

**MINNEAPOLIS PUBLIC SCHOOLS
K-12 PHYSICAL EDUCATION
STANDARDS AND GRADE LEVEL EXPECTATIONS**

**NATIONAL PHYSICAL EDUCATION STANDARDS
2004**

- Standard 1: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**
- Standard 2: Students demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.**
- Standard 3: Students participate regularly in physical activity.**
- Standard 4: Students achieve and maintain a health-enhancing level of physical fitness.**
- Standard 5: Students exhibit responsible personal and social behavior in physical activity settings.**
- Standard 6: Students value physical activity for health, enjoyment, challenge, self-expression and social interaction.**

**MINNEAPOLIS PUBLIC SCHOOLS
PHYSICAL EDUCATION STANDARDS**

- Standard 1. Motor Skills: Students explore, develop, combine and refine body and spatial awareness, motor patterns, manipulation of objects and rhythmical movements through a wide variety of physical activities.**
- Standard 2. Movement Knowledge: Students apply movement principles in developing efficient movement and demonstrate knowledge of safety procedures, rules, strategies, etiquette, history, origin and cultural perspectives in a variety of settings.**
- Standard 3: Health-Related Physical Fitness: Students understand the relationship of physical activity to fitness and health and achieve and maintain a health-enhancing level of fitness.**
- Standard 4: Personal and Social Behavior: Students demonstrate responsible personal and social behavior in a physical setting by developing self-control, cooperative skills, appropriate sports-related behavior, respect for individual differences and regard for safety.**
- Standard 5: Personal Well-being: Students appreciate the benefits of play and develop values, attitudes and behaviors that encourage a physically active and healthy lifestyle.**

**GRADES K-3 PHYSICAL EDUCATION
STANDARDS AND GRADE LEVEL EXPECTATIONS**

K-3 GRADE PHYSICAL EDUCATION –MPS STANDARDS & GRADE LEVEL EXPECTATIONS

STRAND 1: MOTOR SKILLS

STANDARD: Students explore, develop, combine and refine body and spatial awareness, motor patterns, manipulation of objects and rhythmical movements through a wide variety of physical activities.

SUB-STRANDS

GRADE LEVEL EXPECTATIONS

Sub-strand A: Students explore, develop, combine and refine body and spatial awareness.	
<p>Sub-strand A.1: Students will identify body parts and functions in relationship to movement.</p>	<p>Grade K: •name and locate major body parts (head, face, arms, hands, fingers, chest, back, stomach, seat, legs, feet, toes) Grade 1: •name and locate body joints (neck, shoulders, elbows, wrists, knuckles, waist, hips, knees, ankles) Grade 2: •demonstrate a variety of actions with designated body parts Grade 3: •demonstrate the relationships of various body parts in performing a skill (i.e. long jump – arms swing forward when the legs extend)</p>
<p>Sub-strand A.2: Students will define personal space (space surrounding an individual's body) and general space (space within a room or boundary)</p>	<p>Grade K: •make a variety of shapes using the concepts of narrow, wide, round twisted, stretched, curled, long and short Grade 1: •travel while moving in a variety of body shapes</p>
<p>Sub-strand A.3: Students will control body while moving in personal and general space (e.g. stopping, starting, dodging, changing directions, avoiding collisions)</p>	<p>Grade 1: •select a personal space without touching others or objects •move through space without touching others or objects Grade 2: •move safely to open spaces and stay within the defined boundaries Grade 3: •play low organized games within the designated boundaries</p>
<p>Sub-strand A.4: Students will move body in many shapes when directed: wide, narrow, straight, twisted, stretched, curled, long, short, symmetrical and asymmetrical</p>	<p>Grade K: •start and stop in response to a signal Grade 1: •change directions in response to a signal •start and stop without falling •travel through space avoiding collisions with others and obstacles Grade 2: •demonstrate the skills of chasing, fleeing and dodging to avoid others in low organized games</p>
<p>Sub-strand B.5: Students will travel safely while changing levels, pathways, directions, planes, force and speed.</p>	<p>Grade 1: •travel while demonstrating a variety of relationships with objects or people (e.g. under, over, behind, in front of, through, beside and around) •travel in a forward and sideways direction •travel with strong/light force Grade 2: •travel in a backward direction •travel in low, medium and high levels Grade 3: •travel safely, while moving in straight, curved and zig zag pathways</p>

Sub-strand B: Students explore, develop, combine and refine locomotor, non-locomotor and manipulation.

Sub-strand B.1: Students will explore and demonstrate mature form in non-locomotor skills (e.g. twist, turn, bend, stretch, curl, sway, balance, transfer of weight, roll and land).

Grade K: •demonstrate bending, stretching, balancing and rolling
Grade 1: •demonstrate twisting and turning
Grade 2: •demonstrate pushing, pulling, swaying, curling and swinging
Grade 3: •demonstrate proper landing from a jump

Sub-strand B.2: Students will explore static and dynamic balance in simple activities (e.g. balance on one foot, move on a balance beam)

Grade K: •demonstrate balance on various body parts (i.e. travel and stop in balance position)
Grade 1: •balance on wide and narrow bases of support
Grade 2: •sustain a balanced position on one foot
•balance while traveling and changing direction and levels on low and medium level equipment
Grade 3: •balance in an inverted position

Sub-strand B.3: Students will support and transfer weight to hands.

Grade K: •support weight on hands in combination with other body parts (i.e. animal walks)
Grade 1: •transfer weight from feet-to-hands in a variety of activities (i.e. kick-ups, animal walks)
Grade 2: •transfer weight from feet-to-hands (i.e. animal walks)
•support weight on hands and feet (i.e. bridges)
Grade 3: •transfer weight from feet-to-hands in a variety of tumbling moves (i.e. forward roll)
•support and transfer weight to hands while hanging and climbing on various pieces of apparatus

Sub-strand B.4: Students will explore and demonstrate mature form in locomotor skills (e.g. walk, run, hop, jump, leap, gallop, skip, slide)

Grade K: •demonstrate mature form in the walk
Grade 1: •demonstrate mature form in the gallop
Grade 2: •demonstrate mature form in the run, hop, skip and slide
Grade 3: •demonstrate mature form in the jump and leap

Sub-strand B.5: Students will explore and develop confidence in manipulative skills (throw, catch, kick, dribble and trap)

Grade K: •toss an object to self and catch
•catch a rolled ball
•kick stationary objects
•strike soft objects
•using two hands, bounce and catch a large playground ball
•using two hands, bounce and catch a ball while slowly traveling forward
•jump repeatedly over a line or stationary rope
Grade 1: •toss and catch objects of varying sizes and shapes
•bounce and catch a ball to self
•approach and kick a stationary ball

	<ul style="list-style-type: none"> •strike objects with various body parts and a variety of implements •dribble a ball in self-space at various levels •dribble a ball in self-space using the right hand and left hand •dribble a ball while traveling in different directions and pathways •continuously jump a slowly turning long rope •continuously jump a self-turned rope •jump a short rope three different ways <p>Grade 2:</p> <ul style="list-style-type: none"> •approach a moving object and kick •strike self-tossed lightweight objects •strike a ball from a tee •catch a ball bounced from a partner •repeatedly strike a soft, lightweight ball or balloon upward with the hand or other parts while on the move •dribble a ball in self-space while alternating from one hand to another •continuously jump a turning long rope using a double rebound jump •jump a short rope using a single and double rebound forward •jump a short rope six different ways •jump a short rope using a single and double rebound backward <p>Grade 3:</p> <ul style="list-style-type: none"> •catch and throw a variety of objects with a partner •demonstrate a mature underhand throw •kick a ball with the toe using mature form •demonstrate a mature underhand throw •dribble and change direction at the signal •jump rope twelve different ways
<p>Sub-strand B.6: Students will demonstrate manipulative skills with increased accuracy, force and control at different speeds, levels and directions.</p>	<p>Grade K:</p> <ul style="list-style-type: none"> •strike a balloon or soft object with hand or body parts <p>Grade 1:</p> <ul style="list-style-type: none"> •catch a self-tossed ball at different levels •strike a balloon continuously with a hand <p>Grade 2:</p> <ul style="list-style-type: none"> •catch a ball bounced at high, medium and low levels by a partner •bounce and strike a lightweight ball with a lightweight short racket/paddle •catch a slowly thrown object at different levels <p>Grade 3:</p> <ul style="list-style-type: none"> •roll a ball accurately to a target or partner •catch a self-tossed ball while moving •direct a stationary ball to a partner or target using a kick •bounce and strike a small object to a wall using lightweight paddle or racket
<p>Sub-strand B.7: Students will explore and develop manipulative skills with a variety of objects in low organized games and play activities (e.g. balls, hoops, jump ropes, lummi sticks, parachute)</p>	<p>Grade 2:</p> <ul style="list-style-type: none"> •catch objects in low organized games and related play activities
<p>Sub-strand B.8: Students will combine locomotor, non-locomotor and Simple manipulative skills (walk and dribble a ball, bend and catch, rope jumping)</p>	<p>Grade 3</p>

<p>Sub-strand B.9: Students will develop fundamental motor skills (locomotor, non-locomotor and manipulative skills) in low organized simple games and activities.</p>	<p>Grade 3</p>
<p>Sub-Strand C: Students explore, develop, combine and refine rhythmical movements.</p>	
<p>Sub-strand C.1: Students will use locomotor, nonlocomotor, and manipulative skills to the tempo and beat (even and uneven) of music.</p>	<p>Grade 1: •demonstrate a walk, march, clap and tap to an even beat •demonstrate the following locomotor skills to an even beat (walking, marching) •change speed in response to various tempos</p> <p>Grade 2: •change movements in response to various rhythms •demonstrate the following locomotor skills to an uneven beat (gallop) •demonstrate the following non-locomotor skills to a beat (swing, sway, bend, stretch) •move various body parts in response to tempo and beat</p> <p>Grade 3: •perform various locomotor skills in time to music (i.e. skip, run, slide and jump to a beat) •demonstrate the following locomotor skills to an even and uneven beat (run, jump, hop, skip, leap, slide) •demonstrate the following non-locomotor skills to a beat (stomp, twist)</p>
<p>Sub-strand C.2: Students will demonstrate dance forms and patterns.</p>	<p>Grade K: •demonstrate a variety of rhythmical patterns while walking/marching (i.e. repeating a clapping pattern)</p> <p>Grade 1: •perform simple dance patterns in a scattered formation</p> <p>Grade 2: •perform dance patterns in a single circle formation</p> <p>Grade 3: •perform dance patterns in a double circle formation •demonstrate turning in a circle in place to rhythmical cues •demonstrate a bow, curtsy, right and left elbow swing and one hand swing</p> <p style="text-align: center;">Types of Dances:</p> <p>Grade 1: •perform a variety of rhythm games</p> <p>Grade 2: •perform a variety of creative dances •perform simple folk dances</p> <p>Grade 3: •demonstrate folk dances from a variety of countries</p>
<p>Sub-strand C.3: Students will repeat, perform and create a sequence of movements to music.</p>	<p>Grade 2: •demonstrate a simple sequence of movements to music</p>

K-3 GRADE PHYSICAL EDUCATION –MPS STANDARDS & GRADE LEVEL EXPECTATIONS

STRAND 2: MOVEMENT KNOWLEDGE

STANDARD: Students will apply movement principles in developing efficient movement and demonstrate knowledge of safety procedures, rules, strategies, etiquette, history, origin and cultural perspectives in a variety of settings.

