

# **PHYSICAL EDUCATION GRADE-LEVEL EXPECTATIONS**

**Missouri Department of Elementary and Secondary Education  
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## 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 coding system 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.

## Physical Activity and Lifetime Wellness

1. Personal Fitness 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
<b>A.</b>	Tell what it 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)	Name the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition)	Recognize the components of skill related fitness (agility, balance, coordination, reaction time, speed, power)	Identify activities that develop skill-related fitness	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
				Identify health related fitness components	Set personal fitness goals	Participate in health-related fitness assessments and interpret the results (e.g., Fitness gram, President's Challenge)	Interpret personal health-related fitness assessments and determine which fitness components need improvement (e.g., pedometers, heart rate monitors, pulse sticks)	Analyze present fitness levels to create a long-term personal fitness plan which meets current and future needs necessary for the maintenance of health and fitness		
All students will participate in local fitness activities and assessments at every grade level (no assessments at grade K)										
State Standards	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 2, HPE 4	HPE 4	HPE 4	HPE4
National Standards	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4

## Physical Activity and Lifetime Wellness

1. Personal Fitness 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
<b>B.</b>										
	<b>Wellness</b>		Identify a variety of physical activities that promote wellness (e.g., walking, jogging)	Identify opportunities outside of school to participate regularly in physical activities (e.g., dance practice, jogging, kick, dribble, throw and catch)	Identify benefits of regular participation in a variety of activities (e.g., stress management, weight control)	Identify food choice and how it relates to a healthy lifestyle (e.g., fruits, protein, dairy, energy-in, energy-out)  Identify one activity designed to help reduce stress (e.g., aerobics, deep breathing)	Analyze food choices and the relationship between physical activity and food intake  Explain the relationship between stress and physical activity (e.g., deep breathing calms nervous feelings)	Evaluate decision-making behaviors as they affect wellness	Identify caloric value of a variety of foods 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)	Describe the cause/effect of nutrition and 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)
State Standards		HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2. HPE 4, HPE 5
National Standards		NPE 3	NPE 3	NPE 3	NPE 3	NPE 3	NPE 3	NPE 3	NPE 3	NPE 3

## Physical Activity and Lifetime Wellness

1. Personal Fitness 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
<b>C.</b>										
	<b>Fitness Principles</b>		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 and aerobic 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
State Standards		HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 4	HPE 2, HPE 4
National Standards		NPE 4	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4	NPE 4

## Physical Activity and Lifetime Wellness

1. Personal Fitness 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	
<b>D.</b>	<b>Body Systems</b>	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 participation in specific activities improves the circulatory, respiratory, muscular, and skeletal systems (e.g., weight bearing exercises improve bone strength, how muscles are strengthened)	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)
							Label major muscles (e.g., abdominals, quadriceps, biceps) and bones (e.g., tibia, fibula, radius)	Explain how the circulatory system and respiratory system respond to physical activity			
State Standards	HPE 1	HPE 1	HPE 1	HPE 1	HPE 1	HPE 1	HPE 1, HPE 4	HPE 1, HPE 4	HPE 1, HPE 4	HPE 1	
National Standards	NH 1, NPE 2	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1	

## Physical Activity and Lifetime Wellness

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

## Physical Activity and Lifetime Wellness

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

## Physical Activity and Lifetime Wellness

3. Injury Prevention, Treatment and Rehabilitation										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
<b>Treatment</b>	<b>B.</b>									
	Demonstrate how to seek adult help when an injury has occurred (e.g., playground, field trips, lunch room)		Recognize the symptoms of breathing emergency (e.g., asthma, choking) and seek appropriate assistance	Recognize body signals that indicate injury and seek assistance		Recognize signals of sudden onset emergencies (e.g., high/low blood sugar, breathing, seizures) and seek appropriate assistance		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)	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 Standards	NH 5		NH 5	NH 5		NH 5		NH 5	NH 5	NH 5

