PHYSICAL EDUCATION GRADE-LEVEL EXPECTATIONS

Missouri Department of Elementary and Secondary Education May, 2007

PHYSICAL EDUCATION GRADE LEVEL EXPECTATIONS

The Physical Education Grade Level Expectations (GLEs) represent content that Missouri students are expected to know at each grade level. The GLEs are not a curriculum. They are, however, the learner outcomes that should be assessed at the local level to appraise student achievement. The GLEs should not be taught in isolation. Rather, they should be bundled together where possible into well-planned, sequential, and targeted lessons to accomplish district objectives to meet the Show-Me Standards.

Alignment to the Missouri Show-Me Content standards is found in the row titled "State Standards." The row titled "National Standards" refers to standards from the National Association of Sport and Physical Education (NASPE, 2004)

The following <u>coding system</u> should be used to reference the Physical Education GLEs:

STRANDS:

PA = Physical Activity and Lifetime Wellness HM = Efficiency of Human Movement and Performance

BIG IDEAS:

Use the numeral preceding the Big Idea

CONCEPTS:

Use the capital letter designation

EX: The GLE "identify health-related fitness components" can be found in the *Physical Activity and Lifetime Wellness* strand (PA), under the first Big Idea – *Personal Fitness and Healthy Active Living* (1), in the concept *Health-Related and Skill-Related Fitness* (A), in grade 3. Therefore, the code for that particular GLE is: **PA1A3**. Generally avoid the use of periods or dashes in the coding.

١.	Tell what it			Grade 3	Grade 4	Grade 5	Grade 6	Grade 7		
	means to be fit	Name three ways to stay fit	Tell why it is important to be physically active every day	Recognize the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition) Identify health related fitness components	Name the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition) Set personal fitness goals	Recognize the components of skill related fitness (agility, balance, coordination, reaction time, speed, power) Participate in health-related fitness assessments and interpret the results (e.g., Fitness gram, President's Challenge)	Identify activities that develop skill- related fitness Interpret personal health- related fitness assessments and determine which fitness components need improvement (e.g., pedometers, heart rate monitors, pulse sticks)	Analyze activities to determine whether they promote health-related fitness, skill-related fitness, or both	Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total fitness	Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness Analyze present fitness levels to create a long-term personal fitness plan which meets current and future needs
nealtn-Kelated	HPE 4	HPE 4	HPE 4		•	cal fitness activit o assessments a	cies and assessmat grade K)	nents	HPE 4	necessary for the maintenance of health and fitness
dards nal	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4

1. Perso	onal Fitne	ess and Healthy	Active Living							
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
В.		Identify a variety of physical	Identify opportunities outside of	Identify benefits of regular	Identify food choice and how it relates to a	Analyze food choices and the relationship	Evaluate decision-making behaviors as	Identify caloric value of a variety of foods	Describe the cause/effect of nutrition and	Analyze and compare health, skill, and fitness benefits derived from a
Wellness		activities that promote wellness (e.g., walking, jogging)	school to participate regularly in physical activities (e.g., dance practice, jogging, kick, dribble, throw and catch)	participation in a variety of activities (e.g., stress management, weight control)	healthy lifestyle (e.g., fruits, protein, dairy, energy-in, energy-out) Identify one activity designed to help reduce stress (e.g., aerobics, deep breathing)	between physical activity and food intake Explain the relationship between stress and physical activity (e.g., deep breathing calms nervous feelings)	they affect wellness	and determine exercise needed to expend this energy Identify physiological changes that occur in the body due to stress (e.g., sweating, eye twitching, rapid pulse, irregular heartbeat)	exercise in maintaining a healthy weight (calories in = calories out) Identify a variety of specific activities designed to reduce and manage stress (e.g., aerobics, Pilates, deep breathing, muscle relaxation)	variety of sports and lifetime activities (e.g., pedometers, pulse wands, heart rate wands, tri-fit machines) Describe the relationship between nutrition, exercise and body composition (MyPyramid.gov) Investigate the negative effects of performance enhancing drugs and alcohol on health and physical performance Categorize short and long-term effects of stress on the individual Analyze the benefits of an effective stress
State		HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	management plan HPE 2. HPE 4, HPE 5
Standards		NDF 0	NDF 2	NDF 2	NDF 2	NDF 2	NDF 2		NDF 2	·
National Standards		NPE 3	NPE 3	NPE 3	NPE 3	NPE 3	NPE 3	NPE 3	NPE 3	NPE 3