SUB-STRANDS

GRADE LEVEL EXPECTATIONS

Sub-strand A: Students apply movement principles in developing efficient movement skills.	
<p>Sub-strand A.1: Explore and gain knowledge of the five movement concepts: speed, rotation, base of support, balance, weight transfer, opposition, follow-through, stability, force, motion and direction.</p>	<p>Grade 1: •explore how body positioning relates to stability (i.e. extend arms to sides to aid balance; the wider the feet, the more stable the position) •discover the motions necessary to stop movement</p> <p>Grade 2: •describe how the center of gravity and base of support affect balance and stability</p> <p>Grade 3: •explore the principle of counterbalance</p>
<p>Sub-strand A.2: Students will develop a movement vocabulary and define movement concepts: speed, rotation, base of support, balance, weight transfer, opposition, follow-through, stability, force, motion and direction.</p>	<p>Grade K: •define speed</p> <p>Grade 1: •define balance and direction</p> <p>Grade 2: •define opposition, stability and follow through</p> <p>Grade 3: •define rotation, force, motion and weight transfer</p>
<p>Sub-strand A.3: Students apply movement principles and concepts to improving locomotor, nonlocomotor and manipulative skills.</p>	<p>Grade K: •explore the concept of speed as it relates to slow, medium and fast movements.</p> <p>Grade 1: •explore the concepts of balance and direction as it relates to movement</p> <p>Grade 2: •demonstrate how opposition, stability and follow through affect movement</p> <p>Grade 3: •demonstrate the concepts of rotation, force, motion and weight transfer</p>
<p>Sub-strand A. 4: Students will explore how muscles and bones function.</p>	<p>Grade K: •know the body is made up of numerous bones</p> <p>Grade 1: •know the purpose of the skeletal system •know the body is made up of numerous muscles</p> <p>Grade 2: •know the location of major body parts •know the location of major body parts that are made up of muscle groups</p> <p>Grade 3: •know the function of bones •know the function of the muscles</p>
<p>Sub-strand A.5: Students will identify the components of mature form in</p>	<p>Grade K: •know skill components of bend, stretch, balance and roll</p> <p>Grade 1: •know the skill components of twist and turn •know the skill components of mature form in a walk •know relationship concepts (i.e. over, under, in front of, in back of, etc)</p>

	<ul style="list-style-type: none"> •know various levels for movement (high, medium, low) <p>Grade 2: •know the skill components of push, pull, sway, curl, and swing</p> <ul style="list-style-type: none"> •know the skill components of mature form in a run •know the skill components of mature form in a gallop •know the skill components of mature form in a hop •know directional concepts (forward, backward, sideways) <p>Grade 3: •know the components of weight transfer</p> <ul style="list-style-type: none"> •know the skill components of mature form in a skip •know the skill components of mature form in a slide •know the skill components of mature form in a jump •know pathways concepts (curved, straight, zig-zag)
Sub-strand A.6: Students will identify and participate in activities that promote relaxation.	Grade 3: •discuss the concepts of relaxation •discuss the effects of stress on the body
Sub-strand A.7: Students will acquire knowledge of personal fitness and motor skills through the use of technology	Grade 1: •use various video and audio materials to increase knowledge of motor skills and activities
Sub-strand B: Students demonstrate knowledge of safety procedures, rules strategies, etiquette, history, origins and cultural perspectives of a variety of physical activities.	
Sub-strand B.1: Students identify and follow safety procedures for all physical activities and use of equipment.	<p>Grade K: •follow safety rules developed by the teacher</p> <ul style="list-style-type: none"> •identify the concept of personal space •know the signals for start, stop and quiet <p>Grade 1: •move through space in a controlled manner</p> <p>Grade 2: •know the important rules for safe participation in physical activities</p> <ul style="list-style-type: none"> •state reasons for safe and controlled movements •demonstrate safety while participating in physical activities <p>Grade 3: •describe the importance of rules to promote safety in low-organized games and activities</p> <ul style="list-style-type: none"> •identify behaviors that are unsafe for self and others
Sub-strand B.2: Students identify and follow procedures for use and care of equipment.	<p>Grade K: •follow procedures for proper care of equipment</p> <p>Grade 1: •handle equipment safely as directed by the teacher</p> <p>Grade 3: •select and return equipment with care</p>
Sub-strand B.3: Students demonstrate knowledge of rules of low organized games and activities.	<p>Grade K: •play simple games by the rules</p> <p>Grade 1: •distinguish between following and not following the rules of a game</p> <p>Grade 2: •explain a game and its rules</p> <p>Grade 3: •demonstrate knowledge of rules in a variety of low-organized games</p>
Sub-strand B.4: Students demonstrate simple game strategies.	<p>Grade 1: •demonstrate knowledge of tag game strategies including tagging, fleeing and chasing</p> <p>Grade 2: •demonstrate knowledge of dodging in game situations</p>

	Grade 3: •demonstrate a fake in game situations
Sub-strand B.5: Students recognize basic game and activity etiquette.	Grade 3: •demonstrate etiquette appropriately in a variety of low organized games and activities
Sub-strand B.6: Students explore the history, origin and cultural perspectives of games and activities.	Grade 3: •describe games and activities from various parts of the world

K-3 GRADE PHYSICAL EDUCATION –MPS STANDARDS & GRADE LEVEL EXPECTATIONS

STRAND 3: HEALTH-RELATED PHYSICAL FITNESS

STANDARD: Students understand the relationship of physical activity to fitness and health and achieve and maintain a health-enhancing level of fitness.

SUB-STRANDS

GRADE LEVEL EXPECTATIONS

Sub-strand A: Students understand the relationship of fitness to health.	
<p>Sub-strand A.1: Students identify the five components of health-related fitness.</p>	<p>Grade 1: •identify muscular strength as a part of fitness •identify endurance of the heart and lungs as a part of fitness</p> <p>Grade 2: •identify flexibility as a part of fitness</p> <p>Grade 3: •identify muscular endurance as a part of fitness •identify body composition as a part of fitness</p>
<p>Sub-strand A.2: Students identify the parts of the body that are affected by exercise and fitness (heart, lungs, bone, muscles)</p>	<p>Grade 1: •know that activities which elevate your heart and breathing rate will improve your heart and lung endurance</p> <p>Grade 2: •know that exercising muscles will increase strength</p> <p>Grade 3: •know that exercising muscles will increase endurance • know that stretching a muscle increases flexibility and prevents injury •know that exercise and activity affect body weight •know that physical activity increases the strength of bones</p>
<p>Sub-strand A.3: Students will identify the purpose of muscles.</p>	<p>Grade K: •determine the location of the heart</p>
<p>Sub-strand A.4: Students define resting, target and maximal heart rates and how they relate to fitness.</p>	<p>Grade 1: •locate your own heart beat</p>
<p>Sub-strand A.5: Students count pulse and calculate heart rate.</p>	<p>Grade 3</p>
<p>Sub-strand A.6: Students will identify changes in the body during physical activity.</p>	<p>Grade K: •know that your heart rate increases during physical activity</p> <p>Grade 1: •know that sweating and increased breathing can result from increased physical activity</p> <p>Grade 3: •count pulse before and after activity</p>
<p>Sub-strand A.7: Students determine activities that strengthen muscles, promote cardiovascular endurance and promote muscular endurance and flexibility</p>	<p>Grade 2: •demonstrate an activity that strengthens a specified muscle group •demonstrate an activity that stretches a specified muscle group</p>
<p>Sub-strand A.8: Students understand that there are benefits to exercise and inactivity.</p>	<p>Grade 3</p>

<p>Sub-strand B: Students engage in vigorous physical activity to promote health enhancing levels of physical fitness</p>	
<p>Sub-strand B.1: Students participate in locomotor, nonlocomotor, object manipulation, body and spatial health related fitness.</p>	<p>Grade 3</p>
<p>Sub-strand B.2: Students identify and participate safely in warm up and cool down activities.</p>	<p>Grade 2: •demonstrate examples of warm up and cool down activities Grade 3: •know that a warm up is a mild and gradual activity that prepares the body for a more vigorous activity in order to prevent injury •know that a cool down is a reduced activity that prevents muscle soreness and stiffness</p>
<p>Sub-strand C: Students appreciate the important aspects of a healthy life style.</p>	
<p>Sub-strand C.1: Students identify feelings that result from participation in physical activities</p>	<p>Grade K: •associate positive feelings with physical activities (fun, excited, enthusiastic) Grade 1: •a willingness to participate in physical activities</p>
<p>Sub-strand C.2: Students value physical fitness and its contributions to well-being and lifelong health.</p>	<p>Grade 3</p>
<p>Sub-strand C.3: Students identify and appreciate the health implication of being physically fit.</p>	<p>Grade 2: •identify the importance of being active Grade 3: •recognize that daily physical activity is a healthy habit</p>

K-3 GRADE PHYSICAL EDUCATION –MPS STANDARDS & GRADE LEVEL EXPECTATIONS

STRAND 4: PERSONAL AND SOCIAL BEHAVIOR

STANDARD: Students demonstrate responsible personal and social behavior in a physical setting by developing self-control, cooperative skills, appropriate sports-related behavior, respect for individual differences and regard for safety.

SUB-STRANDS

GRADE LEVEL EXPECTATIONS

Sub-strand A: Students demonstrate personal and social behavior in a physical setting by developing self-control.	
<p>Sub-strand A.1: Students identify and follow class rules and procedures.</p>	<p>Grade K: •follow class rules and procedures with teacher reinforcement Grade 1: •know rules and procedures Grade 2: •respond positively to class rules and procedures Grade 3: •recognize that rules are fair to all participants and allow for safe, enjoyable participation</p>
<p>Sub-strand A.2: Students demonstrate on task behavior.</p>	<p>Grade K: •stay on task while participating in teacher directed activities Grade 1 •work independently and on task for short periods of time Grade 2: •remain on task while participating in partner and small group activities Grade 3: •remain on task without redirection</p>
<p>Sub-strand A.3: Students accept responsibility for own actions.</p>	<p>Grade K: •modify behavior positively when redirected Grade 1: •accept individual responsibility when reminded about classroom rules Grade 2: •accept individual responsibility for expected behavior during game play Grade 3: •accept consequences positively for rule infractions during activity</p>
<p>Sub-strand A.4: Students seek help when needed.</p>	<p>Grade 3</p>
<p>Sub-strand A.5: Students make appropriate choices in a physical setting independent of peers.</p>	<p>Grade 3</p>
<p>Sub-strand B: Students develop responsible personal and social behavior in a physical setting developing cooperative skills</p>	
<p>Sub-strand B.1: Students cooperate with the teacher</p>	<p>Grade K: •follow directions</p>

<p>(e.g. listen to directions without interruption)</p>	<ul style="list-style-type: none"> •participate in teacher led activities (students follow along with teacher) <p>Grade 1: •participate in teacher directed activities (directions are given and student work independently)</p> <ul style="list-style-type: none"> •stops activity immediately when the teacher signals •waits for directions before engaging in activity <p>Grade 2: •listens to directions without interrupting</p> <ul style="list-style-type: none"> •makes adjustments in behavior readily upon teacher suggestion <p>Grade 3: •accepts teacher assigned partners or groups</p>
<p>Sub-strand B.2: Students identify skills that promote cooperation (teamwork, trust, communication, patience, cooperation concern for others, empathy, compromise)</p>	<p>Grade 3: •identify skills of teamwork, honesty, patience and concern that promote</p>
<p>Sub-strand B.3: Students demonstrate cooperative behaviors with peers in a variety of physical activities (e.g. taking turns, sharing equipment, inviting others to play)</p>	<p>Grade K: •play games with others while following appropriate rules</p> <ul style="list-style-type: none"> •participate in parallel play with other students (learn in groups, but participate as individuals) <p>Grade 1: •share equipment and space</p> <ul style="list-style-type: none"> •work in a group setting without interfering with others •take turns •display truthfulness •be considerate of others in physical activity settings <p>Grade 2: •demonstrate a willingness to help others</p> <ul style="list-style-type: none"> •express concern for others <p>Grade 3: •encourage others to successfully perform tasks</p>
<p>Sub-strand B.4: Students participate in activities which develop cooperative skills and behaviors.</p>	<p>Grade 2: •cooperate in partner activities</p> <p>Grade 3: •cooperate in small group activities</p>
<p>Sub-strand B.5: Students identify and develop skills for resolving conflicts and solving problems in a physical setting.</p>	<p>Grade K: •accept teacher intervention in dealing with problems</p> <p>Grade 2: •initiate simple steps to solve small problems</p> <ul style="list-style-type: none"> -ignore -tell them to stop -move away from situation -yell to an adult
<p>Sub-strand C: Students demonstrate responsible personal and social behavior in a physical setting by developing a regard for safety.</p>	
<p>Sub-strand C.1: Students identify and demonstrate safety procedures for all physical activities.</p>	<p>Grade K: •demonstrate safety by staying in individual space</p> <ul style="list-style-type: none"> •show the ability to watch out for others when moving in the gym •show the boundaries of self-space when alone or using equipment •show the ability to start and stop immediately on teacher signal •know the safety rules for the gym

