

**Elementary (Grades K-5) Physical Education Power Standards Scope & Sequence © 2012 Great Activities Publishing Company**

<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>	<b>Third Grade</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>
<b>(K.1)</b> Demonstrates a variety of locomotor skills	<b>(1.1)</b> Performs locomotor skills in different pathways, levels, and directions as directed.	<b>(2.1)</b> Combines locomotor skills in different pathways, levels, and directions as directed.	<b>(3.1)</b> Demonstrates proper form and smooth transitions during combinations of locomotor skills in different pathways, levels, and directions as directed.	<b>(4.1)</b> Demonstrates changes in speed with different pathways, levels, and directions in game-like settings (e.g., catching a football pass on the run).	<b>(5.1)</b> Demonstrates the appropriate use of levels in drill and lead-up situations (e.g., jumping high for a rebound, lowering center of gravity when guarding an opponent).
<b>(K.2)</b> Applies locomotor movements in a variety of dances.	<b>(1.2)</b> Imitates movement in response to rhythms and music.	<b>(2.2)</b> Performs rhythmical sequences as found in simple folk dances.	<b>(3.2)</b> Performs with a partner in a line, circle, and folk dances.	<b>(4.2)</b> Performs a series of basic square dance steps.	<b>(5.2)</b> Designs and performs a dance or other movement routine (e.g., jump rope) combining locomotor patterns.
<b>(K.3)</b> Understands and uses the concepts of pathways with locomotor skills.	<b>(1.3)</b> Understands and uses the concepts of pathways, levels, and directions with equipment.	<b>(2.3)</b> Demonstrates the ability to use an overhand throw for distance.	<b>(3.3)</b> Demonstrates how to throw to a moving partner at varying distances.	<b>(4.3)</b> Demonstrates how to throw to a stationary partner, while moving, at varying distances.	<b>(5.3)</b> Throws to a moving partner while moving/catches a ball while moving at varying distances.
<b>(K.4)</b> Demonstrates the emerging manipulative skills (catch, throw, kick, strike, dribble).	<b>(1.4)</b> Demonstrates throwing, kicking, striking, and dribbling with self and/or partner.	<b>(2.4)</b> Performs a variety of manipulative skills while maintaining good balance and follow-through.	<b>(3.4)</b> Applies the five manipulative skills in small-sided lead up games.	<b>(4.4)</b> Demonstrates how to combine manipulative skills (i.e., catching, dribbling, and passing to an open player) with partners and in drills.	<b>(5.4)</b> Applies combinations of manipulative skills (e.g., rebounding a basketball and passing it to an open player) in lead-up games.
<b>(K.5)</b> Understands one or more of the essential elements of each manipulative skill.	<b>(1.5)</b> Understands two or more essential elements of all five manipulative skills.	<b>(2.5)</b> Demonstrates three or more of the elements for all manipulative skills.	<b>(3.5)</b> Demonstrates all of the essential elements of the five manipulative skills with partners.	<b>(4.5)</b> Demonstrates the five manipulative skills showing all elements with partners, drills, and lead-up games.	<b>(5.5)</b> Uses and applies sport skill rubrics to increase skill development.
<b>(K.6)</b> Understands one or more health related fitness assessment and the associated exercises that develop muscular strength, endurance, and flexibility in a variety of muscle groups.	<b>(1.6)</b> Understands two or more health related fitness assessments and the associated exercises that develop muscular strength, endurance, and flexibility in a variety of muscle groups.	<b>(2.6)</b> Understands three or more health related fitness assessments and the associated exercises that develop muscular strength, endurance, and flexibility in a variety of muscle groups.	<b>(3.6)</b> Understands four or more health related fitness assessments and the associated exercises that develop muscular strength, endurance, and flexibility in a variety of muscle groups.	<b>(4.6)</b> Understands all five health related fitness assessments and the associated exercises that develop muscular strength, endurance, and flexibility in a variety of muscle groups.	<b>(5.6)</b> Understands all five health related fitness assessments and shows improvement on one or more self-selected items.
