PE M 11.2.1.o Applies a variety of tactics to change the speed, force and trajectory of the shot based on location of the object in relation to the target	PE M 12.2.1.o Applies a variety of tactics to change the speed, force and trajectory of the shot based on location of the object in relation to the target
		PE S 06.2.1.r Identifies open spaces and attempts to strike object into that space	PE S 07.2.1.r Uses a variety of shots to hit to an open space	PE S 08.2.1.r Identifies sacrifice situations and attempts to advance a teammate	PE M 09.2.1.p Identifies sacrifice situations and attempt to advance a teammate	PE M 10.2.1.p Identifies sacrifice situations and attempt to advance a teammate	PE M 11.2.1.p Identifies sacrifice situations and attempt to advance a teammate	PE M 12.2.1.p Identifies sacrifice situations and attempt to advance a teammate
		PE S 06.2.1.s Identifies the correct defensive play based on the situation (e.g., number of outs)	PE S 07.2.1.s Selects the correct defensive play based on the situation (e.g., number of outs)	PE S 08.2.1.s Reduces open spaces in the field by working with teammates to maximize coverage	PE M 09.2.1.q Reduces open spaces in the field by working with teammates to maximize coverage	PE M 10.2.1.q Reduces open spaces in the field by working with teammates to maximize coverage	PE M 11.2.1.q Reduces open spaces in the field by working with teammates to maximize coverage	PE M 12.2.1.q Reduces open spaces in the field by working with teammates to maximize coverage

Movement Concepts Curricular Indicators (continued)		PE S 06.2.1.t Varies application of force during dance or gymnastic activities	PE S 07.2.1.t Applies Newton’s laws of motion to various dance or movement activities	PE S 08.2.1.t Describes and applies mechanical advantage(s) for a variety of movement patterns	PE M 09.2.1.r Describes and applies mechanical advantage(s) for a variety of movement patterns	PE M 10.2.1.r Describes and applies mechanical advantage(s) for a variety of movement patterns	PE M 11.2.1.r Describes and applies mechanical advantage(s) for a variety of movement patterns	PE M 12.2.1.r Describes and applies mechanical advantage(s) for a variety of movement patterns
		PE S 06.2.1.u Makes appropriate decisions based on weather, level of difficulty due to conditions or ability to ensure safety of self and others	PE S 07.2.1.u Analyzes the situation and makes adjustments to ensure the safety of self and others	PE S 08.2.1.u Implements safe protocols in self-selected outdoor activities	PE M 09.2.1.s Creates and applies strategies to participate successfully in a variety of team and lifetime activities	PE M 10.2.1.s Creates and applies strategies to participate successfully in a variety of team and lifetime activities	PE M 11.2.1.s Creates and applies strategies to participate successfully in a variety of team and lifetime activities	PE M 12.2.1.s Creates and applies strategies to participate successfully in a variety of team and lifetime activities
Movement Principles and Knowledge Standards	PE M 05.2.2 Students will apply strategies and tactics within games.	PE M 06.2.2 Students will explain strategies and tactics within game play and the biomechanical principles related to skill development.	PE M 07.2.2 Students will explain strategies and tactics within game play and the biomechanical principles related to skill development.	PE S 08.2.2 Students will explain strategies and tactics within game play and the biomechanical principles related to skill development.	PE M 09.2.2 Students will apply strategies and tactics within game play and the biomechanical principles related to skill development.	PE M 10.2.2 Students will apply strategies and tactics within game play and the biomechanical principles related to skill development.	PE M 11.2.2 Students will apply strategies and tactics within game play and the biomechanical principles related to skill development.	PE M 12.2.2 Students will apply strategies and tactics within game play and the biomechanical principles related to skill development.

Movement Principles and Knowledge Curricular Indicators	PE M 05.2.2.a Practices the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, and/or outdoor pursuits appropriately	PE M 06.2.2.a Practices the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, and/or outdoor pursuits appropriately	PE M 07.2.2.a Demonstrates understanding of the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, and/or outdoor pursuits appropriately	PE M 08.2.2.a Demonstrates understanding of the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, and/or outdoor pursuits appropriately	PE S 09.2.2.a Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately	PE S 10.2.2.a Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately	PE S 11.2.2.a Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately	PE S 12.2.2.a Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately
					PE S 09.2.2.b Applies officiating mechanics and positioning in a variety of sports (e.g., hand signals, motions, whistles, vocabulary)	PE S 10.2.2.b Applies officiating mechanics and positioning in a variety of sports (e.g., hand signals, motions, whistles, vocabulary)	PE S 11.2.2.b Applies officiating mechanics and positioning in a variety of sports (e.g., hand signals, motions, whistles, vocabulary)	PE S 12.2.2.b Applies officiating mechanics and positioning in a variety of sports (e.g., hand signals, motions, whistles, vocabulary)
					PE S 09.2.2.c Demonstrates competency in rules and regulations in a variety of sports (e.g., making the right call)	PE S 10.2.2.c Demonstrates competency in rules and regulations in a variety of sports (e.g., making the right call)	PE S 11.2.2.c Demonstrates competency in rules and regulations in a variety of sports (e.g., making the right call)	PE S 12.2.2.c Demonstrates competency in rules and regulations in a variety of sports (e.g., making the right call)
					PE S 09.2.2.d Identifies regulation court/field set up and equipment safety for a variety of sports (e.g., field checks)	PE S 10.2.2.d Identifies regulation court/field set up and equipment safety for a variety of sports (e.g., field checks)	PE S 11.2.2.d Identifies regulation court/field set up and equipment safety for a variety of sports (e.g., field checks)	PE S 12.2.2.d Identifies regulation court/field set up and equipment safety for a variety of sports (e.g., field checks)

Movement Principles and Knowledge Curricular Indicators (continued)	PE M 06.2.2.b Identifies and discusses the historical and cultural roles of games, sports and dance in a society	PE M 07.2.2.b Identifies and discusses the historical and cultural roles of games, sports and dance in a society	PE M 08.2.2.b Identifies and discusses the historical and cultural roles of games, sports and dance in a society	PE M 09.2.2.e Explains the historical and cultural roles of games, sports and dance in a society	PE M 10.2.2.e Explains the historical and cultural roles of games, sports and dance in a society	PE M 11.2.2.e Explains the historical and cultural roles of games, sports and dance in a society	PE M 12.2.2.e Explains the historical and cultural roles of games, sports and dance in a society
	PE M 06.2.2.c Explores movement concepts and principles (e.g., force, motion, rotation) to improve performance of self in a selected skill	PE M 07.2.2.c Explores movement concepts and principles (e.g., force, motion, rotation) to improve performance of self in a selected skill	PE M 08.2.2.c Demonstrates movement concepts and principles (e.g., force, motion, rotation) to improve performance of self and/or others in a selected skill	PE S 09.2.2.f Analyzes and improves performance of self and/or others in a selected skill using movement concepts and principles (e.g., force, motion, rotation)	PE S 10.2.2.f Analyzes and improves performance of self and/or others in a selected skill using movement concepts and principles (e.g., force, motion, rotation)	PE S 11.2.2.f Analyzes and improves performance of self and/or others in a selected skill using movement concepts and principles (e.g., force, motion, rotation)	PE S 12.2.2.f Analyzes and improves performance of self and/or others in a selected skill using movement concepts and principles (e.g., force, motion, rotation)
	PE M 06.2.2.d Explores the pros and cons of speed and accuracy in throwing and striking skills	PE M 07.2.2.d Demonstrates the pros and cons of speed and accuracy in throwing and striking skills	PE M 08.2.2.d Demonstrates the pros and cons of speed and accuracy in throwing and striking skills	PE N 09.2.2.g Describes the speed/accuracy trade-off in throwing and striking skills	PE N 10.2.2.g Describes the speed/accuracy trade-off in throwing and striking skills	PE N 11.2.2.g Describes the speed/accuracy trade-off in throwing and striking skills	PE N 12.2.2.g Describes the speed/accuracy trade-off in throwing and striking skills
	PE M 06.2.2.e Creates a practice plan to improve performance for a self-selected skill	PE M 07.2.2.e Creates a practice plan to improve performance for a self-selected skill	PE M 08.2.2.e Creates a practice plan to improve performance for a self-selected skill	PE S 09.2.2.h Creates a practice plan to improve performance for a self-selected skill	PE S 10.2.2.h Creates a practice plan to improve performance for a self-selected skill	PE S 11.2.2.h Creates a practice plan to improve performance for a self-selected skill	PE S 12.2.2.h Creates a practice plan to improve performance for a self-selected skill
	PE M 06.2.2.f Identifies the stages of learning a motor skill	PE M 07.2.2.f Identifies the stages of learning a motor skill	PE M 08.2.2.f Identifies the stages of learning a motor skill	PE N 09.2.2.i Identifies the stages of learning a motor skill	PE N 10.2.2.i Identifies the stages of learning a motor skill	PE N 11.2.2.i Identifies the stages of learning a motor skill	PE N 12.2.2.i Identifies the stages of learning a motor skill

Movement Principles and Knowledge Curricular Indicators (continued)		PE M 06.2.2.g Identifies examples of social and technical dance forms	PE M 07.2.2.g Identifies examples of social and technical dance forms	PE M 08.2.2.g Practices examples of social and technical dance forms	PE M 09.2.2.j Demonstrates examples of social and technical dance forms	PE M 10.2.2.j Demonstrates examples of social and technical dance forms	PE M 11.2.2.j Demonstrates examples of social and technical dance forms	PE M 12.2.2.j Demonstrates examples of social and technical dance forms
		PE M 06.2.2.h Introduces similarities and differences in various dance forms	PE M 07.2.2.h Introduces similarities and differences in various dance forms	PE M 08.2.2.h Introduces similarities and differences in various dance forms	PE S 09.2.2.k Analyzes similarities and differences in various dance forms	PE S 010.2.2.k Analyzes similarities and differences in various dance forms	PE S 11.2.2.k Analyzes similarities and differences in various dance forms	PE S 12.2.2.k Analyzes similarities and differences in various dance forms

PK-12 Exercise and Fitness ACTIVE LIFESTYLE and FITNESS Comprehensive Standard:
Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of exercise and fitness.

Grade Level Standards								
Concepts	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Exercise Knowledge Standards	PE M 05.3.1 Students will identify strengths and weaknesses based upon health-related testing.	PE M 06.3.1 Students will utilize criterion referenced standards to health-related issues.	PE M 07.3.1 Students will utilize criterion referenced standards to health-related issues.	PE M 08.3.1 Students will utilize criterion referenced standards of health-related fitness.	PE M 09.3.1 Students will demonstrate the skill and the knowledge to create a fitness program based on personal needs.	PE M 10.3.1 Students will demonstrate the skill and the knowledge to create a fitness program based on personal needs.	PE M 11.3.1 Students will demonstrate the skill and the knowledge to create a fitness program based on personal needs.	PE M 12.3.1 Students will demonstrate the skill and the knowledge to create a fitness program based on personal needs.
Engages in Exercise Standards	PE M 05.3.2 Students will participate in exercise in both school and non-school settings.	PE M 06.3.2 Students will set personal exercise goals independently to meet needs and interests.	PE M 07.3.2 Students will set personal exercise goals independently to meet needs and interests.	PE M 08.3.2 Students will set personal exercise goals independently to meet needs and interests.	PE M 09.3.2 Students will refine skills, expand knowledge, cultivate interest, strengthen desire to independently maintain an active lifestyle.	PE M 10.3.2 Students will refine skills, expand knowledge, cultivate interest, strengthen desire to independently maintain an active lifestyle.	PE M 11.3.2 Students will refine skills, expand knowledge, cultivate interest, strengthen desire to independently maintain an active lifestyle.	PE M 12.3.2 Students will refine skills, expand knowledge, cultivate interest, strengthen desire to independently maintain an active lifestyle.
Fitness Knowledge Standards	PE M 05.3.3 Students will monitor physiological indicators that accompany moderate to vigorous exercise and adjust activity accordingly.	PE M 06.3.3 Students will explain principles of conditioning that enhance health-related fitness.	PE M 07.3.3 Students will explain principles of conditioning that enhance health-related fitness.	PE M 08.3.3 Students will explain principles of conditioning that enhance health-related fitness.	PE M 09.3.3 Students will achieve desired levels of health-related fitness.	PE M 10.3.3 Students will achieve desired levels of health-related fitness.	PE M 11.3.3 Students will achieve desired levels of health-related fitness.	PE M 12.3.3 Students will achieve desired levels of health-related fitness.
Assessment and Program Planning Standards	PE M 05.3.4 Students will be able to demonstrate knowledge of physical fitness	PE M 06.3.4 Students will demonstrate knowledge of physical fitness in order to achieve	PE M 07.3.4 Students will demonstrate knowledge of physical fitness in order to	PE M 08.3.4 Students will demonstrate knowledge of physical fitness in order to	PE M 09.3.4 Students will demonstrate knowledge of physical fitness in order to achieve	PE M 10.3.4 Students will demonstrate knowledge of physical fitness in order to achieve	PE M 11.3.4 Students will demonstrate knowledge of physical fitness in order to achieve	PE M 12.3.4 Students will demonstrate knowledge of physical fitness in order to achieve