	<p>Grade 1: •utilize safety principals in activity situations</p> <p>Grade 2: •know and apply safety procedures and practices to self</p> <p>Grade 3: •state reasons for safety rules in physical activity</p>
<p>Sub-strand C.2: Students move safely with regard for self and others</p>	<p>Grade K: •change directions and pathways when moving in general space to avoid collisions with others</p> <p>Grade 1: •purposefully stay out of other’s self-space as they travel with or without an object</p> <p>Grade 2: •show concern for the safety of others</p> <p>Grade 3: •share space equally with others to allow safe movement</p>
<p>Sub-strand C.3: Students wear safe and appropriate clothing for physical activity (securely fastened, flat-soled tennis shoes)</p>	
<p>Sub-strand D: Students demonstrate responsible personal and social behavior in a physical setting by developing a respect for individual differences.</p>	
<p>Sub-strand D.1: Students gather information about a variety of cultures through multicultural games, rhythms and activities.</p>	<p>Grade K: •participate in activities with all students</p> <p>Grade 1: •initiate play with children from differing backgrounds</p> <p>Grade 2: •interact positively with others to develop friendships</p> <p>Grade 3: •recognize similarities and differences with classmates</p>
<p>Sub-strand D.2: Students recognize and respect commonalities and differences in self and others (i.e. ethnicity, gender, language and ability)</p>	<p>Grade K: •play with others</p> <p>Grade 1: •participate with partners from diverse backgrounds and physical activities</p> <p>Grade 2: •build respect for classmates through play</p> <p>Grade 3: •begin to accept self and other's ability levels</p>
<p>Sub-strand D.3: Students participate with people of differing ethnicity, gender and ability.</p>	
<p>Sub-strand D.4: Students participate in multi-cultural activities.</p>	
<p>Sub-strand D.5: Students invite others of different gender, ethnicity and ability to join in physical activity.</p>	<p>Grade 3: •choose a partner rather than seeking a friend</p>
<p>Sub-strand E: Students demonstrate responsible personal and social behavior in a physical setting by developing appropriate sports-related behavior.</p>	
<p>Sub-strand E.1: Students demonstrate fair play and honesty in a variety of physical activities.</p>	<p>Grade K: •begin to follow game rules with close teacher monitoring</p> <p>Grade 1: •follow game rules with close teacher monitoring</p> <p>Grade 2: •accept and exhibit fair play</p> <p>Grade 3: •learn to support classmates appropriately</p>

<p>Sub-strand E.2: Students demonstrate success and disappointment using appropriate behavior.</p>	<p>Grade 2: •keep the importance of winning and losing in perspective Grade 3: •demonstrate positive behaviors when winning or losing</p>
<p>Sub-strand E. 3: Students identify appropriate behavior for a player, teammate and spectator.</p>	<p>Grade K: •take turns as a player Grade 1: •recognize that there are appropriate and inappropriate ways to behave while participating in physical activities Grade 2: •identify elements of being a good sport •identify appropriate spectator behavior Grade 3: •identify appropriate behaviors for participating with others in group activities</p>
<p>Sub-strand E.4: Students demonstrate respect for equipment and facilities.</p>	<p>Grade 1: •handle equipment safely Grade 2: •put equipment away appropriately when not in use •identify broken or unsafe equipment Grade 3: •organize equipment appropriately to create a safe environment participating in physical activities</p>
<p>Sub-strand E.5: Students will participate willingly in all physical activities.</p>	<p>Grade K: •participate in physical activities Grade 1: •actively participate alone and with others in physical activities Grade 2: •try new activities Grade 3: •demonstrate enthusiasm</p>

K-3 GRADE PHYSICAL EDUCATION –MPS STANDARDS & GRADE LEVEL EXPECTATIONS

STRAND 5: PERSONAL WELL-BEING

STANDARD: Students appreciate the benefits of play and develop values, attitudes and behaviors that encourage a physically active and healthy lifestyle.

SUB-STRANDS

GRADE LEVEL EXPECTATIONS

Sub Strand A: Students appreciate the benefits of play.	
Sub-strand A.1: Students identify activities that are fun.	Grade K: •experience pleasure and joy from movement activity Grade 1: •recognize that movement and activities are fun and enjoyable Grade 2: •identify feelings that result from physical activity Grade 3: •gain competence to provide increased enjoyment in movement activities
Sub-strand A.2: Students engage in physical activities and recognize the joy of shared play.	Grade K: •participate in parallel play activities Grade 1: •play individually within group activities Grade 2: •experience and express pleasure from participating with others Grade 3: •enjoy interaction with others through physical activity
Sub-strand A.3: Students appreciate sport and physical education as a spectator and participant	
Sub-strand A.4: Students understand that physical activity contributes to psychological and physical benefits.	Grade 3
Sub-Strand B: Students develop attitudes, values and behaviors that encourage a physically active and healthy lifestyle.	
Sub-strand B.1: Students recognize the health benefits of physical activity.	Grade 3
Sub-strand B.2: Students relate positive feeling with play	Grade 3: •look forward to physical education classes
Sub-strand B.3: Students create, explore communicate through movement.	Grade 3
Sub-strand B.4: Students identify the benefits of striving for best effort in physical activity.	
Sub-strand B.5: Students identify feelings and benefits derived from	Grade 3
Sub-strand B.6: Students pursue play beyond the school day.	Grade 2: •select and participate in activities that require some physical exertion during unscheduled times •seek physical activity in informal settings that utilize skills

and knowledge gained in physical education class

- seek physical activity in leisure time

**GRADES 4-8 PHYSICAL EDUCATION
STANDARDS AND GRADE LEVEL EXPECTATIONS**

4-8 GRADE PHYSICAL EDUCATION –MPS STANDARDS & GRADE LEVEL EXPECTATIONS

STRAND 1: MOTOR SKILLS

STANDARD: Students explore, develop, combine and refine body and spatial awareness, motor patterns, manipulation of objects and rhythmical movements through a wide variety of physical activities.

SUB-STRANDS	GRADE LEVEL EXPECTATIONS
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Sub-strand A: Students explore, develop, combine and refine body and spatial awareness.	
Sub-Strand A.1: Students review human anatomy as it applies to basic movement skills (e.g. topspin to a tennis ball by rotating the wrist)	Grade 8
Sub-strand A.2: Students utilize personal and general space safely and effectively during lead-up and modified games and activities.	Grade 8: •demonstrate efficient use of body while performing basic movement skills in a variety of sports and activities (e.g. stretching to pass a volleyball)
Sub-strand A.3: Students exhibit body control while performing basic movement skills in a variety of physical activities (e.g. changing direction while dribbling)	Grade 6: •play lead up or modified games within the defined boundaries Grade 8: •play lead up or modified games within the boundaries of a basketball. •move to open areas on offense and defense
Sub-strand A.4: Students will demonstrate use of body shapes while performing basic movement skills in a variety of sports and activities	Grade 6: •control body while manipulating objects Grade 7: •control body while manipulating a variety of objects in modified
Sub-strand A.5: Students move through a variety of levels, directions, pathways directions, planes, forces and speed	Grade 4: •travel using smooth and jerky movements Grade 5: •travel in right and left direction Grade 6: •travel safely in a clockwise and counterclockwise direction
Sub-strand B: Student review and demonstrate mature form in non-locomotor skills while participating in a variety of lead-up and modified games and activities.	
Sub-strand B.1: Students review and demonstrate mature form in nonlocomotor skills while participating in a variety	Grade 4: •review and demonstrate mature form in nonlocomotor skills while participating in a variety of lead-up and modified games and activities
Sub-strand B.2: Students develop balance skills through a variety of balance experiences (e.g. stilts, roller skating)	Grade 4: •perform stationary balances on equipment (i.e.balance beam) Grade 5: •balance on a variety of objects (i.e. stilts) •balance symmetrically and asymmetrically on large gymnastic equipment Grade 7: •perform a tumbling sequence of static and dynamic balances Grade 8: •perform a sequence of static and dynamic balances on equipment
Sub-strand B.3: Students support and transfer weight to hands while performing basic motor skills (e.g. cartwheel in gymnastics)	Grade 4: •transfer weight from feet to hands in a variety of support stunts (i.e. cartwheel lead up, tripod, mule kick)

	<p>Grade 5: •support and transfer weight to hands while hanging, climbing, performing stunts and traveling on various pieces of apparatus •transfer weight from feet to hands in increasingly difficult tumbling moves (i.e. backward roll, bridge from supine position)</p> <p>Grade 6: •demonstrate momentary balance on hands (i.e. cartwheel, hand stand) •cooperatively balance as part of a small group (i.e. pyramid building)</p> <p>Grade 7: •demonstrate transfer of weight from feet-to-hands in increasingly difficult stunts (i.e. tip up, handstand, flip)</p>
<p>Sub-strand B.4: Students review and demonstrate mature form in locomotor skills while participating in a variety of lead-up games and modified activities.</p>	<p>Grade 4: •jump for distance</p> <p>Grade 5: •jump for height using mature form •land from jump using mature form</p>
<p>Sub-strand B.5: Students develop mature forms in manipulative skills.</p>	<p>Grade 4: •throw and catch objects in a variety of levels •trap a ball with the sole of foot using good form •perform a standing long jump showing good form •strike a slowly pitched ball using a bat •dribble under control with the dominant hand while moving at various speeds •dribble and change directions from one speed to another at the signal •enter into and jump a turning long rope •jump fifteen different ways</p> <p>Grade 5: •demonstrate a mature overhand throw •bat a ball in mature form •hold a hockey stick in good form •dribble a ball with hands in mature form •forearm pass a lightly tossed lightweight ball back to a partner (no net) •underhand strike a lightweight ball (serve) •dribble and change from one speed to another without stopping •enter into, jump and exit a turning long rope •jump rope eighteen different ways</p> <p>Grade 6 •throw and catch a variety of objects in lead up games and activities •kick a ball with the inside of the foot using mature form •dribble a ball with feet in mature form •perform a floor hockey wrist shot using mature form •perform a chest, bounce and overhead pass using good form •forearm pass a lightweight ball to self continuously (no net) •overhead volley a self-tossed lightweight ball continuously to self •underhand strike a lightweight ball over a medium level net •dribble and keep a ball away from an opponent</p>

- dribble and throw a leading pass to a moving partner using a chest or bounce pass
- enter into and jump a turning rope from the front door and back door
- combine a variety of different jumps into a rhythmic routine
- combine rope jumping skills while using various pieces of equipment (i.e. tinikling)
- use passing, receiving and shooting skills in a floor hockey game to keep the puck away from opponents or to reach a goal area
- use dribbling, passing and kicking in a soccer game to keep a ball away from opponents and reach a goal area
- use throwing and catching in a basketball game to keep the ball away from opponents or to reach a goal area

- Grade 7:
- perform a soccer throw-in using correct form
 - serve a volleyball underhand using mature form
 - pass and catch a football in mature form
 - throw and catch a variety of objects while on the move
 - forearm pass a medium weight ball to a partner continuously (no net)
 - overhead volley a ball continuously to a partner
 - underhand strike a medium weight ball over a net to a specific area of the court
 - dribble under control with the dominant hand while moving at various speeds in a game situation
 - use striking skills in a softball game situation

- Grade 8:
- catch ground balls and fly balls with a glove using mature form
 - kick a ball with the instep using mature form
 - trap a ball with the inside of the foot using mature form
 - pass a ball with the foot to a partner using mature form
 - stick handle using both sides of a hockey stick using correct form
 - perform a hockey pass to a partner using good form
 - perform the forearm pass in correct form
 - punt a ball in correct form
 - place kick a ball in correct form
 - rebound a basketball
 - perform a set shot and lay-up in correct form
 - perform a sprint start in correct form
 - overhead volley a ball continuously to a partner over a net
 - dribble under control with both hands in a game situation
 - use the forearm pass, set and serve in a volleyball game situation

Sub-strand B.6: Students will demonstrate manipulative skills with increase force, accuracy and control at different speeds, levels and directions (e.g. softball skills)