<b>(K.7)</b> Sustains moderate to vigorous physical activity (MVPA) for 10-15 minutes of total time.	<b>(1.7)</b> Sustains moderate to vigorous physical activity (MVPA) for 15-20 minutes of total time.	<b>(2.7)</b> Participates in numerous bouts of MVPA for 15-20 minutes of total time during the school day.	<b>(3.7)</b> Participates in numerous bouts of MVPA for >20 minutes of time during the school day and understands the accumulative effect of physical activity.	<b>(4.7)</b> Participates in numerous bouts of MVPA for >20 minutes during and outside of school and understands the accumulative effect of physical activity.	<b>(5.7)</b> Participates in numerous bouts of MVPA for >30 minutes of time during and outside of school and understands the accumulative effect of physical activity.
<b>(K.8)</b> Knows the physiological signs of moderate physical activity (e.g., increased breathing, heart rate).	<b>(1.8)</b> Knows the physiological signs of vigorous physical activity (e.g., sweating or breathing hard).	<b>(2.8)</b> Distinguishes moderate physical activity from vigorous physical activity.	<b>(3.8)</b> Demonstrates an understanding of a simplified version of the Perceived Exertion Scale for determining levels of physical activity.	<b>(4.8)</b> Utilizes a simplified version of the Perceived Exertion Scale (PES) while participating in a variety of selected MVPAs.	<b>(5.8)</b> Demonstrates the ability to perform a self-paced aerobic activity by keeping in the appropriate Perceived Exertion Scale (PES) levels, target heart rate zone, and monitoring recovery rate.
<b>(K.9)</b> Recognizes the two appropriate sites (e.g., radial and carotid arteries) on the body to monitor heart rate.	<b>(1.9)</b> Notices changes in heart rate using radial/carotid arteries.	<b>(2.9)</b> Uses technology (i.e., pedometers, heart rate monitors) to measure physical activity.	<b>(3.9)</b> Uses technology to measure changes in heart rate before, during, and after physical activity.	<b>(4.9)</b> Demonstrates the concept of target heart rate and how to monitor it with and without technology.	<b>(5.9)</b> Demonstrates the ability to distinguish between safe/effective or harmful/ineffective warm-up and cool-down techniques.
<b>(K.10)</b> Understands one or more obesity prevention health behaviors.	<b>(1.10)</b> Understands two or more obesity prevention health behaviors.	<b>(2.10)</b> Understands three or more obesity prevention health behaviors.	<b>(3.10)</b> Understands four or more obesity prevention health behaviors.	<b>(4.10)</b> Understands all five obesity prevention health behaviors.	<b>(5.10)</b> Understands all five obesity prevention health behaviors and self-selects one or more behaviors to monitor over time.
<b>(K.11)</b> Understands that games have rules.	<b>(1.11)</b> Follows the rules of simple games.	<b>(2.11)</b> Explains why games have rules.	<b>(3.11)</b> Demonstrates how words of praise can be used to encourage others.	<b>(4.11)</b> Uses praise and other types of encouragement appropriately.	<b>(5.11)</b> Gives and accepts feedback from others to help improve performing striking, dribbling, throwing, and other sport skills.
<b>(K.12)</b> Demonstrates the ability to make physical activity with others more fun and enjoyable.	<b>(1.12)</b> Demonstrates the benefits that accompany cooperation and sharing.	<b>(2.12)</b> Demonstrates respect for self, others, and game rules when participating.	<b>(3.12)</b> Demonstrates positive interactions with others.	<b>(4.12)</b> Accepts responsibility for one's own performance without blaming others.	<b>(5.12)</b> Gives and accepts feedback on sportsmanship issues appropriately.