Assessment and Program Planning Standards (continued)	through written assessment in order to achieve desired levels of health-related fitness. (i.e., Fitnessgram)	desired levels of health-related fitness. (i.e., Fitnessgram)	achieve desired levels of health-related fitness. (i.e., Fitnessgram)	achieve desired levels of health-related fitness. (i.e., Fitnessgram)	desired levels of health-related fitness. (i.e., Fitnessgram)			
Nutrition Standards	PE M 05.3.5 Students will identify the importance of nutrition in a healthy lifestyle.	PE M 06.3.5 Students will demonstrate the importance of nutrition in a healthy lifestyle. (Health 6)	PE M 07.3.5 Students will demonstrate the importance of nutrition in a healthy lifestyle. (FCS: Foods & Nutrition Pathway)	PE M 08.3.5 Students will demonstrate the importance of nutrition in a healthy lifestyle. (FCS: Foods & Nutrition Pathway)	PE M 09.3.5 Students will demonstrate the importance of nutrition in a healthy lifestyle.	PE M 10.3.5 Students will demonstrate the importance of nutrition in a healthy lifestyle.	PE M 11.3.5 Students will demonstrate the importance of nutrition in a healthy lifestyle.	PE M 12.3.5 Students will demonstrate the importance of nutrition in a healthy lifestyle.
Feeling and Stress Management Standards	PE M 05.3.6 Students will explain and identify one's feelings. (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)	PE M 06.3.6 Students will identify how physical activity helps manage stress.	PE M 07.3.6 Students will practice stress management techniques.	PE M 08.3.6 Students will demonstrate stress management techniques.	PE M 09.3.6 Students will demonstrate stress management techniques.	PE M 10.3.6 Students will demonstrate stress management techniques.	PE M 11.3.6 Students will demonstrate stress management techniques.	PE M 12.3.6 Students will demonstrate stress management techniques.
Exercise Knowledge Standards	PE M 05.3.1 Students will identify strengths and weaknesses based upon health-related testing.	PE M 06.3.1 Students will utilize criterion referenced standards to health-related issues.	PE M 07.3.1 Students will utilize criterion referenced standards to health-related issues.	PE M 08.3.1 Students will utilize criterion referenced standards of health-related fitness.	PE M 09.3.1 Students will demonstrate the skill and the knowledge to create a fitness program based on personal needs.	PE M 10.3.1 Students will demonstrate the skill and the knowledge to create a fitness program based on personal needs.	PE M 11.3.1 Students will demonstrate the skill and the knowledge to create a fitness program based on personal needs.	PE M 12.3.1 Students will demonstrate the skill and the knowledge to create a fitness program based on personal needs.

Exercise Knowledge Curricular Indicators	PE N 05.3.1.a Charts and analyzes exercise outside physical education class for fitness benefits of activities	PE S 06.3.1.a Explains how being physically active leads to a healthy body	PE S 07.3.1.a Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers	PE N 08.3.1.a Develops a plan to address one of the barriers within one's family, school or community to maintaining a physically active lifestyle	PE M 09.3.1.a Develops and implements a plan to address one of the barriers within one's family, school or community to maintaining a physically active lifestyle	PE M 10.3.1.a Develops and implements a plan to address one of the barriers within one's family, school or community to maintaining a physically active lifestyle	PE M 11.3.1.a Develops and implements a plan to address one of the barriers within one's family, school or community to maintaining a physically active lifestyle	PE M 12.3.1.a Develops and implements a plan to address one of the barriers within one's family, school or community to maintaining a physically active lifestyle
	PE M 05.3.1.b Identifies exercise benefits as a way to become healthier	PE M 06.3.1.b Demonstrate understanding of benefits of a physically active lifestyle as it relates to college or career productivity	PE M 07.3.1.b Demonstrates understanding of benefits of a physically active lifestyle as it relates to college or career productivity	PE M 08.3.1.b Demonstrates understanding of benefits of a physically active lifestyle as it relates to college or career productivity	PE N 09.3.1.b Discusses the benefits of a physically active lifestyle as it relates to college or career productivity	PE N 10.3.1.b Discusses the benefits of a physically active lifestyle as it relates to college or career productivity	PE N 11.3.1.b Discusses the benefits of a physically active lifestyle as it relates to college or career productivity	PE N 12.3.1.b Discusses the benefits of a physically active lifestyle as it relates to college or career productivity
					PE N 09.3.1.c Investigates the relationships among exercise, nutrition, and body composition	PE N 10.3.1.c Investigates the relationships among exercise, nutrition and body composition	PE N 10.3.1.c Investigates the relationships among exercise, nutrition and body composition	PE N 10.3.1.c Investigates the relationships among exercise, nutrition and body composition
					PE M 09.3.1.d Evaluates the validity of claims made by commercial products and programs pertaining to fitness, strength and conditioning, aerobic activity and a healthy, active lifestyle	PE M 10.3.1.d Evaluates the validity of claims made by commercial products and programs pertaining to fitness, strength and conditioning, aerobic activity and a healthy, active lifestyle	PE M 11.3.1.d Evaluates the validity of claims made by commercial products and programs pertaining to fitness, strength and conditioning, aerobic activity and a healthy, active lifestyle	PE M 12.3.1.d Evaluates the validity of claims made by commercial products and programs pertaining to fitness, strength and conditioning, aerobic activity and a healthy, active lifestyle

Exercise Knowledge Curricular Indicators (continued)					PE S 09.3.1.e Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle	PE S 10.3.1.e Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle	PE S 11.3.1.e Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle	PE S 0123.1.e Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle
					PE S 09.3.1.f Identifies issues associated with exercising in heat, humidity and cold	PE S 10.3.1.f Identifies issues associated with exercising in heat, humidity and cold	PE S 11.3.1.f Identifies issues associated with exercising in heat, humidity and cold	PE S 12.3.1.f Identifies issues associated with exercising in heat, humidity and cold
					PE N 09.3.1.g Applies rates of perceived exertion and pacing	PE N 10.3.1.g Applies rates of perceived exertion and pacing	PE N 11.3.1.g Applies rates of perceived exertion and pacing	PE N 12.3.1.g Applies rates of perceived exertion and pacing
					PE N 09.3.1.h Evaluates according to their benefits, social support network and participation requirements activities that can be pursued in the local environment	PE N 10.3.1.h Evaluates according to their benefits, social support network and participation requirements activities that can be pursued in the local environment	PE N 11.3.1.h Evaluates according to their benefits, social support network and participation requirements activities that can be pursued in the local environment	PE N 12.3.1.h Evaluates according to their benefits, social support network and participation requirements activities that can be pursued in the local environment
					PE S 09.3.1.i Evaluates risks and safety factors that might impact physical activity preferences throughout the life span	PE S 10.3.1.i Evaluates risks and safety factors that might impact physical activity preferences throughout the life span	PE S 11.3.1.i Evaluates risks and safety factors that might impact physical activity preferences throughout the life span	PE S 12.3.1.i Evaluates risks and safety factors that might impact physical activity preferences throughout the life span
					PE M 09.3.1.j Analyzes the impact of life choices, economics, motivation and	PE M 10.3.1.j Analyzes the impact of life choices, economics, motivation and	PE M 11.3.1.j Analyzes the impact of life choices, economics, motivation and	PE M 12.3.1.j Analyzes the impact of life choices, economics, motivation and

Exercise Knowledge Curricular Indicators (continued)					accessibility on exercise adherence and participation in exercise while in college or a career	accessibility on exercise adherence and participation in exercise while in college or a career	accessibility on exercise adherence and participation in exercise while in college or a career	accessibility on exercise adherence and participation in exercise while in college or a career
Engages in Exercise Standards	PE M 05.3.2 Students will participate in exercise in both school and non-school settings.	PE M 06.3.2 Students will set personal exercise goals independently to meet needs and interests.	PE M 07.3.2 Students will set personal exercise goals independently to meet needs and interests.	PE M 08.3.2 Students will set personal exercise goals independently to meet needs and interests.	PE M 09.3.2 Students will refine skills, expand knowledge, cultivate interest, strengthen desire to independently maintain an active lifestyle.	PE M 10.3.2 Students will refine skills, expand knowledge, cultivate interest, strengthen desire to independently maintain an active lifestyle.	PE M 11.3.2 Students will refine skills, expand knowledge, cultivate interest, strengthen desire to independently maintain an active lifestyle.	PE M 12.3.2 Students will refine skills, expand knowledge, cultivate interest, strengthen desire to independently maintain an active lifestyle.
Engages in Exercise Curricular Indicators	PE S 05.3.2.a Engages in both teacher-directed and independent physical education class activities	PE N 06.3.2.a Participates in self-selected exercise outside of physical education class	PE N 07.3.2.a Participates in an exercise 2 times a week outside of physical education class	PE N 08.3.2.a Participates in exercise 3 times a week outside of physical education class	PE M 09.3.2.a Participates in any exercise that is planned, structured, and repetitive for the purpose of improving or maintaining one or more components of fitness 3 times a week outside of physical education class	PE M 10.3.2.a Participates in any exercise that is planned, structured, and repetitive for the purpose of improving or maintaining one or more components of fitness 3 times a week outside of physical education class.	PE M 11.3.2.a Participates in any exercise that is planned, structured, and repetitive for the purpose of improving or maintaining one or more components of fitness 3 times a week outside of physical education class	PE M 12.3.2.a Participates in any exercise that is planned, structured, and repetitive for the purpose of improving or maintaining one or more components of fitness 3 times a week outside of physical education class
	PE M 05.3.2.b Participates in a variety of aerobic fitness activities	PE N 06.3.2.b Participates in a variety of aerobic fitness activities such as cardio-kick, step aerobics and aerobic dance	PE N 07.3.2.b Participates in a variety of strength- and endurance-fitness activities such as Pilates, resistance and light free-weight training	PE N 08.3.2.b Participates in a variety of self-selected aerobic-fitness activities outside of school such as walking, jogging, biking, skating, dancing and swimming	PE M 09.3.2.b Participates in a variety of self-selected aerobic-fitness activities outside of school such as walking, jogging, biking, skating, dancing and swimming	PE M 10.3.2.b Participates in a variety of self-selected aerobic-fitness activities outside of school such as walking, jogging, biking, skating, dancing and swimming	PE M 11.3.2.b Participates in a variety of self-selected aerobic-fitness activities outside of school such as walking, jogging, biking, skating, dancing and swimming	PE M 12.3.2.b Participates in a variety of self-selected aerobic-fitness activities outside of school such as walking, jogging, biking, skating, dancing and swimming
	PE M 05.3.2.c Participates in a variety of aerobic-	PE S 06.3.2.c Participates in a variety of aerobic-	PE M 07.3.2.c Participates in a variety of	PE N 08.3.2.c Plans and implements a	PE M 09.3.2.c Plans and implements a	PE M 10.3.2.c Plans and implements a	PE M 11.3.2.c Plans and implements a	PE M 12.3.2.c Plans and implements a

Engages in Exercise Curricular Indicators (continued)	fitness activities using technology	fitness activities using technology (e.g., video exercise games, heart rate monitors, pedometers)	aerobic-fitness activities using technology (e.g., video exercise games, heart rate monitors, pedometers)	program of cross-training to include aerobic, strength and endurance and flexibility training	program of cross-training to include aerobic, strength and endurance and flexibility training	program of cross-training to include aerobic, strength and endurance and flexibility training	program of cross-training to include aerobic, strength and endurance and flexibility training	program of cross-training to include aerobic, strength and endurance and flexibility training
	PE M 05.3.2.d Explores recreational team sports, outdoor pursuits, and dance activities	PE S 06.3.2.d Participates in a variety of lifetime recreational team sports, outdoor pursuits and/or dance activities	PE S 07.3.2.d Participates in a variety of lifetime dual and individual sports, martial arts or aquatic activities	PE S 08.3.2.d Participates in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day	PE N 09.3.2.d Participates regularly in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day	PE N 10.3.2.d Participates regularly in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day	PE N 11.3.2.d Participates regularly in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day	PE N 12.3.2.d Participates regularly in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day
					PE S 09.3.2.e Participates in water recreation games and activities to enhance fitness (e.g., water aerobics, exercises, water volleyball, and water baseball)	PE S 10.3.2.e Participates in water recreation games and activities to enhance fitness (e.g., water aerobics, exercises, water volleyball, and water baseball)	PE S 11.3.2.e Participates in water recreation games and activities to enhance fitness (e.g., water aerobics, exercises, water volleyball, and water baseball)	PE S 12.3.2.e Participates in water recreation games and activities to enhance fitness (e.g., water aerobics, exercises, water volleyball, and water baseball)
	PE M 05.3.2.e Understands the importance of participating in moderate to vigorous aerobic and/or muscle and bone strengthening exercise for at least 60 minutes per day at least 5 times a week	PE S 06.3.1.e Participates in different aerobic and anaerobic activities with moderate to vigorous intensity, for a minimum of 60 minutes a day	PE S 07.3.1.e Participates in a variety of activities with moderate to vigorous intensity for a minimum of 60 minutes per day	PE S 08.3.1.e Participates in a variety of activities with moderate to vigorous intensity for a minimum of 60 minutes a day	PE M 09.3.2.f Understands the importance of participating in moderate to vigorous aerobic and/or muscle and bone strengthening exercise for at least 60 minutes per day at least 5 times a week	PE M 10.3.2.f Understands the importance of participating in moderate to vigorous aerobic and/or muscle and bone strengthening exercise for at least 60 minutes per day at least 5 times a week	PE M 11.3.2.f Understands the importance of participating in moderate to vigorous aerobic and/or muscle and bone strengthening exercise for at least 60 minutes per day at least 5 times a week	PE M 12.3.2.f Understands the importance of participating in moderate to vigorous aerobic and/or muscle and bone strengthening exercise for at least 60 minutes per day at least 5 times a week