1. Perso	nal Fitness ar	nd Healthy Activ	e Living							
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Fitness Principles		Recognize signs associated with physical activity (e.g., fast heart rate, heavy breathing, perspiration)	Describe the benefits of appropriate warm-up and cool-down activity	Describe how the body responds to moderately vigorous physical activities (e.g., heart has to beat faster to meet blood supply demands)	Identify the differences between anaerobic activities (e.g., sprint vs. 15-minute jog)	Explain the effects of aerobic and anaerobic activity (e.g., aerobic – heavy breathing, anaerobic – muscle fatigue)	Describe target heart rate as it relates to cardio respiratory endurance	Identify the FITT principle (frequency, intensity, time, type) and how it relates to exercise	Identify exercise principles of overload, progression, and specificity and how they relate to exercise	Design a personal fitness plan utilizing the FITT (frequency, intensity, time, type) principle and the principles of overload, progression, and specificity that contributes to an active healthy lifestyle (American College of Sport Medicine guidelines)
										Differentiate between how oxygen is utilized aerobically and anaerobically
State Standards		HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 2, HPE 4
National		NPE 4	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4
Standards										

I. Perso	onal Fitness an									
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Systems	Identify major body parts (e.g., head, neck, arm, shoulders, elbow, legs, knee, hip, feet, back, fingers, toes)	Tell why muscles and bones are important to movement	Identify the parts of the circulatory and respiratory systems of the body (circulatory - heart, blood, veins, arteries; respiratory - lungs, mouth, nose, bronchial tubes, trachea)	Show on the body a few of the major bones (e.g., patella, ribs, phalanges, femur)	Recognize what systems work together to move your body (e.g., muscular and skeletal)	Identify the major function of these four body systems (circulatory – blood flow; respiratory – oxygen; muscular – strength and motor performance; skeletal – body support)	Explain how the muscular system and skeletal system work together to move the body Explain how the circulatory system and respiratory system respond to physical	Explain how participation in specific activities improves the circulatory, respiratory, muscular, and skeletal systems (e.g., weight bearing exercises improve bone strength, how	Explain the effects of a sedentary lifestyle on the circulatory, respiratory, muscular, and skeletal systems	Identify the major muscle groups that are engaged during specific exercises and activities (e.g., bicep – bicep curl)
Iso Apod State State Standards	HPE 1	HPE 1	HPE 1	HPE 1	HPE 1	Label major muscles (e.g., abdominals, quadriceps, biceps) and bones (e.g., tibia, fibula, radius)	HPE 1, HPE 4	muscles are strengthened) HPE 1, HPE 4	HPE 1, HPE 4	HPE 1
		II.	1	1	1	l .		1	1	l .

2. Res	ponsible Persona	and Social	Behavior in the I	Physical Activity	y Setting					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
A.	Demonstrate the ability to share, be cooperative and safe with others		Demonstrate independence and good use of time while participating in	Demonstrate respect for all students regardless of individual	Apply rules and procedures to activities	Apply self- control in physical activity settings and differentiate	Explain how rules, safety and etiquette are important concepts in a	Select appropriate conflict resolution skills in a physical	Demonstrate the ability to solve problems by analyzing causes and	Show personal etiquette, respect, and safety skills during physical
Personal/Social Responsibilities	Sale With Others		Show appropriate sportsmanship and sensitivity to diversity and gender issues	differences in skills and abilities		between appropriate and inappropriate behaviors (e.g., sportsmanship, cooperation, diversity)	physical activity setting	activity setting (e.g., self- control, respect, peer influence)	potential solutions in a physical activity setting (e.g., checklist of conflict resolution skills)	activities Identify strategies for including persons of diverse backgrounds and abilities in physical activities
State	HPE 2		HPE 2	HPE 2, HPE 4	HPE 2, HPE 4	HPE 2, HPE 4	HPE 2	HPE 2	HPE 2	HPE 2
Standards National Standards	NPE 5		NPE 5	NPE 5	NPE 5	NPE 5	NPE 5	NPE 5	NPE 5	NPE 1