- Grade 4:
- hit a target using an overhand throw from a variety of distances
 - dribble with the hands and feet while changing directions and while using pathways upon a given signal

- Grade 5:
- dribble around a stationary object and avoid losing control of the ball
 - hit a target using an overhand throw from a variety of distances
 - strike a small light weight ball upward repeatedly using paddle or racket

	<p>Grade 6: •direct a moving ball with the feet to a specified area •throw an object using a variety of forces and speeds •trap a ball from various speeds and levels using the feet and legs</p> <p>Grade 7: •throw a leading football pass to a moving partner •direct a stationary ball to a teammate in soccer •use a racket to strike a ball forcefully, then with spin, using the forehand stroke</p> <p>Grade 8: •direct a ball, while on the move, to a moving teammate •strike a ball accurately, with a racket, using both forehand and backhand strokes</p>
<p>Sub-strand B.7: Students demonstrate manipulative skills using a variety of objects in lead up games and modified activities.</p>	<p>Grade 6: •throw and catch accurately in a variety of lead up games</p> <p>Grade 8: •throw and catch in a variety of game situations •demonstrate a mature overhand throw with speed and accuracy •receive a variety of objects accurately from various speeds, distances and levels</p>
<p>Sub-strand B.8: Students combine locomotor, nonlocomotor and simple manipulative skills (e.g. walk and dribble a ball, bend and catch, rope jumping)</p>	<p>Grade 3</p>
<p>Sub-strand B.9: Students will demonstrate advanced fundamental motor skills in lead-up activities and modified games.</p>	<p>Grade 8</p>
<p>Sub-strand B.10: Students demonstrate mature fundamental motor skills in lead-up activities and modified games.</p>	<p>Grade 8</p>
<p>Sub-strand C: Students explore, develop, combine, and refine rhythmical movements.</p>	
<p>Sub-strand C.1: Respond to a variety of tempos and beats using locomotor, nonlocomotor and manipulative skills.</p>	<p>Grade 4: •demonstrate an understanding of rhythmical phrasing by changing movements and direction as the phrase changes •demonstrate tempo by moving fast and slow to various rhythmical cues</p> <p>Grade 5: •respond to 3/4 and 4/4 beat (hands and feet)</p> <p>Grade 8: •demonstrate an understanding of accent in rhythm by showing force in movement on the appropriate accented beat (i.e. the downbeat in the walk)</p>
<p>Sub-strand C.2: Students perform a variety of dance patterns (e.g. schottische, grape vine, tinikling) and dance forms (e.g. square, folk, aerobic, contemporary, line).</p>	<p><u>Formations</u></p> <p>Grade 4: •perform dance patterns in a line formation</p> <p>Grade 5: •perform dance patterns in a double line formation •perform dance patterns in a squared set formation</p> <p><u>Patterns</u></p> <p>Grade 4: •demonstrate a bleking step, two hand swing and a do si do •demonstrate an honor partner/corner position</p>

- understand the terms head and side couples
- demonstrate an arch
- Grade 5: •demonstrate a buzz step swing and step hop
- demonstrate promenade
- demonstrate the call "circle" in groups of four
- demonstrate a star
- Grade 6: •demonstrate a step-hop
- demonstrate heel-toe step
- demonstrate a sashay
- demonstrate a reel
- Grade 7: •demonstrate a two-step
- demonstrate allemande left and allemande right
- demonstrate grand right and left
- Grade 8: •demonstrate a balance
- demonstrate a chain

Types of dances

- Grade 4: •demonstrate a variety of multicultural dances
- Grade 5: •perform intermediate square dances
- Grade 6: •perform intermediate level folk dances
- demonstrate dances using equipment (i.e. tinikling)
- Grade 7 •perform more complex square dances
- demonstrate dance using contemporary music
- Grade 8: •perform a variety of contemporary dances
- perform a variety of social dances

Sub-strand C.3: Perform and evaluate a variety of dance patterns and forms.

- Grade 8: •perform a variety of sequences to music (i.e. dance steps, ropes, balls or aerobics)

4-8 GRADE PHYSICAL EDUCATION –MPS STANDARDS & GRADE LEVEL EXPECTATIONS

STRAND 2: MOVEMENT KNOWLEDGE

STANDARD: Students will apply movement principles in developing efficient movement and demonstrate knowledge of safety procedures, rules, strategies, etiquette, history, origin and cultural perspectives in a variety of settings.

SUB-STRANDS

GRADE LEVEL EXPECTATIONS

Sub-strand 1: Students apply movement principles in developing efficient movement skills.

Sub-strand A.1: Students demonstrate knowledge of the five basic principles of movement.

- Grade 4: •describe how follow through affects the force applied to objects
•relate focus point to increased stability
- Grade 5: •identify how time and distance affect force
•describe acceleration and deceleration in movement activities
- Grade 6: •demonstrate principles of stability to improve skills in lead-up and modified physical activities
•identify the effects of friction on stability
- Grade 7: •identify the relationship between range of motion and increased force
•describe how surfaces and elasticity affect the rebounding of objects
- Grade 8: •know effects of speed and weight on acceleration and deceleration
•determine the effects of spin on the rebounding of objects
•know how speed and weight affect force

Sub-Strand A.2: Students review movement vocabulary and define movement concepts: friction, gravity, spin, coordination, action, reaction, angle of projection, torque, absorption, center of gravity, acceleration and deceleration

- Grade 4: •define gravity and center of gravity
- Grade 5: •define friction
- Grade 6: •define acceleration and deceleration
- Grade 7: •define absorption and action/reaction
- Grade 8: •define torque, angle of projection and spin

Sub-strand A.3: Students apply movement principles and concepts of movement to the development of more complex motor skills (e.g. transfer weight when batting to increase force, adjust angle of release to increase throwing distance))

- Grade 4: •demonstrate the concepts of gravity and center of gravity (i.e. ready position)
- Grade 5: •demonstrate how friction affects movement
- Grade 6: •demonstrate the factors that affect acceleration and deceleration
- Grade 7: •demonstrate the concept of absorption, action/reaction as it relates to movement
- Grade 8: •apply the concepts of spin and angle of projection to variety of object manipulation skills
•demonstrate the concept of torque as it applies to movement (i.e. softball swing, golf swing, throwing a discus)

Sub-Strand A.4: Students identify primary bones and major muscle groups and their functions

- Grade 4: •know the effects of exercise on bones
•know how muscular strength relates to health

	<ul style="list-style-type: none"> •know how muscles are strengthened Grade 5: •know the effects of diet on bones •know the benefits and importance of stretching Grade 6: •perform stretching exercises using safe practices and correct procedures •know the definition of a joint •know the definition of a muscle Grade 7: •explore and identify the movements of each joint •know the composition of bones •identify primary bones •know the difference between muscular endurance and strength •know the benefits of strength and endurance •name the three different types of muscles •know the different types of joints Grade 8: •identify the function of ligaments and tendons •know the difference between ligaments and tendons •know the differences/similarities in muscular strength in boys and girls
<p>Sub-strand A.5: Students apply knowledge of skeletal and muscular systems to develop motor skills.</p>	<ul style="list-style-type: none"> Grade 7: •identify the muscles and bones used while performing basic motor skill Grade 8: •describe strategies for prevention of injury to muscles and bones while performing movement activities (stretching, etc.) •review the muscles and bones used while performing basic motor skills •describe how bones and muscle growth affect motor performance
<p>Sub-strand A.6: Students apply the knowledge of movement principles and concepts to improve and correct errors in personal movement skills.</p>	<ul style="list-style-type: none"> Grade 7: •list guidelines that improve skill performance (correct instruction, practice, etc.) Grade 8: •identify the importance of assessing personal skill related fitness
<p>Sub-strand A.7: Students identify the components of mature form in manipulative skills (e.g. set in opposition, rotate hips and trunk, snap wrist, follow through diagonally across body in overhand throw)</p>	<ul style="list-style-type: none"> Grade 4: •know the skill components of mature form in a leap •know the skill components of mature form in jumping for distance •apply the concepts of time, weight and flow to locomotor, nonlocomotor and manipulative skills •apply knowledge of nonlocomotor skills in a variety of lead up and modified games and activities •know the skill components of rolling an object •know the skill components of dribbling an object •know the skill components of kicking an object Grade 5: •know the skill components of mature form in jumping for height •know the skill components of mature form in landing from a jump •apply knowledge of locomotor skills in a variety of lead up and modified activities •know the skill components of catching an object •know the skill components of the underhand throw Grade 6: •know the components of the foot dribble and trap •know the skill components of the overhand throw

	<p>Grade 7: •know the components of striking an object with the body (e.g. volley, serve) •know the components of dribbling</p> <p>Grade 8: •combine skill components in a variety of lead up games and activities •know the components of striking with an object (e.g. batting, tennis, etc.) •know the components of punting an object •know the components of the volley</p>
<p>Sub-strand A.8: Students determine the relationship of physical activity to relaxation and participate in relaxation activities.</p>	<p>Grade 4: •identify physical activities that could reduce stress •describe how relaxation can reduce stress</p> <p>Grade 5: •identify and describe a variety of activities that can be used in stress management •identify positive and negative stress</p> <p>Grade 6: •determine the relationship of physical activity to relaxation</p> <p>Grade 7: •design a relaxation plan to reduce stress</p> <p>Grade 8: •describe how physical fitness can affect stress levels •describe the effects of stress on a person’s overall health •describe how your body reacts to stress (general adaptation syndrome, fight or flight response, adrenaline rush, etc.)</p>
<p>Sub-strand A.9: Students determine technology that can be used to improve personal fitness and motor skills acquisition.</p>	<p>Grade 7: •use computer software to design safe workouts to reach a fitness goal</p> <p>Grade 8: •determine various technologies that can be used to improve personal fitness and motor skill acquisition (heart rate monitor, pedometer, motion calculators, video recording, etc.)</p>
<p>Sub-strand B: Students demonstrate knowledge of safety procedures, rules strategies, etiquette, history, origins and cultural perspectives of a variety of physical activities.</p>	
<p>Sub-strand B.1: Students practice safety procedures for all physical activities including equipment and facilities.</p>	<p>Grade 5: •demonstrate safe practices while participating in physical activities</p> <p>Grade 6: •identify rules and safe practices for lead up games and activities</p> <p>Grade 7: •apply safety rules in all activities</p> <p>Grade 8: •make activity choices based on safety for self and others •identify rules and safe practices for lead up and activities in the five activity areas</p>
<p>Sub-strand B.2: Students practice care and maintenance of equipment and facilities for all physical activities.</p> <p>Sub-strand B.3: Students demonstrate knowledge of rules and lead-up and modified rules of official games in a variety of core and supplemental activities.</p>	<p>Grade 4: •demonstrate proper care and maintenance of equipment and facilities</p> <p>Grade 5: •select and categorize specialized equipment used for participation in a variety of activities</p> <p>Grade 6: •distribute, use and return equipment properly</p> <p>Grade 5: •demonstrate knowledge of motor skills, rules and basic strategies in a variety of lead up games</p> <p>Grade 6: •create a game determining rules and boundaries</p> <p>Grade 7: •demonstrate rules of play for a variety of games and activities</p>
<p>Sub-strand B.4: Students demonstrate basic offensive and defensive</p>	<p>Grade 4: •demonstrate knowledge of the concepts of offense and defense</p>

<p>strategies in a variety of physical activities.</p>	<ul style="list-style-type: none"> •use basic offensive and defensive strategies for keep away games when playing in small groups <p>Grade 5: •demonstrate offensive strategies (e.g. creating open space, movement toward a goal, controlling and moving with an object when guarded)</p> <ul style="list-style-type: none"> •use offensive and defensive strategies in a variety of lead up games <p>Grade 6: •demonstrate knowledge of defensive strategies (e.g. denying space, guarding an opponent)</p> <p>Grade 7: •use general space to appropriately create or deny space when developing or using game strategies</p> <p>Grade 8: •analyze and use offensive and defensive strategies in game and modified versions of sports</p> <ul style="list-style-type: none"> •design and play a game that incorporates offensive and defensive strategies
<p>Sub-strand B.5: Students display etiquette appropriate to each sport and activity.</p>	<p>Grade 6: •display proper etiquette before, during and after activities and games</p> <p>Grade 8: •model and encourage others to apply appropriate etiquette in physical activity settings</p>
<p>Sub-strand B.6: Students know the history, origin and cultural perspectives of a variety of games and activities.</p>	<p>Grade 5: •develop an awareness of their own and other's cultures through various games and activities</p> <ul style="list-style-type: none"> •identify the history and role of various games and sports <p>Grade 6: •describe the role of games, sports and dance in knowing and understanding others of like and differing cultures</p> <p>Grade 7: •describe how climate, geography and traditions may contribute to the development of various games, dances and activities</p> <ul style="list-style-type: none"> •discover the history and role of various games and sports •demonstrate knowledge of the cultural significance of various games, dances and physical activities <p>Grade 8: •participate willingly in learning games, dances and activities from other parts of the world</p> <ul style="list-style-type: none"> •describe ways sports influence American culture

4-8 GRADE PHYSICAL EDUCATION –MPS STANDARDS & GRADE LEVEL EXPECTATIONS

STRAND 3: HEALTH-RELATED PHYSICAL FITNESS

STANDARD: Students understand the relationship of physical activity to fitness and health and achieve and maintain a health-enhancing level of fitness.