Fitness Knowledge Standards	PE M 05.3.3 Students will monitor physiological indicators that accompany moderate to vigorous exercise and adjust activity accordingly.	PE M 06.3.3 Students will explain principles of conditioning that enhance health-related fitness.	PE M 07.3.3 Students will explain principles of conditioning that enhance health-related fitness.	PE M 08.3.3 Students will explain principles of conditioning that enhance health-related fitness.	PE M 09.3.3 Students will achieve desired levels of health-related fitness.	PE M 10.3.3 Students will achieve desired levels of health-related fitness.	PE M 11.3.3 Students will achieve desired levels of health-related fitness.	PE M 12.3.3 Students will achieve desired levels of health-related fitness.
Fitness Knowledge Curricular Indicators	PE S 05.3.3.a Differentiates between skill-related and health-related fitness	PE S 06.3.3.a Describes the components of skill-related fitness	PE S 07.3.3.a Distinguishes between health-related and skill-related fitness	PE S 08.3.3.a Compares and contrasts physical activities based on their contributions to health-related fitness components	PE M 09.3.3.a Compares and contrasts health-related fitness components	PE M 10.3.3.a Compares and contrasts health-related fitness components	PE M 11.3.3.a Compares and contrasts health-related fitness components	PE M 12.3.3.a Compares and contrasts health-related fitness components
	PE M 05.3.3.b Identifies exercise that contribute to fitness	PE S 06.3.3.b Sets and monitors a self-selected fitness goal	PE S 07.3.3.b Adjusts amount of physical activity based on quantity of exercise-to maintain and/or improve fitness	PE S 08.3.3.b Uses available technology to self-monitor quantity of exercise and enhance current fitness level	PE S 09.3.3.b Adjusts physical activity level to keep heart rate in the target zone, using available technology (e.g., pedometer, heart	PE S 10.3.3.b Adjusts physical activity level to keep heart rate in the target zone, using available technology (e.g., pedometer, heart	PE S 11.3.3.b Adjusts physical activity level to keep heart rate in the target zone, using available technology (e.g., pedometer, heart	PE S 12.3.3.b Adjusts physical activity level to keep heart rate in the target zone, using available technology (e.g., pedometer, heart

Fitness Knowledge Curricular Indicators (continued)			levels		rate monitor) to self-monitor aerobic intensity			
	PE S 05.3.3.c Identifies and applies the need for warm-up and cool-down for various physical activities	PE S 06.3.3.c Employs correct techniques and methods of stretching	PE N 07.3.3.c Describes and demonstrates the difference between dynamic and static stretches	PE N 08.3.3.c Employs a variety of appropriate static stretching techniques for all major muscle groups	PE M 09.3.3.c Employs a variety of appropriate static stretching techniques for all major muscle groups and demonstrates appropriate technique in resistance-training machines and free weights	PE M 10.3.3.c Employs a variety of appropriate static stretching techniques for all major muscle groups and demonstrates appropriate technique in resistance-training machines and free weights	PE M 11.3.3.c Employs a variety of appropriate static stretching techniques for all major muscle groups and demonstrates appropriate technique in resistance-training machines and free weights	PE M 12.3.3.c Employs a variety of appropriate static stretching techniques for all major muscle groups and demonstrates appropriate technique in resistance-training machines and free weights
	PE M 05.3.3.d Understands aerobic and anaerobic capacity and between muscular strength and endurance	PE N 06.3.3.d Differentiates between aerobic and anaerobic capacity, and between muscular strength and endurance	PE N 07.3.3.d Describes the role of exercise and nutrition in weight management	PE N 08.3.3.d Describes the role of flexibility in injury prevention	PE M 09.3.3.d Describes the role of flexibility in injury prevention	PE M 10.3.3.d Describes the role of flexibility in injury prevention	PE M 11.3.3.d Describes the role of flexibility in injury prevention	PE M 12.3.3.d Describes the role of flexibility in injury prevention
		PE S 06.3.3.e Identifies each of the components of the overload principles (FITT formula: frequency, intensity, time, type) for different types of physical activity	PE S 07.3.3.e Describes overload principle (FITT formula) for different types of exercise, the training principles on which the formula is based and how the formula and principles affect fitness	PE S 08.3.3.e Uses the overload principle (FITT formula) in preparing a personal workout	PE M 09.3.3.e Uses the overload principle (FITT formula) in preparing a personal workout	PE M 10.3.3.e Uses the overload principle (FITT formula) in preparing a personal workout	PE M 11.3.3.e Uses the overload principle (FITT formula) in preparing a personal workout	PE M 12.3.3.e Uses the overload principle (FITT formula) in preparing a personal workout

Fitness Knowledge Curricular Indicators (continued)	PE M 05.3.3.e Uses warm ups and cool downs before and after exercise	PE S 06.3.3.f Describes the role of warm-ups and cool-down through dynamic movement	PE S 07.3.3.f Designs a warm-up and cool-down regimen using dynamic and static stretches for a self-selected physical activity	PE N 08.3.3.f Designs and implements a warm-up and cool-down regimen for a self-selected exercise	PE N 09.3.3.f Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle	PE N 10.3.3.f Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle	PE N 11.3.3.f Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle	PE N 12.3.3.f Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle
		PE S 06.3.3.g Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale	PE S 07.3.3.g Defines how the RPE Scale can be used to determine the perception of the work effort or intensity of exercise	PE S 08.3.3.g Defines how the RPE Scale can be used to adjust workout intensity during physical activity	PE N 09.3.3.g Defines how the RPE Scale can be used to adjust workout intensity during exercise and identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion)	PE N 10.3.3.g Defines how the RPE Scale can be used to adjust workout intensity during exercise and identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion)	PE N 11.3.3.g Defines how the RPE Scale can be used to adjust workout intensity during exercise and identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion)	PE N 12.3.3.g Defines how the RPE Scale can be used to adjust workout intensity during exercise and identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion)

Fitness Knowledge Curricular Indicators (continued)		PE S 06.3.3.h Performs multi-joint and single-joint resistance training movements	PE S 07.3.3.h Performs a variety of single-joint and multi-joint movements in resistance training with an implement	PE S 08.3.3.h Performs a variety of single-joint and multi-joint movements in resistance training with an appropriately selected resistance	PE S 09.3.3.h Identifies and performs types of stretching exercises (e.g., static, proprioceptive neuromuscular facilitation (PNF), dynamic) for person fitness development (e.g., strength, endurance, range of motion)	PE S 10.3.3.h Identifies and performs types of stretching exercises (e.g., static, proprioceptive neuromuscular facilitation (PNF), dynamic) for person fitness development (e.g., strength, endurance, range of motion)	PE S 11.3.3.h Identifies and performs types of stretching exercises (e.g., static, proprioceptive neuromuscular facilitation (PNF), dynamic) for person fitness development (e.g., strength, endurance, range of motion)	PE S 12.3.3.h Identifies and performs types of stretching exercises (e.g., static, proprioceptive neuromuscular facilitation (PNF), dynamic) for person fitness development (e.g., strength, endurance, range of motion)
	PE M 05.3.3.f Identifies major muscles used in selected exercise	PE M 06.3.3.i Identifies major muscles used in selected exercise	PE N 07.3.3.i Describes how muscles pull on bones to create movement in pairs by relaxing and contracting	PE N 08.3.3.i Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during exercise	PE N 09.3.3.i Identifies the different energy systems used in a selected exercise (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic)	PE N 10.3.3.i Identifies the different energy systems used in a selected exercise (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic)	PE N 11.3.3.i Identifies the different energy systems used in a selected exercise (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic)	PE N 12.3.3.i Identifies the different energy systems used in a selected exercise (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic)
					PE N 09.3.3.j Relates physiological responses to individual levels of fitness and nutritional balance	PE N 10.3.3.j Relates physiological responses to individual levels of fitness and nutritional balance	PE N 11.3.3.j Relates physiological responses to individual levels of fitness and nutritional balance	PE N 12.3.3.j Relates physiological responses to individual levels of fitness and nutritional balance
					PE S 09.3.3.k Identifies the structure of skeletal muscle and fiber types as they relate to muscle development	PE S 10.3.3.k Identifies the structure of skeletal muscle and fiber types as they relate to muscle development	PE S 11.3.3.k Identifies the structure of skeletal muscle and fiber types as they relate to muscle development	PE S 12.3.3.k Identifies the structure of skeletal muscle and fiber types as they relate to muscle development

Fitness Knowledge Curricular Indicators (continued)					PE N 09.3.3.1 Calculates target heart rate and applies that information to personal fitness plan	PE N 10.3.3.1 Calculates target heart rate and applies that information to personal fitness plan	PE N 11.3.3.1 Calculates target heart rate and applies that information to personal fitness plan	PE N 12.3.3.1 Calculates target heart rate and applies that information to personal fitness plan
Assessment and Program Planning Standards	PE M 05.3.4 Students will be able to demonstrate knowledge of physical fitness through written assessment in order to achieve desired levels of health-related fitness. (i.e., Fitnessgram)	PE M 06.3.4 Students will demonstrate knowledge of physical fitness in order to achieve desired levels of health-related fitness. (i.e., Fitnessgram)	PE M 07.3.4 Students will demonstrate knowledge of physical fitness in order to achieve desired levels of health-related fitness. (i.e., Fitnessgram)	PE M 08.3.4 Students will demonstrate knowledge of physical fitness in order to achieve desired levels of health-related fitness. (i.e., Fitnessgram)	PE M 09.3.4 Students will demonstrate knowledge of physical fitness in order to achieve desired levels of health-related fitness. (i.e., Fitnessgram)	PE M 10.3.4 Students will demonstrate knowledge of physical fitness in order to achieve desired levels of health-related fitness. (i.e., Fitnessgram)	PE M 11.3.4 Students will demonstrate knowledge of physical fitness in order to achieve desired levels of health-related fitness. (i.e., Fitnessgram)	PE M 12.3.4 Students will demonstrate knowledge of physical fitness in order to achieve desired levels of health-related fitness. (i.e., Fitnessgram)
Assessment and Program Planning Curricular Indicators	PE N 05.3.4.a Analyzes results of fitness assessment (pre- and post-), comparing results to fitness components for good health	PE S 06.3.4.a Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment	PE S 07.3.4.a Designs and implements a program of remediation for 2 areas of weakness based on the results of health-related fitness assessment	PE S 08.3.4.a Designs and implements a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment	PE M 09.3.4.a Designs and implements a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment	PE M 10.3.4.a Designs and implements a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment	PE M 11.3.4.a Designs and implements a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment	PE M 12.3.4.a Designs and implements a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment
	PE N 05.3.4.b Designs a fitness plan to address ways to use exercise to enhance fitness	PE S 06.3.4.b Maintains an exercise log for at least 2 weeks and reflects on activity levels as documented in the log	PE S 07.3.4.b Maintains an exercise and nutrition log for at least 2 weeks and reflects on activity levels and nutrition as documented in the log	PE S 08.3.4.b Designs and implements a program to improve levels of health-related fitness and nutrition	PE N 09.3.4.b Designs and implements a wellness plan that enhances a healthy, nutritious, active lifestyle for adult success	PE N 10.3.4.b Designs and implements a wellness plan that enhances a healthy, nutritious, active lifestyle for adult success	PE N 11.3.4.b Designs and implements a wellness plan that enhances a healthy, nutritious, active lifestyle for adult success	PE N 12.3.4.b Designs and implements a wellness plan that enhances a healthy, nutritious, active lifestyle for adult success

Assessment and Program Planning Curricular Indicators (continued)					PE N 09.3.4.c Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement)	PE N 10.3.4.c Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement)	PE N 11.3.4.c Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement)	PE N 12.3.4.c Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement)
					PE M 09.3.4.d Designs a fitness program, including all components of health-related fitness, for adult success	PE M 10.3.4.d Designs a fitness program, including all components of health-related fitness, for adult success	PE M 12.3.4.d Designs a fitness program, including all components of health-related fitness, for adult success	PE M 13.3.4.d Designs a fitness program, including all components of health-related fitness, for adult success
					PE N 09.3.4.e Analyzes the components of skill-related fitness for adult success	PE N 10.3.4.e Analyzes the components of skill-related fitness for adult success	PE N 11.3.4.e Analyzes the components of skill-related fitness for adult success	PE N 12.3.4.e Analyzes the components of skill-related fitness for adult success
Nutrition Standards	PE M 05.3.5 Students will identify the importance of nutrition in a healthy lifestyle.	PE M 06.3.5 Students will demonstrate the importance of nutrition in a healthy lifestyle. (Health 6)	PE M 07.3.5 Students will demonstrate the importance of nutrition in a healthy lifestyle. (FCS: Foods & Nutrition Pathway)	PE M 08.3.5 Students will demonstrate the importance of nutrition in a healthy lifestyle. (FCS: Foods & Nutrition Pathway)	PE M 09.3.5 Students will demonstrate the importance of nutrition in a healthy lifestyle.	PE M 10.3.5 Students will demonstrate the importance of nutrition in a healthy lifestyle.	PE M 11.3.5 Students will demonstrate the importance of nutrition in a healthy lifestyle.	PE M 12.3.5 Students will demonstrate the importance of nutrition in a healthy lifestyle.