3. Inju	ıry Prevention,	Treatment and	Rehabilitation							
Α.	Grade K Demonstrate safe use of	Grade 1 Tell the difference	Grade 2 Perform efficient	Grade 3 Recognize appropriate	Grade 4 Identify safe and unsafe	Grade 5 Differentiate between the	Grade 6 Identify and describe	Grade 7 Identify proper protective	Grade 8 Investigate the safe and unsafe	Grade 9-12 Identify the relationship
tion	general and personal space	between general space awareness and personal space awareness	movement in activities to prevent injuries	warm-up, cool- down and flexibility activities and the importance of each to injury prevention	situations and respond appropriately	terms warm-up, cool-down, stretching, and conditioning and demonstrate examples of each	reasons for using proper warm-up, cool- down, stretching, and appropriate attire in a physical activity setting	equipment used in physical activities	practices of using fitness equipment (e.g., weight room, fitness balls, step aerobics)	between warm- up, cool-down, proper skill techniques, the use of protective equipment, and proper conditioning to exercise-related injuries
Prevention										Investigate and predict potential exercise-related injuries and medical conditions that could occur during a variety of physical activities
State Standards	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4
National Standards	NPE 2, NPE 5	NPE 2, NPE 5	NPE 2, NPE 5	NPE 2	NPE 2	NPE 2	NPE 2	NPE 2	NPE 2	NPE 2

3. Inju	ıry Prevention, Tı	eatment and	d Rehabilitation							
•	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Treatment					Grade 4	Grade 5 Recognize signals of sudden onset emergencies (e.g., high/low blood sugar, breathing, seizures) and seek appropriate assistance	Grade 6	Grade 7 Recognize non- life threatening injuries and explain how to provide basic care inside and outside the physical activity setting (e.g., Heimlich Maneuver, RICE – Rest, Ice, Compression, Elevation)	Apply knowledge of basic first aid for the treatment of injury inside and outside the physical activity setting (e.g., Asthma, CPR, RICE – Rest, Ice, Compression, Elevation)	Grade 9-12 Differentiate between life threatening and non-life threatening injuries and select the appropriate level of treatment (e.g., basic first aid, CPR, calling 911)
State Standards	HPE 7		HPE 7	HPE 7		HPE 7		HPE 7	HPE 7	HPE 7
National	NH 5		NH 5	NH 5		NH 5		NH 5	NH 5	NH 5
Standards										

1.	Fundamental M	ovement Skills	and Games							
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
A.	Demonstrate the correct form of three	Demonstrate all locomotor skills (walk, run, leap,	Demonstrate locomotor skills in combinations							
Locomotor	locomotor skills (e.g., walk, run, jump, hop, gallop)	jump, hop, slide, gallop, skip)	Demonstrate locomotor skills using patterns, levels, tempo, directions, and pathways							
State Standards	HPE 4	HPE 4	HPE 4							
National Standards	NPE 1, NPE 3	NPE 1, NPE 3	NPE 1, NPE 3							

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
В.	Demonstrate selected non- locomotor skills (e.g., push, pull, bend, twist, stretch, turn)	Demonstrate non-locomotor skills in a variety of activities	Demonstrate non-locomotor skills in a variety of activities using different levels and speeds	Grade 3	Grade 4	Grade 3	Grade 0	Grade 7	Grade 0	Grade 3 12
Non-Locomotor			individually and with a partner							
ate	HPE 4	HPE 4	HPE 4							
indards tional	NPE 1	NPE 1	NPE 1							