**Middle School (Grades 6-8) Physical Education Power Standards Scope & Sequence © 2012 Great Activities Publishing Company**

<b>Sixth Grade</b>	<b>Seventh Grade</b>	<b>Eighth Grade</b>
<b>(6.1)</b> Combines locomotor and manipulative skills into specialized sport skills (e.g., dribble and passing the ball to a partner while being guarded) and applies these sequences to partner, small-group, and small-sided game situations.	<b>(7.1)</b> Demonstrates mature sport skill combinations competently with players in modified versions of individual/dual/team activities.	<b>(8.1)</b> Combines and applies movement skills to demonstrate proficiency in at least one lifetime sport or activity (e.g., demonstrates the basic skills needed to play tennis at the local recreation center).
<b>(6.2)</b> Develops, refines, and demonstrates movement routines (e.g., aerobic dance, jump rope, folk dance, line dance) to music.	<b>(7.2)</b> Performs a variety of multicultural dances and/or rhythmic activities competently (e.g., international folk dances, tinikling, jump rope).	<b>(8.2)</b> Demonstrates an understanding of square and folk dance steps, positions, and patterns as to create and perform a dance to music.
<b>(6.3)</b> Performs a variety of skills with power/distance for accuracy (e.g., throwing and catching a ball with accuracy and force while guarded by like-skilled opponent).	<b>(7.3)</b> Transfers throwing and other manipulative skills from one sport/activity to another (e.g., able to transfer the mechanics of the overhand throw to a tennis serve or volleyball spike).	<b>(8.3)</b> Monitors and sets goals to improve performance in one lifetime sport or activity.
<b>(6.4)</b> Understands and applies basic offensive and defensive strategies in small group cooperative or competitive activities.	<b>(7.4)</b> Uses skill combinations competently with basic offensive and defensive strategies in small group cooperative or competitive activities (e.g., keeps between the player with the ball and the goal).	<b>(8.4)</b> Applies combinations of skills with appropriate court/game awareness skills (e.g., rebounding a basketball, looks for an open player, but not finding one, dribbles the ball upcourt;) in one lifetime sport or activity.
<b>(6.5)</b> Knows and applies a variety of sport skill rubrics.	<b>(7.5)</b> Knows and applies rubrics to improve the quality of player response (both offensive and defensive) to dynamic, interactive environments.	<b>(8.5)</b> Knows and applies rubrics to assess and improve the quality of a player's skills, game awareness (both offensive and defensive) in one lifetime sport or activity.
<b>(6.6)</b> Understands and uses health related fitness assessments (e.g., abdominal strength and endurance, upper body strength and endurance, cardiovascular fitness, lower back flexibility, and body composition) and other data (e.g., heart rate monitors, pedometers, skinfold calipers) to show improvement on two or more self-selected items.	<b>(7.6)</b> Uses data from 6th grade (e.g., health-related fitness assessment results, heart rate monitors, pedometers, skinfold calipers) to improve on at least three or more self-selected items.	<b>(8.6)</b> Uses data from 7th grade (e.g., health-related fitness assessment results, heart rate monitors, pedometers, skinfold calipers) to improve on four self-selected items.
<b>(6.7)</b> Participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >30 minutes of time during and outside of school and understands the Centers for Disease Control's (CDC) recommendations for physical activity.	<b>(7.7)</b> Participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >30 minutes of time during and outside of school <u>and</u> incorporates 1-2 of the Centers for Disease Control's (CDC) recommendations for physical activity.	<b>(8.7)</b> Participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >30 minutes of time during and outside of school <u>and</u> incorporates 2-3 of the Centers for Disease Control's (CDC) recommendations for physical activity.
<b>(6.8)</b> Demonstrates the ability to participate in numerous bouts of self-paced aerobic activity by keeping in the appropriate Perceived Exertion Scale (PES) levels, target heart rate zone, and monitoring recovery rate.	<b>(7.8)</b> Demonstrates the ability to perform numerous bouts of self-paced aerobic activity during and outside of school by keeping in the appropriate Perceived Exertion Scale (PES) levels, target heart rate zone, and monitoring recovery rate.	<b>(8.8)</b> Demonstrates the ability to incorporate CDC recommendations while performing numerous bouts of self-paced aerobic activity during and outside of school by keeping in the appropriate Perceived Exertion Scale (PES) levels, target heart rate zone, and monitoring recovery rate.
<b>(6.9)</b> Uses and applies basic principles of training (e.g., FITT, overload, progression) and their relationship to implementing safe and appropriate personal fitness programs.	<b>(7.9)</b> Describes and demonstrates a variety of training methods including, but not limited to isotonic, isometric, interval, and circuit methods.	<b>(8.9)</b> Understands the legal, ethical, and physical consequences (e.g., use of steroids) for gaining strength and/or decreasing body fat.
<b>(6.10)</b> Understands all five obesity prevention health behaviors and self-selects two or more behaviors to monitor over time.	<b>(7.10)</b> Understands all five obesity prevention health behaviors and self-selects three or more behaviors to monitor over time.	<b>(8.10)</b> Determines any relationships between data collected on four self-selected obesity prevention behaviors and the four health related fitness results.
<b>(6.11)</b> Demonstrates and identifies the social, emotional and physical benefits of participation in physical activities.	<b>(7.11)</b> Participates in competitive and cooperative activities that require the development of strategies and teamwork.	<b>(8.11)</b> Demonstrates fair play and acts responsibly in physical activity settings.
<b>(6.12)</b> Works productively in a group to accomplish a set goal in both cooperative and competitive settings.	<b>(7.12)</b> Demonstrates respect for differences, fair play, and sportsmanship in physical activity settings.	<b>(8.12)</b> Analyzes the role of self-responsibility for personal safety and safety of others during physical activity.