Nutrition Curricular Indicators	PE S 05.3.5.a Analyzes the impact of food choices relative to for physical activity, youth sports and personal health	PE S 06.3.5.a Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels (Health 6)	PE S 07.3.5.a Develops strategies for balancing healthy food, snacks and water intake, along with physical activity (FCS: Foods & Nutrition Pathway)	PE S 08.3.5.a Describes the relationship between poor nutrition and health risk factors (FCS: Foods & Nutrition Pathway)	PE M 09.3.5.a Describes the relationship between poor nutrition and health risk factors. Implements changes in their daily nutrition plan	PE M 10.3.5.a Describes the relationship between poor nutrition and health risk factors. Implements changes in their daily nutrition plan	PE M.11.3.5.a Describes the relationship between poor nutrition and health risk factors. Implements changes in their daily nutrition plan	PE M 12.3.5.a Describes the relationship between poor nutrition and health risk factors. Implements changes in their daily nutrition plan
					PE S 09.3.5.b Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle	PE S 10.3.5.b Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle	PE S 11.3.5.b Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle	PE S 12.3.5.b Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle
Feeling and Stress Management Standards	PE M 05.3.6 Students will explain and identify one's feelings. (Counseling Comprehensive Standard 3 Students will demonstrate skills that promote positive well-being and personal success.)	PE M 06.3.6 Students will identify how physical activity helps manage stress.	PE M 07.3.6 Students will practice stress management techniques.	PE M 08.3.6 Students will demonstrate stress management techniques.	PE M 09.3.6 Students will demonstrate stress management techniques.	PE M 10.3.6 Students will demonstrate stress management techniques.	PE M 11.3.6 Students will demonstrate stress management techniques.	PE M 12.3.6 Students will demonstrate stress management techniques.

Feeling and Stress Management Curricular Indicators	PE M 05.3.6.a Identifies positive and negative feelings and appropriate ways of dealing with each (Counseling Comprehensive Standard 3: Students will demonstrate skills that promote positive well-being and personal success.)	PE S 06.3.6.a Identifies positive and negative results of stress and appropriate ways of dealing with each child (Counseling Comprehensive Standard 3: Students will demonstrate skills that promote positive well-being and personal success.)	PE S 07.3.6.a Practices strategies for dealing with stress (e.g., deep breathing, guided visualization and aerobic exercise)	PE S 08.3.6.a Performs basic movements used in other stress-reducing activities (e.g., yoga and tai chi)	PE M 09.3.6.a Demonstrates basic and practices advanced movements used in other stress-reducing activities such as yoga and tai chi	PE M 10.3.6.a Demonstrates basic and practices advanced movements used in other stress-reducing activities such as yoga and tai chi	PE M 11.3.6.a Demonstrates basic and practices advanced movements used in other stress-reducing activities such as yoga and tai chi	PE M 12.3.6.a Demonstrates basic and practices advanced movements used in other stress-reducing activities such as yoga and tai chi.
					PE S 09.3.6.b Researches stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation)	PE S 10.3.6.b Researches stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation)	PE S 11.3.6.b Researches stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation)	PE S 12.3.6.b Researches stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation)
					PE S 09.3.6.c Applies stress-management strategies (e.g., mental imagery, deep breathing, meditation)-for successful participation in lifetime activities	PE S 10.3.6.c Applies stress-management strategies (e.g., mental imagery, deep breathing, meditation)-for successful participation in lifetime activities	PE S 11.3.6.c Applies stress-management strategies (e.g., mental imagery, deep breathing, meditation)-for successful participation in lifetime activities	PE S 12.3.6.c Applies stress-management strategies (e.g., mental imagery, deep breathing, meditation)-for successful participation in lifetime activities

**PK-12 Exercise Behavior RESPONSIBLE BEHAVIOR Comprehensive Standard:
Students will exhibit personal and social behavior that respects self and others.**

Grade Level Standards

Concepts	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Works Cooperatively Standards	PE M 05.4.1 Students will work individually and cooperatively to develop an awareness of and appreciation for individual differences.	PE M 06.4.1 Students will participate cooperatively in exercise with persons of diverse characteristics and backgrounds.	PE M 07.4.1 Students will participate cooperatively in exercise with persons of diverse characteristics and backgrounds.	PE M 08.4.1 Students will participate cooperatively in exercise with persons of diverse characteristics and backgrounds.	<i>Dependent on Course Selection</i>			
					PE M 09.4.1 Students will develop and implement strategies in exercise to promote inclusion of people of varying abilities and diverse cultural backgrounds.	PE M 10.4.1 Students will develop and implement strategies in exercise to promote inclusion of people of varying abilities and diverse cultural backgrounds.	PE M 11.4.1 Students will develop and implement strategies in exercise to promote inclusion of people of varying abilities and diverse cultural backgrounds.	PE M 12.4.1 Students will develop and implement strategies in exercise to promote inclusion of people of varying abilities and diverse cultural backgrounds.
Class Rules Standards	PE M 05.4.2 Students will follow class rules to ensure safety and learning.	PE M 06.4.2 Students will follow class rules to ensure safety and learning.	PE M 07.4.2 Students will follow class rules to ensure safety and learning.	PE M 08.4.2 Students will assist in establishing class rules related to safety practices and procedures.	PE M 09.4.2 Students will follow class rules to ensure safety and learning.	PE M 10.4.2 Students will follow class rules to ensure safety and learning.	PE M 11.4.2 Students will follow class rules to ensure safety and learning.	PE M 12.4.2 Students will follow class rules to ensure safety and learning.
Safety Standards	PE M 05.4.3 Students will follow activity specific safe practices, rules, procedures, and etiquette during exercise.	PE S 06.4.3 Students will make responsible decisions to resolve and/or avoid conflicts.	PE S 07.4.3 Students will make responsible decisions to resolve and/or avoid conflicts.	PE M 08.4.3 Students will make responsible decisions to resolve and/or avoid conflicts.	PE M 09.4.3 Students will initiate responsible behavior, function independently and responsibly and positively influence the behavior of others.	PE M 10.4.3 Students will initiate responsible behavior, function independently and responsibly and positively influence the behavior of others.	PE M 11.4.3 Students will initiate responsible behavior, function independently and responsibly and positively influence the behavior of others.	PE M 12.4.3 Students will initiate responsible behavior, function independently and responsibly and positively influence the behavior of others.

Works Cooperatively Standards	PE M 05.4.1 Students will work individually and cooperatively to develop an awareness of and appreciation for individual differences.	PE M 06.4.1 Students will participate cooperatively in exercise with persons of diverse characteristics and backgrounds.	PE M 07.4.1 Students will participate cooperatively in exercise with persons of diverse characteristics and backgrounds.	PE M 08.4.1 Students will participate cooperatively in exercise with persons of diverse characteristics and backgrounds.	PE M 09.4.1 Students will develop and implement strategies in exercise to promote inclusion of people of varying abilities and diverse cultural backgrounds.	PE M 10.4.1 Students will develop and implement strategies in exercise to promote inclusion of people of varying abilities and diverse cultural backgrounds.	PE M 11.4.1 Students will develop and implement strategies in exercise to promote inclusion of people of varying abilities and diverse cultural backgrounds.	PE M 12.4.1 Students will develop and implement strategies in exercise to promote inclusion of people of varying abilities and diverse cultural backgrounds.
<u>Works Cooperatively Curricular Indicators</u>	PE S 05.4.1.a Engages in exercise with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee)	PE S 06.4.1.a Exhibits personal responsibility through appropriate etiquette, respect for facilities and equipment , and safe behaviors	PE S 07.4.1.a Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates	PE S 08.4.1.a Accepts responsibility for personal and social behaviors and improving one's own levels of physical activity and fitness	PE M 09.4.1.a Accepts responsibility for personal and social behaviors and improving one's own levels of physical activity and fitness	PE M 10.4.1.a Accepts responsibility for personal and social behaviors and improving one's own levels of physical activity and fitness	PE M 11.4.1.a Accepts responsibility for personal and social behaviors and improving one's own levels of physical activity and fitness	PE M 12.4.1.a Accepts responsibility for personal and social behaviors and improving one's own levels of physical activity and fitness
	PE S 05.4.1.b Exhibits responsible personal behavior in a variety of exercise contexts, environments and facilities	PE N 06.4.1.b Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk	PE N 07.4.1.b Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in exercise outside of class	PE N 08.4.1.b Uses effective self-monitoring skills to incorporate opportunities for exercise in and outside of school	PE N 09.4.1.b Employs effective self-management skills to analyze barriers and modify exercise patterns appropriately, as needed	PE N 10.4.1.b Employs effective self-management skills to analyze barriers and modify exercise patterns appropriately, as needed	PE N 11.4.1.b Employs effective self-management skills to analyze barriers and modify exercise patterns appropriately, as needed	PE N 12.4.1.b Employs effective self-management skills to analyze barriers and modify exercise patterns appropriately, as needed
	PE N 05.4.1.c Exhibits respect for self with appropriate behavior while	PE S 06.4.1.c Implements positive corrective feedback to improve	PE S 07.4.1.c Provides corrective feedback to a peer, using teacher-generated	PE S 08.4.1.c Provides encouragement and positive feedback to peers without	PE S 09.4.1.c Utilizes communication skills and strategies that	PE S 10.4.1.c Utilizes communication skills and strategies that	PE S 11.4.1.c Utilizes communication skills and strategies that promote team/	PE S 12.4.1.c Utilizes communication skills and strategies that promote team/

Works Cooperatively Curricular Indicators (continued)	engaging in exercise	performance	guidelines, and incorporating appropriate tone and other communication skills	prompting from the teacher	promote team/ group dynamics	promote team/ group dynamics	group dynamics	group dynamics
	PE S 05.4.1.d Gives positive feedback respectfully to peers	PE S 06.4.1.d Accepts differences among classmates in physical development, maturation and varying skill levels by providing positive encouragement	PE S 07.4.1.d Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts	PE S 08.4.1.d Responds appropriately to participants' behavior during physical activity by using rules and guidelines for resolving conflicts	PE S 09.4.1.d Exhibits good sportsmanship and plays within the rules in a variety of lifetime activities	PE S 10.4.1.d Exhibits good sportsmanship and plays within the rules in a variety of lifetime activities	PE S 11.4.1.d Exhibits good sportsmanship and plays within the rules in a variety of lifetime activities	PE S 12.4.1.d Exhibits good sportsmanship and plays within the rules in a variety of lifetime activities
	PE N 05.4.1.e Accepts, recognizes and actively involves others with varying abilities into physical activities and group projects	PE S 06.4.1.e Cooperates with a small group of classmates during adventure activities, game play or team-building activities	PE S 07.4.1.e Problem-solves with a small group of classmates during adventure activities, game play, or team-building activities	PE N 08.4.1.e Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play	PE S 09.4.1.e Solves problems and thinks critically in physical activity both as an individual and in groups	PE S 10.4.1.e Solves problems and thinks critically in physical activity both as an individual and in groups	PE S 11.4.1.e Solves problems and thinks critically in physical activity both as an individual and in groups	PE S 12.4.1.e Solves problems and thinks critically in physical activity both as an individual and in groups
	PE M 05.4.1.f Accepts players of all skill levels into the physical activity	PE M 06.4.1.f Accepts others' ideas, cultural diversity and different ability levels by engaging in cooperative and collaborative movement projects	PE M 07.4.1.f Accepts others' ideas, cultural diversity and different ability levels by engaging in cooperative and collaborative movement projects	PE M 08.4.1.f Accepts others' ideas, cultural diversity and different ability levels by engaging in cooperative and collaborative movement projects	PE S 09.4.1.f Recognizes and performs modifications to lifetime activities, game expectations or behaviors to accommodate individuals with lesser or greater skills or special needs	PE S 10.4.1.f Recognizes and performs modifications to lifetime activities, game expectations or behaviors to accommodate individuals with lesser or greater skills or special needs	PE S 11.4.1.f Recognizes and performs modifications to lifetime activities, game expectations or behaviors to accommodate individuals with lesser or greater skills or special needs	PE S 12.4.1.f Recognizes and performs modifications to lifetime activities, game expectations or behaviors to accommodate individuals with lesser or greater skills or special needs