				Grado 3	Grado 4	Grado E	Grado 6	Grado 7	Grado 8	Grado 0-12
Manipulative Skills	Grade K Demonstrate manipulative skills in a stationary position (e.g., rolling, throwing, catching, kicking)	Demonstrate a variety of manipulative skills while stationary and moving Demonstrate fine motor skills while manipulating small objects (e.g., juggling scarves, small bean bags)	Grade 2 Demonstrate individually and with a partner manipulative skills in a stationary position and while moving (e.g., throwing, catching, kicking, striking, volleying, and dribbling)	Grade 3 Demonstrate critical elements for manipulative skills (e.g., step forward opposite foot, arm position, step and follow through)	Grade 4 Demonstrate locomotor, non-locomotor and manipulative skill combinations during skill drills (e.g., throw to a partner while he/she runs to catch, dribble and pass a ball to moving receiver, catch thrown objects, continuously strike a ball against a	Grade 5 Demonstrate sport-specific manipulative skills in games and modified sports activities	Grade 6	Grade 7	Grade 8	Grade 9-12
State standards	HPE 4	HPE 4	HPE 4	HPE 4	backboard or wall with an implement)	HPE 4				
ational andards	NPE 1	NPE 1	NPE 1	NPE 1	NPE 1	NPE 1				

1. Fund	lamental Mover	ment Skills and	Games							
D.	Grade K Demonstrate introductory	Grade 1 Demonstrate static and	Grade 2 Distinguish between static	Grade 3 Demonstrate combination of	Grade 4	Grade 5 Demonstrate a tumbling	Grade 6 Apply mechanical	Grade 7	Grade 8	Grade 9-12
Body Management	individual stunts (e.g., crab walk, bear walk, inch worm) Demonstrate ways to balance on different body parts at different levels	dynamic balance activities (e.g., stork stand, lame dog) Demonstrate introductory stunts and tumbling skills (e.g., log, forward, egg rolls)	and dynamic balance (e.g., one leg balance, forward roll)	Demonstrate basic inverted balances (e.g., tripod, headstand)		Analyze and correct errors in movement patterns and skills that require balance, basic tumbling, and range of motion	principles of force, stability motion, and direction (e.g., lower the center of gravity)			
State Standards	HPE 4	HPE 4	HPE 4	HPE 4		HPE 4	HPE 4			
National Standards	NPE 1	NPE 1	NPE 1	NPE 1		NPE 1	NPE 1			

1. Fund	damental Move	ment Skills and	Games							
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
E.	Identify relationship	Demonstrate a variety of	Identify and demonstrate	Demonstrate a combination of	Identify body parts and	Connect the importance of	Identify critical elements to	Apply critical elements of		Identify and analyze the
	with body parts (e.g., left hand to left shoulder, right elbow to left knee) Demonstrate	pathways, speeds, directions and levels using locomotor movements	symmetrical and nonsymmetrical shapes at different levels (e.g., body letters, rope spelling)	movement concepts while performing various skills (e.g., skipping while dribbling a ball in a curved pathway	functions in relationship to movement (e.g., long jump – arms swing forward when legs extend)	posture and body positions with performance of various skills (e.g., swinging a bat, rope jumping,	improve performance in selected skills (e.g., throw various objects)	movement to various activities (e.g., transfer of learning, swing, throwing, strike, biomechanics)		critical elements of selected advanced skills (e.g., strength training, games)
Movement Concepts	the difference between slow and fast movement when performing locomotor movements	Identify and demonstrate a variety of relationships (over, under, through) with objects (e.g., wands, hula hoops)	Apply relationship experiences with a person (e.g., crawl under partner's bridge) or with objects	in general space)		walking on a beam, throwing a ball) Demonstrate manipulative skills with increased force, accuracy and				
Move	Recognize the difference between general and personal space		Identify and apply concepts relating to force (e.g., hard, soft, heavy, light)			control at different speeds, levels and directions (e.g., hit a target using an overhand throw from a variety of distances)				
State Standards	HPE 1, HPE 4	HPE 1, HPE 4	HPE 1, HPE 4	HPE 1, HPE 4	HPE 1, HPE 4	HPE 1, HPE 4	HPE 4	HPE 4		HPE 4
National Standards	NPE 1	NPE 1	NPE 1	NPE 1, NPE 2	NPE 1, NPE 2	NPE 1, NPE 2	NPE 1	NPE 1		NPE 1