Efficiency of Human Movement and Performance

1. Fundamental Movement Skills and Games										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
<b>A.</b>	Demonstrate the correct form of three locomotor skills (e.g., walk, run, jump, hop, gallop)	Demonstrate all locomotor skills (walk, run, leap, jump, hop, slide, gallop, skip)	Demonstrate locomotor skills in combinations  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							

Efficiency of Human Movement and Performance

1. Fundamental Movement Skills and Games										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
<b>B.</b>	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 individually and with a partner							
<b>Non-Locomotor</b>										
State Standards	HPE 4	HPE 4	HPE 4							
National Standards	NPE 1	NPE 1	NPE 1							

Efficiency of Human Movement and Performance

1. Fundamental Movement Skills and Games											
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12	
<b>C.</b>	<b>Manipulative Skills</b>	Demonstrate manipulative skills in a stationary position (e.g., rolling, throwing, catching, kicking)	Demonstrate a variety of manipulative skills while stationary and moving	Demonstrate individually and with a partner manipulative skills in a stationary position and while moving (e.g., throwing, catching, kicking, striking, volleying, and dribbling)	Demonstrate critical elements for manipulative skills (e.g., step forward opposite foot, arm position, step and follow through)	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 backboard or wall with an implement)	Demonstrate sport-specific manipulative skills in games and modified sports activities				
			Demonstrate fine motor skills while manipulating small objects (e.g., juggling scarves, small bean bags)								
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					

Efficiency of Human Movement and Performance

1. Fundamental Movement Skills and Games										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
<b>D.</b>	Demonstrate introductory individual stunts (e.g., crab walk, bear walk, inch worm)	Demonstrate static and dynamic balance activities (e.g., stork stand, lame dog)	Distinguish between static and dynamic balance (e.g., one leg balance, forward roll)	Demonstrate combination of tumbling skills		Demonstrate a tumbling routine	Apply mechanical principles of force, stability motion, and direction (e.g., lower the center of gravity)			
	Demonstrate ways to balance on different body parts at different levels	Demonstrate introductory stunts and tumbling skills (e.g., log, forward, egg rolls)		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				
<b>Body Management</b>										
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			

Efficiency of Human Movement and Performance

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

Efficiency of Human Movement and Performance

1. Fundamental Movement Skills and Games										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
<b>F.</b>	Demonstrate cooperation with partners and small groups to accomplish a game objective	Demonstrate motor skills while participating in low organized games	Demonstrate motor skills and knowledge of rules while participating in low organized games	Apply fundamental and specialized skills in lead-up games	Apply fundamental and specialized skills in game situations	Apply fundamental and specialized skills in game situations with increased proficiency	Apply fundamental and sequential skills in game situations with increased proficiency			
	Demonstrate chasing, fleeing, dodging			Identify appropriate cooperative, social, and teamwork skills while participating in game situations						
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			

Efficiency of Human Movement and Performance

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
<b>A.</b> <b>Skill Techniques</b>			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		HPE4	HPE4	HPE4	HPE4	HPE4		HPE4	HPE 4
	National Standards		NPE 2	NPE 2	NPE 2	NPE 2	NPE 2		NPE 2	NPE 2

Efficiency of Human Movement and Performance

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
<b>B.</b>				Demonstrate a variety of sport specific lead-up games		Demonstrate ability to follow rules, cooperate with teammates and apply a simple strategy in a variety of sport specific lead-up games	Identify terminology, list rules and safety principles appropriate for individual, dual and team sports	Apply terminology, scoring, etiquette, player position and equipment, safety principles and game rules for individual, dual and team sports	Explain sport history	Summarize the history, rules, terminology, scoring and etiquette in a variety of individual, dual and team sports
							Demonstrate basic competence in a variety of individual, dual and team sports	Apply basic offensive and defensive strategies in a modified game setting	Demonstrate an increased level of competence in skill techniques, scoring, and safety practices in a variety of individual, dual and team sports	Analyze play of their opponent and apply defensive and offensive techniques
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