Works Cooperatively Curricular Indicators (continued)	PE M 05.4.1.g Accepts differences between personal characteristics and performance levels	PE M 06.4.1.g Accepts differences between personal characteristics and performance levels	PE M 07.4.1.g Accepts differences between personal characteristics and performance levels	PE M 08.4.1.g Accepts differences between personal characteristics and performance levels	PE M 09.4.1.g Accepts differences between personal characteristics and performance levels	PE M 10.4.1.g Accepts differences between personal characteristics and performance levels	PE M 11.4.1.g Accepts differences between personal characteristics and performance levels	PE M 12.4.1.g Accepts differences between personal characteristics and performance levels
	PE M 05.4.1.h Assumes a leadership role (e.g., task or group leader) in an exercise setting	PE M 06.4.1.h Assumes a leadership role (e.g., task or group leader, referee, coach) in an exercise setting	PE M 07.4.1.h Assumes a leadership role (e.g., task or group leader, referee, coach) in an exercise setting	PE M 08.4.1.h Assumes a leadership role (e.g., task or group leader, referee, coach) in an exercise setting	PE N 09.4.1.h Assumes a leadership role (e.g., task or group leader, referee, coach) in an exercise setting	PE N 10.4.1.h Assumes a leadership role (e.g., task or group leader, referee, coach) in an exercise setting	PE N 11.4.1.h Assumes a leadership role (e.g., task or group leader, referee, coach) in an exercise setting	PE N 12.4.1.h Assumes a leadership role (e.g., task or group leader, referee, coach) in an exercise setting
Class Rules Standards	PE M 05.4.2 Students will follow class rules to ensure safety and learning.	PE M 06.4.2 Students will follow class rules to ensure safety and learning.	PE M 07.4.2 Students will follow class rules to ensure safety and learning.	PE M 08.4.2 Students will assist in establishing class rules related to safety practices and procedures.	PE M 09.4.2 Students will follow class rules to ensure safety and learning.	PE M 10.4.2 Students will follow class rules to ensure safety and learning.	PE M 11.4.2 Students will follow class rules to ensure safety and learning.	PE M 12.4.2 Students will follow class rules to ensure safety and learning.
Class Rules Curricular Indicators	PE S 05.4.2.a Critiques the etiquette involved in rules of various game activities	PE M 06.4.2.a Implements etiquette, respect for others and teamwork while engaging in physical activity	PE M 08.4.2.a Demonstrates etiquette, respect for others and teamwork while engaging in physical activity	PE M 08.4.2.a Exhibits etiquette, respect for others and teamwork while engaging in physical activity	PE S 09.4.2.a Exhibits etiquette, respect for others and teamwork while engaging in physical activity	PE S 10.4.2.a Exhibits etiquette, respect for others and teamwork while engaging in physical activity	PE S 11.4.2.a Exhibits etiquette, respect for others and teamwork while engaging in physical activity	PE S 12.4.2.a Exhibits etiquette, respect for others and teamwork while engaging in physical activity
					PE N 09.4.2.b Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, current events in sport)	PE N 10.4.2.b Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, current events in sport)	PE N 11.4.2.b Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, current events in sport)	PE N 12.4.2.b Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, current events in sport)

Safety Standards	PE M 05.4.3 Students will follow activity specific safe practices, rules, procedures, and etiquette during exercise.	PE S 06.4.3 Students will make responsible decisions to resolve and/or avoid conflicts.	PE S 07.4.3 Students will make responsible decisions to resolve and/or avoid conflicts.	PE M 08.4.3 Students will make responsible decisions to resolve and/or avoid conflicts.	PE M 09.4.3 Students will initiate responsible behavior, function independently and responsibly and positively influence the behavior of others.	PE M 10.4.3 Students will initiate responsible behavior, function independently and responsibly and positively influence the behavior of others.	PE M 11.4.3 Students will initiate responsible behavior, function independently and responsibly and positively influence the behavior of others.	PE M 12.4.3 Students will initiate responsible behavior, function independently and responsibly and positively influence the behavior of others.
Safety Curricular Indicators	PE S 05.4.3.a Applies safety principles with age-appropriate exercise	PE M 06.4.3.a Applies best practices for participating safely in physical activities	PE M 07.4.3.a Applies best practices for participating safely in physical activities	PE M 08.4.3.a Applies best practices for participating safely in physical activities	PE S 09.4.3.a Applies best practices for participating safely in physical activity (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection)	PE S 10.4.3.a Applies best practices for participating safely in physical activity (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection)	PE S 11.4.3.a Applies best practices for participating safely in physical activity (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection)	PE S 12.4.3.a Applies best practices for participating safely in physical activity (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection)
	PE M 05.4.3.b Works safely with physical education equipment	PE S 06.4.3.b Uses physical activity and fitness equipment appropriately and safely with the teacher's guidance	PE S 07.4.3.b Independently uses physical activity and fitness equipment appropriately and safely	PE S 08.4.3.b Independently uses physical activity and fitness equipment appropriately	PE M 09.4.3.b Independently uses exercise and fitness equipment appropriately, and identifies specific safety concerns associated with the activity	PE M 10.4.3.b Independently uses exercise and fitness equipment appropriately, and identifies specific safety concerns associated with the activity	PE M 11.4.3.b Independently uses exercise and fitness equipment appropriately, and identifies specific safety concerns associated with the activity	PE M 12.4.3.b Independently uses exercise and fitness equipment appropriately, and identifies specific safety concerns associated with the activity

PK-12 Exercise Behavior AWARENESS Comprehensive Standard:
Students will recognize the value of exercise for health, enjoyment, challenge, self-expression and/or social interaction.

Grade Level Standards

Concepts	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Health Standards	PE M 05.5.1 Students will recognize exercise as an important component of overall health.	PE M 06.5.1 Students will recognize exercise as an important component of overall health.	PE M 07.5.1 Students will recognize exercise as an important component of overall health.	PE M 08.5.1 Students will recognize exercise as an important component of overall health.	<i>Dependent on Course Selection</i>			
					PE M 09.5.1 Students will recognize exercise as an important component of overall health.	PE M 10.5.1 Students will recognize exercise as an important component of overall health.	PE M 11.5.1 Students will recognize exercise as an important component of overall health.	PE M 12.5.1 Students will recognize exercise as an important component of overall health.
Challenge Standards	PE M 05.5.2 Students will attempt new activities.	PE M 06.5.2 Students will attempt new activities.	PE M 07.5.2 Students will attempt new activities.	PE M 08.5.2 Students will explore career and employment opportunities in fields related to exercise.	PE M 09.5.2 Students will pursue lifetime exercise that meet individual needs.	PE M 10.5.2 Students will pursue lifetime exercise that meet individual needs.	PE M 11.5.2 Students will pursue lifetime exercise that meet individual needs.	PE M 12.5.2 Students will pursue lifetime exercise that meet individual needs.
Self-Expression Standards	PE M 05.5.3 Students will express feelings about exercise.	PE M 06.5.3 Students will analyze the physical, emotional, and social benefits of exercise.	PE M 07.5.3 Students will analyze the physical, emotional, and social benefits of exercise.	PE M 08.5.3 Students will analyze the physical, emotional, and social benefits of exercise.	PE M 09.5.3 Students will justify why participation in exercise can be enjoyable and desirable.	PE M 10.5.3 Students will justify why participation in exercise can be enjoyable and desirable.	PE M 11.5.3 Students will justify why participation in exercise can be enjoyable and desirable.	PE M 12.5.3 Students will justify why participation in exercise can be enjoyable and desirable.
Social Interaction Standards	PE M 05.5.4 Students will attribute success and improvement to effort and practice.	PE M 06.5.4 Students will seek personally enjoyable and challenging experiences in exercise opportunities.	PE M 07.5.4 Students will seek personally enjoyable and challenging experiences in exercise opportunities.	PE M 08.5.4 Students will seek personally enjoyable and challenging experiences in exercise opportunities.	PE M 09.5.4 Students will investigate opportunities for employment related to exercise.	PE M 10.5.4 Students will investigate opportunities for employment related to exercise.	PE M 11.5.4 Students will investigate opportunities for employment related to exercise.	PE M 12.5.4 Students will investigate opportunities for employment related to exercise.
Health Standards	PE M 05.5.1 Students will recognize exercise as an important component of overall health.	PE M 06.5.1 Students will recognize exercise as an important component of overall health.	PE M 07.5.1 Students will recognize exercise as an important component of overall health.	PE M 08.5.1 Students will recognize exercise as an important component of overall health.	PE M 09.5.1 Students will recognize exercise as an important component of overall health.	PE M 10.5.1 Students will recognize exercise as an important component of overall health.	PE M 11.5.1 Students will recognize exercise as an important component of overall health.	PE M 12.5.1 Students will recognize exercise as an important component of overall health.

Health Curricular Indicators	PE S 05.5.1.a Compares the health benefits of participating in selected physical activities	PE N 06.5.1.a Describes how being physically active leads to a healthy body	PE N 07.5.1.a Identifies different types of exercise and describes how each exerts a positive effect on health	PE N 08.5.1.a Identifies the components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition) and explains the connections between fitness and overall physical and mental health	PE N 09.5.1.a Analyzes the health benefits of a self-selected exercise	PE N 10.5.1.a Analyzes the health benefits of a self-selected exercise	PE N 11.5.1.a Analyzes the health benefits of a self-selected exercise	PE N 12.5.1.a Analyzes the health benefits of a self-selected exercise
	PE M 05.5.1.b Identifies components of exercise that provide opportunities for reducing stress and for social interaction	PE S 06.5.1.b Explains how physical activity provides opportunities for reducing stress	PE N 07.5.1.b Identifies positive mental and emotional aspects of participating in a variety of exercise	PE N 08.5.1.b Identifies the empowering benefits of being physically active	PE M 09.5.1.b Analyzes the empowering benefits of being physically active	PE M 10.5.1.b Analyzes the empowering benefits of being physically active	PE M 11.5.1.b Analyzes the empowering benefits of being physically active	PE M 12.5.1.b Analyzes the empowering benefits of being physically active
Challenge Standards	PE M 05.5.2 Students will attempt new activities.	PE M 06.5.2 Students will attempt new activities.	PE M 07.5.2 Students will attempt new activities.	PE M 08.5.2 Students will explore career and employment opportunities in fields related to exercise.	PE M 09.5.2 Students will pursue lifetime exercise that meet individual needs.	PE M 10.5.2 Students will pursue lifetime exercise that meet individual needs.	PE M 11.5.2 Students will pursue lifetime exercise that meet individual needs.	PE S M 12.5.2 Students will pursue lifetime exercise that meet individual needs.
Challenge Curricular Indicators	PE S 05.5.2.a Expresses the challenge of participating in a favorite physical activity	PE S 06.5.2.a Recognizes individual challenges in physical activity and copes in a positive way (e.g., extending effort, asking for help or feedback and/or modifying the	PE S 07.5.2.a Generates positive strategies when faced with a group challenge in physical activity (e.g., offering suggestions or assistance, leading or following others and providing	PE S 08.5.2.a Develops a plan of action for challenge in physical activity and makes appropriate decisions based on that plan	PE S 09.5.2.a Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity	PE S 10.5.2.a Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity	PE S 11.5.2.a Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity	PE S 12.5.2.a Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity

		tasks)	possible solutions)					
Self-Expression Standards	PE M 05.5.3 Students will express feelings about exercise.	PE M 06.5.3 Students will analyze the physical, emotional, and social benefits of exercise.	PE M 07.5.3 Students will analyze the physical, emotional, and social benefits of exercise.	PE M 08.5.3 Students will analyze the physical, emotional, and social benefits of exercise.	PE M 09.5.3 Students will justify why participation in exercise can be enjoyable and desirable.	PE M 10.5.3 Students will justify why participation in exercise can be enjoyable and desirable.	PE M 11.5.3 Students will justify why participation in exercise can be enjoyable and desirable.	PE M 12.5.3 Students will justify why participation in exercise can be enjoyable and desirable.
Self-Expression Curricular Indicators	PE S 05.5.3.a Analyzes different physical activities for self-expression and enjoyment	PE S 06.5.3.a Describes how moving competently in an physical activity setting creates enjoyment	PE S 07.5.3.a Describes how moving competently in a physical activity setting creates enjoyment	PE S 08.5.3.a Describes how moving competently in a physical activity setting creates enjoyment	PE S 09.5.3.a Selects and participates in physical activities that meet the need for self-expression and enjoyment	PE S 10.5.3.a Selects and participates in physical activities that meet the need for self-expression and enjoyment	PE S 11.5.3.a Selects and participates in physical activities that meet the need for self-expression and enjoyment	PE S 12.5.3.a Selects and participates in physical activities that meet the need for self-expression and enjoyment
	PE M 05.5.3.b Discusses personal reasons (i.e., the “why”) for enjoying exercise	PE N 06.5.3.b Identifies how self-expression and exercise are related	PE N 07.5.3.b Explains the relationship between self-expression and lifelong enjoyment through exercise	PE N 08.5.3.b Identifies and participates in an enjoyable activity that prompts individual self-expression	PE N 09.5.3.b Identifies the uniqueness of exercise programs and creative dance as a means of self-expression	PE N 10.5.3.b Identifies the uniqueness of exercise programs and creative dance as a means of self-expression	PE N 11.5.3.b Identifies the uniqueness of exercise programs and creative dance as a means of self-expression	PE N 12.5.3.b Identifies the uniqueness of exercise programs and creative dance as a means of self-expression
Social Interaction Standards	PE M 05.5.4 Students will attribute success and improvement to effort and practice.	PE M 06.5.4 Students will seek personally enjoyable and challenging experiences in exercise opportunities.	PE M 07.5.4 Students will seek personally enjoyable and challenging experiences in exercise opportunities.	PE M 08.5.4 Students will seek personally enjoyable and challenging experiences in exercise opportunities.	PE M 09.5.4 Students will investigate opportunities for employment related to exercise.	PE M 10.5.4 Students will investigate opportunities for employment related to exercise.	PE M 11.5.4 Students will investigate opportunities for employment related to exercise.	PE M 12.5.4 Students will investigate opportunities for employment related to exercise.
Social Interaction Curricular Indicators	PE S 05.5.4.a Describes the social benefits gained from participating in physical activity	PE S 06.5.4.a Respects self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity	PE S 07.5.4.a Demonstrates the importance of social interactions by helping and encouraging others, avoiding negative comments and	PE S 08.5.4.a Exhibits respect for self by asking for help and helping others in various physical activities	PE M 09.5.4.a Identifies and evaluates the opportunity for social support in a self-selected exercise or dance	PE M 10.5.4.a Identifies and evaluates the opportunity for social support in a self-selected exercise or dance	PE M 11.5.4.a Identifies and evaluates the opportunity for social support in a self-selected exercise or dance	PE M 12.5.4.a Identifies and evaluates the opportunity for social support in a self-selected exercise or dance