1. Fund	lamental Mover	nent Skills and	Games							
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
F.	Demonstrate cooperation with partners	Demonstrate motor skills while	Demonstrate motor skills and knowledge of	Apply fundamental and specialized	Apply fundamental and specialized	Apply fundamental and specialized	Apply fundamental and sequential			
Developmental Games	and small groups to accomplish a game objective Demonstrate chasing, fleeing, dodging	participating in low organized games	rules while participating in low organized games	skills in lead-up games Identify appropriate cooperative, social, and teamwork skills while participating in game situations	skills in game situations	skills in game situations with increased proficiency	skills in game situations with increased proficiency			
State Standards	HPE 4	HPE 4	HPE 4	HPE 2, HPE 4	HPE 2, HPE 4	HPE 2, HPE 4	HPE 4			
National Standards	NPE 1, NPE 5	NPE 1	NPE 1	NPE 1, NPE 5	NPE 1	NPE 1	NPE 1			

2. Spor	t Skills and Life	etime Activitie	es							
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Skill Techniques			Demonstrate proper techniques for a variety of fundamental skills	Demonstrate proper techniques for a variety of fundamental skills while practicing with a partner (e.g., realize there was too much force when a ball was overthrown)	Identify the proper techniques of specialized skills (e.g., law of opposition)	Critique techniques and provide feedback (e.g., throwing – throwing arm, side away from target, rotate hips) to teacher or partner	Demonstrate skills successfully in modified games of increased complexity		Analyze selected skills and correct errors to improve skill technique	Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment)
State Standards National			HPE4	HPE4	HPE4	HPE4	HPE4		HPE4	HPE 4
Standards			NPE 2	NPE 2	NPE 2	NPE 2	NPE 2		NPE 2	NPE 2

2. Spor	t Skills and Life	time Activities								
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
В.				Demonstrate a variety of sport specific lead-up games		Demonstrate ability to follow rules, cooperate with teammates	Identify terminology, list rules and safety principles	Apply terminology, scoring, etiquette,	Explain sport history	Summarize the history, rules, terminology, scoring and
Sports						and apply a simple strategy in a variety of sport specific lead-up games	appropriate for individual, dual and team sports	player position and equipment, safety principles and game rules for individual,	Demonstrate an increased level of competence in skill techniques,	etiquette in a variety of individual, dual and team sports
Team Sp							Demonstrate basic competence in a variety of	dual and team sports	scoring, and safety practices in a variety of individual, dual	Identify and apply rules of play, skill
and							individual, dual and team sports	Apply basic offensive and defensive strategies in a modified game	Analyze play of their opponent	techniques and basic game strategies in a variety of individual, dual
al, Dual								setting	and apply defensive and offensive	and team sports
Individual,									techniques	Consistently demonstrate skill competency in a variety of individual, dual and team sports
State Standards				HPE 4		HPE 4	HPE 4	HPE 4	HPE 4	HPE 4
National Standards				NPE 2		NPE 5	NPE 2, NPE 5	NPE 2, NPE 5	NPE 2, NPE 5	NPE 1, NPE 2, NPE 5

2. Spor	t Skills and Life	time Activities								
_	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
al Activities							Define terminology, list rules and safety principles appropriate for outdoor pursuits and recreational activities (e.g., table tennis, orienteering)	Apply terminology, scoring, etiquette, safety principles, and rules appropriate for outdoor pursuits and recreational activities	Demonstrate an increased level of competence in a variety of outdoor pursuits and/or recreational activities	Summarize and apply rules, etiquette, skill techniques, and basic strategies in a variety of outdoor pursuits and recreational activities
Pursuits/Recreational							Demonstrate basic competence in a variety of outdoor pursuits and recreational activities			Consistently demonstrate skill competency in a variety of outdoor pursuits and recreational activities
Outdoor										
State Standards							HPE 4	HPE 4	HPE 4	HPE 4
National							NPE 1, NPE 5	NPE 1, NPE 5	NPE 1	NPE 1, NPE 5
Standards										