SUB-STRANDS

GRADE LEVEL EXPECTATIONS

Sub-strand A: Students understand the relationship of fitness to health.

Sub-strand A.1: Students will know the five components of health related fitness and how each contributes to personal health.

- Grade 5: •name the five components of health-related fitness (muscular strength, muscular endurance, cardiorespiratory endurance, flexibility, body composition)
- Grade 7: •define each of the five components of health related fitness
•define the components of skill-related fitness (agility, balance, coordination, power, reaction time, speed)
- Grade 8: •describe the benefits of health-related physical fitness (promotes good health, prevents disease, improved by...)
•determine the difference between health-related and skill related fitness

Sub-strand A.2: Students will know how the cardiorespiratory, skeletal and muscular systems are affected by physical activity.

- Grade 5: •know that physical activity can change the amount of body fat and muscle
- Grade 8: •know how the cardiorespiratory, skeletal and muscular systems are affected by physical activity

Sub-strand A.3: Students will identify the major muscle groups and their relationship to movement activities (e.g. strengthening, stretching, injury, efficient movement).

- Grade 6: •know activities that increase muscular strength, endurance and flexibility
- Grade 7: •identify and locate the major muscle groups of the upper body, lower body and abdomen
- Grade 8: •identify the actions of the major muscle groups (i.e. biceps bend the elbow)

Sub-strand A.4: Students will understand the relationship of the cardiovascular system to fitness.

- Grade 5: •locate a pulse point on the body (carotid artery)
•locate the carotid and radial pulse points
- Grade 6: •know there is a direct correlation between your cardiovascular system and your fitness level
•discuss heart rate (resting, exercise)
- Grade 8: •discuss the meaning of intensity and its relationship to heart rate

Sub-strand A.5: Students will count pulse rate and calculate heart rate during physical activity.

- Grade 6: •count pulse rate and calculate heart rate at rest and during physical activity
- Grade 7: •use heart rate monitors to determine heart rate during various physical activities
- Grade 8: •determine appropriate levels of intensity for varying fitness levels (during activity) by using heart rate calculation

Sub-strand A.6: Students will calculate resting, target and maximum heart rate to improve cardiovascular endurance.

- Grade 5: •locate your target heart rate zone for your age level from a chart
•calculate your maximum heart rate (220 minus age)

	<p>Grade 6: •calculate your target heart rate zone</p> <p>Grade 7: •investigate the effects of different activities on your heart rate</p>
<p>Sub-strand A.7: Students will determine a wide variety of activities that cardiovascular endurance, muscular strength, muscular endurance and flexibility.</p>	<p>Grade 6: •demonstrate a wide variety of activities that promote cardiovascular activities promote endurance, cardiovascular endurance, muscular strength, muscular endurance and flexibility.</p> <p>•count heart rate while participating in a variety of activities to determine which condition the heart and lungs.</p>
<p>Sub-strand A.8: Students will know there are benefits to physical activity and and risks to inactivity.</p>	<p>Grade 6: •list a variety of benefits of physical activity</p> <p>•list a variety of risks of inactivity (e.g. increased risk of heart disease and stress, lower energy level)</p>
<p>Sub-strand A.9: Students participate in a fitness assessment and determine personal goals.</p>	<p>Grade 6: •know your healthy range within each item of a fitness assessment</p> <p>Grade 8: •use a fitness assessment to develop short and long term fitness goals</p>
<p>Sub-strand A.10: Students participate in fitness planning.</p>	<p>Grade 8: •participate in fitness planning by:</p> <ul style="list-style-type: none"> -assessing personal fitness level -writing short and long term fitness goals -reassess and adjust fitness goals as needed
<p>Sub-strand A.11: Students distinguish between health-related components of fitness and skill-related components and determine how they correspond to life-long health.</p>	<p>Grade 8: •identify lifetime activities that are skill-related (golf, baseball)</p> <p>•identify lifetime activities that are health-related (bicycling, cross country skiing, weight lifting)</p>
<p>Sub-strand A.12: Students practice conditioning principles that improve fitness.</p>	<p>Grade 7: •define frequency, intensity and duration as it relates to improving fitness</p> <p>Grade 8: •engage in physical activities at least 3 times a week that incorporate the frequency, intensity and time/duration ("FIT") principle</p>
<p>Sub-strand B: Students engage in vigorous physical activity to promote health enhancing levels of physical fitness.</p>	
<p>Sub-strand B.1: Students participate in team/group, dual/individual and rhythm activities that promote health-related fitness.</p>	<p>Grade 8</p>
<p>Sub-strand B.2: Students participate safely in warm-up, cool-down and stretching activities.</p>	<p>Grade 8: •determine the benefits of a warm up and cool down</p> <p>•demonstrate a safe warm-up and cool down that is sport or activity specific</p>
<p>Sub-strand B.3: Students identify and safely practice exercises that promote flexibility, strength and endurance.</p>	<p>Grade 4: •perform correct methods for safe stretching</p> <p>Grade 5: •demonstrate the ability to use pacing techniques during a cardiorespiratory endurance activity</p>

	Grade 8: •demonstrate the ability to increase muscular endurance by increasing repetitions
<p>Sub-strand C: Students appreciate the important aspects of a healthy life style.</p>	
<p>Sub-strand C.1: Students will demonstrate the desire to include fitness as a life-long pursuit (e.g. willing participation in class activities, participates in activities beyond the school day)</p>	<p>Grade 5: •participates in moderate to vigorous physical activities in a variety of settings Grade 6: •recognize that time and effort are prerequisites for fitness benefits Grade 7: •work semi-independently, with minimal supervision, in pursuit of fitness enhancing activities both in and out of school</p>
<p>Sub-strand C.2: Students value physical fitness and its contributions to well-being and lifelong health.</p>	
<p>Sub-strand C.3: Students identify and appreciate the health implications of being physically fit (e.g. lower blood pressure, extended life, stress</p>	<p>Grade 8: •identify the roles that nutrition, rest, activity and relaxation have in contributing to physical fitness</p>

GRADE 4-8 PHYSICAL EDUCATION –MPS STANDARDS & GRADE LEVEL EXPECTATIONS

STRAND 4: PERSONAL AND SOCIAL BEHAVIOR

STANDARD: Students demonstrate responsible personal and social behavior in a physical setting by developing self-control, cooperative skills, appropriate sports-related behavior, respect for individual differences and regard for safety.

SUB-STRANDS

GRADE LEVEL EXPECTATIONS

Sub-Strand A: Students demonstrate personal and social behavior in a physical setting by developing self-control.

Sub-strand A.1: Students will participate in establishing and following class rules and procedures.

Grade 4: •make responsible decisions when applying rules, procedures and etiquette
 Grade 5: •respond positively to the teacher's decisions regarding rule infractions
 Grade 6: •participate in establishing class rules and procedures
 Grade 7: •interpret rules and strategies to promote positive social behavior

Sub-strand A.2: Students demonstrate "on-task" behavior with increased independence to promote personal and group learning.

Grade 4: •carry out tasks to completion
 Grade 5: •make constructive use of unstructured time
 Grade 6: •remain on task while participating in a group or team activity
 Grade 7: •remain on task during student-initiated activities
 Grade 8: •set personal goals for activity and work toward their completion

Sub-strand A.3: Students accept responsibility for own actions.

Grade 4: •accept the teacher's decision regarding a personal rule infraction
 Grade 5: •accept the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others
 Grade 6: •personally accept the teacher's decision regarding a rule infraction by others
 Grade 7: •accept and respect the decision of game officials (teacher, student)
 •accept responsibility for own performance without blaming others
 Grade 8: •assess own performance problems without blaming others
 •analyze their performance problems without blaming others

Sub-strand A.4: Students will seek help when appropriate.

Grade 8

Sub-strand A.5: Students will recognize the effect of peer pressure and make appropriate choices in a physical setting independent of peers.

Sub-strand B: Students develop responsible personal and social behavior in a physical setting developing cooperative skills.

Sub-strand B.1: Students cooperate with the teacher in order to promote learning (e.g. wait for directions before engaging in an activity)

Grade 4: •wait for directions before engaging in activity
 Grade 5: •honestly report results of work to the teacher (self, partner or

	<p>group assessment)</p> <p>Grade 6: •accept suggestion for skill improvement from teacher</p> <p>Grade 8: •respectfully listen and follow teacher directions</p>
<p>Sub-strand B.2: Students identify skills that promote cooperation and determine their importance to group success.</p>	<p>Grade 4: •identify the skill of communication and how it relates to group success</p> <p>Grade 5: •identify the skill of compromise and how it relates to group success</p> <p>Grade 8: •identify the skill of trust and how it relates to group success</p>
<p>Sub-strand B.3: Students apply cooperative behavior to a variety of physical activities in order to promote team building (e.g. invite others to join in</p>	<p>Grade 4: •show patience with others' differing skill levels</p> <p>Grade 5: •solve problems and resolve conflicts within a group through compromise</p> <p>Grade 6: •communicate effectively with others (listening, responding and talking)</p> <p>•express what it feels like to be insulted or put down</p> <p>Grade 7: •provide feedback and support for others in skill execution</p> <p>Grade 8: •work cooperatively with a group to achieve group goals in competitive and cooperative settings</p>
<p>Sub-strand B.4: Students participate in activities which develop cooperative skills and behaviors.</p>	<p>Grade 4: •cooperate in team activities</p> <p>Grade 5: •cooperate and compete in team activities</p> <p>Grade 6: •participate cooperatively in trust building activities</p> <p>Grade 7: •participate in problem solving activities (team building, initiatives)</p> <p>Grade 8: •evaluate the outcome of a group task and recommend strategies to improve and maintain a group effort</p> <p>•demonstrate leadership in group activities</p>
<p>Sub-strand B.5: Students develop additional strategies for resolving conflict in a physical setting (e.g. apologize, compromise)</p>	<p>Grade 6: •demonstrate skills to resolve conflict</p> <p>-cooling off time</p> <p>-agree that there is a problem</p> <p>-agree to try to resolve the problem</p> <p>-each person tells his or her own side of the story</p> <p>-brainstorm solutions</p> <p>-choose a solution</p> <p>-try it</p> <p>Grade 8: •independently apply skills to resolve conflict</p>
<p>Sub-strand C: Students demonstrate responsible personal and social behavior in a physical setting by developing a regard for safety.</p>	
<p>Sub-strand C.1: Students will demonstrate safety procedures for equipment, facilities and playing conditions in a variety of physical settings.</p>	<p>Grade 4: •know and apply practices appropriate for specific activities</p> <p>Grade 5: •demonstrate safety in student initiated activities</p> <p>Grade 6: •participate in establishing safety rules</p> <p>Grade 7: •consistently demonstrate safe practices without teacher intervention</p> <p>Grade 8: •analyze potential risks associated with physical activity</p>