Social Interaction Curricular Indicators (continued)			providing support to classmates					
					PE N 09.5.4.b Evaluates the opportunity for social interaction and social support in a self-selected exercise or dance	PE N 10.5.4.b Evaluates the opportunity for social interaction and social support in a self-selected exercise or dance	PE N 11.5.4.b Evaluates the opportunity for social interaction and social support in a self-selected exercise or dance	PE N 12.5.4.b Evaluates the opportunity for social interaction and social support in a self-selected exercise or dance
NE K-12 Fine Arts Standards and Indicators: Dance	FA S 5.3.1 Students will use dance elements and choreographic principles to develop movements that communicate ideas, images, and feelings.	FA S 8.3.1 Students will use dance elements, choreographic principles, and structures to construct dances that communicate ideas, images, feelings, and experiences.	FA S 8.3.1 Students will use dance elements, choreographic principles, and structures to construct dances that communicate ideas, images, feelings, and experiences.	FA S 8.3.1 Students will use dance elements, choreographic principles, and structures to construct dances that communicate ideas, images, feelings, and experiences.	FA 12.3.1 Students will employ dance elements and choreographic principles, structures, and processes to create dances that communicate ideas, images, feelings, and experiences.	FA 12.3.1 Students will employ dance elements and choreographic principles, structures, and processes to create dances that communicate ideas, images, feelings, and experiences.	FA 12.3.1 Students will employ dance elements and choreographic principles, structures, and processes to create dances that communicate ideas, images, feelings, and experiences.	FA 12.3.1 Students will employ dance elements and choreographic principles, structures, and processes to create dances that communicate ideas, images, feelings, and experiences.
		FA S 8.3.1.a Generates spontaneous and exaggerated movement independently to construct ideas, images, feelings, and experiences (e.g., use a memory or personal narrative to create a short movement phrase	FA S 8.3.1.a Generates spontaneous and exaggerated movement independently to construct ideas, images, feelings, and experiences (e.g., use a memory or personal narrative to create a short movement phrase	FA S 8.3.1.a Generates spontaneous and exaggerated movement independently to construct ideas, images, feelings, and experiences (e.g., use a memory or personal narrative to create a short movement phrase				

<p>NE K-12 Fine Arts Standards and Indicators: Dance</p> <p>(continued)</p>		<p>FA S 8.3.1.b Creates and compares multiple movement phrases that use a variety of dance elements and simple choreographic structures (e.g., deconstruct movement to explore choreographic structures *Explore what happens to a phrase when you change the temp , level, direction, sequence, repetition</p>	<p>FA S 8.3.1.b Creates and compares multiple movement phrases that use a variety of dance elements and simple choreographic structures (e.g., deconstruct movement to explore choreographic structures *Explore what happens to a phrase when you change the temp , level, direction, sequence, repetition</p>	<p>FA S 8.3.1.b Creates and compares multiple movement phrases that use a variety of dance elements and simple choreographic structures (e.g., deconstruct movement to explore choreographic structures *Explore what happens to a phrase when you change the temp , level, direction, sequence, repetition</p>	<p>FA 12.3.1.a Creates a dance sequence that uses a variety of dance elements to implement simple choreographic structures and principles to fulfill choreographic intent (e.g., select phrases for expansion into dance sequences) *Edit movement phrases by changing rhythm, tempo , dynamics, use of space</p>	<p>FA 12.3.1.b Creates a dance sequence that uses a variety of dance elements to implement simple choreographic structures and principles to fulfill choreographic intent (e.g., select phrases for expansion into dance sequences) *Edit movement phrases by changing rhythm, tempo , dynamics, use of space</p>	<p>FA 12.3.1.b Creates a dance sequence that uses a variety of dance elements to implement simple choreographic structures and principles to fulfill choreographic intent (e.g., select phrases for expansion into dance sequences) *Edit movement phrases by changing rhythm, tempo , dynamics, use of space</p>	<p>FA 12.3.1.b Creates a dance sequence that uses a variety of dance elements to implement simple choreographic structures and principles to fulfill choreographic intent (e.g., select phrases for expansion into dance sequences) *Edit movement phrases by changing rhythm, tempo , dynamics, use of space</p>
					<p>FA 12.3.1.d Manipulates movement ideas, choose from a variety of solutions to movement problems , and work with others to create choreography (e.g. create a group of work for peers) *Works may be based on an abstract concept such as time, or a concrete subject such as a</p>	<p>FA 12.3.1.d Manipulates movement ideas, choose from a variety of solutions to movement problems , and work with others to create choreography (e.g. create a group of work for peers) *Works may be based on an abstract concept such as time, or a concrete subject such as a personal experience</p>	<p>FA 12.3.1.d Manipulates movement ideas, choose from a variety of solutions to movement problems , and work with others to create choreography (e.g. create a group of work for peers) *Works may be based on an abstract concept such as time, or a concrete subject such as a personal experience</p>	<p>FA 12.3.1.d Manipulates movement ideas, choose from a variety of solutions to movement problems , and work with others to create choreography (e.g. create a group of work for peers) *Works may be based on an abstract concept such as time, or a concrete subject such as a personal experience</p>

					personal experience				
NE K-12 Fine Arts Standards and Indicators: Dance (continued)	FA S 5.3.2 Students will develop movement skills in dance.	FA S 8.3.2 Students will comprehend and demonstrate movement skills in dance.	FA S 8.3.2 Students will comprehend and demonstrate movement skills in dance.	FA S 8.3.2 Students will comprehend and demonstrate movement skills in dance.	FA 12.3.2 Students will apply movement skills in dance.	FA 12.3.2 Students will apply movement skills in dance.	FA 12.3.2 Students will apply movement skills in dance.	FA 12.3.2 Students will apply movement skills in dance.	
	FA S 5.3.2.a Demonstrates whole body movements with flexibility and endurance to develop dance technique (e.g., execute exercises and combinations that build strength, awareness, coordination, and control) *Demonstrate and practice proper alignment, isolations, implement warm-up, cool-down routine	FA S 8.3.2.a Executes body movements with flexibility, endurance, strength, and accuracy to develop dance in technique (e.g., execute movement in a variety of dance forms with accuracy.) *Explore basic steps from a teacher-created list of dance forms. Teacher models and student demonstrates	FA S 8.3.2.a Executes body movements with flexibility, endurance, strength, and accuracy to develop dance in technique (e.g., execute movement in a variety of dance forms with accuracy.) *Explore basic steps from a teacher-created list of dance forms. Teacher models and student demonstrates	FA S 8.3.2.a Executes body movements with flexibility, endurance, strength, and accuracy to develop dance in technique (e.g., execute movement in a variety of dance forms with accuracy.) *Explore basic steps from a teacher-created list of dance forms. Teacher models and student demonstrates	FA S 8.3.2.a Executes body movements with flexibility, endurance, strength, and accuracy to develop dance in technique (e.g., execute movement in a variety of dance forms with accuracy.) *Explore basic steps from a teacher-created list of dance forms. Teacher models and student demonstrates	FA 12.3.2.a Uses a variety of body movements with flexibility, endurance, strength, and proper alignment to develop form and execute extended sequences in a variety of dance forms with a high rate of accuracy)	FA 12.3.2.a Uses a variety of body movements with flexibility, endurance, strength, and proper alignment to develop form and execute extended sequences in a variety of dance forms with a high rate of accuracy)	FA 12.3.2.a Uses a variety of body movements with flexibility, endurance, strength, and proper alignment to develop form and execute extended sequences in a variety of dance forms with a high rate of accuracy)	FA 12.3.2.a Uses a variety of body movements with flexibility, endurance, strength, and proper alignment to develop form and execute extended sequences in a variety of dance forms with a high rate of accuracy)
	FA S 5.3.2.b Demonstrates ability to move rhythmically, explore levels in space, shift weight, with and without locomotion to perform dance (e.g., pli�, triplet, gallop, battement,	FA S 8.3.2.b Moves in varied rhythms, explore spatial orientations, and connect a series of dance moves with differing intentions as dictated by style, genre, or other influences (e.g.,	FA S 8.3.2.b Moves in varied rhythms, explore spatial orientations, and connect a series of dance moves with differing intentions as dictated by style, genre, or other influences (e.g.,	FA S 8.3.2.b Moves in varied rhythms, explore spatial orientations, and connect a series of dance moves with differing intentions as dictated by style, genre, or other influences (e.g.,	FA S 8.3.2.b Moves in varied rhythms, explore spatial orientations, and connect a series of dance moves with differing intentions as dictated by style, genre, or other influences (e.g.,	FA 12.3.2.b Applies time, space, weight, and flow to perform dance (e.g., use expressive musical phrases and dynamic control)	FA 12.3.2.b Applies time, space, weight, and flow to perform dance (e.g., use expressive musical phrases and dynamic control)	FA 12.3.2.b Applies time, space, weight, and flow to perform dance (e.g., use expressive musical phrases and dynamic control)	FA 12.3.2.b Applies time, space, weight, and flow to perform dance (e.g., use expressive musical phrases and dynamic control)

<p>NE K-12 Fine Arts Standards and Indicators: Dance</p> <p>(continued)</p>	<p>three-point turn, grapevine, lunge, balance *Incorporate arm movements and travel across the floor, combine in a small series, try with a variety of music</p>	<p>use rhythm, space, weight, flow to respond to various influences) *Connect step series and perform with differing intentions apropos to the style of outside influences</p>	<p>use rhythm, space, weight, flow to respond to various influences) *Connect step series and perform with differing intentions apropos to the style of outside influences</p>	<p>use rhythm, space, weight, flow to respond to various influences) *Connect step series and perform with differing intentions apropos to the style of outside influences</p>				
	<p>FA S 5.3.2.c Demonstrates spatial qualities and pathways including curved, straight, and zig-zag pathways; move at levels from low to middle to high; leap, roll, and combine to a variety of rhythms (e.g., pli�, triplet, gallop, battement, three-point turn, grapevine, lunge, balance *Incorporate arm movements and travel across the floor, combine in a small series, try with a variety of rhythms</p>							

<p>NE K-12 Fine Arts Standards and Indicators: Dance</p> <p>(continued)</p>	<p>FA S 5.3.3 Students will employ proper etiquette to enhance dance performance.</p>	<p>FA S 8.3.3 Students will understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette to enhance dance performance.</p>	<p>FA S 8.3.3 Students will understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette to enhance dance performance.</p>	<p>FA S 8.3.3 Students will understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette to enhance dance performance.</p>	<p>FA 12.3.3 Students will understand how to apply performance values (kinesthetic awareness, concentration, focus, and etiquette to enhance dance performance</p>	<p>FA 12.3.3 Students will understand how to apply performance values (kinesthetic awareness, concentration, focus, and etiquette to enhance dance performance</p>	<p>FA 12.3.3 Students will understand how to apply performance values (kinesthetic awareness, concentration, focus, and etiquette to enhance dance performance</p>	<p>FA 12.3.3 Students will understand how to apply performance values (kinesthetic awareness, concentration, focus, and etiquette to enhance dance performance</p>
	<p>FA S 5.3.3.a Demonstrates appropriate behaviors and etiquette to observe and perform dance (e.g., create a set of agreed-upon criteria to evaluate dance with teacher and peers.) *Invite a group to perform appropriate and inappropriate responses, discuss the differences</p>	<p>FA S 8.3.3.a Uses appropriate behaviors and etiquette to observe, create, and perform dance movements (e.g., reflect upon personal criteria to evaluate dance, and share in class discussion) *Use student self-reflection and peer assessment, implement evaluation skills</p>	<p>FA S 8.3.3.a Uses appropriate behaviors and etiquette to observe, create, and perform dance movements (e.g., reflect upon personal criteria to evaluate dance, and share in class discussion) *Use student self-reflection and peer assessment, implement evaluation skills</p>	<p>FA S 8.3.3.a Uses appropriate behaviors and etiquette to observe, create, and perform dance movements (e.g., reflect upon personal criteria to evaluate dance, and share in class discussion) *Use student self-reflection and peer assessment, implement evaluation skills</p>	<p>FA 12.3.3.a Applies appropriate behaviors and etiquette to observe, create, and perform dance (e.g., demonstrate safe practices for each genre , apply dance experience and knowledge, exhibit dance awareness) *Be respectful to the space, student, instructor and self</p>	<p>FA 12.3.3.a Applies appropriate behaviors and etiquette to observe, create, and perform dance (e.g., demonstrate safe practices for each genre , apply dance experience and knowledge, exhibit dance awareness) *Be respectful to the space, student, instructor and self</p>	<p>FA 12.3.3.a Applies appropriate behaviors and etiquette to observe, create, and perform dance (e.g., demonstrate safe practices for each genre , apply dance experience and knowledge, exhibit dance awareness) *Be respectful to the space, student, instructor and self</p>	<p>FA 12.3.3.a Applies appropriate behaviors and etiquette to observe, create, and perform dance (e.g., demonstrate safe practices for each genre , apply dance experience and knowledge, exhibit dance awareness) *Be respectful to the space, student, instructor and self</p>