2. Spor	2. Sport Skills and Lifetime Activities											
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12		
D.			Demonstrate	Demonstrate	*Demonstrate		Define	Demonstrate an	Demonstrate an	Summarize the		
			basic apparatus	basic apparatus	competence in		terminology, list	increased level	intermediate	history, rules,		
			activities on a	activities (e.g.,	basic swimming		rules and safety	of competence	level of	terminology and		
are			balance beam,	balance beam –	strokes and		principles	in a variety of	competence in	etiquette in		
			climbing rope,	a forward	safety skills in,		appropriate for	physical	a variety of	aquatics or		
<u>ë</u> .			cargo net,	movement;	on and around		specialized	activities (e.g.,	physical	gymnastics		
facilities			parallel bars,	climbing rope –	the water when		activities	gymnastics,	activities (e.g.,			
<u> </u>			vault, and	from a supine	facilities allow		included in the	aquatics)	gymnastics,	T 1 110 1		
ري <u>ټ</u>			climbing wall	position	and is district		instructional		aquatics)	Identify and		
* 5				students ascend	approved (e.g.,		program			apply rules, skill		
S =				to a stand and descend to a	first-aid, water				Apply obill	techniques and		
<u>. 6</u> .				sit; cargo net –	patrol, boater safety)				Apply skill techniques,	basic strategies in aquatics or		
i i				ascending and	Salety)				scoring and	gymnastics		
Activities ly taught wh able				descending					safety practices	gymnastics		
8 t G				climb to grade					in a modified			
				level height;					activity setting	Consistently		
<u>a</u> e g				parallel/even					detivity setting	demonstrate		
av av				and uneven						skill		
Sti 🖃				bars – under						competency in		
Specialized gymnastics or avai				bar activities;						aquatics or		
ΦĘ				horizontal bar –						gymnastics		
g S				front support;								
0 , 5				spring board -								
				jump and land)								
S												
Ţ.												
*Aquatics												
*												
State			HPE 4	HPE 4	HPE 4		HPE 4	HPE 4	HPE 4	HPE 4		
Standards National			NPE 1	NPE 1	NPE 1		NPE 1	NPE 1	NPE 1	NPE 1		
Standards												

2. Spor	t Skills and Life	etime Activities								
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Сareers	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7 Investigate the health, fitness and sport industry careers (e.g., panel of community members, personal interviews, internet research)	Grade 8 Describe the requirements for careers that can be pursued in outdoor pursuits and recreational activities	Grade 9-12 Investigate and cite career opportunities available as related to physical education (e.g., panel, research paper)
State Standards								N/A	N/A	N/A
National								NPE 6	NPE 6	NPE 6
Standards										

3. Rhy	thms and Dance	е								
Α.	Grade K Demonstrate the concept of	Grade 1 Demonstrate basic cues to	Grade 2 Demonstrate movements to	Grade 3 Define and differentiate	Grade 4	Grade 5 Recognize and move to a	Grade 6	Grade 7	Grade 8	Grade 9-12
Essential Elements of Rhythm	beat/rhythm pattern as it applies to music and movement (e.g., clap, drum) Demonstrate simple movements to music (e.g., march to beat)	Demonstrate a simple dance step in keeping with a dance tempo	different rhythms	between tempo and beat		tempo or beat with various intensity, mood, accent and rhythm patterns				
State Standards National Standards	HPE 4, FA 2, FA 4	HPE 4, FA 2, FA 4	HPE 4, FA 2, FA 4	HPE 2, HPE 4, FA 2, FA 4 NPE 1		HPE 2, HPE 4, FA 2, FA 4 NPE 1				