Efficiency of Human Movement and Performance

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
C.							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
							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
State Standards							HPE 4	HPE 4	HPE 4	HPE 4
National Standards							NPE 1, NPE 5	NPE 1, NPE 5	NPE 1	NPE 1, NPE 5

Efficiency of Human Movement and Performance

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
<b>D.</b>  <b>Specialized Activities *</b> * Aquatics and gymnastics only taught where facilities are available			Demonstrate basic apparatus activities on a balance beam, climbing rope, cargo net, parallel bars, vault, and climbing wall	Demonstrate basic apparatus activities (e.g., balance beam – a forward movement; climbing rope – from a supine position students ascend to a stand and descend to a sit; cargo net – ascending and descending climb to grade level height; parallel/even and uneven bars – under bar activities; horizontal bar – front support; spring board – jump and land)	*Demonstrate competence in basic swimming strokes and safety skills in, on and around the water when facilities allow and is district approved (e.g., first-aid, water patrol, boater safety)		Define terminology, list rules and safety principles appropriate for specialized activities included in the instructional program	Demonstrate an increased level of competence in a variety of physical activities (e.g., gymnastics, aquatics)	Demonstrate an intermediate level of competence in a variety of physical activities (e.g., gymnastics, aquatics)  Apply skill techniques, scoring and safety practices in a modified activity setting	Summarize the history, rules, terminology and etiquette in aquatics or gymnastics  Identify and apply rules, skill techniques and basic strategies in aquatics or gymnastics  Consistently demonstrate skill competency in aquatics or gymnastics
	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	NPE 1

Efficiency of Human Movement and Performance

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
<b>E.</b>										
<b>Careers</b>								Investigate the health, fitness and sport industry careers (e.g., panel of community members, personal interviews, internet research)	Describe the requirements for careers that can be pursued in outdoor pursuits and recreational activities	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 Standards								NPE 6	NPE 6	NPE 6

Efficiency of Human Movement and Performance

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

Efficiency of Human Movement and Performance

3. Rhythms and Dance										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
<b>B.</b>	<b>Creative/Interpretive</b>	Demonstrate the ability to use your body as a means of expression (e.g., snowman melting)	Create/interpret movements to a variety of music (e.g., locomotor/nonlocomotor skills to beat/rhythm pattern)	Demonstrate the ability to create rhythmic movement patterns (e.g., float high, stomp, turn, crawl slow)	Demonstrate ability to interpret and move to a variety of music (e.g., fluid and smooth movements, strong and intense movements)			Communicate ideas and feelings through dance movement (e.g., sports dance, joy, anger)		
								Apply fundamental movement skills to create a simple movement sequence (e.g., locomotor, non-locomotor, self-expression, self-evaluation)	Analyze the creative and aesthetic aspects of a dance pattern (e.g., direction, time, flow, level, energy)	
		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
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	

Efficiency of Human Movement and Performance

3. Rhythms and Dance										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
<b>C.</b>										
		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., teacher-directed routine using streamers)		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)		Demonstrate rhythmic activities that use a variety of equipment to develop various components of fitness (e.g., dumbbells, exercise bands, steps, balls, scarves)
	<b>Rhythmic Activities</b>									
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 1	NPE 1		NPE 1	NPE 6	NPE 4		NPE 4

Efficiency of Human Movement and Performance

3. Rhythms and Dance										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
<b>D.</b>		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 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)		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)
	<b>Forms of Dance</b>			Demonstrate simple dance mixers (changing partner)						
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

Efficiency of Human Movement and Performance

3. Rhythms and Dance										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
<b>E.</b> <b>Social/Cultural Aspects of Dance</b>		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)			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		Compare the recreational and social aspects of a variety of dances and their impact on cultural development
	State Standards		HPE 5	HPE 4, FA 5			HPE 4, FA 5	HPE 4, FA 5	HPE 4, FA 5	HPE 4, FA 5
	National Standards		NPE 5	NPE 5			NPE 5	NPE 5, NPE 6	NPE 5, NPE 6	NPE 5, NPE 6