NE K-12 Fine Arts Standards and Indicators: Dance (continued)		FA S 8.3.3.b Identifies the impact of performance values of clarity, concentration, focus, and projection on dance performance (e.g., collaborate with peers for group work using learned movement materials) *Feedback from an informed outside source on performance values, create an action plan on given feedback, learn how to take constructive criticism	FA S 8.3.3.b Identifies the impact of performance values of clarity, concentration, focus, and projection on dance performance (e.g., collaborate with peers for group work using learned movement materials) *Feedback from an informed outside source on performance values, create an action plan on given feedback, learn how to take constructive criticism	FA S 8.3.3.b Identifies the impact of performance values of clarity, concentration, focus, and projection on dance performance (e.g., collaborate with peers for group work using learned movement materials) *Feedback from an informed outside source on performance values, create an action plan on given feedback, learn how to take constructive criticism				
					FA 12.3.4 Students will apply critical thinking skills to analyze and evaluate dance.	FA 12.3.4 Students will apply critical thinking skills to analyze and evaluate dance.	FA 12.3.4 Students will apply critical thinking skills to analyze and evaluate dance.	FA 12.3.4 Students will apply critical thinking skills to analyze and evaluate dance.
					FA 12.3.4.a Uses accurate dance terminology to describe how elements of movement and choreographic structure are used to communicate ideas in dance (e.g., use written	FA 12.3.4.a Uses accurate dance terminology to describe how elements of movement and choreographic structure are used to communicate ideas in dance (e.g., use written and verbal	FA 12.3.4.a Uses accurate dance terminology to describe how elements of movement and choreographic structure are used to communicate ideas in dance (e.g., use written and verbal	FA 12.3.4.a Uses accurate dance terminology to describe how elements of movement and choreographic structure are used to communicate ideas in dance (e.g., use written and verbal expression to

NE K-12 Fine Arts Standards and Indicators: Dance (continued)					and verbal expression to analyze dance in response to dance observation, creation, and performance	expression to analyze dance in response to dance observation, creation, and performance	expression to analyze dance in response to dance observation, creation, and performance	analyze dance in response to dance observation, creation, and performance
	FA S 5.3.5 Students will identify cultural and interdisciplinary connections with dance.	FA S 8.3.5 Students will understand cultural, interdisciplinary, and historical connections to dance.	FA S 8.3.5 Students will understand cultural, interdisciplinary, and historical connections to dance.	FA S 8.3.5 Students will understand cultural, interdisciplinary, and historical connections to dance.	FA 12.3.5 Students will apply cultural, interdisciplinary, and historical connections with dance.	FA 12.3.5 Students will apply cultural, interdisciplinary, and historical connections with dance.	FA 12.3.5 Students will apply cultural, interdisciplinary, and historical connections with dance.	FA 12.3.5 Students will apply cultural, interdisciplinary, and historical connections with dance.
	FA S 5.3.5.a Uses dance to discover social events, ideas, and traditions from a local context (e.g., investigate how dance reflects culture) *Learn a dance from one's heritage and teach it to the class, explain when and by whom the dance is performed, and the cultural significance							

NE K-12 Fine Arts Standards and Indicators: Dance (continued)		FA S 8.3.5.b Analyzes how other arts and academic disciplines are integrated into dance creation and performance (e.g., recognize who, what, when, where, why, and how it connects to other disciplines when creating dance pieces) *Discuss technical elements (e.g., costume, set, lighting) that convey the “givens” of a piece of literature	FA S 8.3.5.b Analyzes how other arts and academic disciplines are integrated into dance creation and performance (e.g., recognize who, what, when, where, why, and how it connects to other disciplines when creating dance pieces) *Discuss technical elements (e.g., costume, set, lighting) that convey the “givens” of a piece of literature	FA S 8.3.5.b Analyzes how other arts and academic disciplines are integrated into dance creation and performance (e.g., recognize who, what, when, where, why, and how it connects to other disciplines when creating dance pieces) *Discuss technical elements (e.g., costume, set, lighting) that convey the “givens” of a piece of literature				
		FA S 8.3.5.c Understands how dance has the ability to enhance physical and emotional health (e.g., recognize shifting moods and the ways dance can help explore and move through them) *Create a dance describing an emotion	FA S 8.3.5.c Understands how dance has the ability to enhance physical and emotional health (e.g., recognize shifting moods and the ways dance can help explore and move through them) *Create a dance describing an emotion	FA S 8.3.5.c Understands how dance has the ability to enhance physical and emotional health (e.g., recognize shifting moods and the ways dance can help explore and move through them) *Create a dance describing an emotion	FA 12.3.5.c Applies health and nutrition to enhance dance ability (e.g., set goals for healthy behaviors that may enhance dance experiences) *Investigate bodywork practices (e.g., yoga) that may remain lifelong pursuits	FA 12.3.5.c Applies health and nutrition to enhance dance ability (e.g., set goals for healthy behaviors that may enhance dance experiences) *Investigate bodywork practices (e.g., yoga) that may remain lifelong pursuits	FA 12.3.5.c Applies health and nutrition to enhance dance ability (e.g., set goals for healthy behaviors that may enhance dance experiences) *Investigate bodywork practices (e.g., yoga) that may remain lifelong pursuits	FA 12.3.5.c Applies health and nutrition to enhance dance ability (e.g., set goals for healthy behaviors that may enhance dance experiences) *Investigate bodywork practices (e.g., yoga) that may remain lifelong pursuits

Course	Grade 5 Physical Education	Grade 6 Physical Education 6	Grade 7 Physical Education 7	Grade 8 Physical Education 8	Grade 9 Physical Education Course Options	Grade 10 Physical Education Course Options	Grade 11 Physical Education Course Options	Grade 12 Physical Education Course Options
					Sport Skills & Fitness Cross Training I Cross Training II Intro to Aquatics Aquatics Sport Officiating Athletic Training and Sports Injury	Sport Skills & Fitness Cross Training I Cross Training II Intro to Aquatics Aquatics Sport Officiating Weight Training & Conditioning I Weight Training & Conditioning II Lifeguard Training Advanced Performance Athletic Training and Sports Injury	Sport Skills & Fitness Cross Training I Cross Training II Intro to Aquatics Aquatics Sport Officiating Weight Training & Conditioning I Weight Training & Conditioning II Lifeguard Training Advanced Performance Lifetime Fitness Athletic Training and Sports Injury Athletic Training and Sports Injuries Internship	Sport Skills & Fitness Cross Training I Cross Training II Intro to Aquatics Aquatics Sport Officiating Weight Training & Conditioning I Weight Training & Conditioning II Lifeguard Training Advanced Performance Lifetime Fitness Athletic Training and Sports Injury Athletic Training and Sports Injuries Internship
Materials	PK-12 Wellness Studies Curriculum Planning Committee confirmed the following resources: Sport Skills & Fitness – Open Education Resources (OER) Sport Officiating – Open Education Resources (OER) Lifetime Fitness- Open Education Resources (OER) Lifetime Fitness & Cross Training I/II- <i>Fitness For Life 6th Ed</i> (2014) Athletic Training and Sports Injury- <i>Introduction to Sports Medicine and Athletic Training , 2nd Ed</i> (2011) Athletic Training and Sports Injuries Internship- <i>Principles of Athletic Training 16th Ed</i> (2017)							

Appendix

6-8 Proposed Course Descriptions.....	110
9-12 Restructured, Redesigned and Proposed Course Name Changes.....	111
9-12 Courses Reviewed and Determined to Remain with Curriculum Updates	113
9-12 Physical Education Flow Chart	114
9-12 Restructured, Redesigned and Proposed Courses, Course Name Changes and Revised Course Descriptions	115
9-12 Courses Reviewed and Determined to Remain with Curriculum Updates: Course Descriptions	119

6-8 Proposed Course Descriptions

8600 Physical Education 6

1 Year

The sixth grade physical education program is co-educational and provides students opportunities to demonstrate the knowledge and skills necessary to maintain lifelong participation in exercise. Sixth grade physical education emphasizes continued development of skills and lead-up games in a variety of lifetime activities with a concentration on team activities, individual activities and physical fitness. (Alternate days)

8700 Physical Education 7

1 Year

The seventh grade physical education program is co-educational and is designed to provide students with a variety of opportunities to continue demonstrating knowledge and skills, while participating in team and individual activities. The purpose of the seventh grade program is to provide students with continued opportunities to develop skills and individual fitness through exercise. (Alternate days)

8800 Physical Education 8

3 Hexters

The eighth grade physical education program is co-educational and is designed to expand student's exposure by demonstrating competency, while participating in team and individual activities with a concentration on individual fitness and exercise. This program emphasizes application of skills and sport knowledge through modified game participation

9-12 Restructured, Redesigned and Proposed Course Name Changes

Previous Course	Proposed or Redesigned Course	Standards/Rationale/Impact
Sport Skills and Fitness <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	Sport Skills and Fitness <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	<ul style="list-style-type: none"> • Incorporation of nutrition, aligning with PE National Standards
Cross Training I <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	Cross Training I <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	<ul style="list-style-type: none"> • Incorporation of nutrition, aligning with PE National Standards • Incorporation of dance, aligning with PE National Standards and Nebraska Fine Arts Dance Standards
Cross Training II <ul style="list-style-type: none"> • Prerequisite: Cross Training I • 5 credits 	Cross Training II <ul style="list-style-type: none"> • Prerequisite: Cross Training I • 5 credits 	<ul style="list-style-type: none"> • Incorporation of nutrition, aligning with PE National Standards • Incorporation of dance, aligning with PE National Standards and Nebraska Fine Arts Dance Standards
Lifetime Fitness <ul style="list-style-type: none"> • 11-12th grade • 5 credits 	Lifetime Fitness <ul style="list-style-type: none"> • 11-12th grade • 5 credits 	<ul style="list-style-type: none"> • Incorporation of nutrition, aligning with PE National Standards • Less focus on field trips
Weight Training I <ul style="list-style-type: none"> • 10-12th grade • 5 credits 	Weight Training & Conditioning I <ul style="list-style-type: none"> • 10-12th grade • 5 credits 	<ul style="list-style-type: none"> • Name change adding emphasis on conditioning • Incorporation of nutrition, aligning with PE National Standards
Weight Training II <ul style="list-style-type: none"> • Prerequisite: Weight Training I • 5 credits 	Weight Training & Conditioning II <ul style="list-style-type: none"> • Prerequisite: Weight Training & Conditioning I • 5 credits 	<ul style="list-style-type: none"> • Name change adding emphasis on conditioning • Incorporation of nutrition, aligning with PE National Standards
Introduction to Aquatics <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	Introduction to Aquatics <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	<ul style="list-style-type: none"> • Incorporation of nutrition, aligning with PE National Standards • Incorporation further of water aerobics, aligning with PE National Standards, Nebraska Fine Arts Dance Standards, and the American Red Cross
Lifeguard Training <ul style="list-style-type: none"> • 10-12th grade • 5 credits 	Lifeguard Training <ul style="list-style-type: none"> • Prerequisite: Aquatics • 5 credits 	<ul style="list-style-type: none"> • Prerequisite added for safety, while ensuring students meet pre-test entry standards

<p>Fitness Swimming</p> <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	<p>Aquatics</p> <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	<ul style="list-style-type: none"> • Name change indicates concise alignment with Introduction to Aquatics • Incorporation of nutrition, aligning with PE National Standards • Incorporation further of water aerobics, aligning with PE National Standards, Nebraska Fine Arts Dance Standards, and the American Red Cross
<p>Advanced Performance</p> <ul style="list-style-type: none"> • Prerequisite: complete two of the following- Weight Training I or II, Cross Training I or II • 5 credits 	<p>Advanced Performance</p> <ul style="list-style-type: none"> • Prerequisite: Weight Training & Conditioning II • 5 credits 	<ul style="list-style-type: none"> • Prerequisite changed to ensure students are prepared for course focus on weight training and conditioning
<p>Sport Officiating</p> <ul style="list-style-type: none"> • Prerequisite: Sport Skills and Fitness or Lifetime Fitness • 5 credits 	<p>Sport Officiating</p> <ul style="list-style-type: none"> • Prerequisite: Sport Skills and Fitness or Lifetime Fitness • 5 credits 	<ul style="list-style-type: none"> • FitnessGram testing included for alignment with PE National Standards

9-12 Courses Reviewed and Determined to Remain with Curriculum Updates

Previous Course	Proposed or Redesigned Course	Standards/Rationale/Impact
Athletic Training & Sports Injury <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	Athletic Training & Sports Injury <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	<ul style="list-style-type: none"> • Continued alignment with the Athletic Training & Sports Injury Internship course, while meeting state and national standards
Athletic Training & Sports Injury Internship <ul style="list-style-type: none"> • Prerequisite: Athletic Training & Sports Injury • 11-12th grade • 5 credits 	Athletic Training & Sports Injury Internship <ul style="list-style-type: none"> • Prerequisite: Athletic Training & Sports Injury • 11-12th grade • 5 credits 	<ul style="list-style-type: none"> • Continued alignment with UNO curriculum, while meeting state and national standards

9-12 Physical Education Flow Chart

The Physical Education requirement for graduation is 15 credit hours. The courses listed below are all the offerings in physical education, with each course worth 5 credits. In order for students to experience diverse physical activities, Physical Education courses can only be taken once to meet the required 15 credits towards graduation.