<p>Sub-strand C.2: Students move safely without direct teacher intervention.</p>	<p>Grade 4: •apply safe practices with minimal teacher intervention while participating in physical activities Grade 8: •move safely without direct teacher intervention</p>
<p>Sub-strand C.3: Students will wear clothing that promotes safety and and hygiene (e.g. change clothes before and after activity)</p>	<p>Grade 7: •wear clothing that promotes safety and hygiene •change clothes before and after activity •wear only jewelry that is safe and/or appropriate for physical activity</p>
<p>Sub-strand D: Students demonstrate responsible personal and social behavior in a physical setting by developing a respect for individual differences</p>	
<p>Sub-strand D.1: Students recognize the contributions that a variety of cultures bring to sports, games and dance.</p>	<p>Grade 4: •develop awareness of gender, cultural heritage and ethnicity through a variety of multicultural activities Grade 5: •recognize the role of games, sports and dances in getting to know and understand other cultures Grade 6: •recognize the contribution of one's personal heritage Grade 7: •investigate a recreational or popular sport from another country Grade 8: •analyze and assess the differences in various sports as they relate to cultures around the world</p>
<p>Sub-strand D.2: Students recognize and respect commonalities and differences in self and others (e.g. ethnicity, language, gender, ability).</p>	<p>Grade 4: •accept and respect achievement levels of self and others in physical activities Grade 5: •respect persons from differing backgrounds, physical abilities and cultures •develop strategies for inclusion of others from diverse backgrounds in physical settings Grade 6: •recognize and appreciate gender similarities and differences by demonstrating fairness, equality and respect for others •recognize the significance of others' cultural, gender and ability differences as it relates to various games, dances and physical activities Grade 7: •assist in creating adaptations for activities to accommodate varying skill levels Grade 8: •accept and encourage all ability levels</p>
<p>Sub-strand D.3: Students participate cooperatively and competitively with people of diverse abilities, cultural backgrounds and gender.</p>	
<p>Sub-strand D.4: Students participate in a variety of multicultural activities to gain an understanding about people of different backgrounds and experiences.</p>	
	<p style="text-align: right;">34</p>

<p>Sub-strand D.5: Students identify and exhibit behavior that is inclusive of all students in a physical setting.</p>	<p>Grade 7: •interact consistently with both males and females</p>
<p>Sub-strand D.6: Students recognize how climate, geography and language influence the development of physical activities.</p>	<p>Grade 8</p>
<p>Sub-strand E: Students demonstrate responsible personal and social behavior in a physical setting by developing appropriate sports-related behavior.</p>	
<p>Sub-strand E.1: Students demonstrate fair play and honesty in a variety of physical activities.</p>	<p>Grade 4: •appreciate the importance of fair play in cooperative and competitive activities Grade 5: •honestly report results of work Grade 6: •determine the impact on the game of not following the rules Grade 7: •call own infractions during game •accept fair and equitable rules for a game Grade 8: •assist in designing fair and equitable rules for games and activities •determine ethical and unethical behavior in a game situation</p>
<p>Sub-strand E.2: Students demonstrate success and disappointment using appropriate behavior.</p>	<p>Grade 4: •accept defeat positively Grade 5: •continue to accept challenges as competence develops in skill ability Grade 6: •acknowledge feelings from success, challenges and disappointments in physical activity Grade 7: •accept controversial decisions •respond to inflammatory situations with appropriate behavior</p>
<p>Sub-strand E.3: Students demonstrate appropriate behavior as a player, teammate and spectator.</p>	<p>Grade 4: •positively encourage the efforts of teammates Grade 5: •participate cooperatively in competitive physical activities •demonstrate appropriate team and individual sports-related behavior Grade 6: •respect the rights and opinions of others Grade 7: •identify various roles while participating in a team sport (e.g. spectator, player, opponents, teammates) Grade 8: •identify positive and negative peer influences</p>
<p>Sub-strand E. 4: Students demonstrate respect for equipment and facilities.</p>	<p>Grade 4: •respect rules and guidelines for maintenance and use of equipment Grade 7: •assume ownership in care and maintenance of equipment</p>
<p>Sub-strand E.5: Students participate willingly in all physical activities.</p>	<p>Grade 4: •accept challenges with regard to personal safety Grade 8: •willingly engage in activities that provide for challenge, problem solving and risk taking</p>

GRADE 4-8 PHYSICAL EDUCATION –MPS STANDARDS & GRADE LEVEL EXPECTATIONS

STRAND 5: PERSONAL WELL-BEING

STANDARD: Students appreciate the benefits of play and develop values, attitudes and behaviors that encourage a physically active and healthy lifestyle.

SUB-STRANDS

GRADE LEVEL EXPECTATIONS

Sub-strand A: Students appreciate the benefits of play.

Sub-strand A.1: Students participate in physical activities for enjoyment.

Grade 4: •identify favorite activities that contribute to one's feeling of joy
 Grade 5: •identify participation factors that contribute to self-expression and enjoyment
 Grade 6: •describe the enjoyment, satisfaction and benefits of regular physical activity
 Grade 7: •pursue a favorite physical activity

Sub-strand A.2: Students select physical activity as an opportunity for positive social interaction.

Grade 5: •appreciate the benefits that accompany cooperation and sharing

Sub-strand A.3: Students appreciate play as a participant and identify appropriate spectator behavior.

Grade 4: •control frustration, aggression and reactions to conflict
 Grade 5: •model ethical and equitable behavior toward self and others
 Grade 6: •analyze behavior in competitive situations
 Grade 7: •select appropriate options to ensure safety and well-being of self and others in physical activities
 Grade 8: •accept one's self as a prerequisite to getting along well with others

Sub-strand A.4: Students use physical activity for physical and emotional well-being (e.g. select physical activity for weight control)

Grade 5: •recognize that physical activity is good for personal well-being
 Grade 6: •value the role of physical activity in healthful living
 Grade 7: •understand the contribution and benefits of a physical activity toward positive mental and emotional health
 •appreciate the need for healthful decision making
 •select activities based on fitness principles, knowledge and experience that have a positive effect on well-being
 •identify how decision making, relative to exercise and rest affect one's well-being

Sub-strand B: Students develop attitudes, values and behaviors that encourage a physically active and healthy lifestyle.

Sub-strand B.1: Students recognize the health benefits of physical activity

Grade 6: •engage in physical activities to maintain normal body composition
 Grade 7: •know the number of calories expended in various activities

	<ul style="list-style-type: none"> •know the varying levels of intensity of various activities <p>Grade 8: •develop an awareness and understanding related to the importance of their own health related fitness</p> <ul style="list-style-type: none"> •know exercises for personal use that contribute to one's fitness goals •know the components of physical wellness (i.e. physical, intellectual, social, emotional and spiritual wellness)
<p>Sub-strand B.2: Students relate positive feelings with physical activity.</p>	<p>Grade 4: •appreciate the satisfaction on days when one engages in physical activity</p> <p>Grade 5: •identify feelings that result from participating in physical activity</p> <p>Grade 7: •design games, gymnastics routines or dance sequences that are personally satisfying and rewarding</p>
<p>Sub-strand B.3: Students recognize physical activity as an opportunity for exploration, creativity and personal expression.</p>	<p>Grade 8: •describe ways to use the body and movement activities to communicate ideas and feelings</p>
<p>Sub-strand B.4: Students identify the benefits of striving for best effort.</p>	<p>Grade 4: •desire to improve physical ability and performance</p> <p>Grade 5: •recognize that success in physical activity leads to recognition by peers</p> <p>Grade 6: •perform at the highest level and encourage others to do so</p> <p>Grade 7: •identify the impact of positive comments and actions on others</p> <p>Grade 8: •recognize the skills and abilities of self and others and involve all participants in the activity</p>
<p>Sub-strand B.5: Students accept successful and unsuccessful attempts in physical activity as opportunities for skill improvement.</p>	<p>Grade 6: •identify likes and dislikes connected with participating in physical activity</p> <p>Grade 7: •identify various benefits of participating in a variety of physical activities</p>
<p>Sub-strand B.6: Student value and pursue participation in physical activities beyond the school day.</p>	<p>Grade 4: •begin to be aware of opportunities for more formal participation in physical activities in the community</p> <p>Grade 5: •identify opportunities in school and community for regular participation in physical activity</p> <p>Grade 6: •develop an awareness of the varying quality of physical activity</p> <p>Grade 7: •choose to exercise at home for personal enjoyment and benefit</p> <p>Grade 8: •develop an awareness for quality consumer products for physical activity</p>
<p>Sub-strand B.7: Students evaluate the role of competition in physical activities.</p>	

**LEVEL I AND II PHYSICAL EDUCATION
STANDARDS AND GRADE LEVEL EXPECTATIONS**

LEVEL I AND II PHYSICAL EDUCATION –MPS STANDARDS & GRADE LEVEL EXPECTATIONS

STRAND 1: MOTOR SKILLS

STANDARD: Students explore, develop, combine and refine body and spatial awareness, motor patterns, manipulation of objects and rhythmical movements through a wide variety of physical activities.

SUB-STRANDS

GRADE LEVEL EXPECTATIONS

Sub-Strand A: Students will explore, develop, combine and refine body and spatial awareness.

Sub-Strand A.1: Students will review human anatomy as it applies to advance movement skills (e.g. applying topspin to a tennis ball by rotating the wrist)

Level I/II: • describe the relationship between anatomy and correct skill technique (e.g. extending elbow while serving in tennis)

Sub-Strand A.2: Students utilize personal and general space safely and effectively during modified and regulation games and activities.

Level I/II: •demonstrate the perimeter of your position as it relates to game play and defense
•evaluate and assess mechanics of movement as it relates to playing field
•move safely and efficiently through space during physical activities
•identify the critical spatial elements of advance movement skills

Sub-strand A.3: Students will demonstrate body control while performing advanced movement skills in a variety of sports and activities (e.g. using a head fake in basketball)

Level I/II: •perform movements using multiple body parts in individual, dual and team activities
•analyze motor skills using movement mechanics and concepts
•relate motor performance to measures of maturity (chronological, anatomical and physiological)

Sub-strand A.4: Students will utilize body shapes while performing advanced movement skills in a variety of sports and activities (e.g. twisting during a golf swing)

Level I/II: •utilize body shapes while performing advanced movement sports and activities (e.g. twisting during a golf swing)

Sub-strand A.5: Students move through a wide variety of levels, directions, pathways and planes while performing basic and advanced movement skills in a variety of sports and activities.

Level I/II: •design and perform dances, gymnastics, jump rope or other routine activities that combine locomotor and nonlocomotor movements into sequences with changes in direction, speed and flow
•demonstrate the concepts of levels, directions, pathways and planes while performing advanced movement skills in a variety of activities

Sub-strand B: Students explore, develop, combine and refine locomotor, non-locomotor and manipulation skills

Sub-strand B.1: Students apply mature form in nonlocomotor skills to analyze and improve performance in self and others.