Ninth Grade	Tenth Grade
<b>(9.1)</b> Combines and applies movement skills to demonstrate proficiency in at least two lifetime sports or activities.	<b>(10.1)</b> Combines and applies movement skills to demonstrate proficiency in at least three lifetime sports or activities.
<b>(9.2)</b> Combines and applies square and folk dance steps, positions, and patterns as to create and perform at least two dances or other rhythmic activities to music.	<b>(10.2)</b> Combines and applies square and folk dance steps, positions, and patterns as to create and teach others at least three dances or other rhythmic activities to music.
<b>(9.3)</b> Monitors and sets goals to improve performance in two lifetime sport or activities.	<b>(10.3)</b> Monitors and sets goals to improve performance in three lifetime sports or activities.
<b>(9.4)</b> Explains and demonstrates advanced offensive, defensive, and transition strategies in two lifetime sports or activities where applicable	<b>(10.4)</b> Explains and demonstrates advanced offensive, defensive, and transition strategies in three lifetime sports or activities where applicable.
<b>(9.5)</b> Knows and applies rubrics to assess and improve the quality of a player's skills, game awareness (both offensive and defensive) in two lifetime sports or activities where applicable.	<b>(10.5)</b> Knows and applies rubrics to assess and improve the quality of a player's skills, game awareness (both offensive and defensive) in at least three lifetime sports or activities where applicable.
<b>(9.6)</b> Uses data from 8th grade (e.g., health-related fitness assessment results, heart rate monitors, pedometers, skinfold calipers) to improve performance in at least two lifetime sports or activities.	<b>(10.6)</b> Uses data from 9th grade (e.g., health-related fitness assessment results, heart rate monitors, pedometers, skinfold calipers) to improve performance on at least three lifetime sports or activities.
<b>(9.7)</b> Participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >30 minutes of time during and outside of school <u>and</u> incorporates 3-4 of the Centers for Disease Control's (CDC) recommendations for physical activity.	<b>(10.7)</b> Participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >30 minutes of time during and outside of school <u>and</u> incorporates all four of the Centers for Disease Control's (CDC) recommendations for physical activity. <sup>2</sup>
<b>(9.8)</b> Demonstrates the ability to incorporate CDC recommendations while performing numerous bouts of self-paced aerobic activity during and outside of school by keeping in the appropriate Perceived Exertion Scale (PES) levels, target heart rate zone, and monitoring recovery rate.	<b>(10.8)</b> Demonstrates the ability to incorporate CDC recommendations while performing numerous bouts of self-paced aerobic activity during and outside of school by keeping in the appropriate Perceived Exertion Scale (PES) levels, target heart rate zone, and monitoring recovery rate.
<b>(9.9)</b> Evaluates consumer issues related to physical fitness such as marketing claims promoting fitness products and services.	<b>(10.9)</b> Identifies and evaluates ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance.
<b>(9.10)</b> Collects and compiles individual and/or class data to determine the effect of obesity prevention behaviors on one's academic achievement (e.g., do students who are physically active for 60 minutes or more each day report being more alert in class?).	<b>(10.10)</b> Collects and compiles individual and/or class data to determine the effect of obesity prevention behaviors on one's emotional, social, or physical well-being (e.g., do students who are physically active for 60 minutes or more each day have better school attendance?). <sup>3</sup>
<b>(9.11)</b> Acts independent of negative peer pressure during physical activity.	<b>(10.11)</b> Explains and analyzes the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
<b>(9.12)</b> Recognizes and resolves conflicts during physical activity.	<b>(10.12)</b> Resolves conflicts and accept decisions or judgments in a mature manner.

<sup>1</sup> **NASPE Alignment Note:** Each of the six NASPE Standards are addressed in the above charts. For example, **NASPE Standard #1** (Power Standards #1, #2); **NASPE Standard #2** (Power Standards #4, #5); **NASPE Standard #3** (Power Standard #7); **NASPE Standard #4** (Power Standard #6); **NASPE Standard #5** (Power Standards #11, 12); with **NASPE Standard #6** (integrated throughout Power Standards #1-#12).

<sup>2</sup> **CDC Physical Activity Recommendations:** (1) Physically active at least 60 minutes a day, (2) Include vigorous physical activity at least 3 days per week as part of the 60 or more minutes, (3) Include muscle strengthening at least 3 days per week as part of the 60 or more minutes, (4) Include bone strengthening activities at least 3 days per week as part of the 60 or more minutes.

<sup>3</sup> **Obesity Prevention Recommendations:** (1) Physically active at least 60 minutes a day, (2) Eat 5-9 fruit or vegetables a day, (3) Limit TV/computer screen time to 60 minutes or less a day, (4) Limit drinking sugar-added beverages, (5) Get 8-11 hours of sound sleep each night.