Once the 15 credits towards graduation are completed, Cross Training II, Weight Training II, Fitness Swimming, and Advanced Performance may be repeated for elective credit (pending available space).

<u>9th Grade Offerings</u>	<u>10th Grade Offerings</u>	<u>11th & 12 Grade Offerings</u>
0800 Sport Skills & Fitness	0800 Sport Skills & Fitness	0800 Sport Skills & Fitness
0801 Cross Training I	0801 Cross Training I	0801 Cross Training I
0802 Cross Training II	0802 Cross Training II	0802 Cross Training II
0808 Intro to Aquatics	0805 Weight Training & Conditioning I	0803 Lifetime Fitness
0810 Aquatics	0806 Weight Training & Conditioning II	0805 Weight Training & Conditioning I
0814 Athletic Training and Sports Injury * *elective credit only	0808 Intro to Aquatics	0806 Weight Training & Conditioning II
0817 Sport Officiating	0809 Lifeguard Training	0808 Intro to Aquatics
	0810 Aquatics	0809 Lifeguard Training
	0816 Advanced Performance	0810 Aquatics
	0814 Athletic Training and Sports Injury * *elective credit only	0814 Athletic Training and Sports Injury * *elective credit only
	0817 Sport Officiating	0815 Athletic Training and Sports Injuries Internship* *elective credit only
		0816 Advanced Performance
		0817 Sport Officiating

9-12 Restructured, Redesigned, Proposed Course Name Changes and Revised Course Descriptions

0800 SPORT SKILLS AND FITNESS

5 Credits

Description: Students will engage in lifelong individual/team activities, while learning about the importance of fitness, nutrition, and exercise. Class activities last between five to ten class periods. This course fulfills the Physical Education Graduation Requirement.

Prerequisites: None

Activities:

- | | |
|-----------------|------------------------------------|
| 1. Basketball | 6. Tennis |
| 2. Badminton | 7. Cooperative Games/Team Building |
| 3. Volleyball | 8. Softball |
| 4. Soccer | 9. Football |
| 5. Floor Hockey | 10. Fitness Knowledge/FitnessGram |

Optional Enrichment Activities:

1. Swimming/Aquatic Activities (Pending instructor ARC certification and pool space availability)

0801 CROSS TRAINING I

5 Credits

Description: Students will learn about nutrition and fitness lifestyle concepts, while participating in aerobic/anaerobic exercise. These activities use continuous movement for a determined amount of time. This course fulfills the Physical Education Graduation Requirement.

Prerequisites: None

Optional Enrichment Activities:

1. Core strengthening activities
2. Swimming/Aquatic Activities (Pending instructor ARC certification and pool availability)

0802 CROSS TRAINING II

5 Credits

Description: Students will build and expand their knowledge based on the learning experience gained from Cross Training I. Cross Training II may be repeated for elective credit after the required 15 credit Physical Education Graduation Requirement has been met and space is available.

Prerequisites: Cross Training I. Once the 15 credits towards graduation are completed, Cross Training II may be taken for elective credit (pending available space).

Activities:

- | | |
|----------------------------------|---------------------------------|
| 1. Muscular Strength & Endurance | 4. Flexibility |
| 2. Endurance | 5. Literature in Healthy Living |
| 3. Skill-Related Fitness | 6. Movement Patterns |

Optional Enrichment Activities:

1. Core strengthening activities
2. Swimming/Aquatic Activities (Pending instructor ARC certification and pool availability)

0803 LIFETIME FITNESS

11-12

5 Credits

Description: Students will develop a personal fitness and wellness plan while learning skills necessary to participate in leisure-type activities. These experiences will make the student aware of the importance of nutrition and exercise in achieving a healthy lifestyle. Lifestyle fitness concepts will be taught in the classroom on an alternating basis along with lifetime sport activities. This course fulfills the Physical Education Graduation Requirement.

Prerequisites: None

Activities:

- | | |
|---------------------|-------------------------------------|
| 1. Badminton | 8. Volleyball |
| 2. Golf | 9. Softball |
| 3. Tennis | 10. Wellness Activities |
| 4. Fitness Exercise | 11. Pickelball |
| 5. Soccer | 12. Flag Football/Ultimate Football |
| 6. Ultimate Frisbee | 13. Fitness Knowledge/FitnessGram |
| 7. Basketball | 14. Nutrition |

Optional Enrichment Activities: off campus experiences only with permission from the building principal:

- | | |
|---|--------------------|
| 1. Frisbee golf | 8. Bowling |
| 2. Roller skating/laser runner | 9. Roller hockey |
| 3. Floor hockey | 10. Ice skating |
| 4. Rock climbing/rappelling | 11. Batting cages |
| 5. Ping Pong | 12. Guest speakers |
| 6. Fitness/Health centers/Weight room | |
| 7. Swimming/Aquatic Activities (Pending instructor ARC certification and pool availability) | |

0805 WEIGHT TRAINING & CONDITIONING I **10-12** **5 Credits**

Description: Students will be introduced to weight training. Emphasis will be placed on safety, introduction of proper lifting techniques, establishing workout routines and record keeping, while lifting appropriate loads and doing conditioning activities. Both free weights and universal gym weights will be used. Enrollment is limited to one semester. This course fulfills the Physical Education Graduation Requirement.

Prerequisites: None

Activities:

- | | |
|--|---|
| 1. Introduce weight lifting exercises | 6. Use free weights and universal gym weights |
| 2. Introduce and develop proper lifting techniques | 7. Conditioning activities |
| 3. Introduce and establish workout routines | 8. Fitness Knowledge/FitnessGram |
| 4. Introduce physiological and kinesiological concepts | 9. Nutrition |
| 5. Introduce weight training principles | |

0806 WEIGHT TRAINING & CONDITIONING II **10-12** **5 Credits**

Description: Students will expand on learning experiences gained from Weight Training I. Weight Training II may be repeated for elective credit after the required 15 credit Physical Education Graduation Requirement has been met and space is available.

Prerequisites: Weight Training I. Once the 15 credits towards graduation are completed, Weight Training II may be taken for elective credit (pending available space).

Activities:

- | | |
|--|---|
| 1. Introduce advanced weight lifting exercises | 6. Use free weights and universal gym weights |
| 2. Improve on proper lifting techniques | 7. Conditioning activities |
| 3. Develop, assess, and select advanced workout routines | 8. Fitness Knowledge/FitnessGram |
| 4. Apply physiological and kinesiological concepts | 9. Nutrition |
| 5. Apply advanced weight training principles | |

0808 INTRODUCTION TO AQUATICS **5 Credits**

Description: Students who are novice swimmers will further develop swimming stroke techniques and water safety skills. This course fulfills the Physical Education Graduation Requirement.

Prerequisites: Students are required to furnish their own towel and swim suit. They should have the ability to dive into deep water. Students should be able to swim the length of the pool non-stop using the crawl stroke, breast stroke, or back stroke.

Activities:

- | | |
|------------------------------|-----------------|
| 1. Basic Water Safety Skills | 4. Water Sports |
|------------------------------|-----------------|

2. Basic Swimming Strokes and Skills
3. Community Water Safety

5. Water Aerobics
6. Nutrition

0809 LIFEGUARD TRAINING

10-12

5

Credits

Description: Students who are advanced swimmers will follow the program designed by the American Red Cross. Students who successfully complete this class may qualify to receive the Red Cross Certification in Lifeguard Training, First Aid & CPR for the Professional Rescuer. This course fulfills the Physical Education Graduation Requirement.

Prerequisites: Aquatics; Students are required to furnish their own towel, swimsuit, and CPR mouth guard (BOE Rule 6750.1); be 15 years of age on or before the beginning of the course, swim 500 yards, continuously demonstrating breath control and rhythmic breathing. Candidates may swim using the front crawl, breaststroke or a combination of both, but swimming on the back or side is not allowed. Swim goggles may be used. Candidates need to also tread water for 2 minutes, using only the legs and should place their hands under the armpits. Candidates need to also complete a timed event within 1 minute and 40 seconds:

- Starting in the water, swim 20 yards. Swim goggles are not allowed.
- Surface dive, feet-first or headfirst, to a depth of 7 to 10 feet to retrieve a 10-pound object.
- Return to the surface and swim 20 yards on the back to return to the starting point with both hands holding the object and keeping the face at or near the surface so they are able to get a breath.
- Exit the water without using a ladder or steps.

Activities:

- | | |
|-----------------------|----------------------|
| 1. Advanced Swimming | 3. Water Safety |
| 2. Lifeguard Training | 4. First Aid and CPR |

0810 AQUATICS

5 Credits

Description: Students who are advanced swimmers will learn the benefits of fitness swimming and its effect on lifetime health. Major emphasis will be on safety, hydrodynamics and fitness concepts. This course fulfills the Physical Education Graduation Requirement.

Prerequisites: Students must be able to swim 500 yards continuously using the crawl stroke, backstroke and breaststroke in any combination. Students are required to furnish their own towel and swim suit. Once the 15 credits towards graduation are completed, Aquatics may be repeated for elective credit (pending available space).

Activities:

- | | |
|--------------------------------|---------------------------|
| 1. Fitness Programming | 5. Water Aerobics |
| 2. Training Concepts | 6. Community Water Safety |
| 3. Hydrodynamic Concepts | 7. Community CPR |
| 4. Fitness Swimming Activities | 8. Nutrition |

0816 ADVANCED PERFORMANCE

5 Credits

Description: Designed for the highly motivated student interested in learning about advanced performance training, this class will help build potential health and fitness career opportunities and knowledge of those careers. Focus is on incorporating intense training techniques, nutrition, goal setting and research in the area of exercise science. Students will also participate in FitnessGram and develop a fitness and wellness plan.

Prerequisites: Weight Training II or Cross Training II. Once the 15 credits towards graduation are completed, Advanced Performance may be taken for elective credit (pending available space).

0817 SPORT OFFICIATING

5 Credits

Description: Students will gain the knowledge and experience necessary to become an official in a variety of major sports including, but not limited to, basketball, football, volleyball, baseball, softball and soccer. Coursework will include classroom activities, exercise, field experiences, guest speakers and video lessons. Upon successful completion of this course, students interested in employment with youth organizations or the NSAA may pursue these activities at their own discretion. Students will participate in FitnessGram. This course fulfills the Physical Education Graduation Requirement.

Prerequisites: Sport Skills and Fitness or Lifetime Fitness

9-12 Courses Reviewed and Determined to Remain with Curriculum Updates: Revised Course Descriptions

0814 ATHLETIC TRAINING AND SPORTS INJURY

5 Credits

Description: Students will learn about athletic training and the health care of the athlete. The primary focus of study will revolve around the prevention, recognition, treatment, and rehabilitation of injuries caused during physical activity or athletics. Basic knowledge of anatomy and physiology, emergency first aid, and the discussion of a variety of athletic injuries will be discussed in the traditional classroom format. In addition, students will gain hands-on experience in laboratory activities that include taping techniques, splinting methods, the use and principles of common modalities used to treat athletic injuries, as well as basic principles applied in the rehabilitation of injuries. **This course is for elective credit only and does not fulfill the 15-credit Physical Education Graduation Requirement.**

Prerequisites: None

0815 ATHLETIC TRAINING AND SPORTS INJURIES INTERNSHIP

11-12

10 Credits

Description: The Athletic Training and Sports Injuries Internship is designed as a mutually beneficial experience for Millard Athletic Training students and the high school. Athletic Training students volunteer their athletic training and first aid skills as support to a variety of sports activities. This coordination would take place with the head athletic trainer and various sports teams/organizations. The experience would enhance the athletic training students' skills while providing an important health care service. Students will be required to complete 80 hours of community service (within and/or out of school.) This course may be offered for Dual Enrollment (college credit) through UNO. **This course is for elective credit only and does not fulfill the 15-credit Physical Education Graduation Requirement.**

Prerequisites: 0814 Athletic Training and Sports Injury; students are required to be actively involved in the Student Athletic Trainer program while enrolled in this course.