3. Rhy	thms and Danc	e								
•	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
В.	Demonstrate	Create/interpret	Demonstrate	Demonstrate		Communicate		Apply	Analyze the	
	the ability to	movements to a	the ability to	ability to		ideas and		fundamental	creative and	
	use your body	variety of music	create rhythmic	interpret and		feelings through		movement skills	aesthetic	
	as a means of expression	(e.g., locomotor/	movement patterns (e.g.,	move to a variety of music		dance movement		to create a simple	aspects of a dance pattern	
	(e.g., snowman	nonlocomotor	float high,	(e.g., fluid and		(e.g., sports		movement	(e.g., direction,	
	melting)	skills to	stomp, turn,	smooth		dance, joy,		sequence (e.g.,	time, flow,	
	meiting)	beat/rhythm	crawl slow)	movements,		anger)		locomotor, non-	level, energy)	
		pattern)	G. G. W. G. G. V.	strong and				locomotor, self-	1010.7 0.10.977	
		. ,		intense				expression, self-		
Ø				movements)				evaluation)		
Creative/Interpretive										
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State Standards	HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2		HPE 4, FA 1, FA 2		HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2	
National Standards	NPE 1, NPE 6	NPE 1, NPE 6	NPE 1, NPE 6	NPE 1, NPE 6		NPE 1, NPE 6		NPE 1, NPE 6	NPE 1, NPE 6	

3. Rhyt	hms and Dan	се								
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Rhythmic Activities :0	Grade K	Demonstrate rhythmic activities (e.g., lummi sticks, jump rope, parachute)	Create personal rhythmic pattern with a manipulative (e.g., lummi stick)	Demonstrate rhythmic routines using fundamental movement skills and/or a manipulative (e.g., teacherdirected routine using streamers)	Grade 4	Create simple rhythmic routines using fundamental movement skills in partner and small group situations	Describe the benefits of dance as a lifetime activity as it relates to fitness (e.g., flexibility, muscle coordination)	Design an exercise routine to accompany music that emphasizes fitness components (e.g., jump rope, aerobics, line dance)	State 5	Demonstrate rhythmic activities that use a variety of equipment to develop various components of fitness (e.g., dumbbells, exercise bands, steps, balls, scarves)
State Standards		HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2		HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2		HPE 4, FA 1, FA 2
National		NPE 1	NPE 1	NPE 1		NPE 1	NPE 6	NPE 4		NPE 4
Standards				-						

3. Rhyt	hms and Dan	се								
_	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Forms of Dance	Grade K	Demonstrate a simple dance	Demonstrate a simple dance with a partner	Demonstrate simple step patterns (e.g., step-together-step-touch), and scattered formations in dance Demonstrate simple dance mixers (changing partner)	Demonstrate step patterns (e.g., do-si-do), simple positions (e.g., promenade) and formations (e.g., partner scattered) in dance	Perform a traditional folk or square dance (e.g., Cotton Eyed Joe and Patty Cake Polka)	Exhibit basic dance skills and fundamentals while demonstrating various dance forms (e.g., folk, line, square, social)	Grade 7	Analyze differences and similarities in dances from various cultures	Demonstrate basic skills and social etiquette in a variety of dance forms utilizing different cultural backgrounds (e.g., line dance, social, folk, aerobic, square, jazz, contemporary)
State Standards		HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2		HPE 4, FA 1, FA 2	HPE 4, FA 1, FA 2
National Standards		NPE 1	NPE 1	NPE 1	NPE 1	NPE 1	NPE 1		NPE 1	NPE 1, NPE 5, NPE 6

3. Rhyl	thms and Dan	ce								
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Social/Cultural Aspects of Dance	Grade K	Demonstrate appropriate social skills (e.g., responding to a partner in a positive manner)	Identify historical origins of folk dances (e.g., Kinder polka – Germany)	Grade 3	Grade 4	Identify the historical and cultural origin of various international folk dances (e.g., Teton Mountain Stomp – USA)	Demonstrate appropriate social skills while participating in dance activities, including etiquette and courtesies appropriate to various dance forms	Discuss the cultural and historic context of at least one dance form	Grade 8	Compare the recreational and social aspects of a variety of dances and their impact on cultural development
State		HPE 5	HPE 4, FA 5			HPE 4, FA 5	HPE 4, FA 5	HPE 4, FA 5	HPE 4, FA 5	HPE 4, FA 5
Standards National		NPE 5	NPE 5			NPE 5	NPE 5, NPE 6	NPE 5, NPE 6	NPE 5, NPE 6	NPE 5, NPE 6
Standards		MPE 3	MFE 3			MPE 3	MPE 5, MPE 0	NEL S, NEC O	MFL 3, MFE 0	MFL 3, MPE 0