<p>Sub-strand B.2: Students refine skills and incorporate into a variety of activities (e.g. maintain balance while swinging a golf club)</p>	<p>Level I/II: •demonstrate balance in a variety of body positions while participating in movement activities</p> <ul style="list-style-type: none"> •combine balance skills while performing complex movements (triple jump, etc.) •demonstrate a variety of balance skills when performing routines (e.g. dance, floor exercise, etc.) •demonstrate balance proficiency in a variety of physical activities
<p>Sub-strand B.3: Students perform and evaluate an advanced motor skill involving support and weight transfer to hands (e.g. gymnastics routine)</p>	<p>Level I/II: •demonstrate transfer of weight from feet-to-hands (i.e. back bend from standing position)</p> <ul style="list-style-type: none"> •demonstrate transfer weight from feet-to-hands (i.e. assisted handstand, round off)
<p>Sub-strand B.4: Students apply mature form in locomotor skills to analyze and improve performance of self and others.</p>	<p>Level I/II: •demonstrate proficient locomotor skills in a variety of advanced activities (golf swing, badminton smash, etc.)</p> <ul style="list-style-type: none"> •refine locomotor skills through observation and analysis of self and others
<p>Sub-strand B.5: Students apply mature form in manipulative skills to analyze and improve performance in self and others.</p>	<p>Level I/II: •demonstrate proficiency in soccer while dribbling, passing, tackling, trapping, throw-in, heading and goal-keeping in a regulation game</p> <ul style="list-style-type: none"> •develop mature form in basketball while performing a jump shot, free throw and lay-up •demonstrate proficiency in basketball while dribbling, catching, passing, set shots and lay-ups in a regulation game •develop mature form in volleyball while performing an overhead serve, setting, blocking, spiking digging and dinking •demonstrate proficiency in volleyball while performing a serve, a forearm pass and an overhead pass in a regulation game •demonstrate proficiency while catching a softball using a glove when the ball is thrown or batted on the ground or on the fly •demonstrate proficiency while throwing a softball in a regulation game •demonstrate proficiency while batting a slow pitched ball •demonstrate proficiency in floor hockey while dribbling, passing, shooting and tackling during a regulation game •develop mature form in track and field while performing relay exchanges, sprinting and performing field events •develop mature form in track and field while performing a shot put •develop mature form in badminton while performing smashes, drop shots, hairpin shots, long and short serves and clears •develop mature form in badminton while performing forehand and backhand shots during a regulation game •develop mature form in bowling while performing an approach and delivery •develop mature form in archery while performing a shooting stance, drawing

	<ul style="list-style-type: none"> aiming, releasing and follow-through •develop mature form in tennis while hitting smashes, drop shots, net volleys, lobs and serves •demonstrate proficiency in tennis while performing modified serves, forehands and backhands in regulation game •develop mature form in golf while performing full swings, pitching, chipping and putting •develop mature form in pickleball while performing serves, forehand, backhand, smashes, lobs and drops during regulation games
Sub-Strand B.6: Students use basic and advanced manipulative skills to participate in a variety of physical activities.	<p>Level I/II: •propel, track and control manipulative objects with increasingly mature skill levels in movement activities (dribbling in soccer or basketball, batting in softball)</p> <p>•manipulate objects using varied amounts of force, flow and speed appropriate to the given situation (i.e. tennis, badminton, volleyball)</p> <p>•strike a ball using forehand, backhand, overhand and underhand strokes with a partner</p>
Sub-strand B.7: Students demonstrate basic and some advanced manipulative skills with a variety of objects in sports and physical activities.	<p>Level I/II: •transfer skill learning appropriately from one sport to another (e.g. under hand pitch in softball to underhand serve in volleyball)</p> <p>•demonstrate proficiency with manipulative skills in net, goal and field, and target activities</p> <p>•use knowledge of manipulative skills to analyze performances involving individual, dual and team activities (video, check lists, partner and self-analysis)</p>
Sub-strand B.8: Students refine combinations of motor skills in a wide variety of physical activities (e.g. lay up involves weight transfer, jumping throwing, balance)	Level I/II
Sub-strand B.9: Students demonstrate basic and some advanced skills in a variety of more complex sports and activities.	Level I/II
Sub-strand B.10: Students demonstrate motor skills in a minimum of three activity areas.	Level I/II
Sub-strand B.11: Students analyze the form in motor and manipulative skills to improve performance of self and others. (video, check lists, etc.)	Level I/II
Sub-strand C: Students explore, develop, combine and refine rhythmical movements.	
Sub-strand C.1: Students refine response to a variety of tempos and beats.	<p>Level I/II: •design, refine and perform small group sequences comprised of even and uneven rhythms, patterns of locomotor movements, body movements and use of an object</p>

- perform a variety of dances with complex rhythmic patterns
- design and perform a dance in one or more of these dance forms (modern, jazz, ballet, folk, social, trend or ethnic)
- design a dance routine that enhances aerobic capacity (cardiorespiratory fitness)
- perform group dances with directional changes that require group cooperation (square, round, etc.)

Sub-strand C.2: Students perform and evaluate a variety of dance patterns and forms.

- demonstrate a curtsy turn

Sub-strand C.3: Students create, perform and evaluate a sequence of movements to music (e.g. aerobic, dance, gymnastics routines)

Level I/II: •create, perform and evaluate a sequence of movements to music (i.e. dance steps aerobics, gymnastic routines)

LEVEL I AND II PHYSICAL EDUCATION –MPS STANDARDS & GRADE LEVEL EXPECTATIONS

STRAND 2: MOVEMENT KNOWLEDGE

STANDARD: Students will apply movement principles in developing efficient movement and demonstrate knowledge of safety procedures, rules, strategies, etiquette, history, origin and cultural perspectives in a variety of settings.

SUB-STRANDS

GRADE LEVEL EXPECTATIONS

Sub-strand A: Students apply movement principles in developing efficient movement skills.

Sub-strand A.1: Students apply knowledge of the five basic principles to improve motor performance.

- Level I/II:
- review the principle of stability as it relates to movement skill
 - apply the principle of stability to improve performance in the five activity areas
 - apply the principle of stability to assess and evaluate the performance of self and others
 - review the principle of motion as it relates to movement skills
 - review the concept of force and identify how force benefits performance in sports activities
 - apply the principle of force to improve performance in the five activity areas
 - apply the principle of force to assess and evaluate the performance of self and others
 - review and apply the principle of leverage as used in the five activity areas

Sub-strand A.2: Students review movement vocabulary and define biomechanical concepts: leverage, angles, velocity, inertia, momentum, linear and rebound.

Level I/II

Sub-strand A.3: Students apply biomechanical principles to develop motor skills.

- Level I/II:
- apply the biomechanical principles to improve performance in the five activity areas.
 - apply biomechanical principles to assess and evaluate the performance of self and others

Sub-strand A.4: Students apply knowledge of the skeletal and muscular systems to fitness training.

- Level I/II:
- review the definition and function of cartilage
 - know the relationship of muscle development to joint stability
 - know how bones function in movement
 - know the types of levers
 - identify injuries to bones and describe how the bone responds
 - explain the relationship of stretching to the prevention of injury to muscles and joints
 - know how to increase muscle strength and endurance
 - know that various types of exercise equipment can be used to aid in muscle strength development
 - identify methods used to measure muscle strength and endurance
 - know the training principles that enhance the development of

	<p>strength and endurance</p> <ul style="list-style-type: none"> •know the effects of inactivity as it relates to muscle strength and endurance •identify injuries and treatment for ligaments, tendons and muscles •identify muscle fiber types and how they affect performance •describe how muscular force produces a desired action in a skill •identify how proper use of the components of muscular force can improve skill (maximum use of muscles, application of force in sequence, applying over the correct time frame and direction of application of force.
<p>Sub-strand A.5: Students apply knowledge of human kinesiology/ biomechanics (flexion, /extension, adduction/abduction, internal/external rotation) to improve performance during games and activities.</p>	<p>Level I/II:</p> <ul style="list-style-type: none"> •define the concepts of biomechanics •describe how muscles and bones work together to create movement •apply knowledge of biomechanics to improve and evaluate the performance of self and others during games and activities
<p>Sub-strand A.6: Students apply the knowledge of movement principles and concepts to improve and correct errors in personal movement patterns.</p>	<p>Level I/II:</p> <ul style="list-style-type: none"> •utilize various methods of assessing skills •complete an assessment of personal performance level and explain how skills are expanded •identify the five steps to effective analysis and correction <ul style="list-style-type: none"> -observe the skill -analyze each phase and its key elements -use knowledge of sport mechanics in analysis -select errors to be corrected -decide on appropriate correction of errors •use computer and video technology to assist in analysis and correction of errors in self and others
<p>Sub-strand A.7: Students identify the components of mature form in a variety of advanced movement skills (e.g. skills used for chipping in golf, etc.)</p>	<p>Level I/II:</p> <ul style="list-style-type: none"> •review the components of mature form in a variety of advanced skills •identify the steps involved in learning the components of advanced movement skills •apply knowledge of mature form to improve performance of self in a variety of activities •analyze the components of movement skills to improve performance of self and others
<p>Sub-strand A.8: Students use knowledge of relaxation activities in making personal activity choices.</p>	<p>Level I/II:</p> <ul style="list-style-type: none"> •identify stress diversion activities and how they improve health •participate in relaxation techniques and activities •utilize relaxation activities to improve performance and overall health
<p>Sub-strand A.9: Students use technology to improve personal fitness and motor skills acquisition.</p>	<p>Level I/II:</p> <ul style="list-style-type: none"> •use video and computer technology to expand knowledge of physical activity (skill development, mature form, technique, etc.) •use video and computer technology to assess and improve skill development in self and others

Sub-strand B: Students demonstrate knowledge of safety procedures, rules, strategies, etiquette, history, origins and cultural perspectives of a variety of physical activities.

<p>Sub-strand B.1: Students practice safety procedures for all physical activities including equipment and facilities.</p>	<p>Level I/II: •explain why and how a rule makes participation safe •analyze potential risks associated with physical activities •identify and demonstrate rules and safe practices for games and activities in the five activity areas</p>
<p>Sub-strand B.2: Students make informed decisions in selection, acquisition and use of equipment products, services and information related to a variety of games and activities.</p>	<p>Level I/II: •display appropriate care of equipment in the five activity areas •research and determine factors to consider when making consumer choices involving equipment, services and information related to games, sports and activities</p>
<p>Sub-strand B.3: Students demonstrate and apply knowledge of rules, modified and regulation games in the five activity areas.</p>	<p>Level I/II: •demonstrate knowledge of rules in regulation activities in the five activity areas</p>
<p>Sub-strand B.4: Students apply strategies (e.g. offense, defense, positioning) to a minimum of five activity areas and advance strategies to a minimum of three activity areas.</p>	<p>Level I/II: •accurately observe and record the use of a strategy •apply offensive and defensive strategies in regulation games within the five activity areas</p>
<p>Sub-strand B.5: Students demonstrate etiquette appropriate to more complex sports and activities (e.g. golf and tennis)</p>	<p>Level I/II: •display appropriate etiquette in the setting of the five activity areas</p>
<p>Sub-strand B.6: Students review the history and identify the cultural contributions of a variety of sports and activities.</p>	<p>Level I/II: •recognize the influence of participation in sports in developing an appreciation of cultural, ethnic, gender and physical diversity •recognize the value of sport and physical activity in understanding multiculturalism •describe how play and games are a part of culture •identify various factors that influence activity choices (e.g. age, gender, socioeconomic status, geographical area and cultural background) •research the history of various sports, dances and games</p>
<p>Sub-strand B.7: Students apply knowledge of rules, strategies, etiquette and safety learned in physical education to participate in a variety of sports and activities beyond the school day.</p>	<p>Level I/II</p>
<p>Sub-strand B.8: Students recognize the contribution appropriate etiquette makes to the enjoyment of games and activities.</p>	<p>Level I/II</p>

LEVEL I AND II PHYSICAL EDUCATION –MPS STANDARDS & GRADE LEVEL EXPECTATIONS

STRAND 3: HEALTH-RELATED PHYSICAL FITNESS

STANDARD: Students understand the relationship of physical activity to fitness and health and achieve and maintain a health-enhancing level of fitness.

SUB-STRANDS

GRADE LEVEL EXPECTATIONS

Sub-Strand A: Students understand the relationship of fitness to health.	
<p>Sub-strand A.1: Students apply the five components of health-related fitness to the improvement of personal fitness.</p>	<p>Level I/II:</p> <ul style="list-style-type: none"> •identify and explain examples of skill-related and health related fitness •describe your personal fitness profile •examine how skill-related fitness components are utilized in a variety of activities •demonstrate physical activities associated with skill-related fitness •demonstrate physical activities associated with health-related fitness •identify lifetime activities that enhance health related fitness often used by adults •know personal fitness levels of cardiovascular, muscular strength and endurance, flexibility and body composition
<p>Sub-strand A.2: Students evaluate personal level of fitness using knowledge of body systems.</p>	<p>Level I/II:</p> <ul style="list-style-type: none"> •identify and explain evaluations used to assess cardiovascular and muscular fitness levels •evaluate how to develop and maintain healthful levels of cardiovascular fitness •identify several health related evaluations of muscle strength and endurance explain how each relates to fitness levels •analyze the effects of inactivity on the muscular, cardiovascular and skeletal systems
<p>Sub-strand A.3: Students apply knowledge of muscle groups to improve conditioning, prevent injury and improve physical performance.</p>	<p>Level I/II:</p> <ul style="list-style-type: none"> •explain the importance of knowing which muscles are involved during exercise •describe the action of major muscle groups during specific activities
<p>Sub-strand A.4: Students use knowledge of the cardiovascular system to assess and monitor personal fitness levels.</p>	<p>Level I/II:</p> <ul style="list-style-type: none"> •determine the intensity of physical activity and exercise by using heart rate calculations •calculate maximum heart rate and determine safe range for exercise •explain the relationship of resting and maximal heart rate to personal fitness levels •determine intensity of personal workouts through perceived exertion •know how to monitor and adjust activity levels to meet personal fitness needs
	<p style="text-align: right;">47</p>

<p>Sub-strand A.5: Students assess heart rate during activity to evaluate and improve cardiovascular endurance.</p>	<p>Level I/II</p>
<p>Sub-strand A.6: Students monitor heart rate during physical activity and adjust to meet target heart rate.</p> <p>Sub-strand A.7: Students determine activities that contribute most significantly to muscular strength and endurance, flexibility and cardiovascular endurance.</p>	<p>Level I/II: •determine the physiological effects of varying levels of physical activities</p> <p>Level I/II: •determine the primary emphasis of various sports on cardiovascular fitness, flexibility, muscular strength, endurance and body composition •determine personal needs relating to the above and create a personal fitness plan to improve in each •demonstrate the skill, knowledge and desire to monitor and adjust activities to meet personal fitness needs</p>
<p>Sub-strand A.8: Students identify health risk factors for different ages and prevention measures</p>	<p>Level I/II: •define hypertrophy •define atrophy •analyze the effects of inactivity on the muscular, skeletal and cardiovascular systems</p>
<p>Sub-strand A.9: Students assess personal fitness and determine fitness goals.</p>	<p>Level I/II: •define and explain the terms related to designing physical activity and exercise programs •explain the importance of understanding science principles and how they apply to the workout component of a personal fitness plan •design your personal fitness plan for a workout</p>
<p>Sub-strand A.10: Students design, implement and track personal fitness plans to improve and maintain optimal fitness.</p>	
<p>Sub-strand A.11: Students apply the five health-related fitness components enhancing personal physical activity choices.</p>	<p>Level I/II: •determine your personal fitness and interest profile and develop a plan in for lifelong participation in health-related and skill related fitness activities</p>
<p>Sub-strand A.12: Students use conditioning principles (overload, intensity, time, frequency, specificity and progression) in designing and implementing an individual fitness plan, during class and outside the school setting.</p>	<p>Level I/II: •define and explain the terms related to the scientific principles of overload specificity and progression •discuss the concepts of frequency, intensity and time/duration as they relate to physical activity and fitness planning</p>
<p>Sub-strand B: Students engage in vigorous physical activity to promote health enhancing levels of physical fitness.</p>	
<p>Sub-strand B.1: Students participate in goal/field, net/wall, dual/individual, target and rhythm activities that promote health-related fitness.</p>	<p>Level I/II</p>
<p>Sub-strand B.2: Students perform sport-specific warm-ups, stretches and and cool-down activities.</p>	<p>Level I/II: •explain the purpose of proper warm up and cool down •describe the different types of warm up and cool down activities</p>

<p>Sub-strand B.3: Students perform strength, endurance and flexibility and activities correctly and safely.</p>	<p>Level I/II: •develop a plan to increase cardiorespiratory conditioning, muscular exercises strength, endurance and flexibility</p>
<p>Sub-strand C: Students appreciate the important aspects of a healthy lifestyle.</p>	
<p>Sub-strand C.1: Students choose to participate in health enhancing physical activity beyond the school day</p>	<p>Level I/II: •make appropriate decisions regarding regular participation in activities that promote healthy fitness levels •explore non-traditional fitness activities •research and evaluate the effects of regular exercise on memory, reaction time and reasoning ability •explain how negative and positive attitudes and beliefs about physical fitness can influence health •identify barriers that may affect attaining a healthy level of fitness</p>
<p>Sub-strand C.2: Students recognize that physical fitness contributes to well-being and lifelong health.</p>	<p>Level I/II: •choose to participate beyond the school day in activities that promote fitness •pursue a healthy lifestyle</p>
<p>Sub-strand C.3: Students identify and appreciate the health implications of being physically fit (e.g. lower blood pressure, extended life, stress reduction, increased cardiorespiratory capacity)</p>	<p>Level I/II: •describe the importance of functional health in adulthood •list important reasons to pursue physical fitness throughout the lifecycle •compare and contrast the characteristics of a person who is physically fit with a person who lives a sedentary lifestyle •identify diseases associated with a physically inactive lifestyle (cardiovascular, hypertension, osteoporosis, obesity, high blood cholesterol)</p>
<p>Sub-strand D: Students design and implement a fitness plan that is based on basic principles of training and encompasses all components of fitness.</p>	
<p>Sub-strand D.1: Students design and implement a fitness plan</p>	<p>Level I/II: •identify and apply training principles including overload, specificity and progression to a fitness plan •analyze the relationship between healthy nutritional practices and physical fitness •analyze personal diet and nutrition and the impact on personal fitness levels •improve and maintain their current level of fitness through participation in cardiovascular, muscular strength and endurance, flexibility and body mass index activities •recognize and explain the relationship between physical fitness and health throughout the lifespan •identify and apply physiological principles including frequency, intensity, time and type to a fitness program</p>

LEVEL I AND II PHYSICAL EDUCATION –MPS STANDARDS & GRADE LEVEL EXPECTATIONS

STRAND 4: PERSONAL AND SOCIAL BEHAVIOR

STANDARD: Students demonstrate responsible personal and social behavior in a physical setting by developing self-control, cooperative skills, appropriate sports-related behavior, respect for individual differences and regard for safety.

SUB-STRANDS

GRADE LEVEL EXPECTATIONS

SUB-STRANDS	GRADE LEVEL EXPECTATIONS
<p>Sub-Strand A: Students demonstrate personal and social behavior in a physical setting by developing self-control.</p>	
<p>Sub-Strand A.1: Students participate in establishing and following class rules and safety procedures.</p>	<p>Level I/II: •compare and contrast the rules of various team and movement activities •abide by rules and call own infractions •apply safe practices, rules, procedures and etiquette in all physical activity settings •recognize the validity of rule application</p>
<p>Sub-strand A.2: Students model "on-task" behavior with increased self-direction to promote personal and group learning.</p>	<p>Level I/II: •use decision making processes to set goals, plan strategies and implement programs for various physical activities</p>
<p>Sub-strand A.3: Students accept responsibility for own actions and how they impact others.</p>	<p>Level I/II: •respond to potentially explosive interactions with others in controlled manner •recognize the difference between ethical and unethical behaviors in physical activities •identify responsible personal behavior as a positive influence on the behavior of others •initiate independent and responsible personal behavior in physical activity settings</p>
<p>Sub-strand A.4: Students seek help, when appropriate, from a variety of sources.</p>	<p>Level I/II</p>
<p>Sub-strand A.5: Students act independently of peer pressure in a physical setting.</p>	<p>Level I/II</p>
<p>Sub-Strand B: Students develop responsible personal and social behavior in a physical setting developing cooperative skills.</p>	

<p>Sub-strand B.1: Students cooperate with the teacher (e.g. listening to directions without interruption or argument).</p>	<p>Level I/II: •volunteer to assist teacher when appropriate</p>
<p>Sub-strand B.2: Students analyze and apply cooperative skills in group and team activities (e.g. team building skills, goal setting, peer coaching, team spirit)</p>	<p>Level I/II: •observe and critique a partner's performance (noting correct and incorrect aspects of partners performance, offer tips for correction</p>
<p>Sub-strand B.3: Students apply cooperative behavior to a variety of physical activities in order to promote team building (e.g. invite others to join in activities, play position with regard for teammates, encourage others).</p>	<p>Level I/II: •describe how physical activities can provide a positive social environment for self and others •demonstrate cooperation in competitive game situation through interacting with opponents to facilitate mutual development of skills •demonstrate cooperation rather than domination with other team members in team activities •lead and follow by sharing leadership positions •identify and apply specific criteria for successful team participation</p>
<p>Sub-strand B.4: Students participate in cooperative and competitive activities to develop cooperative behaviors.</p>	<p>Level I/II: •describe how cooperative activities improve group achievement, foster increased tolerance for different racial and ethnic groups and differing ability levels through extended group contact •describe how cooperative activities encourage acceptance of students with disabilities •identify how group activities influence self-concept</p>
<p>Sub-strand B.5: Students analyze and apply causes and solutions to problems in a physical setting.</p>	<p>Level I/II</p>
<p>Sub-strand C: Students demonstrate responsible personal and social behavior in a physical setting by developing a regard for safety.</p>	
<p>Sub-strand C.1: Students apply safety procedures independent of teacher intervention.</p>	<p>Level I/II</p>
<p>Sub-strand C.2: Students wear appropriate clothing and recognize health and safety implications.</p>	<p>Level I/II</p>
<p>Sub-strand D: Students demonstrate responsible personal and social behavior in a physical setting by developing a respect for individual differences.</p>	
<p>Sub-strand D.1: Students recognize how games, sport and dance reflect and enhance culture.</p>	<p>Level I/II</p>
<p style="text-align: right;">51</p>	

Sub-strand D.2: Students recognize and respect commonalities and differences in self and others (e.g. ethnicity, gender and ability)	Level I/II
Sub-strand D.3: Students participate cooperatively and competitively with people of diverse abilities, cultural backgrounds, language and gender.	Level I/II
Sub-strand D.4: Students participate in a variety of multicultural activities to gain understanding about people of different backgrounds and experiences.	Level I/II
Sub-strand D.5: Students exhibit behavior that is inclusive and supportive of all students in a physical setting.	Level I/II
Sub-strand D. 6: Students recognize how climate, geography and language influence the development of physical activities.	Level I/II
Sub-strand E: Students demonstrate responsible personal and social behavior in a physical setting by developing appropriate sports-related behavior.	
Sub-strand E.1: Students exhibit integrity, honesty and accountability while participating in a variety of activities.	Level I/II
Sub-strand E.2: Students demonstrate ability to handle success and disappointment appropriately.	Level I/II
Sub-strand E.3: Students demonstrate appropriate behavior as a player, teammate and spectator and analyze how behavior contributes to team success.	Level I/II
Sub-strand E. 4: Students demonstrate respect for equipment and facilities.	Level I/II
Sub-strand E.5: Students participate willingly in all physical activities.	Level I/II

LEVEL I AND II PHYSICAL EDUCATION –MPS STANDARDS & GRADE LEVEL EXPECTATIONS

STRAND 5: PERSONAL WELL-BEING

STANDARD: Students appreciate the benefits of play and develop values, attitudes and behaviors that encourage a physically active and healthy lifestyle.

SUB-STRANDS	GRADE LEVEL EXPECTATIONS
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Sub-strand A: Students appreciate the benefits of play.	
Sub-strand A.1: Students participate in physical activities for enjoyment.	Level I/II
Sub-strand A.2: Students select physical activity as an opportunity for positive social interaction.	Level I/II
Sub-strand A.3: Students appreciate sport and physical activity as a spectator and participant.	Level I/II
Sub-strand A.4: Students apply knowledge of physical activity in decision making for physical and emotional well-being (e.g. select physical activity for stress management)	Level I/II
Sub-strand B: Students develop attitudes, values and behaviors that encourage a physically active and healthy lifestyle.	
Sub-strand B.1: Students appreciate the health benefits of physical activity (e.g. physical activity helps promote relaxation, rest, sleep)	Level I/II
Sub-strand B.2: Students develop a desire to continue physical activity throughout life.	Level I/II
Sub-strand B.3: Students develop and demonstrate a positive self-concept by exploring, creating and communicating through physical activity.	Level I/II
Sub-strand B.4: Students challenge self and others for personal best effort in physical education.	Level I/II
Sub-strand B.5: Students apply acceptance of successful and unsuccessful pursuits in physical activity to other areas of life.	Level I/II
Sub-strand B.6: Students value and pursue participation in physical activities beyond the school day.	Level I/II

Sub-strand B.7: Students use the benefits of competition in promoting personal growth.

Level I/II